

PENGEMBANGAN PEMBELAJARAN BAHASA INGGRIS KEJURUAN BERBASIS TEKS DI SMK SEBAGAI PUSAT KEUNGGULAN

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ABSTRACT

Changes in the direction of learning in Vocational High Schools have led to the need for current SMK English learning to be directed to English for Specific Purposes learning to strengthen the Center of Excellence for Vocational Schools. Therefore, this study aims to develop text-based vocational English learning by eclectically applying genre-based content tasks in a text-based learning cycle by integrating character values, higher-order thinking skills and 21st-century learning skills. This study used participatory action research (PAR) design with a spiral cycle of planning, observing, implementing and reflecting (Kemmis, McTaggart, & Nixon, 2014), with the modes of participation in the form of cooperation, co-learning, and collective action (Herr & Anderson, 2014). Data sources included video recordings of the collaborative process in learning planning (via Zoom), video recordings of the teacher's teaching process, observation notes, vignettes, notes/journals of teacher teaching reflections, semi-structured interviews, learning tools developed by teachers and student-produced texts. Data were analyzed and coded based on themes (thematic coding) (Braun & Clarke, 2006), structural coding based on research questions (Saldana, 2013), and process coding based on observable actions and interactions of research participants (Saldana, 2013). The study has confirmed that genre-based content tasks applied within text-based instruction was feasibly implemented with several contextualized constraints. Moreover, the teacher participants perceived that their capability in managing text-based instruction and in designing genre-based content tasks had been well exercised during their participation in the study.

Kata Kunci: Genre-based content tasks, English text-based instruction, Vocational English, English for Specific Purposes