Chapter One

Introduction

In this chapter, the researcher explains several related things. The researcher describes the background of the research, identification of the problem, delimitation of the research, research questions, objectives of the research, significance of the research, and organization of the research. In the first part, the research background explains ideas related to this research topic. Next, in problem identification, the problems that occur in the research setting are discussed. Research limitations define the scope and focus of this research. Then, this study presents research questions as a guide. This research aims to identify specific objectives. Then, sections relating to the importance of this research to specific people are highlighted. Finally, the research organization provides a discussion of each chapter.

Background of the Research

The Sustainable Development Goals (SDGs) are part of the 2030 Agenda for Sustainable Development (SD), approved by the United Nations in September 2015 in New York. The term "Sustainable Development" (SD) became famous in the twenty-first century when everyone strives to achieve such goals to suit societal demands (Bekteshi et al., 2020). There are 17 Sustainable Development Goals (SDGs), including (1) Zero Poverty, (2) Zero Hunger, (3) Good Health and Well-Being, (4) Quality Education, (5) Gender Equality, (6) Clean Water and Sanitation, (7) Affordable and Clean Energy, (8) Decent Work and Economic Growth, (9) Industry, Innovation, and Infrastructure, (10) Reduced Inequality, (11) Sustainable Cities and Communities (12) Responsible Consumption and Production, (13) Climate Action, (14) Life Below Water, (15) Life on Land, (16) Peace and Justice Strong Institutions, (17) Partnership to Achieve the Goal. The SDGs are essential for society and the environment to overcome global

problems, which is the 2030 agenda's core. Everyone is responsible for understanding, encouraging, and realizing SDG trends.

The term Education for Sustainable Development (ESD) is involved in the context of education. Education is a crucial strategy for advancing society's implementation of the SDGs by raising public knowledge of sustainable development (Yuan et al., 2022). They argued that to contribute significantly to realizing the SDGs, ESD intends to raise public awareness of sustainable development through education for the future, including resource protection, sustainable consumerism, global citizenship education, and gender equality. English is the twenty-first-century language and has much to do with education for sustainability. English can be utilized to change worldviews (Zygmunt, 2016). Its crucial function influences how various abilities are viewed, including critical thinking, creativity, expression, and society development. Therefore, education is a way to accomplish all objectives with sustainability as the goal (Kioupi et al., 2019). The literature shows that top-ranked universities (e.g., Oxford University in the UK, Harvard University in the USA, University of Cambridge in the UK, Stanford University in the USA, and Massachusetts Institute of Technology in the USA) seem to be in support of sustainable teaching methods in general, sustainability in connection to teacher education, and ESD (Filho et al., 2020; Heffernan & Heffernan, 2018). Therefore, adequate support should be provided to promote language education, as this will increase the impact of English language learning on sustainability. Teachers and students need to connect with the broader community in investigating, creating, and realizing sustainable principles, allowing them to act as agents of change and have a long-term impact through English language learning.

Much study has been carried out regarding the SDGs. The research topic on SDGs is mainly carried out in various non-education fields. However, there are still limited studies on

SDGs concerning English language learning. Research conducted by Burmeister & Eilks (2013), Beagon et al. (2021), and Bezeljak et al. (2020) in the field of science (Biology, Engineering, and Chemistry) to investigate the extent of students' awareness of the issue of SDGs. These three studies show that few people are aware of the worldwide problem of SDGs. In education, SDG studies focus on various aspects, such as students' knowledge, attitudes, and behaviors towards SDGs at the tertiary level. Likewise, research conducted by Al-Naqbi & Alshannag (2018), Radwan & Khalil (2021), and Rafael et al. (2022) concluded that the level of students' knowledge of SDGs in higher education ranges from low to moderate and moderate to high levels. Further, those studies show that students' attitudes and behaviors produce positive values toward SDGs. In other research, the SDGs research topic is mainly carried out in several fields outside of education. The few studies conducted in education are also rarely related to English language learning.

In addition, more research is being done to investigate teachers' understanding of sustainability issues in education. Only a few teachers and lecturers understand what SDGs are, and they only understand it theoretically, so they still need to develop teachers' understanding of sustainability to plan and teach effective sustainability education programs (Alkhayyal et al., 2019; Birdsall, 2014; Burmeister et al., 2013). However, of the many studies mentioned above, most focus on education in a general context, attitudes, behaviors, and the field of science. Therefore, what differentiates this research from previous research is that it focuses on education and students'/prospective teachers' awareness of SDGs in English language learning. There is still limited research examining the awareness of students and/or prospective teachers concerning English Language Learning, where English is a foreign and second language. In this case, universities are essential in introducing global sustainability issues.

This study aims to determine the level of student awareness of the Sustainable Development Goals (SDGs). Furthermore, it investigates the SDG topics exposed in English language learning. From several comparisons between this research and previous research, this research is worth conducting because this research can provide information on students' level of awareness and which SDG topics are exposed and which are less exposed in EL classes so that departments can improve the learning process for students by including the SDG topics. Apart from that, this research can provide information for teachers about English teaching methods or materials that support the SDGs. For institutions, this research provides information on the importance of SDG integration through the SDG curriculum and programs within the institution. This research can also be used as a reference for future researchers interested in conducting research in a similar field.

Identification of the Problem

The start of the twenty-first century brought about significant advances at the international level toward sustaining more forms of SDGs. The SDGs need to be promoted in a variety of contexts. Education is one way to promote SDGs. As a student majoring in the English Language Education Department, the expected output is to become an educator. Thus, prospective teachers must have insight into SDGs to become future teachers with SDGs knowledge and introduce it to their students.

Based on interactions with several students, most answered that they were unfamiliar with SDGs. Meanwhile, learning about SDGs is very important as a student in the English Language Education Department and as a prospective teacher. Therefore, this study aims to determine the level of student awareness of the SDGs. Furthermore, it investigates the SDG topics exposed in English language learning.

Delimitation of the Research

In this research, the researcher focuses on the Sustainable Development Goals (SDGs) in the students' English learning process. This research was conducted in the English Language Education Department at an Islamic private university in Yogyakarta, Indonesia. Participants in this research were students from the 2020 class. The results of this research present the level of student awareness regarding SDGs. Furthermore, it investigates the SDG topics exposed in English language learning.

Research Questions

These questions are addressed in this study:

1. What is the level of awareness towards Sustainable Development Goals (SDGs) among English Language Education Department students?

2. What are the SDG topics exposed in English language learning at university?

Objectives of Research

Based on the research topics, this study has three objectives. The following are the objectives:

1. To determine the level of awareness towards the Sustainable Development Goals (SDGs) among English Language Education Department students.

2. To investigate the SDG topics exposed in English language learning at university.

Significance of the Research

There are many advantages to this research. Students, teachers, institutions, and future researchers should discover value and knowledge in the study's findings:

Students

This research provides information to students about the importance of SDGs for the survival of life on this earth. Therefore, students/prospective teachers can continue to improve themselves by studying the 17 goals of the 2030 sustainable development agenda and putting them into practice in their lives. As shown in the results of this research, several SD goals that are less exposed are Goal 14: Life Under Water, Goal 15: Life on Land, and Goal 13: Climate Action. Thus, students/prospective teachers must be concerned about all dimensions of the SDGs, especially the 'P-Planet' dimension.

Teachers

This research provides information about the importance of integrating SDGs in the English language learning process. Therefore, in this research, teachers can find out how methods, teaching techniques, materials, and topics support the SDGs in their teaching process so that students/prospective teachers can become more aware of the SDGs. Based on the results of this research, teachers can also find SD goals that are less exposed, namely Goal 14: Life Under Water, Goal 15: Life on Land, and Goal 13: Climate Action, so that they can increase the promotion of these SDG topics more deeply.

Institutions

This research provides information about the importance of promoting SDG aspects in institutional/university environments and integrating SDG values into the curriculum. In this research, institutions can find out the level of student awareness so that they can increase the promotion of SDGs and find out which SD goals are still less exposed. In this research, it was found that Goal 14: Life Under Water, Goal 15: Life on Land, and Goal 13: Climate Action were

less exposed in the EL class. So that institutions can further expose aspects of the 'P-Planet' dimension both in their curriculum and programs.

Future researchers

This research provides a reference for future researchers in investigations about SDGs in the English language learning process at the university level. In this study, future researchers can compare the level of awareness and which elementary school topics have been exposed to in EL classrooms. Future researchers can see significant differences if they do it in other fields, such as science and education, at different levels or if they compare based on gender aspects.

Organization of the Research

This section informs how all the chapters are organized. This research consists of five chapters:

The research is introduced in chapter one. The chapter makes several crucial points. The research backdrop first describes academics' motivations for discussing Sustainable Development Goals (SDGs) in university English language instruction. This chapter also examines research identification, the scope of the research problem, the research questions, the research aims, and the significance of the research that highlights its advantages for groups of individuals. This study aims to determine the level of student awareness of the SDGs and investigate the SDG topics exposed in English language learning.

Chapter two contains a review of the literature. The definition and broad outline of the introduction of Sustainable Development Goals (SDGs) in the process of learning English in tertiary institutions are provided in this part, and then discusses Education for Sustainable Development (ESD), how to promote Sustainable Development Goals (SDGs) through subjects

in universities, Sustainability in English teaching and learning, and integration of Sustainable Development Goals (SDGs) in English language learning.

It discusses the approach in chapter three. Methodology, tools, participants, settings, and data collection procedures are discussed in this chapter. The research approach in this study was quantitative and survey as the research design. This research was conducted at the English Language Education Department, and the participants were students from the 2020 class. This research used random sampling in data collection and a questionnaire instrument. In this chapter, the researcher also explains how to analyze data.

Chapter four is the results and discussion. Chapter four explains the data results and analysis. There are two main points described in this chapter, namely, results and discussion. The results show that the student's level of awareness is moderate, with a mean score of 3,01 (SD=0,503). This means that students in the English Language Education Department already know enough, are aware of, or are interested in learning about SDGs, and know that SDGs are essential. However, there is still minimal practice that supports SDGs. In addition, this research reveals the SDG topics exposed in English language learning. The results show that the SDG topic that was exposed the most was Goal 4: Quality Education. Followed by Goal 5: Gender Equality, Goal 8: Decent Work and Economic Growth, and Goal 9: Industry, Innovation, and Infrastructure. This research also provides additional data regarding the SDGs that students already know and which SDG topics they recommend studying in English language learning. The results show the highest score on Goal 4: Quality Education.

Chapter five contains conclusions and recommendations. This chapter is the conclusion of the research conducted by the researcher, which includes a summary of the study and

recommendations from the researcher. Recommendations are provided to teachers, students, and

future researchers.