

**AN ANALYSIS OF SCIENTIFIC LITERACY ASPECTS IN
ENGLISH LEARNING ACTIVITIES AND LEARNING
MATERIALS AT SMP MUHAMMADIYAH 11 JAKARTA**



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Jakarta, August 2026

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ABSTRACT

Yasmin Putri Larasati. 2026. *An Analysis of Scientific Literacy Aspects in English Learning Activities and Learning Materials at SMP Muhammadiyah 11 Jakarta.* Skripsi. Jakarta: English Language Education Study Programme, Faculty of Languages and Arts, State University of Jakarta, July 2026.

The present qualitative descriptive study aims to analyze how the aspects of scientific literacy are manifested in English learning activities and English learning materials at the secondary EFL level. The data collection was carried out dynamically through five sessions of naturalistic observation in one of the eighth-grade classes at SMP Muhammadiyah 11 Jakarta, supported by in-depth qualitative content analysis of instructional documents, such as printed textbooks, presentation slides, and web-based games. The study yielded a total of 144 instances of scientific literacy, comprising 83 instances in learning activities and 61 instances in learning materials. In terms of learning activities, findings highlighted a strong prominence of the Scientific Process aspect, namely evidence-based reasoning (48.19%), where the teacher's dialogic questioning routines consistently pushed students to confirm language-learning claims by using direct source data. In terms of learning materials, the content analysis indicated a successful shift from traditional literal fables to complex socio-scientific issues in the core printed textbook units, connecting the English learning content to regional environmental conservation, human biology, and adolescent psychological development. However, a major pedagogical gap was also found in the learning materials, particularly within the interactive digital game platforms (Spokabulary), which were rigidly limited to surface-level linguistic drills and rote word identification without activating deeper reasoning aligned with scientific literacy. The study indicates that the teacher's explicit, evidence-prompting oral discourse is the key catalyst to activating scientific habits of mind in the EFL setting, while organized materials provide the essential factual foundation.

Keywords: *Scientific Literacy, EFL Classroom, Classroom Discourse, Learning Materials, Kurikulum Merdeka.*

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ABSTRAK

Yasmin Putri Larasati. 2026. *Analisis Aspek Literasi Sains dalam Kegiatan dan Materi Pembelajaran Bahasa Inggris di SMP Muhammadiyah 11 Jakarta*. Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta, Juli 2026.

Penelitian deskriptif kualitatif ini bertujuan untuk menganalisis bagaimana aspek-aspek literasi sains termanifestasi dalam aktivitas pembelajaran dan materi pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL) di tingkat sekolah menengah. Pengumpulan data dilakukan secara dinamis melalui lima sesi observasi naturalistik di salah satu kelas delapan di SMP Muhammadiyah 11 Jakarta, didukung oleh analisis isi kualitatif yang mendalam terhadap dokumen instruksional, seperti buku teks cetak, salindia presentasi, dan gim berbasis web. Penelitian ini menghasilkan total 144 temuan literasi sains, yang terdiri dari 83 temuan dalam aktivitas pembelajaran dan 61 temuan dalam materi pembelajaran. Pada aktivitas pembelajaran, temuan menunjukkan keunggulan yang kuat pada aspek Proses Sains, yaitu penalaran berbasis bukti (48,19%), di mana rutinitas pertanyaan dialogis guru secara sistematis mendorong siswa untuk membuktikan klaim pembelajaran bahasa mereka menggunakan data sumber langsung. Pada materi pembelajaran, analisis isi menunjukkan pergeseran yang sukses dari cerita fabel literal tradisional ke isu-isu sosio-sains yang kompleks di dalam unit utama buku teks cetak, yang menghubungkan konten pembelajaran Bahasa Inggris dengan pelestarian lingkungan regional, biologi manusia, dan perkembangan psikologis remaja. Namun, kesenjangan pedagogis yang besar juga ditemukan dalam materi pembelajaran, khususnya pada platform gim digital interaktif (Spokabulary), yang secara kaku terbatas pada latihan linguistik tingkat permukaan dan identifikasi kata hafalan tanpa mengaktifkan penalaran mendalam yang selaras dengan literasi sains. Penelitian ini menunjukkan bahwa wacana lisan guru yang eksplisit dan berbasis bukti merupakan katalis utama untuk mengaktifkan kebiasaan berpikir ilmiah (habits of mind) dalam lingkungan EFL, sementara materi yang terstruktur menyediakan fondasi faktual yang esensial.

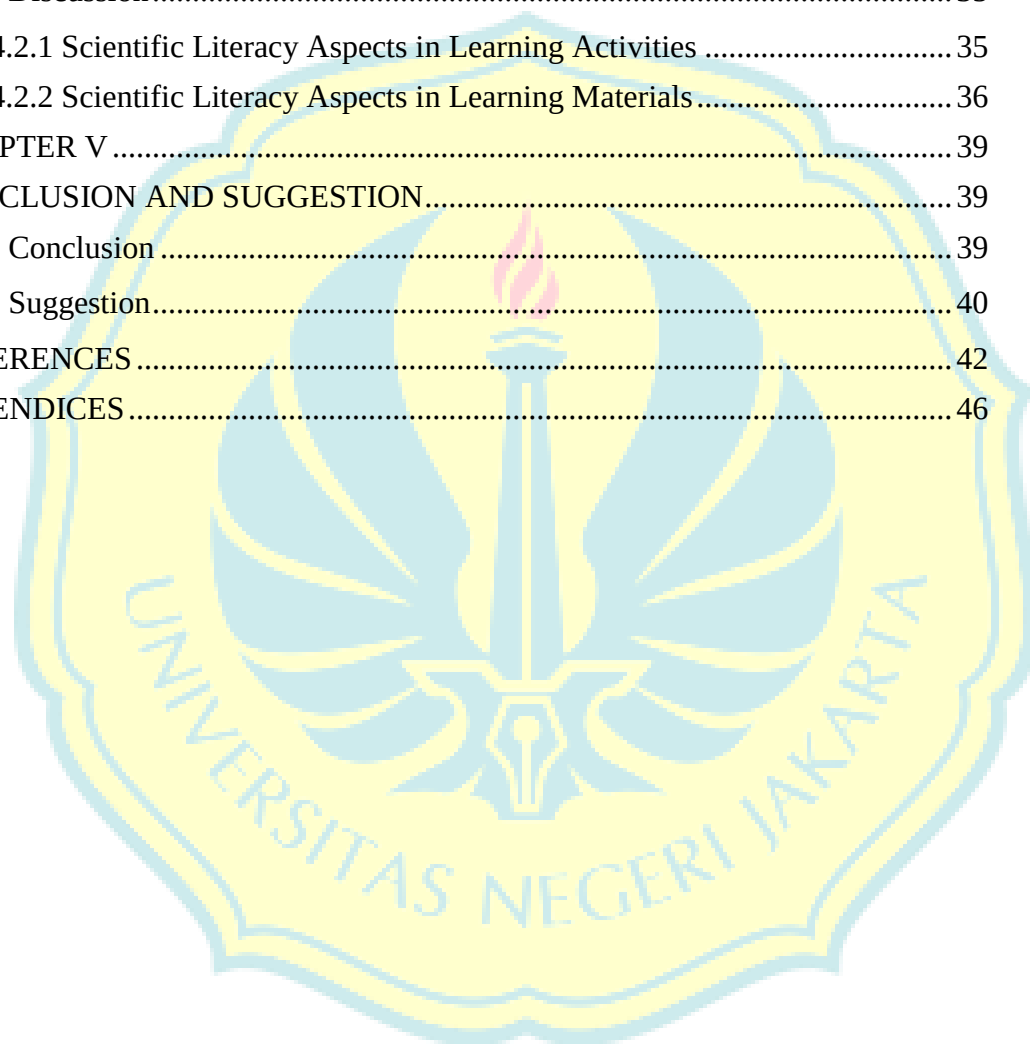
Kata Kunci: *Literasi Sains, Kelas EFL, Wacana Kelas, Materi Pembelajaran, Kurikulum Merdeka.*

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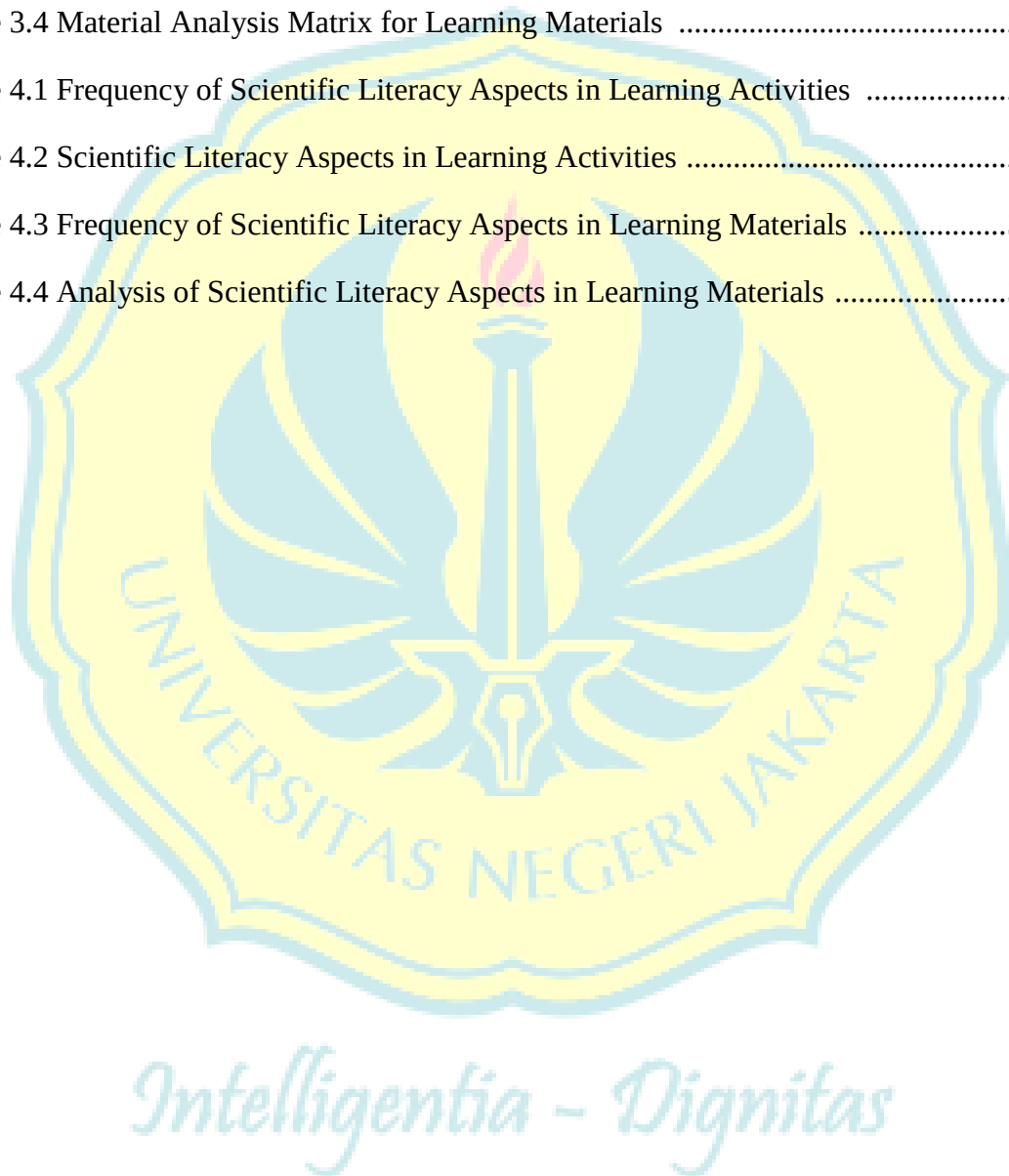
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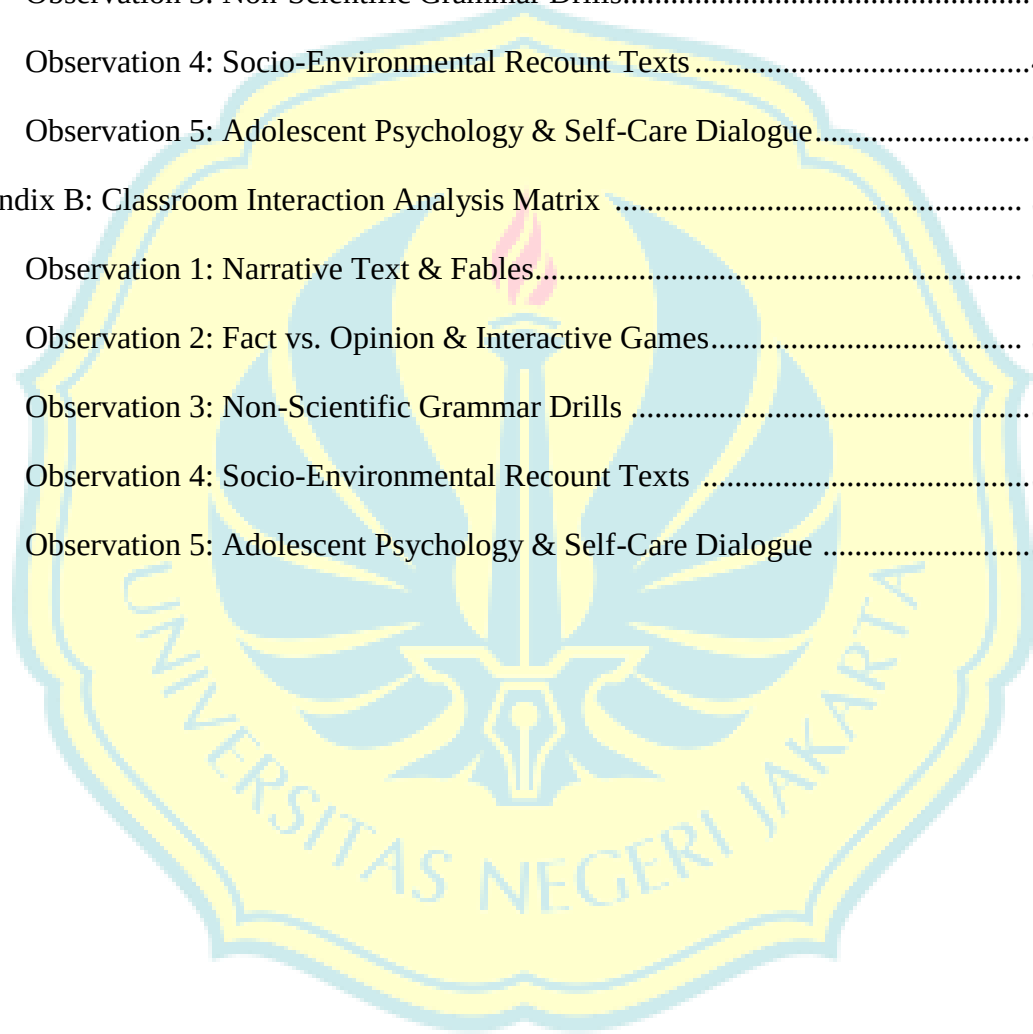
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