# SCRUTINIZING PICTURES, ESSENTIALIZING ECOLOGICAL CARE: ANALYSIS OF ECOLOGICAL LINGUISTIC LANDSCAPE ON ENVIRONMENTAL EDUCATION POSTERS IN SCHOOLS

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**A R T I C L E  I N F O**

**A B S T R A C T**

Ecologically oriented poster texts contain ecological information and messages. These texts can be categorized as ecocritical text. Environmental (care) posters, in particular, can be found in schools. This is due to regulatory reasons, school reputation, and school initiative. Environmental posters are potential media for character education which concerns with environmental care. In order to find the socio-ecological meaning of the poster texts in internal public spaces (schools) and use them as a stepping stone to strengthen the nation's character, an integrated linguistic landscape and ecocriticism approach is used. The results show ecocritical posters in schools visually depict ideal places and harmonious conditions. In terms of ideas, the ecocritical posters have presented natural environment (non-human) as an existence that determines the survival of humans; therefore, humans and non-humans interests are legitimate respectively. Furthermore, the existing condition of the environment is communicated through a symbolic vision of damage and destruction.

## INTRODUCTION

Posters are placards (announcement letters) that are displayed in public spaces, are relatively large in size, contain images and writings, and aim to convey, inform,

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introduce or promote something. Posters are a form of visualization, a combination of colors and messages aimed at capturing the attention of the audience and instilling long-lasting ideas in their memory. As an idea expressed in the form of a large picture, poster aims to attract, persuade, motivate or show main ideas, facts or events. Posters rely on the breadth of words to convey specific ideas or messages (Sudjana and Rivai, 2007: 5-52).

Posters are generally displayed in public spaces, namely, external, internal, and quasi-public spaces. External public spaces are usually in the form of outdoor spaces that can be accessed by the public. Internal public spaces can also be accessed by the public without any specific limitations. Generally, these are in the form of public facilities. Quasi-public spaces are in the form of public facilities with a number of conditions that must be obeyed by the public. These are generally managed by the private sectors and communities (Carmona et.al, 2003).

Schools are public spaces that can be included in internal category. As a public space, schools are used as a landscape of posters. The posters on display at schools certainly have specificities that adjust to the characteristics of their environment. The themes presented naturally revolve around education and learning. The information conveyed in the posters is for non-business purposes. Posters at school are products concerning public relations, designed to convey information without the element of seeking financial gain. This is different from posters as a business product. This type of poster is designed to introduce certain products or service that are economically oriented, namely profit.

Posters, including those displayed in schools, are classified as advertisements. Generally, posters in schools are included in public service announcements. This type of advertisement contains messages that remind and invite the community to participate in succeeding programs aimed at the common good (Kriyantono. 2008: 193).

Posters in schools can be said as educational posters, although not all educational posters are in schools. Educational posters usually advertise proper behavior, encourage good deeds, motivate learning, educate excellent personalities, instill responsibility and discipline, emphasize ethics and courtesy, and encourage environmental care.

Caring for the environment means helping to preserve the environment with the best behavior, namely, by protecting the environment from threats, keeping its sustainability, managing it wisely, and recovering it from damage. In particular, care for the environment can be realized by avoiding and saving the earth's resources from pollution and damage; preventing and avoiding behaviors that can cause pollution and harm our health and the environment; utilizing natural resources that cannot be renewed wisely; and managing the environment for the sustainability of future generations (Supardi, 1994: 4).

Environmental (care) posters are commonly found in the schools. This is due to a number of reasons. First, environmental education is one form of implementation of Law no. 32 of 2009 concerning environmental protection and management. In this case, the community has the right to environmental education. As members of the community, students have the right to get environmental education (Article 65, Paragraph 2). Poster is a media for socialization that can be used by schools to deliver environmental education. Not as difficult as applying environmental education specifically in a rigorous and complex curriculum, visualization and verbalization of environmental education in a declarative or imperative poster board becomes "an easy, inexpensive, but targeted" way to implement the government regulations in schools.

Second, the reputation as "Sekolah Adiwiyata" (school that carries out the spirit of environmental education) requires schools to integrate environmental education at least in four levels:  the program level, which means that school programs must be environmentally sound; the curriculum level, which means that the environmental education curriculum must be included in learning process; the behavior level, which means that schools must concretely implement ecological behavior in everyday life; and the stakeholder level, which means that stakeholder support must be integrated, collaborated and oriented to realize environmental education. The four levels of implementation of environmental education above can be optimized through intensive socialization by means of outdoor media in the form of posters.

Third, certain schools that are not easily accessible or connected to regulations or accustomed to competition (suburban, rural, and coastal schools), but have strong ties with the environment so that environmental dynamics have a direct impact to them, provide material enrichment to understand the environment. Even without regulations and having to race in competition, these schools will be more responsive in providing environmental education. For this purpose, socialization through posters is a cheap and easy step.

In order to find the meaning of the socio-ecological poster texts in internal public spaces (schools) and use them as a stepping stone to strengthen the nation's character, an integrated linguistic landscape and ecocriticism approach is used. Linguistic landscape (hereinafter referred to as LL) is used to express the visibility and urgency of written languages (posters) displayed in public spaces (schools). In this case, the sociolinguistic behavior of language communities in educational institutions specifically discussed in the LL study framework is the use of language as a medium to influence, direct, and build ecological behavior. Therefore, ecocriticism is employed simultaneously to reveal the ecological orientation of poster stexts.

Ecologically oriented poster texts certainly contain ecological information and messages. These texts can be categorized as ecocritical text. There are at least 4 (four) ecocritical criteria, namely, (1) the non-human environment exists not only as a frame, but as an existence showing that human history cannot be separated from natural history; (2) human interests are not understood as the only legitimate interests, but one of the interests among the legitimate interests of other creatures; (3) human accountability to the environment is part of the ethical orientation of the text, and (4) the environment as a process, not as a static concept or gift that is least implied in the text.

**METHOD**

This study describes the results of linguistic landscape data to find (1) the structure of language use (2) the psychological dimension, (3) the social dimension (4) the cultural dimension, and (5) the ecological dimension. Therefore, this research is qualitative-descriptive. Research data in the form of visual-verbal information and ecological ideas are taken from the announcement boards (placards) installed in Elementary Schools, Junior High Schools, and Senior High Schools in Malang. Data were collected using triangulation techniques, namely documentation, questionnaires, and interviews. The documentation technique was carried out by photographing announcement boards (placards) at the research locus. The questionnaire technique was used to see and find out the motives of using the language in announcement boards (placards). This questionnaire was also mixed with the interview method (in-depth

interview) so that researchers could get further information related to the motives of using the language.

The data analysis strategy was carried out in several stages which were adjusted to the problem formulation. Since this research is field research, the researcher applies the Spraedly ethnographic method which comprises four components: (1) domain analysis, namely data reduction; (2) taxonomic analysis, namely the classification of the three components: the type of language used, official and unofficial public spaces, and the scope of the area, namely the central government, trade center, business complex, and ethnic enclaves in Malang. Data analysis employed linguistic landscape theory proposed by Laundry and Bourhis (1997) which is paired with ecocriticism and other supporting language and social analyzes.

## DISCUSSION
### Environmental Poster: Arcadia Painting, Portrait of *Idyllls*

Arcadia is a pristine and harmonious place. Meanwhile, *Idyllls* comes from the Greek *'eidyllion'* which means smart picture which contains short writing about the idealized description. The term *Idylls* in subsequent developments is used generally, not only referring to a specific form of poetics (Gifford, 1999: 13-16). Environmental texts that contain descriptions of ideal environmental conditions can be said to be *Idylls* texts. Likewise, texts that describe a place of harmony can be called arcadia texts. Both types of texts can be considered as ecocritical texts. The arcadia and *Idylls* themes can be found in the following poster texts.



Poster 1

Poster 2

Visually, Poster 1 describes a mountain ecosystem, complete with green trees, blue sky and clear waterfalls. There are also a number of birds perching on branches. Verbally, the phrase, "Jagalah ekosistem lingkungan" (Protect the environmental ecosystem) is written. This imperative sentence is related to the harmonious and pristine natural landscape in Poster 1. The visual dimension becomes a verbal dimension reference. The command to protect the environment (verbal) aims to keep the ecosystem in harmony and become an ideal place for the life of various kinds of living things (visual).

Similar with Poster 1, Poster 2 also contains a picture of green natural landscape with the phrase, "Hijau itu indah, hijau itu sehat" (Green is beautiful, green is healthy). Upright green trees set against green pastures and blue sky confirm the ideal natural landscape. Repetition of the word "green" as a prerequisite for the condition of "beautiful" and "healthy" reinforces the message of environmental sustainability.

Posters 1 and 2 are ecocritical posters because they visually depict ideal places and harmonious conditions. In terms of ideas, the ecocritical posters have taken up the natural environment (non-human) as an existence that determines the survival of humans (healthy and beautiful), which is why humans and non-humans interests are legitimate respectively. In addition to being a media, ecocritical posters also emphasize that protecting the environment is a form of human accountability to the environment. The posters can illustrate the level of accountability of public institutions to the community.

**Unique Visualization of Apocalyptic Caricature**

In general, the environmental crisis is at least reflected in three forms of damage namely, global warming, depletion of the ozone layer, and acid rain. Global warming is the process of increasing the average temperature of the atmosphere, ocean and landmass. Rising global temperatures are predicted to cause other changes, such as rising sea levels, increasing intensity of extreme weather phenomena, and changes in the amount and pattern of precipitation (Quddus, 2012: 313-314).

The current environmental crisis does not necessarily make people pessimistic about the situation. On the contrary, this should be able to ignite optimism that hopes for a better future can be realized. By building enthusiasm, fostering motivation, and strengthening determination together, the environment can be saved.

An illustration of the condition of the earth experiencing a crisis due to pollution and global warming is contained in the educational poster below.



Poster 3



Poster 4

The sentence, "Save me. Stop global warming" (Poster 3) and "Jagalah bumi dari pencemaran yang kita buat" (Protect the earth from the pollution we make) (Poster 4) are composed of visualizations of comical and unique caricature and verbalization of apocalyptic imperatives. Apocalypticism is a genre that was born from a crisis, which was built to strengthen the determination of a marginalized community by giving hope and a vision of freedom from shackles (Thompson 1997: 13-14).

Posters 3 and 4 contain a description of the environmental crisis caused by pollution and globalization resulted from human behavior. The posters' linguistic expression is a call to stop behavior that triggers global warming and actions that cause pollution. The earth must be saved from destruction and protected from harmful deeds. In addition to the description of a crisis and the invitation to overcome it, posters 3 and

4 imply a determination to change the conditions and hopes for a better world in the future. The determination and hopes grow within the poster texts writers, namely High School students. Their "small voices" represent small communities, people who are marginalized by the capitalism industry, who do not have the ability and authority to change and determine the face of the earth. Through these "little hands of students", the vision of a better future for the environment is possible to realize, moreover they are young generation who have interests in the future. For them, the freedom of the earth from excessive exploitation is a vision.

This vision is embodied in the symbolism of the earth with a heated human face (Poster1) and symbolism of space that is densely populated by polluting industrial activities (Poster 2). Morris (in Carter, 2007: 4) identifies the characteristics of apocalyptic texts by (i) communicating information through vision; (ii) the use of unusual symbolism to convey the vision; (iii) pessimistic vision of human intervention, and; (iv) vision ends with a threat of disaster and natural balance. It can be said that the poster texts of environmental education (Posters 1 and 2) are apocalyptic texts because they have communicated the environment through a symbolic vision of damage and the threat of destruction of natural environment if it is still constantly exploited by humans. The freedom of the earth from the shackles of capitalistic industrial exploitation becomes a target or future goal (vision).

## CONCLUSION

Announcement placards positioning the environment as an ethical orientation are ecocritical texts. It is said so because visually these texts depict an ideal place and a state of harmony. In terms of ideas, the ecocritical posters have presented the natural environment (non-humans) as an existence that determines humans' survival. For this reason, humans and non-humans interests are legitimate respectively. Humans or non-humans cannot solely claim the ownership of the interests. In addition to being a media, ecocritical posters also emphasize that protecting the environment is a form of human accountability to the environment. Posters can illustrate the level of accountability of public institutions to the community. Furthermore, ecocritical posters can be apocalyptic in character. Apocalyptic poster texts generally communicate the state of the environment through a symbolic vision of damage and the threat of destruction of natural environment if it is still constantly exploited by humans. The freedom of the earth from the shackles of capitalistic industrial exploitation is a vision of the future.

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