

**THE IMPLEMENTATION OF SCIENTIFIC LITERACY IN
ENGLISH LEARNING: A CLASSROOM OBSERVATION IN A
VOCATIONAL SCHOOL**



Mia Fitri Adzani

1202621075

SKRIPSI

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LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Mia Fitri Adzani
No. Registrasi : 1202621075
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Bahasa dan Seni
Judul Skripsi : The Implementation of Scientific Literacy in English Learning: A Classroom
Observation in Vocational School

Telah berhasil dipertahankan di hadapan Dewan Penguji dan diterima sebagai bagian persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan di Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

DEWAN PENGUJI

Ketua Penguji/Pembimbing I


(Prof. Dr. Ratna Dewanti, M.Pd)
NIP. 196211071988032001

Pembimbing II


(Prof. Drs. Dr. Muchlas Suseno, M.Pd)
NIP. 195706111985031004

Penguji Ahli Materi

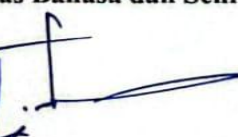

(Dr. Li. Rizdika Mardiana, M. Pd)
NIP. 198206022022032001

Penguji Ahli Metodologi


(Yosafat Barona Valentino, S.Pd.,M.Hum.)
NIP. 199102132024061001

Jakarta, 4 Agustus 2026

Dekan Fakultas Bahasa dan Seni



Dr. Sami Setiadi, M.Pd.
NIP. 197710082005011002

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No. Registrasi Mahasiswa : 1202621075

Program Studi : S1 - Pendidikan Bahasa Inggris

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Nama : Mia Fitri Adzani

NIM : 1202621075

Fakultas/Prodi : Fakultas Bahasa dan Seni/S1-Pendidikan Bahasa Inggris

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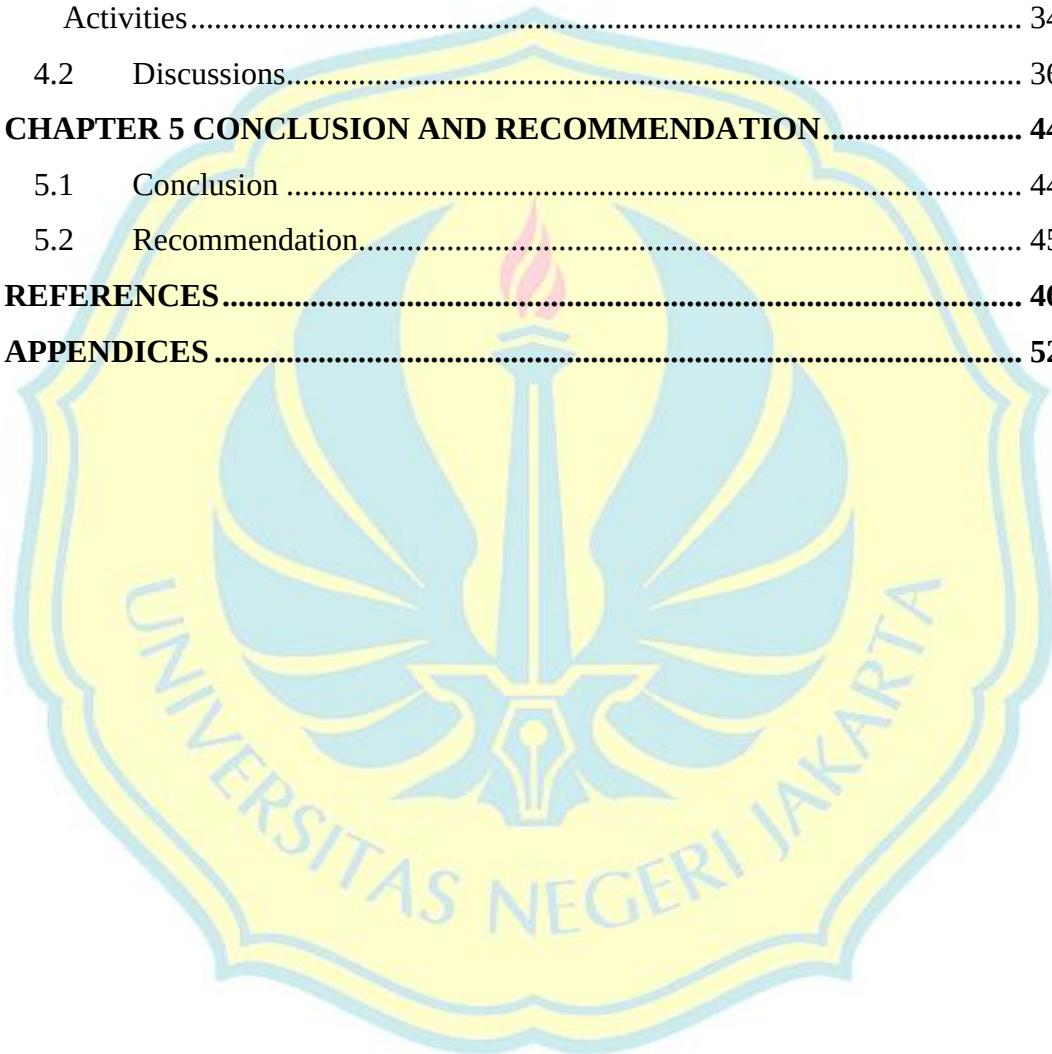
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Mia Fitri Adzani

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ABSTRACT

Mia Fitri Adzani. 2026. *The Integration of Scientific Literacy in English Learning in Vocational School Setting.* English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Scientific literacy is a fundamental component in education as it helps students develop the ability to think scientifically and relate knowledge to real-life situations. In EFL classrooms, particularly in vocational school settings, the implementation of scientific literacy is considered important to support contextual learning, as students are expected to adapt to future workplace environments. Generally, previous studies have focused on scientific literacy implementation in science-related classrooms. This gap highlights the need to investigate its implementation in English classrooms, especially in vocational school settings where students follow specific curriculum demands and workplace-oriented learning. It is also important to identify the most prominent aspects of scientific literacy that occur during the learning process. To investigate this issue further, this study employed a qualitative descriptive research design through classroom observation conducted at one of Vocational School in Bekasi. The data were analysed using researcher-developed observation indicators grounded in the scientific literacy framework proposed by Chiappetta et al. (1991), which consists of Knowledge of Science (KS), Investigative Nature of Science (IN), Science as a Way of Thinking (PS), and Interaction between Science, Technology, and Society (STS). The findings indicate that the teacher's implementation scientific literacy through all four aspects, with KS, IN, and STS appearing more frequently, while the PS aspect occurred less frequently and tended to appear alongside other aspects. The findings also suggest that scientific literacy can be implemented into English learning through inquiry, discussion, project-based activities, questioning, and the use of technology to support contextual learning in vocational school settings.

Keywords: scientific literacy, EFL classroom, vocational school



ABSTRAK

Mia Fitri Adzani. 2026. *Integrasi Literasi Sains di kelas Bahasa Inggris dalam konteks Sekolah Kejuruan.* English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta

Literasi sains merupakan salah satu komponen penting dalam pendidikan karena membantu peserta didik mengembangkan kemampuan berpikir secara ilmiah serta mengaitkan pengetahuan dengan situasi kehidupan nyata. Dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL), khususnya di Sekolah Menengah Kejuruan (SMK), implementasi literasi sains dianggap penting untuk mendukung pembelajaran yang kontekstual, mengingat peserta didik dipersiapkan untuk beradaptasi dengan lingkungan kerja di masa depan. Secara umum, penelitian sebelumnya lebih banyak berfokus pada implementasi literasi sains dalam pembelajaran yang berkaitan dengan bidang sains. Kesenjangan tersebut menunjukkan perlunya penelitian mengenai implementasi literasi sains dalam pembelajaran bahasa Inggris, khususnya di SMK yang menerapkan kurikulum serta pembelajaran yang berorientasi pada kebutuhan dunia kerja. Untuk mengkaji hal tersebut, penelitian ini menggunakan metode deskriptif kualitatif melalui observasi kelas yang dilakukan di SMK BKM. Data dianalisis menggunakan indikator observasi yang dikembangkan oleh peneliti berdasarkan kerangka literasi sains yang dikemukakan oleh Chiappetta, yang terdiri atas *Knowledge of Science* (KS), *Investigative Nature of Science* (IN), *Science as a Way of Thinking* (PS), dan *Interaction between Science, Technology, and Society* (STS). Hasil penelitian menunjukkan bahwa guru mengimplementasikan literasi sains paling sering melalui aspek KS, IN, dan STS, sedangkan aspek PS muncul lebih jarang dan cenderung hadir bersamaan dengan aspek lainnya. Temuan penelitian juga menunjukkan bahwa literasi sains dapat diimplementasikan secara implisit dalam pembelajaran bahasa Inggris melalui kegiatan inkuiri, diskusi, pembelajaran berbasis proyek, kegiatan bertanya, serta pemanfaatan teknologi untuk mendukung pembelajaran yang kontekstual di lingkungan SMK.

Kata Kunci: Literasi Sains, Bahasa Inggris, Sekolah Menengah Kejuruan (SMK)