

The Ecolexicon Forms in Indonesian Language Textbooks: Ecolinguistic Studies at Adiwiyata School

Anif Rida^{1✉}, Fathur Rokhman²

¹ SMP Negeri 6 Salatiga, Jawa Tengah, Indonesia

² Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:

7 February 2021

Accepted:

12 March 2021

Published:

30 April 2021

Keywords:

ecolinguistics,

ecolexicon, textbook,

Adiwiyata School

Abstract

The use of language in textbooks needs to be studied scientifically. The Adiwiyata's school textbooks certainly contain a wealth of words or a set of terms that contain information about meanings that describe the environment (ecolexicon). The form of ecolexicons in textbooks in Adiwiyata schools needs to be studied and get our attention as a way of preserving the environment. This study aims to describe and classify the ecolexicon forms in Indonesian language textbooks at Adiwiyata School. The research data is in the form of fragments of text that are suspected of having an ecolexicon. The data are collected using the observation method, literature study, and documentation. Furthermore, the data are analyzed using the match and divide method. The data validity technique used in this study was triangulation with stages: discussion, re-checking, and judgment experts. Based on the results of data analysis, it is found that ecolexicons are in the form of words and phrases with references in biotic and abiotic. The ecolexicon forms are classified based on three components: (1) environmentally based curriculum, (2) participatory-based environmental activities, and (3) management of environmentally friendly supporting facilities. In the phrase ecolexicon, nominal phrases, verbal phrases and adjective phrases are found. The results of this study can be used as an enrichment material for Indonesian language learning which illustrates the richness of language vocabulary to preserve the environment.

✉ Correspondence address:

Jl. Tegalrejo Raya No.100, Tegalrejo, Kec. Argomulyo, Kota

Salatiga, Jawa Tengah 50733

E-mail: anifrida81@gmail.com

INTRODUCTION

Mardikantoro (2016) states that language can be used as a role in preserving the environment. In an effort to preserve the environment, schools have policies that are environmentally sound and implement environmentally based curricula. One of them is the use of environmentally friendly textbooks. Adiwiyata school textbooks certainly contain a wealth of words or a set of terms that contain information about meanings that describe the environment (ecolexicon). The form of ecolexicons in textbooks in Adiwiyata schools needs to be studied and get our attention as a means of preserving the environment. Students at Adiwiyata School are pioneers of environmental conservation. Through the ecolexicons in textbooks, it is hoped that students in Adiwiyata schools will have real awareness, knowledge, norms, ethics, attitudes, and behaviors in creating a quality school environment that is conducive, creative, innovative, and sustainable as the nation's next generation.

The use of ecolexicons in textbooks needs to be studied scientifically. According to Rokhman (2013), the field of science that takes language as the object of study is linguistics. Linguistics offers a study that focuses on studying linguistic problems related to ecology, namely ecolinguistics. In 1972 Einar Haugen proposed the concept of language ecology. Haugen (2001) says that eco-linguistics is a language interaction with its environment. Ecolinguistics in this concept refers to the relationship of language with its environment. According to Mbete (as cited in Yuniawan, 2017) in an ecolinguistic perspective, language and the community of speakers are seen as organisms that live systemically in a life with other organisms. Ecolinguistics studies discourse texts relating to the environment. Based on the description above, it would be very appropriate if ecolinguistics was used to study the form of ecolexicons in Indonesian textbooks used in Adiwiyata schools.

The research using an ecolinguistic design has been conducted by Farida et.al in 2014 with the title *Kelambir's Eco-lexical in Serdang Malay: An Eco-Linguistic Approach*. This research is motivated by concerns about the extinction of the wealth of local wisdom knowledge of the Serdang Malay lexicon because it is rarely used by the younger generation. The results of Farida et.al's research were that coconut ecolexicals were found to be categorized into several word classes, namely (a) nominal base lexicon, (b) verbal base lexicon, and (c) adjective base lexicon. The ecolexical of coconut is related to its meaning that it is classified as non-human and inanimate objects. The meanings consist of: (a) lexical meaning, (b) external referential meaning, (c) cultural meaning, and (d) philosophical meaning. The research by Farida et al. (2014) has several similarities with this study, namely examining the form of the lexicon with an ecolinguistic approach. Farida's research uses external referential theory, semantics, and the concept of cultural meaning from ethnolinguistics to examine meaning and function. This study examines the form of the lexicon by using ecolinguistics theory.

The research on language in schools has been carried out by Fallow and Rokhman (2016) The research entitled "The Indigenous Natoni Ritual Speeches of Timorese Ethnic Communities in Welcoming Guests at School (Tuturan Ritual Natoni Adat Masyarakat Etnis Timor dalam Penyambutan Tamu di Sekolah)" describes the language forms and cultural meanings of the indigenous ethnic Timorese natoni rituals. The results of the study was found that the various forms of language, including the form of words, forms of phrases, forms of sentences, forms of discourse. The functions of language in the Natoni ritual in welcoming guests at school include informational functions, expressive functions, directive functions, aesthetic functions, and fatigue functions. Fallow's research uses a cultural linguistic theory approach.

Herwani, et al (2019), conducted the linguistics research at Adiwiyata schools. The

research entitled *Utterances of Conversation Value and Character Teacher and Student in Learning Interaction at Adiwiyata School* analyzed the types of speech of conservation-minded teachers and students in learning interactions at Adiwiyata schools. The results of the research include representative types of speech (inspirational and honest character values), directive (inspirational, humanist, caring and honest character values), expressive (innovative and humanist character values), commissive (fair character values), and declarative (inspirational, fair values, attention, and sportsmanship character).

P. F. Iku and Zulaeha (2019) in a study entitled *Khazanah Lingua the Personality of Manggarai Speech Society: Ecolinguistic Studies* describes and explains the form, function and meaning of lingua personality in the Manggarai language speaking community. The results of her research showed that the forms of language were found at the pre-planting, planting and post-planting stages. The implied meaning in the lingua rice category (kepadian) are in the ideological meaning are hoping for rice to grow well, hoping for plant rice to be free from pests and disasters, hoping for abundant crops, hoping for survival while working in the fields, and hoping for prosperity. The sociological function and meaning: relationship with Gods, relationship with ancestors, relationship with land custodians, relationship with other people, and relationship to ulayat land; and biological meaning. Although both study from an ecolinguistic perspective, Iku and Zulaeha studied the lexicon from the dialect realm, namely the Manggarai's language speech society, while this research will focus on the realm of education, namely the form of ecolexicons in textbooks at Adiwiyata schools.

The related research on the use of lexicons is the research of Yuniawan et al. (2020) entitled *Eco-linguistic Analysis on Flora and Fauna Lexicons on the Motifs of Batik Pekalongan, Indonesia*. Yuniawan et.al's research results are the lexicons of flora and fauna in the Pekalongan batik motif in the form of nouns and noun phrases: noun + noun, noun

+ verb, noun + idiom. The flora lexicons in batik motifs are buketan, hayat, isen, jlamprang, kawung, chrysanthemum, cement, and sawat. The lexicons of fauna found were buketan, cement, chrysanthemum, liong, and tokwi. The research conducted by Yuniawan and this research both examines the lexicon in terms of shape. However, Yuniawan et.al focused on the lexicon of flora and fauna in the Pekalongan batik motif. This research focuses on ecolexicons in Indonesian language textbooks.

This study aims to describe and classify the ecolexicon forms in Indonesian language textbooks in Adiwiyata schools. The results of this study can be used as an enrichment material for Indonesian language learning which illustrates the richness of language vocabulary to preserve the environment. In addition, it can be used as a source of information for other researchers or Indonesian language users, especially about the relationship between language and ecology and environmental conservation efforts through the use and mastery of Indonesian in textbooks in Adiwiyata schools.

METHOD

This qualitative descriptive study used an ecolinguistic design. The research data is in the form of fragments of text from Indonesian language textbooks which allegedly contain ecolexicons. The data were collected using the observation method, literature study, and documentation. The research instrument or tool used in this research is the human instrument or the researcher himself. Moleong (2007) states that in qualitative research, the key to the instrument is the reviewer or researcher himself, so the researcher must be validated. Validation conducted on researchers includes understanding of descriptive qualitative research methods, mastery of insight into the scientific field being studied, and readiness of researchers to enter the research object. Qualitative researchers as an instrument function to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data, and

make conclusions on their findings (Sugiyono, 2012).

The data that has been collected is analyzed according to the formulation of the problem and research objectives. In this study, ecolexicons in Indonesian language textbooks in Adiwiyata schools were analyzed using the match and agih method. According to Sudaryanto (2015) the equivalent method is a research method in which the determining tool is outside, detached and does not become part of the language in question. Agih method is a research method that uses determinants from within the relevant language itself. Another term for the agih method is the distributional method (Sudaryanto, 2015). The data validity technique used in this study was triangulation with stages: discussion, double-checking, and consultation with experts. Data analysis in this study was divided into two stages, namely analysis during data collection and analysis after data collection. Presentation of the results of data analysis uses informal methods. This means that the presentation of data is carried out using the usual means or descriptions without formal symbols (Pekuwali et al., 2020).

RESULTS AND DISCUSSION

Ecolexicon is a language component that contains a wealth of words that contain information about the meaning of language units that describe the environment (Yuniawan, 2017). Adiwiyata school components consist of (1) implementation of environmentally based curriculum and policies, (2) participatory-based environmental activities, and (3) management of environmentally friendly supporting facilities. The ecolexicon forms in Indonesian textbooks are analyzed into two forms, namely ecolexicons in the form of words and phrases.

The Ecolexicon Forms of Environment-Based Curriculum Components

The implementation of the environment-based curriculum in Adiwiyata schools refers to the following standards: (a) students have competence in developing

environmental learning activities and (b) students carry out learning activities regarding environmental protection and management (PPLH).

The Ecolexicon Forms of Environmental Curriculum Components in the Form of Words

According to Chaer (as cited in Damanik, 2020) a word is the smallest unit which hierarchically becomes a component of a larger syntactic unit, namely a phrase. Based on the data findings, the ecolexicon form of the environment-based curriculum in the form of words consists of 3 categories, namely nouns, verbs, and adjectives.

The ecolexicon forms of environment-based curriculum components in the form of noun category words found are activity, anti-drug, intracurricular, teacher, character, activity, caring, student, learning, behavior, and students. Abiotic references are found in activity, anti-drug, intracurricular, character, activity, caring, learning, and behavior. Biotic references are found in teachers, students, and students. These forms of language are categorized into ecolexicons in the Adiwiyata school environment, namely a school environment that cares and has an environmental culture. Adiwiyata school is a formal education institution at the primary and secondary education level which is based on awareness and understanding of the conditions of the school environment and its surroundings in order to develop creativity, taste, and initiative to maintain, improve and improve the quality of the environment now and in the future (Haris, 2018)

The ecolexic form of environment-based curriculum components in the form of verb categories is learning, preserving, educating, teaching, and caring. The five forms of ecolexicon refer to abiotic references and refer to learning activities regarding environmental protection and management.

The ecolexicon form of environment-based curriculum components in the form of adjectives is extracurricular, innovative, creative,

independent, and participatory. The five forms of ecolexicon are abiotic in reference. Abiotic is one of the components or factors in the environment that is not living or inanimate objects. Most of the ecolexicons refer to commendable attitudes and values towards the environment and motivate all individuals involved to be actively involved in environmental conservation activities. The ecolexicon represents school residents to continuously maintain and improve the environment starting from their immediate environment.

The Ecolexicon Forms of Environmental Curriculum Components in the Form of Phrases

According to Verhaar (2014) a phrase is a combination of two or more words that are non-predictative. Phrases are formed by the core and delimiter components. The components that become the core depend on their meaning. Based on the data analysis, it was found that ten ecolexicons of environment-based curriculum components were in the form of phrases. The ecolexicon consists of 5 ecolexicons categorized as nominal phrases, 2 ecolexicons categorized as verbal phrases, and 3 ecolexicons categorized as adjective phrases.

The ecolexicon of environment-based curriculum components in the form of phrases with noun categories found are environmental education, environmental preservation, Adiwiyata schools, healthy schools, and human resources. The ecolexicons in the form of these phrases have the N-N and N-Adj patterns, which then form the nominal phrases.

The ecolexicon of environment-based curriculum components in the form of verb category phrases found are teaching - learning, and environmental culture. The ecolexicon has a V-V and V-N pattern, which then forms a verbal phrase. Both forms have abiotic references.

Ecolexicon forms of environment-based curriculum components in the form of phrases categorized as adjectives found are love for the environment, an independent spirit, and environmentally friendly. The ecolexicones have

the Adj-N and N-Adj patterns which then form adjective phrases.

The Ecolexicon Forms of Participatory-Based Activity Components

The component of participatory-based environmental activities has the following standards: (a) school members carry out planned PPLH activities and (b) establish partnerships in PPLH concept activities with various parties (community, government, private sector, media, and other schools).

The Ecolexicon Forms of Participatory Activity Components in the Form of Words

Based on the data findings, the ecolexicon forms of participatory-based activity components in the form of words will be described based on noun and verb categories. The findings of the study showed that 16 ecolexicons of participatory-based activity components were in the form of words in the noun category and 7 in the verb category. All of them are abiotic in reference.

The ecolexicon forms of participatory-based activity components in the form of noun category words found in textbooks are cooperation (*kerja sama*), empowerment (*pemberdayaan*), nursery (*pembibitan*), cultivation (*pembudayaan*), cultivation (*pembudidayaan*), maintenance (*pemeliharaan*), sorting (*pemilahan*), fertilization (*pemupukan*), planting (*penanaman*), captive breeding (*penangkaran*), logging (*penebangan*), preservation (*pengawetan*), management (*pengelolaan*), processing (*pengolahan*), composting (*pengomposan*), dan maintenance (*perawatan*). The ecolexicon components of participatory-based activities in the form of noun categories are mostly derivative words formed by the affix {pe - / - an}

The form of the ecolexicon components of participatory-based activities in the form of verb categories found are culture (*berbudaya*), public service (*kerja bakti*), planting (*menanam*), processing (*mengolah*), making (*membuat*), maintaining (*memelihara*), dan preserving (*melestarikan*). The ecolexicon components of participatory-based activities in the form of verb

categories consist of compound words, derivative words formed by the allomorph {me}, derivative words formed by the prefix {ber-}, and the prefix {me - / - kan}.

The Ecolexicon Forms of Participatory – Based Activity Components in the Fom of Phrases

Phrases are formed by the core and delimiter components. The components that become the core depend on their meaning (Verhaar, 2014). Based on the data analysis, three ecolexicons of participatory-based activity components are found in the form of phrases, namely: cleaning pickets (*piket kebersihan*), police operations (*operasi semut*), and green lifestyle (*gaya hidup*). Those are categorized as nouns and have abiotic references. The ecolexicons have N-N and N-N-N patterns that to be form nominal phrases then.

The Ecolexicon Form of Supporting Means Components

The one of the components of Adiwiyata school is environmentally friendly supporting facilities, with the following standards: (a) availability of environmentally friendly supporting facilities and infrastructure and (b) improving the quality of management of environmentally friendly facilities and infrastructure in schools. The ecolexicon form of the supporting facilities found was the largest ecolexicon than the other components.

The Ecolexicon Forms of Supporting Facility Components in the Form of Words

Based on the data analysis, it is found that there are 85 ecolexicon components of supporting facilities in the form of words, consisting of 78 ecolexicons in the noun category and 7 ecolexicons in the adjective category.

Table 1. The Ecolexicon Forms of Supporting Facility Components in the Form of Noun Category Words

No.	Ecolexicon	Word Class			Reference	
		N	V	Adj	Biotic	Abiotic
1	water (air)	+	-	-	-	+
2	reeds (alang-alang)	+	-	-	+	-
3	child (anak)	+	-	-	+	-
4	orchid (anggrek)	+	-	-	+	-
5	wind (angin)	+	-	-	-	+
6	chicken (ayam)	+	-	-	+	-
7	stone (batu)	+	-	-	-	+
8	seed (biji)	+	-	-	-	+
9	biology (biologi)	+	-	-	-	+
10	biopore (biopori)	+	-	-	-	+
11	biota (biota)	+	-	-	+	-
12	fruit (buah)	+	-	-	-	+
13	flower (bunga)	+	-	-	-	+
14	bird (burung)	+	-	-	+	-
15	worm (cacing)	+	-	-	+	-
16	light (cahaya)	+	-	-	-	+
17	shell (cangkang)	+	-	-	-	+
18	cup (cangkir)	+	-	-	-	+
19	leaf (daun)	+	-	-	-	+
20	wall (dinding)	+	-	-	-	+

21	sheep (domba)	+	-	-	+	-
22	facility (fasilitas)	+	-	-	-	+
23	peat (gambut)	+	-	-	-	+
24	gazebo (gazebo)	+	-	-	-	+
25	glass (gelas)	+	-	-	-	+
26	gate (gerbang)	+	-	-	-	+
27	fish (ikan)	+	-	-	+	-
28	gingger (jahe)	+	-	-	+	-
29	road (jalan)	+	-	-	-	+
30	cans (kaleng)	+	-	-	-	+
31	kale (kangkung)	+	-	-	+	-
32	canteen (kantin)	+	-	-	-	+
33	cardboard (kardus)	+	-	-	-	+
34	frog (katak)	+	-	-	+	-
35	wood (kayu)	+	-	-	-	+
36	gaden (kebun)	+	-	-	-	+
37	coconut (kelapa)	+	-	-	+	-
38	tap (keran)	+	-	-	-	+
39	paper (kertas)	+	-	-	-	+
40	kokam (kokam)	+	-	-	+	-
41	pool (kolam)	+	-	-	-	+
42	compost (kompos)	+	-	-	-	+
43	cat (kucing)	+	-	-	+	-
44	horse (kuda)	+	-	-	+	-
45	cake (kue)	+	-	-	-	+
46	firefly (kunang-kunang)	+	-	-	+	-
47	turmeric (kunyit)	+	-	-	+	-
48	butterfly (kupu-kupu)	+	-	-	+	-
49	laboratory (laboratorium)	+	-	-	-	+
50	yard (lapangan)	+	-	-	-	+
51	bee (lebah)	+	-	-	+	-
52	glue (lem)	+	-	-	-	+
53	waste (limbah)	+	-	-	-	+
54	lombok (lombok)	+	-	-	+	-
55	painting (lukisan)	+	-	-	-	+
56	moss (lumut)	+	-	-	+	-
57	manggo (mangga)	+	-	-	+	-
58	mangosteen (manggis)	+	-	-	+	-
59	mangroves (mangrove)	+	-	-	+	-
60	medicine (obat-obatan)	+	-	-	-	+
61	library (perpustakaan)	+	-	-	-	+
62	banana (pisang)	+	-	-	+	-
63	tree (pohon)	+	-	-	+	-
64	pot (pot)	+	-	-	-	+
65	fertilizer (pupuk)	+	-	-	-	+
66	room (ruang)	+	-	-	-	+

67	grass (rumput)	+	-	-	+	-
68	soap (sabun)	+	-	-	-	+
69	garbage (sampah)	+	-	-	-	+
70	sawo (sawo)	+	-	-	+	-
71	sewers (selokan)	+	-	-	-	+
72	garden (taman)	+	-	-	-	+
73	soil (tanah)	+	-	-	-	+
74	sweet potatoes (ubi)	+	-	-	+	-
75	prawn (udang)	+	-	-	+	-
76	air (udara)	+	-	-	-	+
77	caterpillar (ulat)	+	-	-	+	-
78	ventilation (ventilasi)	+	-	-	-	+

Based on the data analysis, the supporting facilities component ecolexicons in the form of words are categorized as more nouns, namely as many as 78 words. The word refers to the availability of supporting facilities and

infrastructure that are environmentally friendly, such as water (*air*), air (*udara*), biopore (*biopori*), gazebo (*gazebo*), canteen (*kantin*), garden (*taman*), ventilation (*ventilasi*), etc.

Table 2. The Ecolexicon Forms of Supporting Facilities Components in the Form of Adjective Category Words

No.	Ecolexicon	Word Class			Reference	
		N	V	Adj	Biotic	Abiotic
1	anorganic (<i>anorganik</i>)	-	-	+	-	+
2	green (<i>hijau</i>)	-	-	+	-	+
3	organic (<i>organik</i>)	-	-	+	-	+
4	lush (<i>rimbun</i>)	-	-	+	-	+
5	healthy (<i>sehat</i>)	-	-	+	-	+
6	cool (<i>sejuk</i>)	-	-	+	-	+
7	fertile (<i>subur</i>)	-	-	+	-	+

The form of ecolexicon components of environmentally friendly supporting facilities in the form of words categorized as adjectives are mostly adjectives that are commonly known such as healthy (*sehat*), cool (*sejuk*), and fertile (*subur*). However, some ecolexicons are sourced from environmental science such as anorganic and organic. Students should understand and familiarize themselves with the ecolexicon in their immediate environment.

The Ecolexicon Forms of Supporting Facilities Components in the Form of Phrases

Based on the data, the ecolexicon form of the supporting facilities components in the form of phrases consists of noun and adjective categories. There are 28 ecolexicons for the components of the supporting facilities in the form of phrases. Most of the ecolexicons fall into the noun category, namely 23 ecolexicons. Only 5 ecolexicons of supporting facilities are in the form of adjective phrases

Table 3. Forms of Ecolexicons of Supportig Facility Components in the Form of Noun Category Phrases

No.	Ecolexicon	Phrase Class			Reference	
		N	V	Adj	Biotic	Abiotic
1	Clean Water (<i>air bersih</i>)	+	-	-	-	+
2	Wastewater (<i>air limbah</i>)	+	-	-	-	+
3	Bonfire (<i>api unggun</i>)	+	-	-	-	+
4	Seals (<i>anjing laut</i>)	+	-	-	+	-
5	Live Pharmacy (<i>apotek hidup</i>)	+	-	-	+	-
6	Gelugur acid (<i>asam gelugur</i>)	+	-	-	+	-
7	Kandis acid (<i>asam kandis</i>)	+	-	-	+	-
8	Mantis (<i>belalang sembah</i>)	+	-	-	+	-
9	Brown rice (<i>beras merah</i>)	+	-	-	+	-
10	Coffe powder (<i>bubuk kopi</i>)	+	-	-	-	+
11	Canaries (<i>burung kenari</i>)	+	-	-	+	-
12	Protected Forest (<i>hutan lindung</i>)	+	-	-	-	+
13	Sweet Corn (<i>jagung manis</i>)	+	-	-	+	-
14	Liquid waste (<i>limbah cair</i>)	+	-	-	-	+
15	Walnut tree (<i>pohon kenari</i>)	+	-	-	+	-
16	Manure (<i>pupuk kandang</i>)	+	-	-	-	+
17	Organic Trash (<i>sampah organik</i>)	+	-	-	-	+
18	Anorganic trash (<i>sampah anorganik</i>)	+	-	-	-	+
19	Sunlight (<i>sinar matahari</i>)	+	-	-	-	+
20	School Park (<i>taman sekolah</i>)	+	-	-	-	+
21	Vertical Garden (<i>taman vertikal</i>)	+	-	-	-	+
22	Medicinal Plant Family (<i>tanaman obat keluarga</i>)	+	-	-	+	-
23	Trash Bin (<i>tempat sampah</i>)	+	-	-	-	+

Overall, there are 23 forms of ecolexicon components of supporting facilities in the form of noun category phrases. Most of the lexicons that form the core and inheritance are lexicons categorized as nouns which then form nominal

phrases, such as manure (*pupuk kandang*), school garden (*taman sekolah*), family medicinal plants (*tanaman obat keluarga*), dan trash bin (*tempat sampah*).

Table 4. The Forms of Ecolexicons of Supporting Facility Components in the Form of Adjectives Categorized Phrases

No.	Ecolexicon	Phrase Class			Reference	
		N	V	Adj	Biotic	Abiotic
1	Trash free (<i>bebas sampah</i>)	-	-	+	-	+
2	Healthy Canteen (<i>kantin sehat</i>)	-	-	+	-	+
3	Wet garbage (<i>sampah basah</i>)	-	-	+	-	+
4	Dry trash (<i>sampah kering</i>)	-	-	+	-	+
5	Healthy School (<i>sekolah sehat</i>)	-	-	+	-	+

Ecolexicon components of environmentally friendly supporting facilities in the form of phrases categorized as adjectives with the Adj-N and N-Adj patterns which then form adjective phrases

CONCLUSION

Based on the results of the analysis and discussion, it is found that ecolexicons were in the form of words and phrases with references to biotics and abiotics. The form of the ecolexicon is classified based on the following components: (1) environmentally based curriculum, (2) participatory-based environmental activities, and (3) management of environmentally friendly supporting facilities. The form of the ecolexicon, both words and phrases in the three components of the Adiwiyata school, is dominated by the form categorized as nouns. In the phrase ecolexicon, nominal phrases, verbal phrases and adjective phrases are found. The results of this study can be used as an enrichment material for Indonesian language learning which describes the richness of language vocabulary to preserve the environment.

REFERENCES

- Damanik, R., Rokhman, F., Mardikantoro, H. B. (2020). "The Lingual Unit of Batak Simalungun Traditional Wedding Ceremony in The Medan of Linguistic Study" *SELOKA: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 9 (1): 18-27.
- Fallow, J. D & Rokhman, F. (2017). "Tuturan Tuturan Ritual Natoni Adat Masyarakat Etnis Timor dalam Penyambutan Tamu di Sekolah" *SELOKA: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 5 (2): 105-114.
- Farida., Sinar, T. S, Mbeti, Aron Meko., Setia, E. (2014). "Kelambir Ecolexical in Serdang Malay: An Eco-Linguistic Approach". *Journal of Humanities and Social Science (IOSR-JHSS) Volume 19 (II): 52-58.*
- Haris, Endang. (2018). *Sekolah Adiwiyata*. Jakarta: Erlangga.
- Haugen, E. (2001). "Ekologi Bahasa" dalam A. Fill & P. Muhlhausler (eds.), *The Ecolinguistics Reader: Language, Ecology and Environment*, Continuum, London, 57-66.
- Herwani, S., Zulaeha, I. Rokhman, F., (2019). "Utterances of Conversation Value and Character Teacher and Student in Learning Interaction at Adiwiyata School". *SELOKA: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 8 (2): 48-56.
- Iku, P. F. & Zulaeha, I. (2019). "Khazanah Lingua the Personality of Manggarai Speech Society: Ecolinguistic Studies". *SELOKA: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 8 (1): 48-55.
- Mardikantoro, Hari Bakti. (2016). "Satuan Lingual Pengungkap Kearifan Lokal dalam Pelestarian Lingkungan". *Jurnal Bahasa dan Seni*. Februari Tahun 44, Nomor 1 hlm. 47-59.
- Moleong, Lexy J. (2013). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Pekuwali, D. S. A., Mardikantoro, H.B., Baehaqie, I. (2020). "Cultural Meaning of Pahili Mbuala Customary Ritual Speech in Rindi Village, East Sumba Regency: Ethnolinguistic Study". *SELOKA: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 9 (1): 9-17.
- Rokhman, Fathur. (2013). *Sosiolinguistik: Suatu Pendekatan Pembelajaran Bahasa dalam Masyarakat Multikultural*. Yogyakarta: Graha Ilmu.
- Sudaryanto. (2015). *Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wahana Kebudayaan secara Linguistik*. Yogyakarta: Gadjah Mada University Press.
- Sugiyono. (2012). *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.

Yuniawan, T., Rokhman, F., Rustono, Mardikantoro, H. B. (2017). "Bentuk Ekoleksikon dalam Teks Berita Ekolinguistik". Jurnal Tutur, Vol. 3, No. 2.

Yuniawan, T., Rokhman, F., Zulaiha, I. (2020). "Eco-linguistic Analysis on Flora and Fauna Lexicons on the Motifs of Batik

Konservasi di Laman www.unnes.ac.id: Kajian

Pekalongan, Indonesia". International Journal of Advanced Science and Technology, Volume 29 No. 5, pp. 6549-6566.