

**TEACHER'S STRATEGIES IN TEACHING CONTEXTUAL  
ENGLISH AT SMKN 1 WADASLINTANG**

**A Thesis**

**Presented to the Board of Examiners  
In Partial Fulfillment of the Requirements  
for the Master Degree in English Education**



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UNIVERSITAS MUHAMMADIYAH PURWOKERTO  
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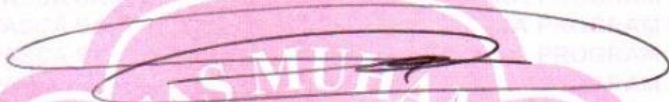
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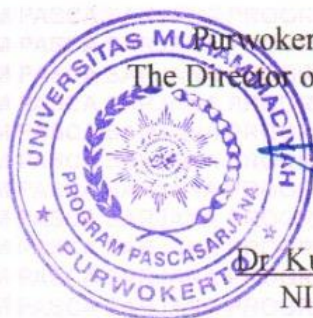
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I hereby confirm that the thesis entitled “TEACHER’S STRATEGIES IN TEACHING CONTEXTUAL ENGLISH AT SMKN 1 WADASLINTANG” is an original and authentic work written by my self, and it has satisfied the rules and regulations of Universitas Muhammadiyah Purwokerto with respect to plagiarism. I certify that all quotation and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree and any tertiary institution in Indonesia or abroad.

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## DEDICATION PAGE

All praises to ALLAH SWT who gave me the strength to go this far.

I dedicate this thesis to my beloved wife Retno Weningsih, who has given me the opportunity, understanding, endless love in supporting the hard situation among us doing household activities, accompanying our four daughters in running their challenging life and helping me working for fulfilling our needs. Thank for supporting me to continue to the higher education which I could not imagine before to step in and finish it. I love you so much.

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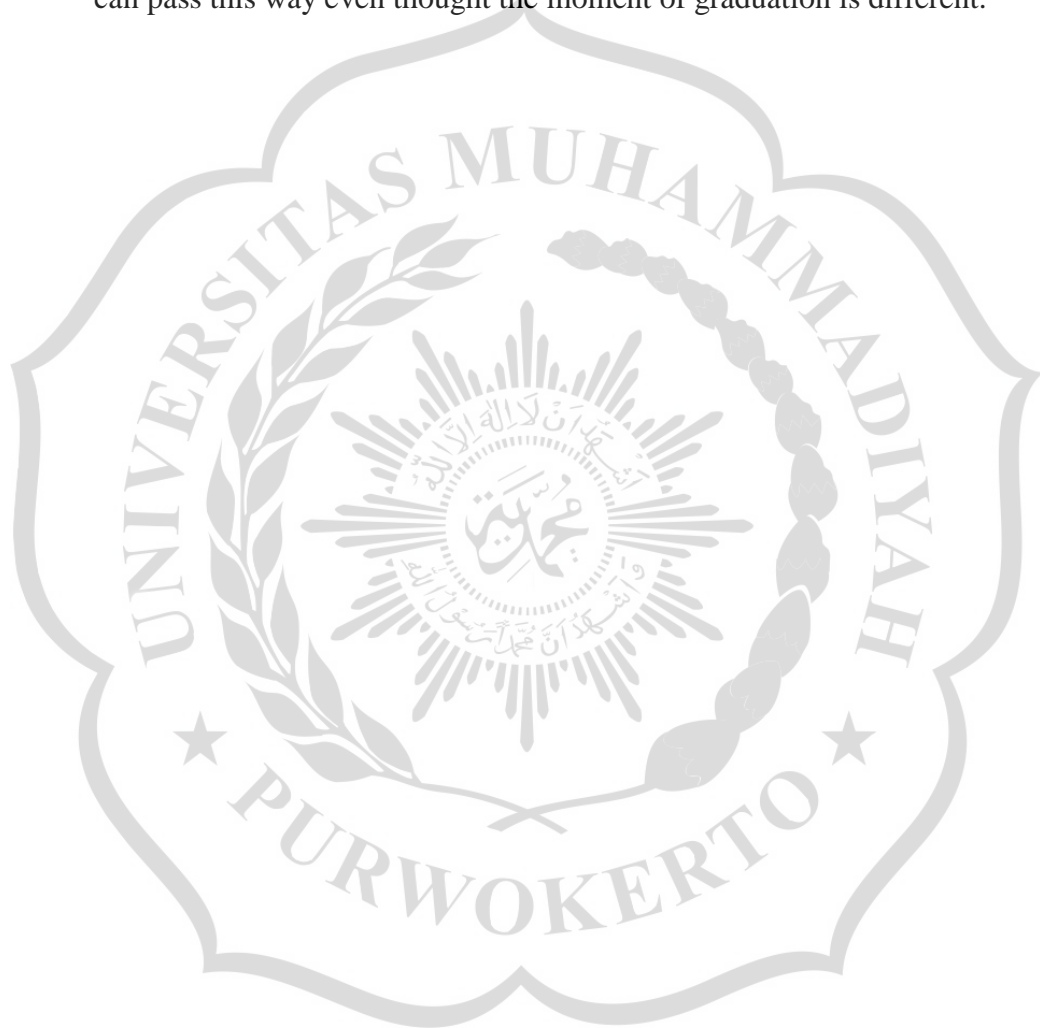
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## ABSTRACT

This study investigates the teacher's strategies in teaching contextual English. This study is a qualitative study. This study is also a case study. As many as three English teachers from SMK N 1 Wadaslintang, Wonosobo, Indonesia, participated in the study. They were recruited on a convenience sampling basis. Observation, interview, open-ended questionnaires are used to collect the data. The findings have shown that the strategy used by three English teachers of SMKN 1 Wadaslintang in implementing teaching contextual English varied from Discovery learning, Project Based Learning, CTL by applying REACT strategy, and contextual English or ESP. The implementation of strategy in implementing contextual English can engage the student's participation in the classroom. The behavioral facet, the strategies show that the students were active in the learning process. In the cognitive engagement, the strategies show that the students focus their attention on completing the task or meeting learning objective and in social engagement dimension, the strategies show that the students get involved in teamwork, having communicative skill in the interaction among the students and the teacher.

**Keywords:** teacher's strategies, teaching contextual English, student's engagement

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Last but not least, every step might leave the hole behind. This work could be the first stepping stone. Thus, constructive thoughts and suggestions are welcome to make this thesis better.

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