The Relationship of Indonesian Language Learning with the Environment

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Not only in Indonesia, but in all countries in the world, of course has various problems in the environment. According to Mitsuki and Lai (in Ramadhan et al, 2019), all over the world, everyone faces a problem serious environment, such as managing global, acid rain, destruction the ozone layer, environmental pollution, natural damage, and a stopover biodiversity that can threaten life creates life now, create the future. Environmental problems occur as a result humans who are careless towards nature in order to fulfill and improve their quality of life (Huang and Kawata, as well as Wihardjo et al., in Ramadhan et al, 2019).

One of the environmental problems in Indonesia, namely problems cleanliness. Many Indonesians are not aware of its importance environmental cleanliness, especially about dumping garbage in its place. The awareness of the Indonesian people to dispose of waste in its place still classified as very low. People often dump trash carelessly, such as throwing garbage into rivers, roads, and other places which is not a trash can. This is what makes the environment even more everyday getting dirty and unsanitary. One of the problems of this environmental cleanliness happens in the school environment. The school environment is very influential on learning process, but many students do not realize it that. Even if the school environment is dirty, students will feel uncomfortable do learning activities. Students still throw out trash carelessly, such as dumping food waste under the table, in the drawer desks, at the front of the classroom, and in non-trash cans.

Environmental damage in Indonesia is getting worse day by day. This condition directly threatens human life. Level damage to nature has also increased natural disasters. Cause of occurrence natural damage can be caused by two factors that cause natural events and man-made

Lai (in Ramadhan et al, 2019) said environmental problems inherently inseparable from environmental awareness, values, and attitude of people. This

prompted countries to start assessing environmental education. Environmental education is a process to build a population humans in a world who are aware and care about the total environment (overall) and all the problems associated with it, and society that has knowledge, skills, attitudes and behavior, motivation and commitment to work together, both individually and collectively, to be able to solve a variety of environmental problems today, and prevent them arising new problems (UNESCO, Tbilisi Declaration, 1977).

To overcome the problem of environmental damage, a serious action to prevent further environmental damage got worse. According to Nazarenko and Bergman (in Ramadhan et al, 2019), To overcome this, teachers play an important role in teaching education environment and foster students' awareness of the environment. According to Buldur and Omeroglu (in Ramadhan et al, 2019), environmental education it is important to increase students' attitudes and awareness of the environment.

Environmental education must be designed to contribute to this students' cognitive, emotional, linguistic and psychomotor development, and enabling them to develop a positive attitude towards environment. In addition, teachers must also develop students' abilities to understand, criticize, and participate rationally in each discourse on environmental issues.

According to Rivers (in Ramadhan et al, 2019), as a language teacher, we are the luckiest teachers, all subjects are property we. Whatever our students want to communicate, whatever they want they read, is our subject matter. According to Hauchild, Poltavthenko and Stoller (in Ramadhan et al, 2019), language teachers are in a unique position to promote environmental awareness.

From the resulting data regarding the importance of environmental material for studied, 37.2% strongly agreed and 62.8% agreed. Environmental materials can make it easier for students to understand language material Indonesia, 23.3% strongly agree, 69.8% agree and 7% disagree. Environmental material is closely related to daily life, 55.8% strongly agree and 44.2% agree. Direct or indirect learning about environmental material can form an independent personality in students, develop a mindset, act, and behave physically and mentally healthy, 32.6% stated Strongly agree, 62.8% agreed, and 4.7% disagreed. By integrating environmental education

into the classroom, teachers can increase student interest in possible contemporary problems directly affect the future of students 32.6% strongly agree, 62.8% agreed, and 4.7% disagreed. Environment can be used as a medium in learning Indonesian, 41.9% stated strongly agree, 55.8% agreed, and 2.3% stated disagree. Environmental materials are related to language learning Indonesia and related to Geography lessons, 16.3% stated strongly agree, 72.1% agree, 9.3% disagree, and 2.3% disagree with this statement. Conservation efforts environment can be done through reading texts in learning Indonesian language, 32.6% strongly agree, 62.8% agree and 4.7% disagree. Provide inner environmental material Indonesian language learning is an effort to build ecological intelligence, 25.6% strongly agree, and 74.4% say agree with this statement. Teachers have an important contribution in introduce environmental knowledge through classroom learning, 44.2% strongly agreed, 53.5% agreed, and 2.3% stated disagree.

From the results of filling out the questionnaire that the author has done, you can concluded that many students or prospective teachers even agree strongly agree to make Indonesian themed teaching materials environment. Because by using the theme of the inner environment Indonesian language learning can introduce to students about environment, so it is expected to increase students' sense of care to the environment, especially to the cleanliness of the environment.

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