

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English, as a widely used international language, plays an essential part in globalization-era communication. The advancement of science and technology necessitates the use of English as a medium of communication throughout the world. Since Indonesia's independence, English has been taught as a foreign language. It has a long journey with dynamic changes in material as well as purposes in each curriculum used.

English has been taught as a subject in Indonesian schools since elementary school, until senior high school, and vocational high school. Even at the university level, English is taught as the primary language (Lee, Anita, 2017). A vocational high school is the same as a diploma or even a university, it majors in a specific program. Engineering, fashion design, and fishing are just a few of the disciplines available in the advanced degree. The curriculum in each stratum will direct the learner to specialize in certain competencies. By speaking or writing the language of communication, students will be able to prepare for and succeed in a variety of activities and vocations. Speaking a foreign language has become crucial for success in many social activities and occupations, according to Dudley-Evans & St. John (1998) and Widodo (2016). It entails the use of a learning methodology as well as approaches for teaching English as a foreign language. Learning approaches and methods for teaching EFL must be effective in the context of the student (Moreno et al., 2021). They also stated that recent ELT (English Language Teaching) research has shown that ESP is extensively employed in college English courses to get closer to the student's context and fulfill their professional demands. According to Lamri (2016), the role of ESP is to assist language learners in developing their needs and talents in order to use the language.

English was placed as a general English subject in prior curricula, or KTSP. There is no distinction between senior high school English and vocational high school English. The English content resources are also broad. A vocational high school, on the other hand, contains specific majors or departments such as computer, culinary, electrical engineering, fishing, and so on and so forth. English is taught as an adaptive topic, and no specific content is covered in each program study.

English for special purposes has already been used in the university, and English has recently collaborated with university topic teachers in the development of English for specific purposes. They each play a unique role. Lamri (2016) backs this up. ESP entails taking on a collaborative role in which the language instructor collaborates with the other teachers. An English teacher's job description includes being a lesson planner, teacher, learning organizer, and activity creator. The job of the subject teacher was defined as consultant or informant, supporter, monitor, and facilitator. The benefits included increased confidence, less anxiety in teaching ESP courses, and receiving immediate feedback from the subject teacher. The benefits included increased confidence, less anxiety in teaching ESP courses, and receiving immediate feedback from the subject teacher. The disadvantages were that it was difficult to balance the different schedules of both professors and that lesson planning took time. Students were enthusiastic about this instructional style. They enjoyed studying due to the interesting and informative activities as well as the teacher's assurance (Chaovanapricha, Khacheenuj; Chaturongakul, Panna, 2020).

The global pandemic of COVID, which began in early 2019 and is still ongoing, necessitates knowledge in order to adapt and develop new disease-fighting techniques. This adaptability occurs in education as well as in the school curriculum. The 2013 curriculum has been shortened into an emergency curriculum, which is still utilized in pandemic scenarios. Muleng I.M. (2018) defines a curriculum as "what is taught in school" or "a group of subjects." True, defining a curriculum as "what is

taught in schools" is somewhat broad. As a result, some people regularly use this phrase to refer to the school curriculum. They usually relate to the number of subjects taught as well as the time spent on each in hours or minutes. This educational style appears to limit learning to the classroom, with a curriculum focusing solely on academic subjects. Marsh (2009) went on to say that this definition assumes that what is studied is also what is learned. A curriculum, as stated in the preceding section, is much more than just academics or what is limited to school.

Even after the emergency curriculum was implemented, the Indonesian government still allowed schools to choose their own curriculum. Curriculum 2013 was amended in 2006, and a new curriculum, later known as Curriculum Merdeka, was unveiled. The Merdeka curriculum differs from the preceding one in some ways. In 2019, the government launched *Sekolah Pengerak* for senior high schools and SMK Center of Excellence for vocational schools, ushering in the rise of ESP in vocational schools. *Merdeka* Curriculum, like other Indonesian curricula, is drawn from the standard method, which was broken down from Pancasilaist student profiles for national educational goals at the SMK Center of Excellence. The curriculum frameworks, or curriculum structures, are established by the central government. It becomes a development guideline for schools in implementing the new curriculum.

Capaian Pembelajaran is also known as learning achievement, achievement standard, or learning results. The phrase "learning achieved" is frequently heard in universities. It does not, however, refer to a specific degree of education. It is about the level of proficiency that kids or students should achieve as they advance through the developmental phases. In education, learning achievement refers to what students should now understand and be able to do after completing a course of study (Dikti 2015:1).

This condition is also prevalent in most European countries, where the term "learning achievement" refers to what students do in order for it

to be known and understood by them at the end of the learning process or in the order in which they study. Learning achievement is often used to develop the score specification, determine the degree of qualification, describe the qualification standard, explain programs and courses, point curriculum, and determine the degree of qualification. It will have an indirect impact on teaching methods, the learning environment, and scoring processes, according to ECFOP in Kartika (2019), learning attainment is a student-centered educational strategy that focuses on what students expect to accomplish at the end of the learning process. According to Kennedy et al. (2014:13), the international trend in education is to shift from a traditional (teacher-centered) approach to a student-centered approach.

According to Gosling and Moon (2001) in Mahajan Sign (2017:65), the output-based approach to teaching has become well known on an international level, and a number of countries, such as QAA (Quality Assurance Agency for Higher Education) in England, New Zealand, and South Africa, have gradually adopted it in terms of national qualification. According to the decree of the Ministry of Education Republic No. 958 in the year 2020 about learning achievement in early education, basic or lower education, and middle education, learning achievement is also defined as the integrity of core competency and basic competency that is organized in narration comprehensively to cover the group of competencies and material coverage. As a result, success for children is feasible.

Sign and Mahajan (2017:65) compare learning achievement to GPS navigation. After entering the destination into the GPS, the driver will be guided throughout the day, ensuring that he arrives at the correct location without getting lost. When a driver deviates from the correct road, GPS will take him back to the previous path, which will send him in the correct direction. As a result, learning achievement serves as a guide to help students achieve the target outcome from a planned learning activity. The learning achievement also guides and directs teachers in the

right direction, as well as recognizing students' competencies at the end of the learning activity. According to the decree of the Ministry of Education of the Republic of Indonesia No. 958 in the year 2020 about the learning achievements in early child education, basic or lower education, and middle education, the learning achievement has also become the minimum competency lesson in early child education, basic or lower education, and middle education.

English is designated as the vocational content curriculum in the Merdeka curriculum. English, along with math and informatics, will use vocational content as its teaching material. As a result, it is envisaged that the teaching and learning process would be more contextual in terms of content in relation to the specific aims. The contents must be in accordance with the government's regulation of chief decision on standardization, curriculum, and assessment from the ministry of education, culture, research, and technology No. 008/H/KR/22 regarding the learning achievement of young education, elementary education, and middle high education in merdeka curricula (BSKP, 2022).

Teaching English in the Merdeka curriculum prepares students to be lifelong learners with Pancasila's student profiles such as obedience to God, splendid character, independence, and critical thinking. Being creative, helping others, and having a global outlook are all important. Because teaching English is universal and the pace of the teaching is dynamic and fluid, those profiles can be established during the teaching and learning process. Teaching English has the potential to improve Pancasila's students' proofreading skills through written, visual, and spoken texts, as well as activities generated during the teaching and learning process.

The administration overhauled the curriculum, particularly English. English is one of the more prolific subjects. Its goal is to make English more contextual in instruction and in the materials offered to students by teachers. English is believed to be taught for specific goals in vocational high school. English must quickly adapt to the vocational contents and

subject matter. The contents of vocational topics such as fishing, computing, fashion, mechanical engineering, electrical engineering, culinary arts, tourism, agriculture, and so on will be followed by English. The substance of the changing curriculum, particularly in English for vocational high school, will differ from that of English for senior high school. Teachers in vocational high schools must present and explain the terms of specific words to pupils in addition to introducing and providing material linked to the subject in the program study. This is one of the government's initiatives to utilize English as the medium language in many references and vocational content so that students who have chosen a specific vocational subject can benefit from a full understanding of the subject because many sources and words use English as the medium of information.

English teachers have major obstacles when it comes to putting English in the curriculum for specific purposes. English teachers in the old curriculum just imparted content to pupils, but in the Merdeka curriculum, teachers must be conversant with the productive topics. English teachers confront issues with delivering content using the appropriate approaches or procedures to make it contextual. As a result, such problems must be met by the correct teacher's selection of the topic as well as the approaches for presenting the lesson. The teacher can use the contextual teaching learning as the strategy to overcome the problem.

1.2. Research Question

There are three research questions in this study.

- a. What are the strategies used by the teachers in teaching contextual English?
- b. How do the teachers apply these strategies in the classroom?
- c. How the strategies used contribute the students' engagement in the classroom?

1.3. Objective of the Study

The objectives of the study are:

- a. To find out what are the strategies used by the teachers in teaching contextual English.
- b. To find out how are the strategies applied by the teacher in the classroom.
- c. To find out the contribution of the strategies used by the teacher to the student's engagement in the classroom.

1.4. Contribution of the Study

This study is expected to deliver some contributions to relevant parties:

- a. Teachers can find out strategies used in teaching contextual English. It is expected that the teacher can apply the strategies to teaching contextual English.
- b. Teachers can find out how the strategies are used in teaching contextual English in the classroom.
- c. Teachers can find out the contribution of strategies to the student's engagement in the classroom. .

1.5. Definition of the Terms

To make clear definition of the term, the researcher uses this term definition in this study.

a. Teacher's strategies

Teacher has a very important role in reaching the learning outcomes. In getting the objective of learning the teacher must designing the effective strategies to reach the goal of learning. From the designing process until the implementation of the teaching learning process, teacher should use the strategies to get the goal.

A learning strategy is a mechanism for improving comprehension and learning outcomes. In this circumstance, not everyone is capable of learning quickly and readily. As a result, knowing efficient learning strategies is critical for increasing learning efficiency.

In this study, the researcher's strategies are used to create a learning environment and assist students in reaching desired learning

outcomes. Teaching strategies should be selected based on their alignment with the student learning outcomes for the class session (Saskatoon Public School, nd), retrieved August 15, 2014, from <http://olc.spsd.sk.ca/DE/pd/instr/index.html>.

b. Contextual English

English as international language taught in many areas of the world s and also in many filed of knowledge. The need of specific English in a certain field of knowledge force the development of teaching English from general English to specific English. English in vocational High school in *Merdeka curriculum* is classified as the vocational content and should be taught contextually. Contextual teaching as a strategy entails having students participate in activities that relate to the lesson's application to the real world. Contextualization refers to tactics that link learning skills to their implementation in an exciting environment for the students. It enables kids to value and apply what they learn at school (Mouraz & Leite, 2013).

Another understanding of contextual term is related to the material which apply by the teacher in designing, implementing and also for evaluating the student's outcome. Strevens' concept, which seeks to define ESP by separating both its absolute and variable properties, was also used by Dudley-Evans (2001). He noted ESP's interaction with other disciplinary areas and occupations through leveraging their methodology and activities, its focus on and examination of language pertaining to a specific topic, and its opposition to General English as some of the absolute features.

1.6. Organization of the Study

The processes, or study organization, are the measures used by the researchers in performing this investigation in order to achieve the correct tract in composing the study. The researcher offers various phenomena as the context for this investigation in Chapter I. First, the 2019 COVID-19 outbreak altered all parts of life around the world,

especially in Indonesia. The pandemic altered education in certain ways, such as curriculum, teaching and learning processes, and rules relating to physical separation of individuals, including interaction between instructors and students as a health protocol in limiting the transmission of the virus COVID 19. Second, the curriculum was renamed the *Merdeka Curriculum* when the government, represented by the Ministry of Education and Culture, renamed it the Curriculum 2013. Third, the subject grouping in the vocational high school curriculum alters English as a vocational component. Fourth, the grouping of subjects in vocational high school curriculum also changes English as the vocational content. It contains the consequences of the subject to be taught contextual in relation with each competency at school.

Following the discovery of the phenomenon underlying the problems in this study, the researcher provides three research questions as part of his efforts to find a response, which are derived from the study's backdrop. The researcher inquires about the strategy or tactics utilized by instructors in the implementation of the *Merdeka curriculum* in relation to the subject of contextual English in the first research question. In the second research question, the researcher asks the teachers how they use the tactics in the classroom. In the last research question the researcher wanted to know how the tactics utilized to promote student engagement or involvement in the classroom were working. The aim of the study is to answer and explain the questions.

After determining the objectives of the study, the researcher hopes that this study will contribute to education, particularly for teachers who will be implementing the *Merdeka curriculum*. The term in the study is defined in the next section. The definitions are intended to make the terminology easier to learn and grasp during the course of the study. The final section is the study's organization. It is critical to organize the study's flow schematically in order to make it more legible and understandable.

The study discusses the literary review of the curriculum Merdeka and the dimensions in the curriculum, such as learning achievement, phases in the curriculum Merdeka, elements in each phase such as listening-speaking, reading-viewing, and writing-presenting, and the plan of the learning purposes in chapter II. In addition, the researcher explains the term's definition and the notion of contextual teaching and learning, which is followed by contextual teaching and learning in English practice in the classroom. English for Specific Purposes (ESP) is also informed in order to provide a better grasp of the ESP idea and ESP for vocational high school. The last part of the chapter II is the research that in line with this study or connects the content of this study. There are 10 previous studies that the researcher compares and contrasts with the current study. The researcher expects that by involving prior studies, they can be used to obtain information and make this study unique and get the novelty.

The approach is discussed in Chapter III. His research employs the survey method. This method is used to collect information from a sample of people based on their responses to questions. The data is gathered using both qualitative and quantitative methods. This qualitative study can be utilized to gain in-depth insights about teachers' techniques and how to use them, as well as students' engagement in the classroom after the strategies have been employed in the teaching and learning process, having interview toward the participants and also conducting questionnaire toward the participants. This chapter also discusses the role of the researcher. The researcher is responsible for communicating the study and collaborating with the teachers participants, such as by inquiring about the strategies used, how the teachers apply the strategies, and how the students' engagements are after implementing the strategies.

The researcher also describes the environment and participants in this chapter. The scene is set at SMK N 1 Wadaslintang in Wonosobo regency, which has been using the Merdeka curriculum for two years, from 2021/2022 to 2022/2023. Data is collected using observation,

questionnaires, and interviews. The observation is done in the classroom and followed by interview. In conducting the interview, the researcher employs human intelligence as a data collection method (Tono, 2014). By making use of this human instrument. The interview has the final say, and the respondent's trust is the first benefit. The last step in gathering data is conducting questionnaire by giving checklist. The checklist items are about the understanding of *Merdeka curriculum*, the challenge in implementing the curriculum, the teacher's understanding of contextual English, the teacher's experience in implementing the strategy and the evaluation of teacher in implementing the strategy. Following the collection of data, the next stage is critical in order for the study to focus on what is being investigated. It can also be used to increase the data's validity. Triangulation is performed to validate the data. After those steps have been completed, it is time to present the facts gained from this investigation and draw conclusions and giving recommendation from the research questions that have been as the study's problems.