

An Ecolinguistics Study of Tertiary-Level Students' Food Business Plans

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Abstract

The toxic food environment is impacted by several food business. Entrepreneurs in the food industry must increase their concern for an ecological consciousness that requires them to pay attention to environmental changes that have an impact on society. Based on Ecolinguistics and Cognitive Linguistics, this study seeks to determine how the ecological insights possessed by tertiary-level students are disclosed in their writings, food business plans. The descriptive-qualitative technique was used in this investigation. The business plans are the main source of information for ecological insights that are revealed via the usage of words or phrases. The research shows that students concerned about consumer health, employment opportunities, online support services, and trash management. It is necessary to increase the average ratio of ecological words or phrases. Some students' ecological awareness and understanding have not yet been completely developed in terms of how they use language to communicate. Fortunately, there is a rising proportion of ecological terms or phrases in the students' compositions as compared to the prior survey.

Keywords: *Ecolinguistics; Cognitive Linguistics; Ecology; environment; students' food business plans*

1. INTRODUCTION

The food industry is a particular importance to human ecology because it touches on important ecological problems (such as the usage of dangerous chemicals and the waste of natural resources) and offers potential remedies for the human being who is the root of these difficulties. In this regard, human ecology differs significantly from the more well-known deep ecology, which claims that man is a highly destructive parasite that poses a threat to both the natural world and ultimately himself (Bookchin, 2004) and explains the ecological crisis as the result of the anthropocentric humanism that is at the core of the dominant ideologies of modernity (Zimmerman, 1994). Due to humans' ability to wreak destruction, humans may readily be compared to a cancer on the world in this way. The food business owners must express their concern for an ecological consciousness that

compels them to pay attention to environmental changes that have an impact on society.

Food business plans have to do with how language and environment interact. Ecolinguistic research examines how language and environment develop in coexistence. Studies on Ecolinguistics compare the languages people use to communicate in their surroundings with the ecosystems that make up the human life system (ecology). Sapir (in Fill & Muhlhausler, 2001) notes that there are three types of environments in this situation. The first is the physical environment, which comprises geographical characteristics including a country's terrain (beaches, valleys, hills, or mountains), weather patterns, and rainfall amounts. Second, the economic environment, which consists of vegetation, fauna, and mineral resources, comes. Third, the social context of the numerous social influences that reflect how humans think and behave toward one another.

The dynamics of the analysis related to the ecolinguistic research then need to be determined by reviewing a few earlier research. "Resisting Imposed Metaphors of Value: Vandana Shiva's Role in Supporting Third World Agriculture: The Online Journal *Metaphorik de*" is a research by Alexander published in 2003. He looks at how language is employed to communicate viewpoints and how Shiva actively pursues this subject. According to the study, language may be utilized to spread information and sway public opinion in order to protect the environment. He used his analytical abilities to decipher the significance of machines during the multinational corporations' occupation and the devastation of third-world agriculture. In terms of the environmental theme and the data component, or language as a study material, the research and this research are comparable.

In order to build ecological restoration, metaphors from the mechanical and cyber fields, art and aesthetics, medications and health maintenance, and geography are typically employed based on Keulartz (2007). All of the four different forms of metaphors have distance and relevance restrictions, thus they should all approach metaphor from a dual perspective. The use of metaphor is to provide honor and specific context. The Keulartz's research and the current investigation are comparable. The present research and Keulartz's study emphasis on the usage of metaphor that is connected to the environment.

Subiyanto, Sadia, and Dewi found that students' ecological insight already exists but is still only slightly reflected through the use of language, especially written language, in their analysis of the writing works of successful students at Bali State Polytechnics in 2020 based on Ecolinguistics perspectives. Almaghlouth (2022) looked into the sustainability discourses on the internet and explored how the Saudi online discourse has produced environmental sustainability. The results of the study convey a contextualized national identity while communicating internationally within discursive circles. It is also identified that interdiscursivity is central in the corpus, although the discourse of action especially dominated other smaller discourses, such as consequences/risks, economy, and tourism. The results also indicate the prominent construction of officials, which could be linked to the dynamics of change in the Saudi scene. Finally, the study emphasizes the action-oriented nature of such discourse while drawing attention to some of the challenging issues to long-term advocacy in the country.

According to the research of Steffensen and Fill (2014), there are four distinct conceptualizations of language ecology: symbolic ecology (this approach examines the existence of a language or system of symbols in a specific area), natural ecology (this approach examines how languages are connected to the biology and ecosystems surrounding topographical, climatic, flora, fauna, etc.), and linguistic ecology. Sociocultural

ecology (this approach looks into how languages are related to social and cultural) and cognitive ecology (this approach looks into how language develops from the dynamic relationship between biological organisms and its environment that focuses on cognitive abilities that enhance the flexibility of organisms and adaptive behaviors) are two approaches that look into how language develops from biological organisms and their environment. Steffensen and Fill emphasize that Ecolinguistics is an inspirational field of study that aims to build a scientific community by bringing attention to the interconnectedness between discursive practices and environmental degradation.

The objective of this research is to develop ecological awareness in the present and future generations. Starting with non-governmental organizations, then supported by the state, business institutions also joined and did not miss educational institutions, especially tertiary-level institutions. Among those analyses of writing or discourse on Ecolinguistics, there is no related analysis focusing on food business plans yet. Many Indonesian tertiary-level students nowadays are required to learn entrepreneurship as a subject or compete for entrepreneurship events.

The goal of this research is to increase ecological consciousness among both current and future generations. Getting under way with non-governmental organizations, which were later sponsored by the government, commercial institutions joined and made sure to include educational institutions, particularly those at the tertiary level. There hasn't yet been a relevant analysis concentrating on food business strategies among those analyses of writing or speech on Ecolinguistics. Today's Indonesian tertiary-level students are supposed to take entrepreneurship classes or even participate in entrepreneurial competitions.

Government expects tertiary-level graduates with a high level of entrepreneurial aptitude to have an understanding of the environment and concepts that are now a major global issue. Gardner (1993) recognized the presence of a natural intelligence in every human being with his Multiple Intelligence Theory, including the capacity to appreciate and care for the environment. Although it is innate, natural intelligence must be developed via education, particularly through habituation. An essential component of the character is natural intelligence, often known as ecological intelligence. Therefore, this study may be required to determine, in a scientific manner, how deeply ingrained the ecological idea and awareness are in tertiary-level students.

2. LIERATURE REVIEW

Ecolinguistics

Ecolinguistics and Cognitive Linguistics. Ecolinguistics is often classified in the branch of applied linguistics began with the publication of the work of Eniar Haugen, a Norwegian linguist, entitled *The Ecology of Language* in 1972. Furthermore, ecolinguistics has developed with multidisciplinary studies, especially with social sciences and humanities. One of the definitions of ecolinguistics relevant to this study was conveyed by Alexander and Stibbe (2010), ecolinguistics is the study of the impact of language use in the process of survival bridging the relationships between humans and other living things,

as well as the physical environment aiming for the preservation of sustainable relationships and life

When Norwegian linguist Einar Haugen's 1972 book "The Ecology of Language" was published, the field of applied linguistics frequently referred to Ecolinguistics as the part of it. Additionally, transdisciplinary research, particularly in the humanities and social sciences, has contributed to the development of Ecolinguistics. Alexander and Stibbe (2010) provided one definition of Ecolinguistics that is pertinent to this study. They said that Ecolinguistics is the study of the impact of language use in the process of survival bridging the relationships between humans and other living things, as well as the physical environment, aiming at the preservation of sustainable relationships and life. Einar Haugen invented Ecolinguistics, often known as language ecology, which studies a language in relation to ecological and environmental issues. Because we live in the world and have a part in influencing it through the language we use, this theory represents a new trend in linguistic study that aims to facilitate not just social factors but also ecological context in a society (Fill & Penz, 2017).

According to the ecolinguistic viewpoint, the language and the community of its speakers are seen as creatures that coexist with other species in a structured fashion (Mbeti 2009, p. 2). According to this, language is used to describe, portray, depict, and symbolize the symbolic-verbal reality of the world, including the physical environment as well as the sociocultural environment. Environment, conservation, interaction, and system are essentially integrated into language by ecolinguistics, according to Mackey (in Fill & Muhlhausler, 2001). Due to this, students' writings relating to the following environment are known as food business plans, which are afterwards referred to in this research as conservation university news. Those food business plans were created with certain goals and objectives in mind. This research is interesting to do because of that.

Based on Haugen (in Mbeti, 2009), Ecolinguistics is related to ten different fields of study, including comparative historical linguistics, demographic linguistics, sociolinguistics, diachrony, dialectology, philology, prescriptive linguistics, glotto-politics, ethnolinguistics, anthropological linguistics, and cultural linguistics, as well as the typology of languages in an environment. The live and used language describes, expresses, and portrays (represents symbolically-verbally) the reality of the environment, both the physical environment and the man-made environment (socio-cultural environment), according to ecolinguistic research.

Business plans pertaining to the environment are examined in the ecolinguistic research. These texts were produced by the media, and as a result, they speak in terms of the surroundings. In an ecolinguistic approach, the relationship between language and environment is at the lexical level, according to Saphir (Fill and Muhlhausler, 2001). Lexicons are collections of words that are thought of as the language users' riches. Additionally, lexicons are thought of as the information-containing word lists of dictionaries (Kirdalaksana, 1989). Lexicons and word concept are connected. Taylor asserts that words are the best location to organize things into word classes (Gibbons, 2002). Eco-lexicons are described by Chaer (2007, p. 2) as the phrase to accommodate the notion of the lex-em collection of a certain language, whether it is the collection of all lexicons or it is simply a portion.

There are three dimensions, which represents the ideology or people's vision influencing language change at the eco-lexicon level. (Lind & Bundegaard, 2000): 1)

ideological dimension, which is also supported by the market ideology and capitalism ideology upon the natural resources. As a result, the term "exploitation of natural resources" can be found, 2) sociological dimension which is used to describe the presence of discourse activity, social interaction, and discussion in support of an ideology. In this dimension, language has developed into a significant social practice, and 3) biological dimension, which is connected to the diversity of organisms found in lakes, the ocean, and on land, each with a different level of vitality and capacity for survival, has given rise to the phenomenon of the food chain. In order for those things to be signed and understood, the biological component is vocally stored in the form of eco-lexicons in word storage in every language.

Conforming to Fill and Mushausler (2001), there are four key points that must be taken into account when examining the relationship between language and the environment: 1) language is free and rich in meaning, 2) language was created by the world, 3) the world was created by language, and (4) language is interconnected with the world. The link between language and environment, according to Sapir (2001), is only present at the lexical (vocabulary) level and not at the phonological and morphological levels. According to ecolinguistics, language, especially its lexicon, is modified by the context in which it is used (Stibbe, 2015). Steffensen and Fill (2014) distinguish four distinct ecological interpretations that underlie the various methodologies. According to the first theory, languages coexist in a symbolic environment where they communicate with one another in a specific setting. According to the second perspective, language shapes civilizations and cultures as part of a sociocultural ecosystem. The third method focuses on cognitive ecology and how an organism's ability to think influences how well it can adapt to its surroundings. The last type of ecology is natural ecology, which looks at how language interacts with its physical and biological surroundings.

Cognitive Linguistics

The 1970s saw a surge in interest in the study of the connection between language and cognition, and this led to the emergence of the multidisciplinary area of cognitive linguistics, particularly in the psychology and neuroscience disciplines. Generally speaking, cognitive linguistic theory is built on five concepts, namely: 1) Grammar is understood in relation to conceptualization, 2) rejecting the notion that the human mind possesses distinct and independent language skills. Language-related information is much like any other knowledge that is stored in the human mind. 3) Language usage (language in use) is where language knowledge comes from. The same cognitive skills are required for linguistic and non-linguistic tasks when using language to grasp reality. 4) As Chomsky (1967) noted, language skills are not inherited; rather, they are acquired via learning, much like other talents, and 5) meaning is the primary concern of language, whereas other linguistic structures are just connected to semantics. The goal of cognitive linguistics is to comprehend how semantics and syntax interact, how language and thought are related, and how concepts are expressed through language.

Three essential features of cognitive linguistics may be deduced according to Geeraerts & Cuyckens (2007). The dominance of semantics in linguistic analysis, the encyclopedic nature of linguistic meaning, and the perspectival nature of linguistic meaning. The first feature just indicates that meaning is central to language's function. The

other two criteria describe the specifics of the semantic occurrences in concern. The cognitive approach itself demonstrates the importance of semantics in linguistic analysis: if categorization is the basic function of language, then meaning must be the primary linguistic phenomenon. There is no need to postulate a systemic or structural level of linguistic meaning that is distinct from the level where world knowledge is associated with linguistic forms if language is a system for categorizing the world. Instead, the encyclopedic nature of linguistic meaning arises from the categorical function of language. According to the perspectival character of linguistic meaning, the world is not objectively mirrored in language; rather, the categorization function of language imposes a structure on the world rather than merely reflecting objective fact. Particularly, language is a system of knowledge organization that reflects the requirements, passions, and life experiences of people and civilizations. The philosophical, epistemological stance espoused by cognitive linguistics conceptually develops the notion that language meaning has a perspectivizing function (Geeraerts 1993). The experientialist stance of cognitive linguistics toward human knowledge stresses the idea that our individual and communal experiences, as well as our organic embodiment, shape human reason.

Cognitive linguists attempted to develop psychological models for language regarding categorization, conceptualization, memory, and imagery in cognitive processes, such as mental space (Fauconnier, 1994), image schema (Johnson, 1987), and gestalt (Lakoff, 1987), based on empirical findings from other disciplines. These psychological theories explain how linguistic abilities are a cognitive process to comprehend the outside world and accumulate information and experience. Language is a component of cognition, according to cognitive linguistics (Lakoff, 1993). In other words, language will serve as a concrete form of the mind's content. Phrases in the Lio Language and Their Functions in Preserving the Environment by Mbeté (2002) is an ecolinguistic study. The results of this study show that there is a type of Lio language survival connected to the environment because there is a public interest in conserving verbal phrases that balance human connections and the natural world. It operates through language expressions connected to environmental preservation because it incorporates values and norms theoretically and intellectually. This resilience is maintained. These findings are pertinent to the study that will be done since it has been demonstrated that spoken language, in this example, reveals the conceptual and cognitive components of ecology, whereas written language will be used in the research that will be done. By combining these ideas, this ecolinguistic research seeks to determine how students' written works might show the ecological consciousness they have internalized through language.

Food Business Plan

The definition of business plan can be understood differently between cultures, eras, and economic sectors. According to Schwetje and Vaseghi (2007), a business plan is a document that outlines the major components of your company concept for stakeholders and possible investors, as well as the justifications for investment. Berry (200) defined a business plan as a plan without specific rules about structure that aids any organization in looking to the future, managing resources sensibly, concentrating on key issues, and preparing for problems and opportunities. Business plan is defined as a diagram of a

business idea that provides a comprehensive view of the industry and enables entrepreneurs to make modifications as needed (Pinson, 2000). Business planning provides solutions to a number of significant issues, including 1) determining a company's level of persistence and long-term viability, 2) reducing the risks associated with entrepreneurial endeavors; defining a company's goals using quantitative systems and quality indicators, and 3) attracting the interest of potential clients and employees.

The business plan is a written document that details the company, its objectives and strategy, with an emphasis on the market in which it operates and its financial projections. The business plan aids in enhancing corporate growth and development in accordance with priorities, but it does not recount the history of the company. In other terms, a business plan is often referred to as a roadmap since it enables an organization to offer a clear direction and guideline (Abrams, 2003). The business plan may be thought of as a comprehensive business understanding even though it comprises all of a company's phases. A clear and workable business plan may help a firm be able to connect with a lender and another investor to assess a business, and it should satisfy all the conditions for bringing a concept into reality (Abrams, R. 2003). Thus, a business plan can be summed up as a succinct, accurate, reasonable, and clear description of a potential company. It serves as a crucial tool for assisting aspiring business owners in considering a wide range of potential scenarios that may arise during the course of their operations, enabling them to select the outcome they find most promising and to choose the best strategy for achieving their objectives.

Different business categories are identified by the business plan for both new and seasoned entrepreneurs. It aids in the creation of a distinct corporate vision and aids in the discovery of the needs of the target market and appropriate responses to these demands. You may track the advantages and disadvantages of the rivals and spot potential problems within the organization to gain a sustainable competitive edge. It is possible to use marketing techniques to assist a business take a portion of the market.

The business plan has two primary functions: 1) it serves as a roadmap for the company's future directions and develops a strategy to follow. 2) it serves as a tool to draw in investors. Additionally, a strong business plan aids entrepreneurs in avoiding costly blunders including failing to create a marketing strategy, disregarding corporate clients, failing to consider their cash flow, ignoring staff, failing to create a sales strategy, and ultimately giving up (Analoui and Karami, 2003).

The business plan itself was created to outline the entire operation, including its goals, location, estimated time of spin, potential risks, and potential profits. It also includes financial forecasting, a strategy put in place over years of commercial operations management, along with personal keys, a business marketing plan, and identification of potential customers. (2003) Analoui & Karami

The business plan clarifies business goals and measures to achieve these goals. Welldefined goals in a business plan help clarify the purpose, vision and means of business. The aim is to continue in a business plan that includes a general statement on what the company intends to achieve (Website of how to write business plan). If an entrepreneur has trouble deciding what your goals to fulfil the objectives, here are a few questions:

The aims and strategies for achieving these goals are made clear in the business plan. A business plan's clearly stated objectives aid in articulating the mission, vision, and methods of the company. A basic summary of what the firm hopes to accomplish should be

included in the business plan moving forward (website on how to develop business plan). Here are some questions to consider an entrepreneur has problems determining his aims to achieve objectives: 1) How committed are you to success? 2) Do I want to invest my own money, work long hours for no compensation, and maybe give up years of my own time and way of life? 3) What will happen to me if this journey fails? 4) How many people work for this company? 5) How much money did you make last year? 5-year period? 6) What is the current market share? 7) Will it sell a limited selection of goods and services or a broad range of them? 8) What is a plan for expansion? Local? Nacional? Global? What should you do for sales, too? Technically? Other?

The business plans presented here are centered on food because eating has a significant environmental impact. Additionally, eating is a distinctly human activity, involving the manufacturing of food and the creation of technology solutions to fulfill our evolving awareness of our nutritional needs. Food is a central subject in human ecology, in this sense. Ecologists are particularly worried about the effects of new human dietary needs on the ecosystem out of those mentioned above. There is no parallel for the strength and intensity of human strain on the environment. Additionally, this entails a rise in the need for living and travel space as well as an increase in the demand for food and other essentials from the available space.

Someone becomes into his own rival or, more accurately, becomes the victim of his own rival demands (Sears, 1954). One of the most talked-about topics in the field of human ecology is the issue of overpopulation (and its effects, such as climate change and increased resource consumption). Anthropogenic climate change, or simply climate change, is arguably one of the biggest issues facing us right now. There is broad consensus that climate change will have an impact on every person's life, including how food is produced, who has access to water, how people's health is affected, and how the environment is treated. Indeed, it has been predicted that as a result of global warming, millions might experience starvation, water shortages, illnesses, and coastal floods (Liao Sandberg, & Roache, 2012).

Additionally, the foundation of food business plans was the recognition that dining out and preparing meals at home every day has become challenging due to a lack of time and resources, particularly when attempting to eat healthily. Consumers are now depending more on food services that can meet these sorts of demands since everyone is busier and busier, leaving less time for daily life and household activities. On the other side, the paradox that is now present results from not having the time to prepare meals at home and not having the financial resources to constantly consume food services. This paradox is created by the growing shortage of time combined with some economic worries.

However, people are worried about eating nutritious food both at home and outside home. They also want the highest food quality possible and are beginning to wonder whether eating out frequently is in their best interests both financially and health-wise. In order to save time, individuals are bringing their own meals to work, eating at fast food establishments, and selecting less expensive but unhealthy food alternatives. Given this, there may be place in the market for restaurants that serve nutritious, quick, and inexpensive meals while also satisfying the demands and tastes of various clients.

3. METHOD

Due to the extensive and in-depth examinations of qualitative data in the form of written works (text), this research is descriptive-qualitative. The primary task is gathering, identifying, analyzing, and describing qualitative data. According to Sutopo (2002), because the subject, purpose, and issues to be examined have been decided upon prior to the researcher beginning his activities, this sort of research can also be characterized as an embedded case study. Calculations will be utilized to conduct two different types of analysis: 1) the ratio of ecological vocabulary and the total number of words or phrases used in the written work; and 2) the ratio of ecological vocabulary and the total number of words or phrases used in the written work.

Ten Indonesian tertiary-level students' business proposals, each from a different university, were used to collect the data. The business plans were written in 2022 and had at least 1000 words from various tertiary-level universities. The words or phrases that contain ecological elements are identified, and the ratios are determined using these words or phrases. The ratios are interpreted in order to determine the extent of the students' ecological consciousness as it is shown in their written works.

4. RESULTS AND DISCUSSION

The following results are derived from the identification of ecological words or phrases disclosed in 10 food business plans, the titles of which served as data sources and were represented as alphabets:

Table 1 the Ratio of Ecological Words or Phrases to Number of Words or Phrases

No	Business Plan	Number of words or phrases	Word	Ratio (%)
1	A	2078	10	0.48%
2	B	1134	17	1.50%
3	C	1403	49	3.49%
4	D	1402	37	2.63%
5	E	1902	36	1.89%
6	F	1912	18	0.94%
7	G	1924	61	3.17%
8	H	2332	70	3%
9	I	2632	86	3.27%
10	J	1919	107	5.58%
	<i>Total</i>	20642	491	

According to Table 1, the average usage of ecological vocabulary as a whole is 491 words or phrases: 20.642 times 100%, or 2.38%. The ratio ranges from 0.48 percent to

5.58%. Sarmi (2015) discovered that 1) word categories in the form of noun lexicons and verb lexicons, 2) functions for naming flora and fauna, 3) lexicon dynamics due to linguistic factors, speaker factors, and ecological change factors, and 4) lexicon dynamics are all present in the natural environment lexicon of the using language. These results suggest a relationship between linguistic (lexical) variations among speakers and ecological changes. Language, especially the variety and fluidity of the lexicon, reveals human experiences in their interactions with the natural world. The purpose of the study is to determine whether students' written output (language) demonstrates the ecological concepts they possess via their interactions with others both on and off campus. The vocabulary is shown below, along with the number of ecological terms or phrases used in the writings.

Table 2 Ecological Vocabulary Used in Students' Business Plans

No	Word or Phrase	Variant		
1	<i>demografi</i> (demographics)		28	<i>kerja</i> (work)
2	<i>alami</i> (natural)		29	<i>pandemic</i> (pandemic)
3	<i>kualitas</i> (quality)	<i>berkualitas</i> (quality)	30	covid-19
4	<i>makanan</i> (food)		31	<i>dampak</i> (impact)
5	<i>bahan baku</i> (staple)		32	<i>perubahan</i> (change)
6	<i>bahan pokok</i> (staff and staple)		33	<i>kehidupan</i> (life)
7	<i>inovasi</i> (innovation)	<i>inovatif</i> (innovative)	34	<i>pola hidup</i> (lifestyle)
8	<i>ketahanan</i> (durability)		35	<i>taraf hidup</i> (livelihood)
9	<i>tahan lama</i> (durable)		36	<i>manusia</i> (human)
10	<i>daya tahan</i> (durability)		37	<i>beraktivitas</i> (work)
11	<i>sehat</i> (healthy)	<i>kesehatan</i> (health) <i>menyehatkan</i> (sanify)	38	<i>work from home</i>
12	<i>optimal</i> (optimal)		39	<i>kegiatan</i> (activity)
13	<i>produk</i> (product)	<i>produksi</i> (production) <i>produktivitas</i> (productivity)	40	<i>tubuh</i> (body)
14	<i>kadar</i> (rate)		41	<i>kekebalan tubuh</i> (immune)
15	<i>lemak</i> (fat)		42	<i>daya tahan tubuh</i> (endurance)
16	<i>ketersediaan</i> (availability)	<i>penyediaan</i> (provision)	43	<i>rentan</i> (prone to)
17	<i>higenis</i> (hygienic)	<i>kehigienisan</i> (hygiene)	44	<i>kepedulian</i> (concern)
18	<i>memenuhi</i> (fulfil)		45	<i>bersih</i> (clean)
19	<i>pasar</i> (market)			<i>kebersihan</i> (cleanliness)
20	<i>prospek</i> (prospect)			<i>pembersih</i> (cleaner)
21	<i>penghasilan</i> (income)	<i>hasilkan</i> (earn)	46	<i>upaya</i> (effort)
22	<i>lingkungan</i> (environment)		47	<i>konsumsi</i> (consumption)
23	<i>ramah lingkungan</i> (eco-friendly)			<i>mengonsumsi</i> (consuming)
24	<i>ekonomi</i> (economy)			<i>konsumen</i> (consumer)
25	<i>manfaat</i> (benefit)	<i>memanfaatkan</i> (utilize) <i>dimanfaatkan</i> (utilized) <i>bermanfaat</i> (beneficial) <i>pemanfaatan</i> (utilization)	48	<i>imun</i> (immune)
26	<i>menjanjikan</i> (promising)		49	<i>kurkumin</i> (curcumin)
27	<i>peluang</i> (opportunity)		50	<i>menangkal</i> (ward off)
			51	<i>inflamasi</i> (inflammation)
			52	<i>anti-radang</i> (anti-inflammatory)
			53	<i>kesadaran</i> (awareness)
			54	<i>menjaga</i> (maintain)
			55	<i>obat</i> (drug)
			56	<i>prebiotic</i> (prebiotic)
			57	<i>potensi</i> (potency)
			58	<i>bakteri</i> (bacteria)
			59	<i>anti-bakteri</i> (anti-bacterial)

60	<i>ragi</i> (yeast)	
61	acetobacter	
62	gluconobacte	
63	saccharomyces	
64	schizosaccharomyces	
65	zigosaccharomyces	
66	<i>minuman</i> (drink)	<i>diminum</i> (drunk)
67	<i>fermentasi</i> (fermentation)	
68	<i>efisien</i> (efficient)	
69	<i>solusi</i> (solution)	
70	<i>suplemen</i> (supplement)	
71	<i>vitamin</i>	
72	<i>vitamin a</i>	
73	<i>vitamin b12</i>	
74	<i>vitamin c</i>	
75	<i>vitamin e</i>	
76	<i>vitamin d</i>	
77	<i>berkhasiat</i> (medicinal)	
78	<i>dijangkau</i> (accessed)	<i>terjangkau</i> (affordable) <i>keterjangkauan</i> (affordability)
79	<i>layak</i> (appropriate)	<i>kelayakan</i> (appropriateness)
80	<i>mengembangkan</i> (develop)	<i>dikembangkan</i> (developed) <i>perkembangan</i> (development) <i>berkembang</i> (develop)
81	<i>menghimbau</i> (appeal)	
82	<i>masker</i> (face mask)	
83	<i>antioksidan</i> (antioxidants)	
84	<i>bau</i> (smell)	<i>bau</i> (stink)
85	<i>meningkat</i> (increase)	<i>meningkatkan</i> (increase) <i>peningkatan</i> (increase)
86	<i>gizi</i> (nutrition)	<i>bergizi</i> (nutritious)
87	<i>kekurangan gizi</i> (malnutrition)	
88	<i>angka kecukupan gizi</i> (nutritional adequacy rate)	
89	<i>menetralisir</i> (neutralize)	
90	<i>mengatasi</i> (overcome)	<i>diatasi</i> (overcome)
91	<i>kondisi</i> (condition)	
92	<i>sekitar</i> (around)	
93	<i>pembuatan</i> (making)	
94	<i>langka</i> (scarce)	<i>kelangkaan</i> (scarcity)
95	<i>membutuhkan</i> (need)	<i>kebutuhan</i> (need)
96	<i>diterima</i> (accepted)	
97	<i>memodifikasi</i> (modify)	<i>modifikasi</i> (modification)
98	<i>baik</i> (good)	<i>memperbaiki</i> (improve) <i>kebaikan</i> (kindness)
99	<i>berguna</i> (useful)	<i>digunakan</i> (used)
100	<i>keterbatasan</i> (limitation)	
101	<i>pembatasan sosial berskala besar</i> (large-scale social restrictions)	
102	<i>mengurangi</i> (reduce)	<i>kekurangan</i> (lack)
103	<i>membangun</i> (develop)	<i>pembangunan</i> (development)
104	<i>asupan</i> (intake)	
105	<i>segar</i> (fresh)	
106	<i>alternatif</i> (alternative)	
107	<i>mencegah</i> (prevent)	
108	<i>penyakit</i> (disease)	
109	<i>serat</i> (fiber)	
110	<i>nutrisi</i> (nutrition)	
111	<i>mineral</i> (mineral)	
112	<i>kolestrol</i> (cholesterol)	
113	<i>sembelit</i> (constipation)	
114	<i>kemasan</i> (packaging)	<i>pengemasan</i> (packaging)
115	<i>awet</i> (durable)	
116	<i>sumber</i> (source)	
117	<i>sumber daya manusia</i> (human resource)	
118	<i>pengamatan</i> (observation)	
119	<i>kuliner</i> (culinary)	
120	<i>kompetisi</i> (competition)	
121	<i>terobosan</i> (breakthrough)	
122	<i>keunggulan</i> (superiority)	
123	<i>kebiasaan</i> (habit)	
124	<i>memungkinkan</i> (possible)	
125	<i>membantu</i> (help)	
126	<i>petani</i> (farmer)	
127	<i>bermitra</i> (partner)	
128	<i>hasilkan</i> (earn)	<i>penghasilan</i> (earn)
129	<i>pertumbuhan</i> (growth)	
130	<i>mempengaruhi</i> (influence)	<i>berpengaruh</i> (influential)
131	<i>usus</i> (intestine)	
132	<i>usus besar</i> (colon)	
133	<i>usus kecil</i> (small intestine)	
134	<i>melancarkan</i> (facilitate)	<i>memperlancar</i> (facilitate)
135	<i>pencernaan</i> (digestion)	
136	<i>penyerapan</i> (absorption)	
137	<i>meredakan</i> (relieve)	
138	<i>gangguan</i> (disturbance)	
139	<i>diare</i> (diarrhea)	
140	<i>perut</i> (stomach)	
141	<i>bergas</i> (gassy)	
142	<i>beku</i> (frozen)	
143	<i>siap masak</i> (ready to cook)	
144	<i>siap saji</i> (ready to serve)	
145	<i>mengandung</i> (contain)	<i>kandungan</i> (content)
146	<i>seimbang</i> (balanced)	
147	<i>lazim</i> (common)	
148	<i>resiko</i> (risk)	

149	<i>infeksi</i> (infection)	
150	<i>flu</i>	
151	<i>unik</i> (unique)	
152	<i>akses</i> (access)	
153	<i>lokasi</i> (location)	
154	<i>berdekatan</i> (nearby)	<i>terdekat</i> (closest)
155	<i>berprotein</i> (protein)	
156	<i>wilayah</i> (region)	
157	<i>menunjang</i> (support)	<i>ditunjang</i> (supported)
158	<i>strategi</i> (strategy)	<i>strategi</i> (strategy)
159	<i>pusat</i> (center)	
160	<i>wisata</i> (tour)	
161	<i>ramai</i> (crowded)	
162	<i>keleluasaan</i> (flexibility)	
163	<i>kontribusi</i> (contribution)	
164	<i>masalah</i> (problem)	
165	<i>ide</i> (idea)	
166	<i>mendukung</i> (support)	
167	<i>besar</i> (big)	
168	<i>teknologi</i> (technology)	
169	<i>revolusi industri 4.0</i> (industrial revolution 4.0)	
170	<i>praktis</i> (practical)	
171	<i>aman</i> (safe)	
172	<i>mudah</i> (easy)	<i>memudahkan</i> (ease) <i>kemudahan</i> (convenience)
173	<i>informative</i> (informative)	
174	<i>berinteraksi</i> (interact)	
175	<i>variatif</i> (variative)	<i>memvariasikan</i> (vary)
176	<i>nilai</i> (value)	
177	<i>nilai jual</i> (selling value)	
178	<i>digital</i> (digital)	<i>digitalisasi</i> (digitalization)
179	<i>beragam</i> (diverse)	
180	<i>massif</i> (massive)	
181	<i>pengimplementasian</i> (implementation)	
182	<i>kelebihan</i> (excess)	
183	<i>berat badan</i> (bodyweight)	
184	<i>eksistensi</i> (existence)	
185	<i>menyaingi</i> (rival)	<i>pesaing</i> (competitor)
186	<i>berkelanjutan</i> (sustainable)	
187	<i>mendapatkan</i> (get)	
188	<i>keuntungan</i> (profit)	
189	<i>kerja</i> (work)	<i>pekerjaan</i> (work)
190	<i>kalsium</i> (calcium)	
191	<i>fosfor</i> (phosphor)	
192	<i>kalium</i>	
193	<i>selenium</i>	
194	<i>omega 3</i>	
195	<i>target</i>	
196	<i>industry</i> (industry)	
197	<i>gerakan</i> (movement)	
198	<i>menciptakan</i> (create)	
199	<i>komersial</i> (commercial)	
200	<i>instan</i> (instant)	
201	<i>mengurus</i> (handle)	
202	<i>mengelola</i> (manage)	
203	<i>analisa</i> (analysis)	
204	<i>tidak berbahaya</i> (harmless)	
205	<i>signifikan</i> (significant)	
206	<i>kreatif</i> (creative)	
207	<i>menyeluruh</i> (thorough)	
208	<i>baru</i> (new)	
209	<i>steril</i> (sterile)	
210	<i>bermutu</i> (quality)	
211	<i>fresh</i>	
212	<i>positif</i> (positive)	
213	<i>control</i> (control)	
214	<i>lapangan</i> (field)	
215	<i>menambah</i> (add)	
216	<i>rencanaan</i> (planning)	
217	<i>trend</i>	
218	<i>hambatan</i> (obstacle)	
219	<i>proses</i> (process)	
220	<i>tanaman</i> (plant)	
221	<i>dibudidayakan</i> (cultivated)	
222	<i>flavonoid</i>	
223	<i>folat</i> (folate)	
224	<i>magnesium</i>	
225	<i>memerangi</i> (combat)	
226	<i>radikal bebas</i> (radical free)	
227	<i>sistem</i> (system)	
228	<i>kardiovaskular</i> (cardiovascular)	
229	<i>perlindungan</i> (protection)	
230	<i>kanker</i> (cancer)	
231	<i>maksimal</i> (maximal)	
232	<i>pembibitan</i> (seedling)	
233	<i>fitokimia</i> (phytochemical)	
234	<i>alkaloid</i>	
235	<i>saponin</i>	
236	<i>tanin</i>	
237	<i>antraquinon</i> (anthraquinone)	
238	<i>antosianida</i> (anthocyanide)	
239	<i>mereduksi</i> (reduce)	
240	<i>oksidasi</i> (oxidation)	
241	<i>aterosklerosis</i> (atherosclerosis)	
242	<i>hati</i> (heart)	
243	<i>menurunkan</i> (lower)	
244	<i>trigliserida</i> (triglyceride)	
245	<i>ekskresi</i> (excretion)	
246	<i>Fekal</i> (fecal)	
247	<i>absorpsi</i> (absorption)	
248	<i>asam empedu</i> (bile acid)	
249	<i>survey</i> (survey)	
250	<i>Etnobotani</i>	

	(Ethnobotany)		
251	<i>herbal</i> (herb)	261	<i>staphylococcus</i>
252	<i>nyeri</i> (pain)	262	<i>mengambil</i> (take)
253	<i>malaria</i>	263	<i>limbah</i> (waste)
254	<i>diabetes</i>	264	<i>olah</i> (process) <i>pengolahan</i> (treatment)
255	<i>obesitas</i> (obesity)	265	<i>dibuang</i> (thrown away)
256	<i>ampuh</i> (powerful)	266	<i>campuran</i> (mixture)
257	<i>melawan</i> (oppose)	267	<i>menjamin</i> (ensure)
258	<i>spesies</i> (species)	268	<i>habis</i> (run out)
259	<i>escherichia coli</i>	269	<i>investasi</i> (investment)
260	<i>salmonella sp</i>	270	<i>evaluasi</i> (evaluation)
		271	<i>penelitian</i> (research)

In the ten (10) literary business plans included in Table 2, there are 271 different types of words and phrases (vocabulary) with ecological variations. The average number of ecological terms or phrases used by each writer in his writing is 27 (271: 10 = 27.1, two hundred eighty eight divided by ten is twenty seven point one or twenty seven (rounded)). It may be claimed that the ecological vocabulary is less diverse when compared to the average amount of words or phrases per writing, which is 20.642:10 = 2064 words or phrases (rounded). Some pupils still, however, lack an ecological vocabulary, which reflects their lack of environmental consciousness. Compared to the earlier ecolinguistic research carried out by Subiyanto, Sadia, and Dewi in 2010, this research finds an improvement in the ratio of students' ecological terms or phrases. In the student compositions from 2020, they discovered nine ecological terms. The essays of these kids from 2022 contain 27 words or phrases. In addition, the traits of the words or phrases show that the students are concerned about consumer health (such as vitamin, nutrition, and medicinal), job opportunities (such as partner, job, and work), cyber support services (digital, industrial revolution 4.0, and technology), and waste treatment (such as waste, manage, and safe).

This result is pertinent because Yuniawan (2018) found in his study "Ecolinguistic Study of Conservation News Texts in Indonesian Mass Media" that "environmental-related vocabulary in news about conservation in media in Indonesia is in the form of basic words, derivative words, noun phrases, verb phrases, and adjective phrases. This research demonstrates the range of lexicons used to transmit environmental preservation-related topics, indicating that journalists employ a variety of lexicons to describe their stories in written language. The report's results are the product of cognitive fact processing, which is subsequently communicated verbally. According to the cognitive linguistic theory (Lakkof, 1993), thinking and language skills are intertwined. In other words, language will disclose what is in the mind. As a result, the rising frequency of words and phrases having an ecological component may be seen as a reflection of how students' knowledge and understanding of the environment have grown through time.

5. CONCLUSION

It appears from the research above that students already have some level of

ecological understanding, albeit it can still be improved. Despite this, it is still necessary to make efforts for fostering and growing ecological insight and awareness through language learning that is based on Ecolinguistics. Ecolinguistic issues must be included into the concept of entrepreneurship in order to assist this objective.

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