EFL LEARNERS' PERCEPTION ON INTEGRATING E-READING MODULE WITH ECO-ELT THEMES

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Abstract: Environmental issues are globally recognized, drawing significant attention from various academic fields to mitigate further harm. These issues are inherently linked to community behavior, awareness, and actions. English Language Teaching (ELT) has the potential to contribute by fostering eco-green awareness among learners. To explore this potential, research was conducted at a university in Bojonegoro to investigate EFL learners' perceptions of using an e-reading module with eco-ELT themes.This mixed-method study combined quantitative and qualitative analyses, involving 45 EFL learners. Data were collected through questionnaires and interviews. The questionnaire addressed aspects such as clarity, sustainability of reading materials, eco-ELT themes, and ease of access. Interviews explored learners' perceptions of eco-green awareness. Data analysis included verification, scoring, and calculating the percentage of each response, as well as interpreting interview transcripts. The findings indicate that most EFL learners positively perceive the use of e-reading modules with eco-ELT themes, with around 50% expressing favorable views. Learners acknowledged that eco-ELT themes provide new insights into environmental issues while enhancing reading comprehension. Additionally, they noted that eco-ELT encourages adopting green and sustainable lifestyles. In conclusion, eco-ELT presents an innovative approach to developing teaching materials that not only enhance language acquisition but also promote environmental awareness and character development, inspiring learners to care for the planet.
Keywords: *eco-ELT; e-reading materials based eco-ELT; EFL learners; perception.*

INTRODUCTION

Environmental issues have gained recognition as global discourse. Numerous problems, such as climate change, global warming, deforestation, are occurring worldwide. These damages have had negative impacts of majority of creatures on Earth.(Semenova, 2020),(Valavanidis, 2022). Consequently, these phenomena gain numerous attentions from various academic disciplines. They become increasingly interested in taking action to

reduce biodiversity loss and environmental damage. One such discipline is English language teaching (ELT) which has contributed to the promotion and integration of environmental education in English lessons and materials (Saiful, 2023). This idea is fully supported by The United States' Sustainable Development Goals (SDGs). It emphasizes that the importance of acquiring essential knowledge and information to advance sustainable development and protect the earth for students. There are various ways of implementing Sustainable Development Goal (SDGs) such as integrating teaching materials with environmental projects, inserting nature and environmental themes in textbooks and so on (Lough, 2023). Through these activities, learners are expected to have competence and knowledge instead of environmental awareness. It can be implied that learners need to have the necessary knowledge and awareness of sustainable development in order to prevent further damage to the earth. In summary, English language teaching, as an academic discipline, can make a significant contribution to building and empowering learners to gain linguistic competence, knowledge, information, and awareness in protecting the environment. This can be achieved through various means, including providing and integrating teaching and learning materials in courses that not only cover grammar and skills, but also address environmental crises and the importance of nature conservation (Jepri Ali Saiful, 2020) (Micalay-Hurtado & Poole, 2022).

Regarding to the explanation above, Eco-ELT is considered a novel approach in English language teaching that aims to present fresh perspectives on teaching English while also fulfilling the important role of being a "green" moral agent in the classroom. It presents the principles of ecocriticism with the responsibilities of teachers as role models, catalysts for change, and educational facilitators (Jepri Ali Saiful, 2020). Saiful highlights that Eco-ELT can be seamlessly integrated into lesson plans and English teaching materials, allowing educators to create, combine, and incorporate English skills, components, and literacy with discussions, analysis, and projects that promote eco green awareness and address environmental themes such as climate change, biodiversity loss and so on. There are various integration of eco-ELT and teaching and learning process such as implementing content and task-based language learning instruction, Eco composition, environmental essay writing and digital storytelling. Those integrations can be used

environmental themes and cases. Consequently, learners can acquire linguistic competence, comprehension and green awareness. In other word, Eco-ELT specifically emphasizes on integrating and promoting language learning and environmental based materials to enhance both linguistic competence and nature awareness to save the earth.

In line with eco-ELT concept, education plays a crucial role in fostering and shaping learners' character and awareness, particularly in building resilience. It not only equips learners with knowledge and skills but also cultivates their consciousness and awareness to preserve and protect the environment (Putri et al., 2024). By integrating teaching and learning materials, along with engagement in environmental activities within the local community, students' awareness of community well-being can be enhanced and empowered. This process aids students in becoming more cognizant of climate change (Duggan et al., 2020). Furthermore, education can shape and develop learners' awareness of the environment and its impact. To achieve this, it is imperative to integrate environmental themes, education, and materials into the learning process. This integration helps build learners' awareness and inspires them to take action on environmental issues. There are various approaches to accomplish this, including the implementation of mandatory and voluntary programs across different levels of education to raise awareness among learners about environmental issues (Ali et al., 2023)(Mahaswa et al., 2024). In summary, education is a fundamental component in shaping and developing students' cognitive, affective, and psychomotor skills. Rather than solely focusing on academic competence, education plays essential roles in raising students' awareness of environmental issues and inspiring them to take preventive and proactive action on environment.

In English language teaching, reading is considered as an essential skill to acquire information and knowledge from any media both printed and non-printed text. In other word, reading is an essential activity to absorb information and analyze it to get critical and informative information and knowledge (Sergeyevich et al., 2023). Suwarno et al (2022) highlight that reading proficiency is important activity due to several reasons involving it can enhance learners' cognition linguistically and socially (Suwarso & Praseno, 2022). In other word, reading is process of absorbing information and knowledge that help learners to take them better cognition linguistically

and socially.

Reading can be challenging for EFL learners due to several aspects such as comprehension, habits, dictation and orthography(Suwarso & Praseno, 2022). One of ways to assist learners with their challenges and problems is to provide appropriate and comprehensive reading materials that are linier and relevant for their level of frequency. Socially, designing and choosing proper and relevant materials are good way to enhance their social awareness and in line with the Sustainable Development Goals (SDGs) concept (Seva et al., 2023).

Dealing with the statement above, Eco-ELT seems relevant approach to conduct and design appropriate reading material for EFL learners to enhance and promote eco-green awareness. Instead of just improving learner's reading skill, it aims to enhance learner's awareness and information about environmental issues that are occurring around them. They can assist and take action to have some efforts to prevent more damages and save the earth. This idea is supported by the conceptual ideas and framework from Fauzan. He emphasizes that there should be learning materials at any level of school and institution that can assist and add the knowledge of the learners toward environmental conservations. Both educators and learners have crucial role to fill up the knowledge and environmental matters (Fauzan, 2013). In short, there is need to design and create reading materials based Eco-ELT to assist and provide learners with comprehension and awareness in both academic and environmental contexts.

Several studies and researches have been conducted to develop reading materials for EFL learners. The purpose of these studies is to assiste learners in comprehension and other areas using various approaches and models Nur Azizah et al (2021) developed reading materials in EFL class by utilizing the local culture (Azizah et al., 2021). Surdayanto and Kurniawan (2020) developed a critical reading module using integrated learning content and language approach (CLIL) for EFL learners (Surdyanto & Kurniawan, 2020). These studies have revealed that the products are valid and applicable for students in reading class. Those previous studies also designed based on learners' need and necessities in reading class but those concerning and focusing the use of eco-ELT and environmental issues are still limited.

Based on the information provided, the authors have conducted and developed electronic reading module based eco-ELT for EFL learners. It has been implemented in reading class for EFL learners particularly on English Education Department in Universitas Nahdlathul Ulama Sunan Giri. It is expected that the implementation and the use of e-reading module based eco-ELT will assist EFL learners to have eco-green awareness instead of enhancing their reading comprehension. Based on the case, this research is intended to reveal EFL learners' perception of the implementation and using e-reading module based eco-ELT. This research employs research questions: (a) what are the EFL learners' perception/perspective on the integration of eco-ELT and reading materials on enhancing eco-green awareness in EFL class? (b) how do EFL learners perceive eco ELT??

METHOD
In this research, the mixed method explanatory designed was employed. It was aimed to explore and describe quantitative data then follow up by describing qualitative data to support and strengthen the research purpose. The intention of employing this design because the researchers want to explore EFL learners' perception on the implementation of e-reading module with Eco-ELT themes and then followed up by exploring how they perceive eco green awareness on their daily life. The quantitative data is obtained firstly through distributing questionnaire to the students. It aims to survey the implementation of e-reading module with Eco-ELT themes in reading class. The questionnaire was adopted from ready-made one by Septiyanti (Septiyanti et al., 2020).The questionnaire consists of several indicators namely clarity and sustainability of text and image on E-reading module based Eco-ELT, presentation of reading materials and Eco-ELT themes on e-reading module, usefulness of e-reading module with Eco-ELT themes, and ease of access. The questionnaire was distributed through google form. There were 45 students took part as a participant in this research. They were chosen because they have used the e-reading module with eco-ELT themes during their reading class.

Then, qualitative data is obtained through interview. It was done to get deep information about how the EFL learners' perspective on using e-reading module with Eco-ELT themes. There are several indicators of interview questions namely the concept of Eco-ELT, EFL learners' opinion, and EFL learners' green action. The interview was done to get deep and narrative data from participants (Romios et al., 2024).

The researchers employed Likert Scale form in the questionnaire as the primary data. There are

several categories namely SD (strongly Disagree), D (Disagree), A (Agree), and SA (Strongly Agree). Meanwhile, the result of the participants' responses was reported on the percentage. In analyzing the qualitative data, the researchers used framework from Miles and Huberman (Dull & Reinhardt, 2014). It consists of several steps namely condensation, data classification, data presentation, data interpretation and conclusion. After interviewing the participants, the researchers did classification and coding the script. Then the researchers read the scripts and interpret the data to draw a conclusion. There are 20 EFL learners that involved in the interview session since they have experience in using e-reading module with eco-ELT themes as well.

RESULTS AND DISCUSSION

RQ1: EFL learners perceive the e-reading module based Eco-ELT

This research involved 45 EFL learners who had taken part in using e-reading module based eco-ELT. The participants consist of 9 male and 36 female. Mostly the respondents were between 18-22 years old. It means that the majority of the participants were generation Z.

Regarding to the research questions, the data obtained from questionnaire that distributed through google form. There are several aspects that regarded as indicators for EFL learners' perceptions on implementing e-reading module based eco-ELT such as clarity and sustainability of text, video and picture based on Eco-ELT themes, presentation of reading materials and eco-ELT themes, usefulness of e-reading module and assessable of e-reading module. the questionnaire is designed about 17 items. Each statement uses Likert scale namely strongly agree (SA), agree (A), disagree (D) and strongly disagree (SDA). the explanation can be presented as follow:

Table 1. *The aspects of clarity and sustainability of text, image and video on e-reading module based eco ELT*

No	Statement	Percentage			
		SA	A	D	SDA
1	the text in the e-reading module based on eco-ELTis easy to understand and read	54,3%	45,7%	0	0
2	the size of images, videos and animation as well as links	43,5%	56,5%	0	0
	in e-reading module are presented in accordance with the theme of Eco-ELT.				
3	the pictures in e-reading module based on eco-ELT are interesting and in line with eco-ELT themes and reading comprehension	45,7%	54,3%	0	0
4	animations, videos, as well as projects on e-reading module are presented in line and accordance with materials	39,1%	60,9%	0	0

Table 1 presents that 54,3% EFL learners claim that strongly agree with the easiness of text and materials that available in e-reading module with eco-ELT themes. It can be inferred that text and materials that relevant with eco-ELT themes are interesting for them because they have closely relationship with environment around them. In addition, the e-reading module also provides barcode that can be assessed to watch relevant videos as additional feature to brainstorm and help learners to analyze the environmental phenomena. As a result, it will engage their background knowledge and their comprehension in reading activity. While, 45,7% EFL learners state that E-reading module with Eco-ELT themes is easy to understand. It can be inferred that e-reading module based eco-ELT is practical and easy to understand by EFL learners in reading class. They can access it through their gadgets such as mobile phone, table and laptop. It provides practicality to read and it leads them to easily understand the text. Regarding to the size, images, video that available in e-reading module are in line with the themes of Eco-ELT, 45,7% EFL learners express strongly agree. It means that the e-reading module presents audio and visual aids to assist learners to analyze and comprehend current environmental issues easily. They can look at the provided pictures while read the text. They can easily scan the provided barcode to connect with video. This response is supported by the findings of the research done by Atmajaya (2022), Lhamo and Shalwongs (2023) (Surya Atmaja, 2022.), (Lhamo & Sakulwongs, 2023.). The findings claim that audio visual aids

can assist the learners to improve their reading comprehension effectively. While, 54,3% EFL learners agree that e-reading module has eco-ELT themes. Related to video, project and exercises are in line with reading materials, 39,1% EFL learners state strongly agree. Only 60,9% EFL learners express agree with the statement.

Based on the explanation above, it can be stated that EFL learners claim that e-reading module with Eco-ELT themes completely has clarity and sustainability. Consequently, the text, pictures and materials that used in e-reading module are in line with eco-ELT concept and approach. As a result, they are able to analyze and comprehend reading materials while paying attention and action to environmental issues. The provided texts can engage them to keep on eyes what really matters in the earth. Consequently, they have attention and concern to act as prevention to keep the earth well. This data also supported with the result from interview as follow:

P1: "Yes, the module can provide a new insight on protecting and preserving nature and the environment. Instead of getting reading materials, I can learn reading materials well and read relevant texts about environmental issues. As a result, I realize what happened in our planet recently" [Participant 1]

P5:" After learning and reading the module, I get insight about environmental care. From being ignorant to being aware of the state of the surrounding environment after I learn and read some texts and materials in the module" [Participant 5]

P10: "Regarding to Eco-ELT, actually it deals English lessons/materials that are presented based on environmental conditions and issues to increase students' awareness of the environment and broaden our horizons. [participant 10]

Based on the scripts above, it can be synthesized that EFL learners have positive and good acceptance of using e-reading with on Eco-ELT themes. Instead of getting knowledge about reading materials, the EFL learners learn, analyze and think about some actions how to care, protect and prevent the environment better.

Based on the explanation above, it can be concluded that EFL learners get new insights in learning reading. They not only perceive reading materials but also, they learn and comprehend lessons about how environment and its condition, they know information about climate changes and its impacts and so on. They can learn how to promote eco green awareness and do some actions to promote "green" actions and sustainable lifestyle.

Table 2. *The presentation of the reading material and Eco-ELT theme on e-reading module*

No	statement	Percentage			
		SA	A	D	SDA
1	the presentation of reading material on the Eco ELT-based e-reading module starts from easy to difficult	30,4%	67,4%	2,2%	0
2	the material presentation and reading text on the e-reading module are straightforward and easy to understand.	32,6%	67,4%	0	0
3	the content and text presented in the eco ELT-based e-reading module are organized systematically and clearly	43,5%	56,5%	0	0
4	the sentence used in the material and text on the e-reading module based on Eco ELT is simple to understand	43,5%	56,5%	0	0
5	The language used in the Eco ELT-based e-reading module is easy to understand	37%	63%	0	0
6	the terms and vocabulary used in the Eco ELT-based e-reading module are given clear and easy-to-understand	32,6%	67,4%	0	0

Table 2 describes that 67,4% EFL learners said agree with the presentation of reading materials on e-reading module based eco-ELT. While, 30,4% EFL learners express strongly agree with the presentation of materials on e-reading module. only 2,2% EFL learners said disagree with the presentation of e-reading materials. It implies that the presentation of materials in e-reading is begun with simple or easy to difficult one. This finding is in line with some relevant researches done by Maryatiningsih. It emphasizes that learners tend to like reading and it enhances their motivation due to the presentation of the materials. It means that appearance of the e-module is influential on learners' interest (Maryatiningsih & Abduh, 2024), (Wirdiyana et al., 2024) Further, 32,6% EFL learners state strongly agree with the materials is easy to understand. There are 67,4% EFL learners state that the materials are straightforward and easy to understand. While, there is no EFL learners state disagree or strongly disagree with that. Moreover,43,5% EFL learners said strongly agree with systematic of content and materials in e-reading module. 56,5% EFL learners state agree with the systematic of e-reading materials based eco ELT. It can be inferred that e-reading module based eco-ELT has systematic and clear materials in orders. These findings are supported by Sakura et al (Sakura Putu Arga & Dani Septiyan Rahayu, 2019.)It states that materials based environmental issues can help learners to engage and improve their eco literacy. As a result, they have good awareness on their environment. It can be concluded that the content, presentation and systematic learning materials with eco-ELT themes can assist learners' awareness and lead to have good perception on the material. Besides that, the sentence used in the materials is understandable and understand, there are 43,5% EFL learners state strongly agree with that. 56,5 % EFL learners agree with the sentences that used in e-reading module is understandable and simple. Next, 37% EFL learners claim that they strongly agree with the language used in e-reading module is understandable. While, 63% EFL learners agree with the language is understandable in e-reading module. It can be implied that EFL learners feel that language used in e-reading module based eco-ELT is understandable and they easily understand about the language and its meaning. While, dealing with the terms and vocabulary used in e-reading module based eco-ELT, 32,6% EFL students express strongly agree and 67,4% EFL learners agree with the terms and vocabulary are proper with eco-ELT themes. In short, from the indicator,

it can be concluded that the e-reading module based eco ELT is accordance with Eco-ELT themes. It can be showed from the EFL learners from interview as follow:

> P12: "the design of the module is not monotonous and the sentences and language are easy to understand. As a result, I can improve my reading skill" [P12]

> P15: "I can easily learn reading because it uses straightforward and light language that makes it easy for students to learn the content. organized with themes that are in accordance with the content" [P15]

Based on the explanation above, it can be analyzed that the e-reading module based eco-ELT has understandable language and it was organized systematically and based on eco-ELT themes. It can be concluded that EFL learners have positive response regarding to the presentation of reading materials and eco-ELT themes.

Table 3. *The usefulness of E-reading module based Eco-ELT*

No	statement	Percentage			
		SA	A	D	SDA
1	The instructional use of the Eco ELT-based E-Reading module is very clear and helpful in using the E-reading module	41,3%	58,7	0	0
2	The steps in the reading lesson can help and make it easier to learn and understand the reading material.	39,1%	60,9%	0	0
3	E-Reading module based on Eco ELT is interesting to learn and able to provide an understanding of the importance of protecting the environment	54,3%	45,7%	0	0

4	E-Reading modules based on Eco ELT can improve my motivation to learn reading and increase my awareness of the application of eco green awareness and green life style.	52,2%	45,7%	2,2%	0

The table 3 describes about the indicator of usefulness of E-reading module based eco-ELT. This indicator has several statements. 41,3% EFL learners express strongly agree with the instructional use of the e-reading module. moreover, 58,7% EFL learners claim agree with that statement. It can be inferred that the e-reading module with eco -ELT themes used understandable and it has clear instruction. As a result, mostly students get easy to understand the instruction on the module. the next, dealing with the steps and instruction in e-reading module, 39,1% EFL students state strongly agree and 60,9% EFL learners state agree. It means that EFL learners understand the instruction and steps in e-reading module are understandable and easy to practice it. It can be inferred that e-reading module based eco-ELT has understandable and easy intrusions and steps in learning reading materials. Instead of eco-ELT themes as the main point of reading passages/texts, the EFL learners learn several reading materials with clear instruction in the module. as a result, the EFL learners get to know the materials and information from the texts/passages. The next statement is about the interesting content and relevant with eco-ELT and its significant impact of green movement, the data reveals that 54,3% EFL learners state strongly agree and 45,7% EFL learners agree about that. These can be implied that e-reading module based eco-ELT has interesting appearance as a module and it is interesting for the learners. Besides, it provides points about the importance of protecting environment as well. Instead of learning reading specifically, the e-reading module provide texts/exercise with relevant with eco-ELT goals.

The next statement is dealing with the impact of e-reading on EFL learners' reading improvement and motivation. The data shows that 52,2% EFL learners claim strongly agree and 45,7% EFL learners state agree. While, 2,2 % EFL learners state disagree. The data implies that majority of

EFL learners have positive acceptance and response on the e-reading module particularly on its impact on their motivation in improving their reading and empowering their eco-green awareness. It can be stated that e-reading module based eco ELT has impact and usefulness in enhancing learners' reading comprehension and their green awareness as well.

Table 4. *The aspects of ease of access e-reading module based eco-ELT*

No	statement	Percentage			
		SA	A	D	SDA
1	E-reading module based on Eco ELT is presented online and easy to access through devices / smartphones)	60,9%	39,1%	0	0
2	E-reading module based on Eco ELT is easy to download on all devices	63%	34,8%	2,2%	0
3	the access to read and study E-Reading modules based on Eco ELT is not limited by time and location.)	58,7%	39,1%	2,2%	0%

The table 4 reveals that the distribution of data from the aspect of ease of access e-reading module based eco ELT. This indicator has several statements. The first statement deals with online form of e-reading module. 60,9% EFL learners express strongly agree and 39,1 % EFL learners state agree. There is no EFL learners claim disagree and strongly disagree. These can be implied that EFL learners get easiness to access the module through their device. It can be accessed through smartphone or their tab. The next, 63% EFL learners claim strongly agree and 34,8% EFL learners state agree. While, there is 2,2, % EFL learners state disagree. It can be implied that majority of EFL learners have positive acceptance on e-reading module based eco-ELT is downloadable on their device. Consequently, they can read and learn anytime and anywhere while

checking their smartphone or other devices. dealing with unlimited access of e-reading module, 58,7 % EFL learners express strongly agree and 39,1% EFL learners state agree. Only 2,2% EFL learners said disagree. The data can be implied that mostly EFL learners have positive acceptance on e-reading module based eco-ELT particularly in unlimited time and place access. it means that e-reading module based eco ELT has practicality and easiness on access. The EFL learners can independently learn and read it anywhere and anytime. In other word, e-reading module with eco-ELT themes assessable and practical for learners. This finding is supported by research from Huda H and Sulistiyaningrum (Huda & Sulistiyaningrum, 2022) The finding shows that self-directed learning can enhance and improve students' reading comprehension. It means that learners can assess their reading materials independently anytime and anywhere. In this case, the learners easily access and self-learn material which is particularly about environment. Consequently, it impacts on their ability and comprehension. Instead of improving their reading, it presents other positive side particularly on environmental awareness. They are aware of their around and try to keep their environment well.

From the explanation above, it can be concluded that majority of EFL learners have positive perception and acceptance of the implementation and integration of e-reading module with eco ELT themes particularly in reading class. It can be viewed from several aspects namely clarity and sustainability of e-reading module based eco-ELT, presentation of reading materials on e-reading module, the usefulness of e-reading module based eco ELT and the ease of access e-reading module based eco-ELT. Those aspects truly lead learners' perception on using e-reading module with eco-ELT themes. Into positive. They also boost their awareness on environment as well.

Referring to data distribution above, it can be said that majority EFL learners reveal that e-reading module can provide new insights to the environmental issues and they can get knowledge both in reading aspects and materials such as scanning, skimming and others. In other side, they get information and learn actions how to take action and realize about environmental issues such as climate change, global warming and others. In summary, EFL learners have positive perception and acceptance on e-reading based on eco-ELT in EFL class.

RQ2: How EFL learners perceive the eco-ELT
Through deep interview and data analysis, the finding of this research presents proof and description of EFL learners view about Eco-ELT in EFL class. Based on the data finding, several participants openly express their personal view about eco ELT as follow:

> P2: "Eco ELT is about English teaching and learning activities with environmentally friendly themes. For example, perhaps when we learn to write or learn to compose an essay we can take themes about environmental change, global warming, and so on that are still related to the environment" [P2]

> P4: "Eco ELT means language learning associated with environmental issues and awareness" [P4]

Referring to the responses from the EFL learners, it can be analyzed that EFL learners view that eco ELT deals with learning and teaching English that is relevant with environmental themes and issues. It means they express that through eco-ELT themes, they find out new information about environmental issues such as climate change, biodiversity lost and so on. Instead of learning reading, they are able to comprehend information and take some green movement to prevent more damages.

Through e-reading module with eco-ELT themes, learners can do some provided projects on the module which are relevant with themes. They can do several campaigns on social media or they can perform some actions to prevent some environmental issues such as plastics wastes and so on. The participants emphasize that learning reading through eco ELT offers various chances to take action and enhance their awareness of environmental issues. It can be implied that eco-ELT persuades EFL learners to realize about what is going on around their environment.

Dealing with EFL learners' awareness about positive habits on environmental action, eco ELT has played important role to awaken and enhance their awareness and take action. The data dan be seen as follow:

> P7: "Getting used to reducing the use of plastic materials in daily life. Start practicing the reduce, reuse, and recycle method" [P7]

> P9: "The first step is to reduce plastic waste, because it is very impactful. So, when we shop, we try to use our own toot bags to reduce waste. The second is to encourage the reforestation of

trees that are deforested. As we know in Bojonegoro there are very few trees on either side of the road, and this is very different in the Tuban area which is very shady. Then the last is to promote environmental awareness, such as making pamphlets, articles, and so on to encourage people to be aware of the environment' [P9]

P13: "Of Course, by voicing about protecting and preserving the environment. Despite this being difficult to do, at least I am one of the people who care about the environment. Not only care but also do something about it.

Based on the data above, it can be assumed and implied that the EFL learners are aware of the environmental issues and willingly take action to prevent more damages and they are able to be green agents in their environment. They have planned to switch their bad habits by using reusable and sustainable tools. They generally emphasize that taking action is essential to improve the damages in the earth. They can combine and integrate what they have learned in their reading class and implement it in their actions. They are able to practice good habits and promote them to people around them.

In conclusion, EFL learners perceive eco ELT as approach that led and teach them into deeply get to know and understand some environmental issues that integrated and used as learning resources to awake their awareness and enhance their green movement and awareness regarding to the environment around. They have positive view on learning English specially reading class. They are able to take some actions in their daily life as implementation of eco ELT that they have learned.

The result shows eco ELT offers new insight in English language teaching which give impact on the EFL learners' awareness as the green agent. (Saiful, 2023). It is in line with this finding which is EFL learners perceive the reading module with eco -ELT themes positively. They learn English text with environmental themes such as global warming, pollution and soon. Those themes lead their awareness toward their around.

In the table 2, 3 and 4 have been described previously, the aspects of presentation of reading materials, usefulness of e-reading module and accessibility got higher score on strongly agree and agree. It means that learners have tendency to use e-reading module for some reasons. It implies that E-reading module has positive perception on the EFL learners as it brings impactful effect on their reading comprehension due to some reasons such

as material presentation, usefulness and accessibility. These finding also reinforced by some findings from researches which concerned on e-reading module such as Satriani et (2024). They investigated the students' perception on using e-module learning material for online and distance learning. The study reveals that students have positive perception on e-module learning particularly on intensive reading course (Satriani, E., Idayani, A., & Kadar, 2024). These findings also supported by the research from Sanova et al (2022). It reveals that e-module is able to navigate learners to improve and enhance their literacy and it helps them to get self -directed learning because it is easier for them to learn independently (Sanova et al., 2022). It can be synthesized that e-reading module provide benefits for learner particularly EFL learners in deeply learning and self-directed learning. They can independently learn and read the module. It literally has practicability and sustainability. Consequently, it presents positive impacts on their learning outcome and progress.

Meanwhile, Related to the environmental issues, this research shows that English texts with environmental themes can lead and enhance learners' awareness. They show their awareness through some actions such as in putri et al (2024) did development on designing and creating picture book that used and implemented climate change effects and themes. The research reveals that the implementation of the picture book can empower young learners' awareness on climate change issues. It both improves young learner's bilingual ability and it is attractive and interesting for them. (Putri et al., 2024). From the research finding, it is in line with what has been done and elaborated by (Duggan et al., 2020), (Mahaswa et al., 2024), and (Kara, 2023). Taking and involving environmental issues in educational setting are allowed to navigate and enhance learner's awareness in environment. Instead of that, Eco ELT can promote harmony with nature and environment in balance (Putri Indah Pratiwi et al., 2024). In other word, e-reading module with eco-ELT can be regarded as innovative way to promote and navigate EFL learners to have awareness and it promotes new harmony, environment balance and foster EFL learners to keep the earth well.

In general, based on the presented findings and elaboration, this research presented quite information about the positive contribution of e-reading materials with eco-ELT themes to enrich learners' reading ability and awareness. it can be posited and interpreted that English language teaching has the potential to function as an agent

for environmental consciousness among EFL learners. This can be accomplished by offering instructional materials that are rooted in environmental concerns. As a result, EFL learners acquire eco-literacy through their engagement. Rather than solely focusing on the improvement of English language proficiency, learners are able to grasp the information and subsequently take proactive measures to contribute to environmental preservation.

This research literally has limited aspects such as number of participants. However, the involvement of numbers participants could be better to gain comprehensive information because it can be used by institution as holistic material evaluation. Meanwhile, for EFL learners themselves, it is essential to keep their awareness alive to act and keep the environmental clean. They can do more actions as the green agent and EFL learners. For further research, it needs to develop and expand more useful module particularly on other skills such as speaking, listening, and writing with various approach. The module is intended not only to improve learners' ability but also enhance their awareness on environment, culture, and others.

CONCLUSION

This research aimed to examine EFL learners' perceptions of using an e-reading module with eco-ELT themes and how they perceive eco-ELT itself. The findings reveal that integrating eco-ELT themes into reading materials is an innovative approach to enhancing comprehension skills and environmental awareness. Learners showed positive perceptions and acceptance of eco-ELT, recognizing its potential to foster a green and sustainable lifestyle. Most learners view eco-ELT as a novelty, as they had limited prior exposure to such themes. This newfound interest stimulates their curiosity and motivates them to support green movements, such as reducing plastic use and participating in the 3R (Reduce, Reuse, Recycle) initiative.

It Is recommended that educators integrate eco-ELT into curricula to promote environmental awareness while enhancing language skills. Incorporating relevant projects and exercises can enrich learners' abilities and eco-consciousness. Additionally, combining eco-ELT with other skills like listening, writing, and speaking offers further opportunities for development. The government, particularly the Ministry of Education and Culture, should consider promoting eco-ELT as a means to enhance eco-literacy through integrated materials

and outdoor projects, fostering a sense of environmental responsibility among learners.

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