

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Merdeka Curriculum

The curriculum has an important and strategic meaning in the implementation of education as a direction and guideline in the implementation of education. After independence, it was noted that the curriculum in Indonesia had undergone changes up to approximately ten times. Quoting from the book *High School Curriculum Development in Indonesia* from the Ministry of Education and Culture, curriculum changes are an integral part of the political, social and cultural constellation of the Indonesian nation which is always evolving from one era to the next.

The first curriculum is the 1947 curriculum is also known as the 1947 Lesson Plan. The change in the direction of education was more political in nature, from a Dutch education orientation to national interests. The next is the 1952 curriculum became a refinement of the previous curriculum and was named the 1952 Unraveled Lesson Plan. The most prominent thing that became the hallmark of this curriculum was the thematic concept. After that is Education Plan 1964. The issue that develops in this curriculum is the concept of active, creative and productive learning. Through this concept, the government determines Saturday is Krida Day. That is, students are given the freedom to practice various activities according to their interests and talents. The next is 1968 curriculum. The goal is more emphasized to enhance mental, moral, character, and religious beliefs. The special feature that stands out from the 1968 curriculum is the correlated subject curriculum. 1968 curriculum the goal is more emphasized to enhance mental, moral, character, and religious beliefs. The special feature that stands out from the 1968 curriculum is the correlated subject curriculum. 1984 curriculum. This curriculum was born because the 1975 curriculum was said to be unable to catch up with the rapid progress of society. In

particular, the 1984 curriculum emphasizes student activity in learning. The development of this learning process is called the Active Student Learning Method (CBSA) approach. In 1994 the government updated the curriculum as an effort to integrate the previous curricula, especially the 1975 and 1984 curricula. Some of the changes, starting from changing the system of dividing study time from semester to quarter. In 2004, the Competency-Based Curriculum (KBK) was created as a substitute for the 1994 Curriculum. This 2006 curriculum is commonly known as the Education Unit Level Curriculum (KTSP) and has been implemented since Law No. 20 of 2003 concerning the national education system which was later elaborated in Government Regulation No. 10 of 2003. The 2013 curriculum places more emphasis on character education. In its implementation, character education is integrated into all learning in each field of study. In addition, this curriculum emphasizes the formation of spiritual attitudes in Core Competency 1 (KI 1) and social attitudes in Core Competency 2 (KI 2). The 2013 curriculum is still valid and implemented in Indonesian schools. Henceforth the Ministry of Education and Culture will submit a new curriculum plan that will take effect starting in 2022, where this new curriculum is considered to be more flexible and the 2022 Curriculum will focus more on essential material and not be too dense of material. It is intended that teachers have time for character and competence development.

Before explaining about Merdeka curriculum, there is a phenomenon happened near the curriculum. The COVID-19 epidemic occurred in 2019 and has become a major issue in all sectors, including education. This disease resulted in learning loss at every level. It ranges from the fundamental level to the early and middle ages. Indonesian government implemented an emergency curriculum based on the state of the school institution, the condition of the region, and the condition of the students, with the 2013 curriculum serving as the major core emergency curriculum as an effort to overcome the problem occurred. With daring mode, the school can choose and apply the primary

materials to be taught to the students. When the pandemic was still ongoing, the prototype curriculum, subsequently known as the *Merdeka curriculum*, was implemented in the specific institution. The *Merdeka Curriculum's* embryo was implemented at senior high school institutions such as the *Sekolah Penggerak* and the SMK Center of Excellence.

The change of curriculum is inevitability. According to the times, science, and technology, as well as the abilities required by the community and graduate users, the curriculum must be original, dynamic, and regularly assessed. The "spirit" of education is found in the curriculum. As a result, curriculum modification become an inevitable outcome. Actually, despite the rapid growth of science and technology, the "comfort zone" curriculum is still applicable in the field of education. Regardless of the political climate, it is possible that the Higher Education Standards (SN-Dikti), namely *Permenristekdikti* Number 49 of 2014, *Permenristekdikti* Number 44 of 2015, and *Permendikbud* Number 3 of 2020, have changed three times in the last six years.

The *Merdeka Curriculum* was officially launched by the government in 2022, and all institutions were highly encouraged to utilize it; nevertheless, schools may continue to use the Curriculum 2013. According to Supriyono, (2022) the Independent Learning Curriculum is the outcome and execution of a crisis educational program dispatched to respond to the impact of the Covid-19 pandemic. Understanding Independent Learning is a mechanism used to allow students and students to choose the subjects they are interested in. the other understanding about merdeka curriculum is that *Merdeka curriculum* is a curriculum that includes a variety of intra-curricular learning opportunities, and the content is optimized so that students have adequate time to develop their understanding and strengthen their competence. The Merdeka curriculum is one that includes diversified extracurricular learning. To provide students plenty of opportunities to investigate concepts, the content will be updated. Acquire skills, according to Anwar, Purwanto, and Rahima (2002). Teachers are able to

choose from a variety of instructional resources in order to personalize learning to the needs and interests of their pupils. An initiative based on government-specific topics is projected to boost the achievement of Pancasila students' profiles. According to Nurasiah, et al., (2022) A curriculum model known as the Merdeka curriculum refers to the creation of a Pancasila student profile with the objective of enhancing students' moral character and a variety of abilities as a crucial element in the application of learning. They are unrelated to the subject topic because the endeavor is not meant to attain specific learning achievement goals. Teachers are allowed to choose from a number of instructional tools in order to tailor learning. Interests of students and requirements for education (Kasnowo & Hidayat, 2022; Martati, 2022).

The *Merdeka Curriculum* contains a number of essential components that can help with the process of learning recovery in the wake of the COVID-19 pandemic in Indonesia. Those components are as follow:

Firstly, Project-based learning to support students at Pancasila in developing a range of soft skills and character. The 2013 curriculum model focused on student character development in accordance with the objectives to be achieved, but it didn't provide or include a special section in the curriculum framework. While this is happening, around 20 to 30 percent of the *Merdeka Curriculum's* instruction hours will be devoted to helping Pancasila students develop various character profiles, such as independence, critical and creative thinking, faith, piety, and noble character. 2). The *Merdeka Curriculum's* implementation of project-based learning is anticipated to be able to give students opportunities to learn through experiential learning, integrate various essential competencies with various disciplines, and attempt to provide a more flexible learning structure in accordance with the needs of their respective schools. The Ministry of Education and Culture offers a number of primary theme possibilities that teachers in schools must

develop as topics and learning objectives, including; Activate your body and soul, Unity in Diversity, Engineering and Technology to Create the Unitary State of the Republic of Indonesia, and Sustainable Living, Entrepreneurship, Local culture and Voice of Democracy.

Secondly was focus on Essential Material. The use of this context seeks to develop a thorough understanding of the subject matter that pupils are learning. The process of deepening can take the shape of a debate, group project, or the utilization of challenges and projects for problem-solving and investigation. This is undoubtedly different if the requirements of the subject matter being studied are too high; this will promote the establishment of lectures as a one-way learning process (from teacher to student).

Thirdly, Flexibility in School Curriculum Design. The Merdeka Curriculum's ability to be tailored to the needs and features of a particular educational setting is a fascinating feature. If the learning objectives in the 2013 curriculum must be finished within a year, the Merdeka Curriculum refers to a period that lasts between two and three years. The 2013 Curriculum regulates the delivery of instruction hours over a one-week period, in contrast to the Merdeka Curriculum, which gives teachers up to a year to plan and conduct classes. It is anticipated that this requirement will encourage innovation among educators and in classrooms.

The *Merdeka Curriculum* Framework makes mention of the skills that students must develop, the personalities that they must cultivate, and the subject content that they must learn and master. The guidelines that teachers must adhere to when developing the learning process and its assessment are also laid forth in the Merdeka Curriculum. Given these facts, the *Merdeka Curriculum's* structure frequently mentions as curriculum Management, Academic Results and Instructional Policies and Evaluation.

### 2.1. a. Learning outcome

Learning outcomes (learning outcomes) are a statement about what is anticipated of students following a time of study in terms of what they should know, understand, and be able to perform. The internalization of knowledge, attitudes, skills, competencies, and cumulative work experience results in the development of a capacity known as achievements learning.

The progression of learning is expressed vertically from one level to the next and is represented in a qualification framework through learning achievements. Learning objectives must be accompanied with suitable evaluation standards that may be used to determine if the desired learning outcomes have been attained. Typically, learning objectives are used to determine qualification standards, describe programs and courses, direct curricula, and specify assessment requirements.

The abilities, skills, and attitudes of a person in accomplishing a task are known as learning outcomes. If learning does place, the outcomes (ability, skill, and attitude) can be accomplished. To acquire good outcomes from the task, both individuals and teams want the job to be done properly and accurately. The comprehension, knowledge, or abilities that individuals or teams possess will be a sign of their success (Santrock, 2017).

A learning outcome is a learning ability that students must master at each stage of growth. The organization of learning outcomes, or CP, by phase reduces efforts and allows students adequate time to master competence. Students can also learn based on their degree of achievement (teaching at the appropriate level), needs, speed, and learning style by compiling CP per phase. This is because CP is designed with the child's developmental stage in mind. Furthermore, the separation of CP by phase is advantageous to teachers and educational units. Teachers and educational institutions can acquire

flexibility in altering learning to be congruent with the environment and characteristics of their pupils.

### **2.1. b. Learning Objective Flow**

If the Learning Outcomes are the competencies students are expected to achieve at the end of the phase, then the Learning Objectives Flow (ATP) is a series of Learning Objectives arranged systematically and logically in the learning phase for students to achieve these Learning Outcomes. The Learning Objectives flow becomes a guide for teachers and students to achieve Learning Outcomes at the end of a phase. Each point in the Learning Objectives Flow is arranged chronologically based on the learning sequence from time to time. Teachers can arrange their own Learning Objective Flow according to the context and needs of the children in the class they are teaching. Teachers who use government-provided teaching modules or design their own no longer need to create RPP individually because teaching modules can be deemed RPP. Teachers can also construct their own teaching modules by customizing government teaching modules to the needs of their students and the setting of the educational unit.

★ The government provides several examples of Learning Objectives Streams that can be directly used or modified, and makes guidelines for the preparation of teaching tools. While Teaching modules are essentially learning programs that are completely planned around class themes. Whereas, ATP is a longer-term learning plan within the framework of the educational unit, it is provided by the government and flows independently while the educational unit develops it. A syllabus can be created or modified using learning objectives.

### 2.1.c. Phase A,B,C,D, E, F and the Elements

The *Merdeka curriculum* is structured into levels of study-related periods. The phase designated for elementary school education or grades 1 and 2 equivalents is Phase A. Phase A differs from the Foundation phase in substance. Learning in phase A is subject-based but still thematic if it is not yet subject-based in the Foundation phase. In addition to referring to stages, the definition of learning outcomes no longer refers to classes as in the prior curriculum.

Elementary school education or comparable grades 3 and 4 fall under Phase B. As a result, all third- and fourth-graders are presently in the same phase. Similar to phase A, the development of learning outcomes also makes reference to phases rather than classes as in the prior curriculum. Elementary school students in grades 5 and 6 or equivalent should take Phase C. Each teacher cannot require students to understand concepts they have not acquired in this type of phase.

Phase D includes material that is junior high school level or similar in accordance with the Independent Curriculum's guidelines. Grades 7, 8, and 9 are covered by Independent Curriculum Phase D. However, the 7-8 grade group and the 9th grade group have different curricular structures and learning loads. The only difference between the two groups is the time allotted for specific subjects. For instance, science is given 144 JP each year in grades 7 and 8, but only 128 JP per year in classes 9 and 10.

Grade 10 students, either at the SMA, SMK, or similar level, are designed for Phase E of the Independent Curriculum. Before moving on to a higher class level, pupils must be able to identify their abilities and potential during this phase. The requirement that every student select at least one art and craft discipline Grades 11 and 12 students enrolled in SMA, SMK, or a comparable program are the target audience for Phase F of the Independent Curriculum. In this stage, students have the freedom to select the disciplines that suit their

interests and skills. General subject groups, MIPA groups, Social Studies groups, Language and Culture groups, and Vocational and Craft groups are among the subject groups that can be chosen.

To implement merdeka curriculum there are 7 steps should be prepared by the school they are:

**a. Analyzing Learning Outcomes (CP) to develop learning objectives and learning objectives flow**

Learning Outcomes (CP) are learning competencies that must be achieved by students at each stage of development for each subject in early childhood education units, basic education, and secondary education. Learning outcomes contain a set of competencies and scope of material that is comprehensively arranged in narrative form. Adjusting the developmental stages of students mapping learning outcomes is divided into age phases.

**b. Planning and conducting diagnostic assessments**

Diagnostic assessment aims to identify the competencies, strengths, weaknesses of students. The results are used by educators as a reference in planning learning according to the learning needs of students. Under certain conditions, information related to family background, learning readiness, learning motivation, student interests, and other information can be used as material for consideration in planning lessons.

**c. Develop teaching modules**

The development of teaching modules aims to develop teaching tools that guide educators in carrying out learning. The teaching modules developed must be essential; interesting, meaningful, and challenging; relevant and contextual; and continuous.

**d. Adjustment of learning with the stages of achievement and characteristics of students**

The new learning paradigm is student-centered. Therefore, this learning is adapted to the stages of achievement and characteristics of students. The scope of learning material is what will be taught by educators in class or what students will learn in class. Furthermore, educators adjust the learning process, adjust learning outcomes, and condition the learning environment.

**e. Planning, implementing, and processing formative and summative assessments**

In planning and carrying out the assessment, there are five assessment principles that should be considered. The first principle is assessment as an integrated part of the learning process, facilitating learning, and providing holistic information as feedback. The second is that the assessment is designed and carried out in accordance with the function of the assessment with the discretion to determine the technique and timing of the assessment. Third, the assessment is designed in a fair, proportional, valid and reliable manner. The four reports on learning progress and student achievement are simple and informative. Finally, the results of the assessment are used by students, educators, educational staff, and parents.

**f. Learning progress reporting**

An effective form of reporting on learning outcomes is reporting that involves parents of students, students and educators as partners; reflects the values adopted by the school; thorough, honest, fair and accountable; clear and easily understood by all parties.

**g. Learning evaluation and assessment**

Lessons and assessments that have been carried out are then evaluated. Educators carry out learning reflections and

assessments in each teaching module. After that educators identify what has worked and what needs to be improved. By identifying this, the teaching module can be refined again.

## **2.2. English at Vocational School**

Indirectly, English, one of the world's languages, holds a significant position in Indonesian education. This cannot be avoided because the majority of science and technology, regardless of the area, is published in English or other foreign languages, making it necessary for Indonesians to be fluent in these languages in order for them to advance knowledge or disseminate it inside their own country.

The Genre-Based Approach or Functional English Grammar provided by Halliday is the approach that is more focused on while teaching English in Indonesia based on the 2013 curriculum for levels SMA, MA, SMK or MAK. When discussing functional grammar, be sure to discuss how functional grammar differs from traditional grammar. "Traditional grammar concentrates on rules for producing correct sentences; functional grammar views language as a resource for making mean," writes Halliday in (Gerot, 1994). Functional grammar sees language as a source of meaning units, in contrast to traditional grammar, which focuses primarily on the role that rules play in the creation of acceptable sentences. Functional grammar, in other words, aims to define language in relation to its usage. Functional grammar, in other words, aims to define language in relation to its usage.

English in vocational high school is categorized as vocational subject. In grade 10 it contains general and basic material. While in grades 11 and 12, the focus of the subjects is contextual deepening of the material on vocational substance in each expertise program skill. In other words, English in vocational school is English which contains material that refers to and is in accordance with the application of the vocational scope.

English, like other subjects in the *Merdeka curriculum*, is subject to the teacher's authority in terms of approach, method, and lesson plan. The teacher can adapt the material to the complexities and flexibilities of the materials, and the most important thing is that the lesson plan is delivered under the 21st century. But the English lesson is suggested to apply the genre-based texts: Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT), but teachers can use other methods or techniques to implement English contextually.

In relation to element of English lesson in SMK, Each phase in English has three components: listening-speaking, reading-viewing, and writing-presenting. This is an example of a phase E element, the element of writing and presenting:

*"By the end of phase E, students have written a variety of fiction and non-fiction texts through guided activities, showing an awareness of purpose and audience. They plan, write, review, and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common or daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms."*

### **2.3. Contextual Learning**

The cornerstone of constructivism is the contextual approach, or learning philosophy, which emphasizes that learning is more than merely memorization. Martin et al. (2002) claim that constructivism-based education will improve students' ability to think critically and solve problems. Instead, they will be able to apply their scientific understanding to a variety of problems and continuously absorb and expand their expertise. Five components of contextual education were recognized by Hull and Greveelk (1998): relating, experiencing,

application, collaboration, and displacement. It may be claimed that contextual teaching and learning, in particular, lay a heavy emphasis on the requirement for students to gain the knowledge and abilities needed to think critically through inquiry and problem-solving activities (Parnel, 2001).

According to the Ministry of National Education (2003) implementation of learning emphasizes experience learn to students directly through skills development processes and attitudes with the aim of being students understand the concepts and able to solve problems directed approach contextual (Contextual Teaching and Learning/CTL).

Students participate in inquiry-based learning, which is based on constructivist learning, using problem-solving activities to develop their scientific literacy, sharpen their abilities, and deepen their understanding (Oates, 2002). The inquiry-based scientific learning technique, which aims to improve students' achievement through learning new knowledge from their environment, can be used by teachers, according to Kenyon (2003).

According to Bruner in Evi (2018) children will be encouraged to learn by engagement in the concepts and principles through discovery learning. Additionally, according to Carin and Bass in Evi (2018), if teachers engage in activities that would lead students toward discovery, education is seen as an inquisitive technique that can build scientific skills. The inquiry method places a focus on learning through student-centered activities. Students will get the chance to look into a phenomenon and draw a conclusion utilizing the concept and related information.

Contextual learning is one of the student-centered strategies that possesses these qualities. Students have the chance to build relationships in an environment that is more relevant and meaningful to them through contextual teaching and learning. It follows that it is no surprise that contextual learning is frequently theorized as an effective teaching

strategy for enhancing students' potential and so increasing their interest in science learning. (Johnson 2002).

According to Sanjaya in Lotulung (2018), contextual teaching and learning (CTL) is a learning technique that stresses the entire process of student involvement in order to locate the information taught and relate it to real-life circumstances that motivate students to use it in their lives. CTL is a grassroots initiative that arose from the researcher's attempts to construct situated-cognition research and integrate a variety of validated tactics that are all too often employed independently of one another into a unified strategy (Glynn, 2004). Contextual learning is a concept in which professors bring real-life scenarios into the classroom and urge students to discover connections between their knowledge and its application in their lives as family and community members. As a result, an individual's meaning and knowledge are affected.

In another sense, contextual teaching and learning (CTL) is a strategy that requires a teacher to provide a real-life situation in order to inspire students to link and apply their knowledge. (Yudha et al., 2019; Davtyan, 2014). Another view is that developing links between real life and mathematics should be stressed in learning to help students comprehend the importance of daily living (Alangui, 2017; Coskun et al., 2020). Contextual teaching, on the other hand, entails students actively determining knowledge based on their experiences, making the learning process more relevant (Selvaniresa & Prabawanto, 2017; Toheri et al., 2020).

Contextual teaching and learning is a constructivist notion of education and learning, according to Fitriani et al. and Rafida. When teachers demonstrate information in such a way that students can generate meaning from their particular experiences, instruction occurs. Internships, maintenance education, and study abroad programs are examples of contextual education experiences. According to constructivist learning theory, learning can be beneficial to students. If it allows students to gain teaching experience in an environment where

they are interested and motivated. A number of empirical learning theorists have contributed to a better understanding of contextual education. Contextual learning is a method of education that cannot be separated from theorists of behaviorism and constructivism (Ertmer and Newby in Aziz and Dewi, 2019). This education and learning concept assists teachers in connecting content knowledge to real-life situations and their application in their lives as homeowners, citizens, and workers, and to engage in the onerous labor that education requires. The concept stressed student involvement and education.

Overall, contextual teaching and learning is a method that focuses on the middle of the student. Weegar and Pacis (2012), in the case of these positions of behaviorism and constructivism theories associated with this process of discourse teaching and learning, where behaviorism is the way to approach students' noticeable behaviors when they get aside in the teaching and learning process and constructivism is the way to help students connect the content, would be this is why CTL is abbreviated as "contextual teaching and education," because the approach is based on experiences in the environment.

## **2.4. Contextual English**

### **a. REACT Strategy to Implement Contextual English**

According to Jack and Richard (2008), REACT methods can be used in the implementation of the contextual teaching and learning paradigm. REACT techniques include relating, experiencing, applying, cooperating, and transferring.

**Relating**, or learning in the context of real experiences, is the most common type of contextual learning in very young children. However, for adult learners, providing this meaningful context for learning becomes more challenging. To begin, a curriculum that tries to place learning in the context of real-life experiences must call the student's attention to all sights, events, and conditions. It must then

link those daily experiences to new information to be taught or problems to be solved.

The context of inquiry, discovery, and intention is at the center of contextual learning, *experiencing*. Other instructional tactics, such as movies, narratives, or text-based activities, may engage or encourage students, but they are still largely passive types of learning. When students manipulate equipment and materials and engage in other sorts of active research, learning appears to "take" much faster.

*Applying*, when students apply concepts and information in a relevant context, they are usually transported to a hypothetical (potential career) or new area (workplace). Text, films, labs, and activities are routinely used to do this.

The major instructional technique in cognitive teaching is *cooperating* and learning through sharing, responding, and communicating with other learners. Cooperation not only helps the majority of students grasp the materials, but it is also compatible with contextual teaching's real-world approach. Employers want employees who can communicate effectively and freely exchange knowledge, which is why schools should encourage children to acquire these cooperative abilities while they are still in school. The laboratory, which is fundamentally cooperative, is one of the key educational modalities in contextual studies. Students usually work in groups of three or four to perform the laboratory experiment with partners. Delegation, observation, suggestion, and debate are required to properly complete the lab. In many labs, the individual performance of each team member determines the overall quality of the data collected by the team. Small-group exercises require students to collaborate. Partnership can be a particularly successful method for encouraging pupils to collaborate.

*Transferring*, learning within the framework of current knowledge, transferring, utilizing, and expanding on what students

have already learned. Such a strategy is comparable to retention in that it draws on the familiar. When new learning experiences are built on what students previously know, they acquire confidence in their capacity for problem-solving.

#### **b. ESP as Contextual Material in Vocational Expertise Program**

The general goal of teaching English, particularly in vocational high schools, is as follows: 1). Developing communication ability in English through multimodal texts such as written, spoken, visual, and audiovisual; 2). Developing intercultural competency in understanding and appreciating perspectives, practices, and cultural goods from Indonesia and other nations; 3) Developing self-confidence in order to have personal independence and responsibility; and 4) Developing critical thinking and creativity.

English in grade 10 contains both general and basic material. While in grades 11 and 12, the focus of the subjects is contextual deepening of the material on vocational substance in each Expertise Program skill. In other words, vocational English is English material which contains material that refers to and is in accordance with the application of the vocational scope.

So, from the definitions above it can be said that English in SMK as English for Specific Purposes. English for specific purposes in vocational high school can serve as a bridge to gaining communicative competence in a specific major, intercultural competency in both local and foreign cultures, self-confidence, and critical thinking skills in the major the students study.

According to Tunaz (2023) The English for Specific Purposes curriculum is tailored to meet the diverse requirements and demands of learners. Due to the proper feedback of choice in language instruction in ESP context, learners' requirement will play a crucial part in lesson preparation.

English for Specific Purposes (ESP), as defined by Belcher in Bourekkache, S. (2022) is the teaching and learning of English as a second or foreign language, with the goal of ESP for learners being to: English is used in their fields and professions. The necessity to interact across languages in fields like commerce and technology drove the early development of teaching English for specific purposes. Today, this field has extended to encompass other sectors including English for vocational high school which adopt the vocational contents like English for Fishery, English for Automotive, English for fashion department, English for electrical engineering and English for computer and game.

### **2.5. Strategy and Teaching Contextual English**

Learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. When regarded from the perspective of presentation, the two types of learning strategies are inductive and deductive. This study technique is conceptual. A practical learning approach can be used to accomplish this learning strategy or paradigm.

### **2.6. Previous Studies**

Regarding the teacher's strategy in teaching contextual English, some previous studies were showed to compare and to contract toward the recent study by the researcher. The study, such as Muliyah, P., and Aminatun, D. (2020) conducted research on teaching English as an ESP under the title "*English for Specific Purposes at Vocational High School: Teachers' Beliefs and Practice.*" They concentrated on the teacher's beliefs and practices.

Moreover, the other studies by Avci, Nevin, Egan, and Demir (2021) titled "*Promoting the Vocational English Language Competencies of the Students in an English for Specific Purposes*

*Context"* , revealed that in this situation, students need to work on their speaking and listening abilities in particular.

The third study about strategies in teaching contextual english was conducted by Haerazi et all (2019), with the title "*practicing contextual teaching and learning (CTL) approach to improve students' reading comprehension in relation to motivation*". This study aimed at improving student's reading comprehension viewed from motivational level using contextual teaching and learning (CTL). This was done through CAR or class action reserach. The result showed that the use of CTL was effective to improve student's reading comprehension in relation to motivation. This study is in line with the research about strategies that can be applied in teaching contextual english. this study focus on one strategy but the research will search which strategies that can be applied in teaching contextual english.

Another study about the topic relate is from Fatmawati, F., Gani, S.A., and Samad, I.A. (2018), with title "*approaches for ESP Students in the English Education Journal*" demonstrated that teachers adjusted their teaching approaches based on the course materials, for example, employing the discussion model and video as teaching aids.

The next study was conducted by Lin et all (2020), with the tittle "*Facilitating EFL students' English grammar learning performance and behaviors: A contextual gaming approach*". This study was aimed to know the effectiveness and game learning behaviours of the proposed learning approach by using a contextual and conventional technology learning approach. The contextual gaming approach could therefore be a potential strategy to provide a springboard for practice and personalization. It was also to inspire learners and to provide a meaningful English learning context, a contextual game-based learning approach was proposed and presented to an EFL grammar course. The results revealed that contextual game approach was significant use in teaching grammar when it was compared with a conventional game

based approach. This study used game based approach to know how effective this strategy in teaching contextual english while the recent study wants to know the strategies used by the teacher in teaching contextual english.

The last study which is used to compare and to contrast was the study conducted by Khalil et al (2020) with title “*Appropriate Teaching Methods for General English and English for Specific Purposes from Teachers' Perspectives*” showed that teacher preferred using Communicative Language Teaching (CLT) in teaching EG and ESP.

This current research will try to complete the previous one about the strategy implemented in teaching contextual English. This research focused on teacher's strategy in teaching contextual English based on Merdeka curriculum in vocational high school. This scope area of the study is considered new to be analyzed because the scope also in a certain school and convinced that the novelty of this research could be shown due to the special participant and setting. This research focuses the teacher's strategies in teaching contextual English at SMK N 1 Wadaslintang.