

**READING TO LEARN: INCORPORATING CONTENT KNOWLEDGE IN
ENGLISH LEARNING AT VOCATIONAL HIGH SCHOOL AT SMKN
DANDER**

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education

By:
RATMAN
NIM 22120033

ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ART EDUCATION
IKIP PGRI BOJONEGORO

2026

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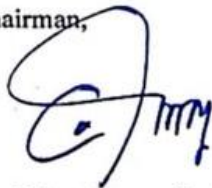
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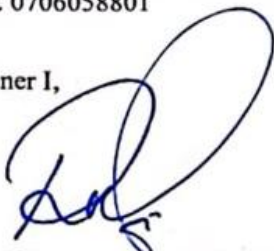
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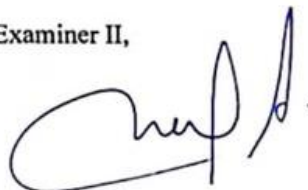
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MOTTO

”Jer Basuki Mawa Beya”
(Tidak Ada Sesuatu Hal Yang Kita Capai Tanpa Pengorbanan)

“Future is Allways full of surprise”
(RATMAN)

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and the Most Merciful. All praise and gratitude are due to Allah SWT for His blessings, guidance, and mercy, which have enabled the researcher to complete this thesis entitled *Reading to Learn: Incorporating Content Knowledge in English Learning at Vocational High School at SMKN Dander*. Peace and blessings be upon Prophet Muhammad SAW.

The researcher would like to express sincere gratitude to Dr. Junarti, M.Pd., as the Rector of IKIP PGRI Bojonegoro; the Dean of the Faculty of Languages and Arts Education; and all lecturers of the English Education Department for their support and valuable knowledge throughout the researcher's academic journey.

The deepest appreciation is addressed to Dr. Ima Isnaini TafiquR.R, S.Pd., M.Pd., as Advisor I, and Dr. Fitri Nurdianingsih, S.Pd., M.Pd., as Advisor II, for their guidance, constructive suggestions, and continuous encouragement during the completion of this thesis.

The researcher also extends gratitude to the Principal, the collaborating English teacher, and the students of Grade XI TKR1 at SMKN Dander for their cooperation and participation during the implementation of this Classroom Action Research.

Finally, the researcher sincerely thanks the family, friends in Keluarga Waras, and all parties who have provided prayers, support, and encouragement throughout this research process. The researcher realizes that this thesis is not yet perfect; therefore, constructive suggestions and criticism are highly appreciated. It is hoped that this thesis will provide a meaningful contribution to the development of English language teaching, particularly in vocational education.

The Researcher

ABSTRACT

Ratman, 2026. Reading to Learn: Incorporating Content Knowledge in English Learning at Vocational High School at SMKN Dander. English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro. Advisors: (I) Dr. Ima Isnaini Taufiqur.R, S.Pd., M.Pd. (II) Dr. Fitri Nurdianingsih, S.Pd., M.Pd.

Keywords: Reading to Learn, Vocational Content Knowledge, Reading Comprehension, Classroom Action Research, Procedure Text.

Reading comprehension constitutes one of the key competencies in English language learning at Vocational High Schools (SMK). However, based on preliminary observations conducted during the Teaching Practicum (PPL) at SMKN Dander, Grade XI TKR1 students experienced significant difficulties in comprehending English procedure texts. Students tended to read at a literal, word-by-word level and were unable to distinguish the generic structure of procedure texts, particularly in differentiating the goal, materials, and steps. The limited relevance of reading materials to students' vocational context further contributed to low motivation and passive participation in learning activities.

Based on these problems, this study formulates three research questions: (1) How can the implementation of the Reading to Learn approach integrated with vocational content knowledge improve students' reading comprehension in understanding procedure texts? (2) How can this approach increase students' activeness in learning to read procedure texts? (3) How can this approach improve students' learning outcomes in procedure text materials at SMKN Dander?

This study employed a Classroom Action Research (CAR) design based on the Kemmis and McTaggart spiral model, consisting of two cycles each comprising the stages of planning, acting, observing, and reflecting. The research subjects were 30 Grade XI TKR1 students at SMKN Dander in the second semester of the 2025/2026 academic year. Data were collected through reading comprehension tests, observation checklists, student worksheets (LKPD), field notes, and interviews. Quantitative data were analyzed using mean scores and classical mastery percentages, while qualitative data were analyzed using the interactive model of Miles, Huberman, and Saldaña. Data validation was conducted through technique triangulation and source triangulation.

The results demonstrated a consistent improvement across all three indicators. The class mean score increased from 59.63 (Pre-Cycle) to 72.60 (Cycle I) and 79.97 (Cycle II). Classical mastery rose from 0% to 36.7% and finally to 76.7%, exceeding the predetermined success threshold of $\geq 75\%$. Student activeness improved from the Fair category (66.7%) in Cycle I to Very Good (87.5%) in Cycle II, as measured by the observation checklist completed by the collaborating teacher.

The findings indicate that the implementation of the Reading to Learn approach integrated with vocational content knowledge was effective in improving the reading comprehension, learning activeness, and learning outcomes of the students in Class XI TKR1 at SMKN Dander.

ABSTRAK

Ratman, 2026. Reading to Learn: Incorporating Content Knowledge in English Learning at Vocational High School at SMKN Dander. Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro. Pembimbing: (I) Dr. Ima Isnaini Taufiqur.R, S.Pd., M.Pd. (II) Dr. Fitri Nurdianingsih, S.Pd., M.Pd.

Kata Kunci: Reading to Learn, Pengetahuan Konten Vokasional, Pemahaman Membaca, Penelitian Tindakan Kelas, Teks Prosedur.

Kemampuan membaca pemahaman merupakan salah satu kompetensi kunci dalam pembelajaran bahasa Inggris di Sekolah Menengah Kejuruan (SMK). Namun, berdasarkan observasi awal yang dilakukan selama Praktik Pengalaman Lapangan (PPL) di SMKN Dander, siswa kelas XI TKR1 mengalami kesulitan yang signifikan dalam memahami teks prosedur berbahasa Inggris. Siswa cenderung membaca secara literal dan tidak mampu membedakan struktur generik teks prosedur, khususnya dalam membedakan goal, materials, dan steps. Rendahnya relevansi materi bacaan dengan konteks vokasional siswa turut menyebabkan rendahnya motivasi dan partisipasi aktif dalam kegiatan pembelajaran.

Berdasarkan permasalahan tersebut, penelitian ini merumuskan tiga pertanyaan penelitian: (1) Bagaimana penerapan pendekatan Reading to Learn yang diintegrasikan dengan pengetahuan konten vokasional dapat meningkatkan pemahaman membaca siswa pada teks prosedur? (2) Bagaimana pendekatan tersebut dapat meningkatkan keaktifan siswa dalam pembelajaran membaca teks prosedur? (3) Bagaimana pendekatan tersebut dapat meningkatkan hasil belajar siswa pada materi teks prosedur di SMKN Dander?

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang menggunakan model spiral Kemmis dan McTaggart, terdiri dari dua siklus yang masing-masing mencakup tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah 30 siswa kelas XI TKR1 SMKN Dander pada semester genap tahun ajaran 2025/2026. Data dikumpulkan melalui tes pemahaman membaca, lembar observasi, lembar kerja peserta didik (LKPD), catatan lapangan, dan wawancara. Data kuantitatif dianalisis menggunakan nilai rata-rata kelas dan persentase ketuntasan klasikal, sedangkan data kualitatif dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña. Validasi data dilakukan melalui triangulasi teknik dan triangulasi sumber.

Hasil penelitian menunjukkan peningkatan yang konsisten pada ketiga indikator. Nilai rata-rata kelas meningkat dari 59,63 (Pra-Siklus) menjadi 72,60 (Siklus I) dan 79,97 (Siklus II). Persentase ketuntasan klasikal meningkat dari 0% menjadi 36,7% dan akhirnya mencapai 76,7%, melampaui indikator keberhasilan yang ditetapkan sebesar $\geq 75\%$. Keaktifan siswa meningkat dari kategori Cukup (66,7%) pada Siklus

I menjadi Sangat Baik (87,5%) pada Siklus II, sebagaimana diukur melalui lembar observasi yang diisi oleh guru kolaborator.

Temuan penelitian ini menunjukkan bahwa penerapan pendekatan Reading to Learn yang diintegrasikan dengan pengetahuan konten vokasional efektif dalam meningkatkan pemahaman membaca, keaktifan, dan hasil belajar siswa kelas XI TKR1 di SMKN Dander.

STATEMENT OF AUTHENTICITY

I, the undersigned below :

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled :

READING TO LEARN: INCORPORATING CONTENT KNOWLEDGE IN ENGLISH LEARNING AT VOCATIONAL HIGH SCHOOL AT SMKN DANDER

The result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 10 July 2026



RATMAN

22120033

PREFACE

This thesis, entitled *Reading to Learn: Incorporating Content Knowledge in English Learning at Vocational High School at SMKN Dander*, is submitted as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in the English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro.

This research was inspired by the researcher's experience during the Teaching Practicum (PPL) at SMKN Dander, where Grade XI TKR1 students experienced difficulties in comprehending English procedure texts due to the limited connection between English learning materials and their vocational knowledge. To address this issue, the researcher implemented the Reading to Learn approach integrated with vocational content knowledge as an instructional strategy to improve students' reading comprehension and learning engagement.

This study employed Classroom Action Research based on the Kemmis and McTaggart model, consisting of two cycles of planning, acting, observing, and reflecting. The findings indicate that the implementation of the strategy successfully improved students' reading comprehension, activeness, and learning outcomes, with 76.7% of the students achieving the Minimum Mastery Criteria (KKM).

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Mastery of reading comprehension is one of the most crucial basic competencies in English language learning at Vocational High Schools (Sekolah Menengah Kejuruan/SMK). Reading ability does not merely function to understand texts at a literal level, but also to interpret meaning, connect information, and utilize the acquired knowledge as a foundation for developing students' vocational competencies. In the SMK context, English reading skills serve as an essential medium for accessing vocational texts, such as work manuals, operational procedures, contextual narrative texts, procedure texts, and other information sources relevant to students' fields of expertise (Lestari & Priyana, 2020). The characteristics of SMK students generally differ from those of general senior high school students. SMK students tend to be more interested in learning activities that are applicative, contextual, and directly related to the vocational competencies they are studying. Therefore, English language learning in SMK should ideally not focus solely on linguistic aspects, but also integrate vocational content knowledge so that learning becomes more meaningful and relevant (Mukadimah & Sahayu, 2021). The integration of vocational content into English texts has been proven to increase student engagement and help them comprehend reading materials more deeply (Alam et al., 2024). However, based on the results of preliminary observations and the

researcher's direct experience during the implementation of the *Praktik Pengalaman Lapangan* (PPL)/internship at SMKN Dander, various problems were identified in the teaching and learning of English reading skills, particularly in Grade X and Grade XI classes. The researcher was directly involved as a teacher in the classroom, which provided opportunities to observe firsthand the learning conditions, student interactions, and students' learning outcomes. In practice, many students experienced difficulties in understanding the content of reading texts, especially texts that were not closely related to vocational language, even though the text structures and vocabulary had been previously introduced. Students tended to read at a surface level and were unable to grasp implicit meanings or moral messages contained in the texts.

Furthermore, the reading materials used in the learning process were often not fully relevant to the students' vocational context, resulting in relatively low student interest and learning motivation. This condition is in line with the findings of (Effendi & Wijirahayu, 2024), who state that the low relevance of reading materials is one of the main factors contributing to the lack of active participation of vocational high school students in reading activities. Some students also showed passive attitudes during group discussions and lacked confidence when asked to explain the content of texts either orally or in written form.

These problems have had an impact on students' low learning achievement. Based on the results of daily assessments and reading assignments conducted during the learning process, most students had not yet achieved the *Kriteria Ketuntasan Minimal* (KKM), particularly on indicators related to text

comprehension, identification of text structure, and the use of language features such as the *simple past tense*, *simple present tense*, and *simple future tense*. These findings are consistent with the results of a study by (Ghozali & Adi, 2023), which revealed that vocational high school students still face difficulties in integrating their understanding of text structure with overall reading comprehension.

To address these problems, the Reading to Learn approach is considered relevant to be implemented. This approach emphasizes explicit, systematic, and staged reading instruction aimed at developing deep comprehension of text content while simultaneously enhancing students' language skills. Through the stages of *building knowledge of the field*, *modelling of the text*, *joint construction*, and *independent construction*, students are guided to connect their prior knowledge with new information presented in the text (Enni et al., 2024). This approach also provide sample opportunities to integrate vocational content knowledge into reading texts, enabling students not only to learn the language but also to understand contexts and meanings relevant to their fields of expertise (Fatimah et al., 2025).

The integration of content knowledge in reading instruction has been proven to increase student engagement, strengthen comprehension of text content, and encourage students to think critically about the information they read (Prasetyo & Bani Ahmad, 2025). By utilizing procedural texts that are closely related to students' experiences, reading instruction becomes more meaningful and remains grounded in the real life experiences of vocational high school students. Based on these conditions, this study employs

Classroom Action Research (*Penelitian Tindakan Kelas / PTK*) as its methodological approach. PTK is selected because it allows teachers as well as researchers to continuously improve teaching practices through cycles of planning, action, observation, and reflection. Through PTK, the researcher is able to design Reading to Learn instructional actions that integrate content knowledge, implement them in the classroom, and systematically evaluate their effectiveness in improving the reading skills of students at SMKN Dander based on empirical data (Shafira, 2025).

Therefore, this study is expected to provide practical contributions to improving the quality of English reading instruction in vocational high schools, particularly through the implementation of the Reading to Learn approach integrated with vocational content knowledge, as well as theoretical contributions to the development of contextual English language teaching in vocational education.

B. Formulation of the Problems

1. How can the implementation of the Reading to Learn approach integrated with vocational content knowledge improve students' reading comprehension in understanding procedure texts at SMKN Dander?
2. How can the implementation of the Reading to Learn approach integrated with vocational content knowledge increase students' activeness in learning to read procedure texts?
3. How can the implementation of the Reading to Learn approach integrated with vocational content knowledge improve students' learning outcomes in procedure text materials at SMKN Dander?

C. Objectives of the Study

This Classroom Action Research (CAR) aims to improve and enhance the quality of English reading instruction on procedure text materials through the implementation of the Reading to Learn approach integrated with vocational content knowledge at SMKN Dander. By achieving the objectives outlined below, this study is expected to provide practical solutions to problems in reading instruction at vocational high schools and to contribute to the development of contextual English language learning that is relevant to the needs of vocational education. Specifically, the objectives of this study are as follows:

1. To improve students' reading comprehension in understanding procedure texts through the implementation of the Reading to Learn approach integrated with vocational content knowledge.
2. To increase students' activeness and participation in learning to read procedure texts through the implementation of the Reading to Learn approach integrated with vocational content knowledge.
3. To improve students' learning outcomes in procedure text materials through the implementation of the Reading to Learn approach integrated with vocational content knowledge.

D. Significance of the Study

The results of this study are expected to provide both theoretical and practical benefits for various parties involved in the process of English language teaching and learning at vocational high schools.

1. Theoretical Significance

1. Contribute to the development of studies on English reading instruction in vocational education, particularly related to the implementation of the Reading to Learn approach integrated with vocational content knowledge.
2. Enrich references on Classroom Action Research (CAR) in the context of teaching procedure texts that emphasize the integration of language skills and vocational competencies.
3. Serve as a theoretical foundation for future studies examining contextual English language learning in Vocational High Schools.

2. Practical Significance

a) For Teachers

1. Provide an alternative effective and systematic reading instruction strategy for teaching procedure texts at vocational high schools.
2. Assist teachers in integrating vocational content knowledge into English language instruction so that learning becomes more relevant and meaningful.
3. Serve as a reference for teachers in conducting continuous instructional improvement through Classroom Action Research.

b) For Students

1. Improve students' ability to understand procedure texts related to their vocational fields.
2. Increase students' motivation, activeness, and confidence in learning English reading skills.

3. Help students connect English language learning with real workplace needs and vocational competencies.

c) For the Teaching and Learning Process

- A. Improve students' ability to understand procedure texts related to their vocational fields.
- B. Increase students' motivation, activeness, and confidence in learning English reading skills.
- C. Help students connect English language learning with real workplace needs and vocational competencies.

E. Operational Definitions

1. Reading to Learn

Reading to Learn is a reading instruction approach that emphasizes an explicit, systematic, and staged process of text comprehension through intensive interaction between teachers and students. This approach aims to help students develop a deep understanding of text content, not only at the surface level but also in terms of implicit meaning, text structure, and communicative purpose (Enni et al., 2024). In the context of vocational education, Reading to Learn is considered effective because it enables students to connect their prior knowledge with new information presented in contextual and functional learning texts. In this study, Reading to Learn is understood as a reading instruction strategy implemented through the stages of *building knowledge of the field*, *modelling of the text*, *joint construction*, and *independent construction*. This approach is used to assist Grade XI vocational high school students in understanding procedure texts

related to practical and vocational activities. The implementation of Reading to Learn in this Classroom Action Research focuses on improving students' ability to identify text purposes, procedural steps, and language features used in procedure texts (Prasetyo & Bani Ahmad, 2025).

2. Content Knowledge

Content knowledge refers to conceptual and practical knowledge related to a specific field of expertise or context that is relevant to students' vocational world. In English language learning at vocational high schools, content knowledge includes students' understanding of vocational contexts, workplace activities, and technical procedures commonly encountered in the industrial field (Mukadimah & Sahayu, 2021). The integration of content knowledge in language learning aims to bridge language mastery with students' vocational competency needs. In this study, content knowledge is understood as vocational contextual content integrated into English texts, particularly procedure texts, such as texts on tool usage, simple work procedures, or operational instructions. This integration is carried out to help students comprehend reading texts more easily because the content aligns with their vocational experiences and needs (Alam et al., 2024). Thus, content knowledge functions as a reinforcement of reading comprehension as well as a means to increase students' learning motivation.

3. Reading Comprehension

Reading comprehension refers to the reader's ability to understand, interpret, and evaluate information contained in written texts. This ability includes comprehension of main ideas, detailed information, text structure,

and the writer's communicative purpose (Ghozali & Adi, 2023). In the context of English language learning at vocational high schools, reading comprehension is a key competency because students are required to understand functional texts that are directly related to workplace activities. In this study, reading comprehension is understood as the ability of Grade XI vocational high school students to comprehend procedure texts, which includes understanding the purpose of the text, the sequence of steps, the use of imperative verbs, and sequencing words. This ability is measured through reading assignments, student worksheets (*Lembar Kerja Peserta Didik* / LKPD), and reading comprehension tests administered in each cycle of the Classroom Action Research (Fatimah et al., 2025).

4. Vocational High School

Vocational High School (*Sekolah Menengah Kejuruan* / SMK) is a level of secondary education that aims to prepare students with work competencies in accordance with specific fields of expertise. Learning in vocational high schools emphasizes a balance between theoretical knowledge and practical skills that are relevant to the demands of the workplace (Lestari & Priyana, 2020). In this study, vocational high school is understood as a vocational education context that requires English language learning to be contextual, applicative, and relevant to students' vocational competencies. Therefore, reading instruction is focused on functional texts such as procedure texts that support the learning needs of Grade XI vocational high school students (Islama et al., 2025).

5. Classroom Action Research

Classroom Action Research (CAR) or *Penelitian Tindakan Kelas* is a form of reflective research conducted by teachers in their own classrooms with the aim of improving learning processes and outcomes through systematically planned actions. CAR is carried out through recurring cycles consisting of planning, action implementation, observation, and reflection (Shafira, 2025). In this study, Classroom Action Research is understood as the methodological approach used to improve students' reading comprehension through the implementation of the Reading to Learn approach integrated with content knowledge in teaching procedure texts. The researcher acts as both teacher and researcher, who designs and implements instructional actions, observes students' responses, and reflects on the results of the actions to improve learning in subsequent cycles.