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## Teacher's Strategies in Teaching Contextual English at SMK N 1 Wadaslintang

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### ARTICLE INFO

**Article history:**

DOI:

[10.30595/pssh.v12i.830](https://doi.org/10.30595/pssh.v12i.830)

Submitted:

May 31, 2023

Accepted:

August 24, 2023

Published:

October 05, 2023

**Keywords:**

Strategy, Teaching  
Contextual English, Merdeka  
Curriculum

### ABSTRACT

The objectives of this research are to find out the strategies used by the teachers in teaching contextual English, to find out the strategies applied by the teachers in the classroom and to find out the strategies used by the teachers to improve the student's engagement in the classroom in merdeka curriculum by English Teachers of SMK Wadaslintang, Wonosobo Regency. The methodology of this research is qualitative. The data were collected through observation in the classroom, interview and questionnaires. The results of the research shows that teachers use some teaching strategies which accommodate contextual English like Problem based learning. The teachers use the syntact of CTL, relating, experiencing, applying, cooperating and transferring even though it has another names. The teachers agree that the strategies can engage student's in participating actively in the classroom.

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## 1. INTRODUCTION

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 (1). A vocational high school is the same as a diploma or even a university, where you major 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 (2) and (3). 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 (4). 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. The role of ESP is to assist language learners in developing their needs and talents in order to use the language (5).

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 (5) 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 (7).

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. 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 (7) 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 went on to say that this definition assumes that what is studied is also what is learned (8). 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 the SMK Center of Excellence for vocational schools, ushering in the rise of ESP in vocational schools. Curriculum Merdeka, like other Indonesian curricula, is drawn from the standard method, which was broken down from Profil pelajar Pancasila 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 (9).

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, ECFOP(10). Learning attainment is a student-centered educational strategy that focuses on what students expect to accomplish at the end of the learning process. The international trend in education is to shift from a traditional (teacher-centered) approach to a student-centered approach (11).

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 (12). 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 (13).

Sign and Mahajan Compare learning achievement to GPS navigation (12). 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 merde curricula (13).

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.

## 2. LITERATURE REVIEW

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. The 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. 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 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. The 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. 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. They are unrelated to the subject topic because the endeavor is not meant to attain specific learning achievement goals.

### 2.1. Learning outcome

Learning outcomes can be said to be competency-based (KD 3 and KD 4 in the 2013 curriculum) (14). 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 so that English for vocational school is taught more contextually based on the program the students choose.

The general goal of teaching English, particularly in vocational high schools, is as follows: 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 In general, 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.

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.

## **2.2. Learning Purpose Plan**

Teaching modules are essentially learning programs that are completely planned around class themes. While 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.

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.

## **2.3. Phase A,B,C,D, E dan F and the Elements**

The Merdeka curriculum is structured into levels of study-related periods. Phases A, B, and C are for primary students. Classes 1 and 2 are in Phase A, Classes 3 and 4 are in Phase B, and Classes 5 and 6 are in Phase C. Students in classes 7, 8, and 9 are in phase D while at junior high school.

The curriculum assigns phases E and F to the senior high school level, which includes SMK. Students in class 10 are in phase E, whereas students in classes 11 and 12 are in phase F. 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."

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 (15). 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 (16). Ontextual 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 (17). 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 (18). Contextual teaching, on the other hand, entails students actively determining knowledge based on their experiences, making the learning process more relevant (19).

Contextual teaching and learning is a constructivist notion of education and learning. When teachers demonstrate information in such a way that students can generate meaning from their particular experiences, instruction occurs (20). 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 (21). 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. 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.(22)

#### **2.4. Contextual Teaching and Learning Strategies**

REACT methods can be used in the implementation of the contextual teaching and learning paradigm. REACT techniques include relating, experiencing, applying, cooperating, and transferring (23).

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, utilising, 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.

CTL in English can be used to improve English abilities. The CTL approach is an educational technique that seeks to help students see the meaning in the academic information they learn by integrating academic subjects with the context of their personal, social, and cultural circumstances. The system includes the following eight competencies to achieve this goal: making meaningful connections, doing meaningful work, self-regulated learning, collaborating, critical and creative thinking, assisting individuals in growing and developing, attaining high standards, and using authentic scoring.

There are seven strategies in carrying out in implementing CTL, That are;

#### **2.5. Problem Based Teaching**

Teachers utilize methods of instruction to apply or implement the lesson plan by employing teaching methods such as the purpose, material, method, and evaluation tool to influence students to reach the teaching goals that have been specified. The educators raise the issue of the learner being challenged to think critically in order to solve the problem. This problem will provide pupils with personal and social relevance. CTL can start with a simulated or real-world problem. To solve the challenge, students employ critical thinking skills and a systemic approach to inquiry. Students may use multiple curriculum areas to tackle these problems. While problems pertinent to students' families, school experiences, workplaces, and communities have a stronger personal meaning for them.

## **2.6. Using Diverse Context**

Educators make various contexts. The contexts can be in the school, family, community and soon. So that the meaning or knowledge is more qualified.

## **2.7. Considering Student Diversity**

Educators felt that individual and social variations should drive mutual respect and tolerance for the development of interpersonal skills.

## **2.8. Empowering students to learn their own**

Every human being is a lifelong, active learner. Formal education is a candradimuka crater for learners to grasp the manner of learning in order to learn independently in the future. They must be taught to think critically and creatively when searching for and interpreting information, either with or without assistance.

## **2.9. Learning Through Collaboration**

Learners become habituated to learning from one another and establish groups to share knowledge and determine learning objectives.

## **2.10. Using authentic Scoring**

Authentic assessment demonstrates that learning occurred in an integrated and contextual manner, and it allows learners to progress in accordance with their potential.

## **2.11. Pursuing High Standards**

The school determines graduation competencies from time to time that are continuously improved.

## **2.12. Previous Studies**

Some researchers have done studies on ways to adopt contextual teaching and learning (CTL) in the classroom, as follows:

Muliyah, P., and Aminatun, D 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. The findings revealed that teachers' beliefs are not always reflected in their classroom actions for a range of possible reasons. The discrepancy between belief and practice is caused by a variety of variables, including class density, time constraints, incompatibility of the assigned text book, a large work load, and student demand.(24)

The study by Avci, Nevin, Egan, and Demir 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. To find a solution, it was necessary to consider the student's lack of confidence, adverse attitudes toward speaking the language, a lack of appropriate materials, and the strategies and methods employed throughout schooling. Finally, concerns that decision-makers should consider include a lack of an acceptable curriculum, a lack of strong school-business links, and insufficient teacher professional certifications (25)

A study titled "Principles and Practice of Teaching English Language Learners" demonstrated that in order to aid this group in their classes, teachers and instructional leaders must employ effective ESL teaching strategies. We've discussed strategies that use a range of modalities to accommodate different learning styles (audio, visual, kinesthetic, and tactile). The first thing that can be done to assist students is to demonstrate what they should do when given a new assignment or skill. rather than just learning and increasing confidence. Similarly, speaking slowly and clearly aids pupils' comprehension of what you're saying. Allowing them to wait gives them time to think and respond. improved comprehension of the instructions and information(26).

The study conducted by Rachel N.F. Lee and Ann Marie Bathmaker, titled "The Use of English Textbooks for Teaching English to "Vocational" Students in Singapore Secondary School: A Survey of Teachers' Beliefs," revealed that teachers' perspectives are influenced by both internal and external causes. The classroom and institution-related aspects proved to have a greater impact on how teachers used their text boxes than the other ones. Teachers notably note the demand for NT students' cognitive deficiencies and behavioral concerns, as well as the requirements for meeting the required pass rate in English examinations. In addition to underscoring the need for greater research, the debate emphasizes the implications for curriculum and assessment evaluation, as well as teacher education in Singapore's technical-vocational streams in addition to highlighting the need for more study (27).

Dr. Patricia A. Struko and Dr. James A. Gregson's (2008) study, titled "Learning and Collaboration in Professional Development for Career and Technical Education Teachers: A Qualitative Multi-Case Study," discovered that several forms of teacher learning and cooperation occurred based on the environment, procedure, subject matter, and organization elements of the professional development experiences. The study group focused on creating professional knowledge and community through sharing and support, whereas the integration course focused on developing integration knowledge and pedagogical expertise. Both professional development programs provided opportunities for teachers to collaborate and grow as individuals (27)

In their study titled "Teacher's Speaking Strategies at Vocational High School," Safrizal and Cucum Rahmawati (2017) discovered that cooperative exercises, role-playing, creative projects, and drilling were the

teacher's techniques. Students' reactions to the techniques, on the other hand, were both positive and focused on oral production. Students whose participation was highlighted stated that the tactics helped them talk. (29)

The research "No Child Left Behind: Implications for Career and Technical Education" by Chadd, J., and Drage, K. (2006) found that the statement "No Child Left Behind has had a favorable impact on the image of CTE at your school" was rejected by principals and teachers as a whole. Furthermore, all groups agreed that CTE programs can help schools achieve the goals of "all children will reach high standards, at a minimum of competence or better in reading and mathematics," and "all students will graduate from high school." However, when the statement 'No child left behind has positively influenced CTE enrollment at your school' was included, a statistically significant difference was detected between the groups. The findings show that, while the principals agreed, the teachers, on the other hand, did not (30)

The work by 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. Then they created linkages between the methods and the students' past knowledge and experiences, as well as the context peculiar to Politechnic students, such as computer or other technological advancements. The lecturers developed materials to encourage students to learn English in accordance with the syllabus and class plan. Resources were created from books, magazines, newspapers, and the internet to satisfy the needs of students at the State Polytechnic of Lokseumawe. These resources involve four language skills: listening, reading, speaking, and writing. As part of a formal assessment, the lecturers used both written and spoken assessments to evaluate the students' learning (31)

Kanca, I.N., Ginaya, G., and Astuti, N.N.S. (2018) found that building a problem-based learning (PBL) model for tourist vocational education in the 4.0 industry was a successful way to use the PBL method in the classroom. PBL is thought to be part of the hierarchy of high-order thinking skills and problem-solving activities (HOTS). As a result, students can hone their critical thinking, teamwork, and interpersonal skills while solving problems encountered by diverse tourism work teams (32).

### 3. RESEARCH METHODS

The researcher explained the study technique in this chapter, which included the sort of research, the researcher's position, the environment and the participants, the provision of trustworthiness, data collection, and data analysis.

#### 3.1. Research Approach

Any research requires an acceptable research approach in order to be carried out. This study makes use of a survey. Check and Schutt (2012) define survey research as the collection of information from a sample of people through their replies to questions (33).

This study employs both qualitative and quantitative research methods to determine the strategies, how the teacher implements the approach, and the influence of the strategy on the student's abilities in the specific major. This study also belongs to case study because a case study is an in-depth examination of a specific subject, such as a person, group, location, event, organization, or phenomenon.

Case studies are extensively utilized in social, educational, clinical, and commercial research. The specific subject here is the school institution, SMK N 1 Wadaslintang with educational research about English subject in Merdeka Curriculum.

#### 3.2. Reseracher Role

According to Sotton (2015), the researcher's function in qualitative research is to seek to access the study participants' ideas and feelings. This is a difficult undertaking since it necessitates people discussing topics that are highly personal to them. Sometimes the events being investigated are fresh in the consciousness of the individual, while other times it may be difficult to release earlier experiences. The primary responsibility of the researcher is to protect participants and their data, as well as to follow rules for data collection. Prior to the initiation of the research, a relevant research ethical review board must approve the system for such safeguarding. Researchers and participants who are new to qualitative research should seek help before commencing a project (34).

According to those definitions, a researcher is a planner, a data collector, a data analyzer, and a data judge. In this qualitative research, with or without the participation of others as the primary data collection instrument. That is why the researcher's position is so crucial, because the researcher is not only the person who collects, analyzes, and finds data, but also the one who has a good relationship with the participants as a teacher's partner. Because of the researcher-participant interaction, the data acquired will be more reliable and valid because the researcher-participant relationship will hopefully avoid inaccurate or biased information.

#### 3.3. Setting and Participants

The researcher gathered information from three English teachers from Wadaslintang Vocational High School for this study. In the academic years 2021–2022, this school implemented the Merdeka curriculum. A

convenience sampling strategy is utilized to identify people who are most conveniently encountered by the researcher. Because the researcher has solid contacts and a limited amount of time to complete this research, the convenience technique is employed to obtain the simplest and most cheap means of collecting research data. The researcher, on the other hand, chose three teachers who satisfied the following criteria: 1) having more than five years of teaching experience; and 2) using the Merdeka curriculum in their classroom.

Table 1. Data of Participants

| No | Name in Code | Criteria  |
|----|--------------|---|
| 1  | RW           | <ul style="list-style-type: none"> <li>• Teaching more than 5 years</li> <li>• Implementing curriculum merdeka in her classroom.</li> <li>• Having teacher's profesional certification</li> </ul>           |
| 2  | NW           | <ul style="list-style-type: none"> <li>• Teaching more than 5 years</li> <li>• Implementing curriculum merdeka in her classroom.</li> <li>• Having teacher's profesional certification</li> </ul>           |
| 3  | ES           | <ul style="list-style-type: none"> <li>• Teaching more than 5 years</li> <li>• Implementing curriculum merdeka in her classroom.</li> <li>• Participating in teacher's profesional certification</li> </ul> |

### 3.4. Provision of Trustworthiness

In qualitative research, trust is frequently studied in terms of trustworthiness, reliability, and transferability (Rule & John, 2011). One approach of promoting credibility is through the numerous triangulation processes (Stahl, 2015), which he stated include methodological triangulation. There are four types of triangulation: a) data triangulation, b) investigator triangulation, c) theoretical triangulation, and d) environmental triangulation (35)

The researcher employs data triangulation in this investigation. This employs more than one form of data to arrive at conclusions. Data is gathered by the researcher through observation, questionnaires, and interviews. The observation approach collects the first data. After the data has been analyzed, the data collection procedure is continued with questionnaires, followed by interviews. These are performed to determine the validity of the data by comparing the first, second, and third data sets. After completing these stages, the data's legitimacy has been determined.

### 3.5. Data Collection Methods

Data can be collected in a variety of ways, including collecting, gathering, taking, or validating the data (36) (Suwartono, 2014). The researcher uses observation, questionnaires, and interviews in this study to learn about the strategies used by the teacher in teaching contextual English in their classroom, how the teacher applies the strategies, and the impact of the strategies used to improve the students' English ability in their specific field.

#### 3.5.1. Observation

The act or instance of respecting a tradition, rule, or law, according to Webster's dictionaries; for example, observing the dress code. Another meaning of observation is the act of recognizing a fact or occurrence, which frequently involves measuring with an instrument for weather observation. The researcher employs observation in this study to learn about instructors' practices for teaching contextual English (ESP). The study observes teachers' interactions with the module as well as classroom methods (37).

In this investigation, direct observation is used. Direct observation is a crucial and underutilized technique for acquiring evaluative data (38). Seeing and listening are critical components of observation. Observation allows you to record actions, behaviors, and physical characteristics without relying on people's willingness or ability to reply to questions. The structured observation is used to standardize the information and get a numerical summary of how many people are doing the same action. These studies also document the observations with a recording sheet or checklist, field notes, and photographs. These methods are used to demonstrate the tactics utilized in implementing conceptual English and how to apply the strategy, as well as to determine the student's participation once the approach is implemented.

#### 3.5.2. Questionnaires

Questionnaires are currently employed by various institutions, including schools, universities, the corporate sector, individual sectors, and so on. Questionnaires are also commonly used in research. This method is used by the researcher to acquire data. Closed-ended questionnaires are used in this study to collect data through various questions or comments replied to by participants. The Likert scale is used to explain instructor tactics in contextual English education and how to implement them: never, rarely, occasionally, frequently, and always.



### 3.5.3. Interview

When assessing the data from the interview, qualitative analysis was used. In this study, the qualitative data analysis technique is applied. Three teachers participated in the interview. An open-ended question is used in this investigation. The interview questions are designed to elicit more information regarding the evidence or facts revealed in the questionnaires. The interview is designed to assess the participant's agreement with the questionnaires and the interview outcome.

### 3.6. Data Analysis

The most important stage in conducting research is gathering the required data. Qualitative data can be gathered through interviews, focus group discussions, and observation. To collect qualitative data, interview techniques were utilized, and in-depth interviews were performed between researchers and informants to obtain the information needed for the study. It can be done through face-to-face interviews or online interviews if they are not possible. The researcher conducted a qualitative investigation of the shared techniques of three English teachers at SMK N 1 Wadaslintang in Wonosobo Regency. Using the Letora (2020) technique to assess phenomenological data, three well-supported themes emerged to determine the participant's strategies for applying contextual English. how to put the strategies into action and to find out the strategies used by the teacher toward the student's engagement in the classroom (38).

The practice of collecting data methodically in order to facilitate study and reach conclusions is known as data analysis technique. When the data analysis technique is proper, reaching a conclusion is simple. Analysis, according to Miles and Huberman (1994, p. 10), consists of three simultaneous activities: data reduction, data display, and conclusion formulation or verification (39) The following will be covered in greater detail regarding the tree lines:

#### 3.6.1. Data reduction

Data reduction, as defined by Miles and Huberman (1994, p. 10), is the process of choosing, reducing, abstracting, and converting data from written-up files or transcriptions (39) More episodes of data reduction occur as data gathering continues (writing summaries, coding, plucking out themes, clustering, partitioning, and writing memos). Data reduction was part of the analysis. The researcher does data reduction to reduce unnecessary information and organize data in order to derive and verify a final conclusion.

#### 3.6.2. Data visualization

A display is a well-organized, condensed collection of information that allows for conclusions and actions to be reached. Better data visualization, including various types of matrices, graphics, networks, and charts, is the main mechanism for reliable qualitative analysis, according to Miles & Huberman (1994, p. 11). Everything is meant to integrate cohesive and easily accessible information. As a result, an analyst can comprehend what is going on and determine whether to draw the correct conclusion or continue with the study based on the presentation's proposal as something potentially useful.

#### 3.6.3. Conclusion illustration/ Verivication Conclusion

Conclusion: Illustration or verification, according to Miles and Huberman (1994, p. 11), The conclusion represents only half of the Gemini arrangement. As the analyst progresses, the conclusions are confirmed. While gathering data, researchers came to a swift conclusion. Of course, reaching a conclusion cannot be done hastily; it must be validated by returning to the evidence. In order to be really accountable, the ultimate conclusion must occur not just throughout the data collection process but also be confirmed.

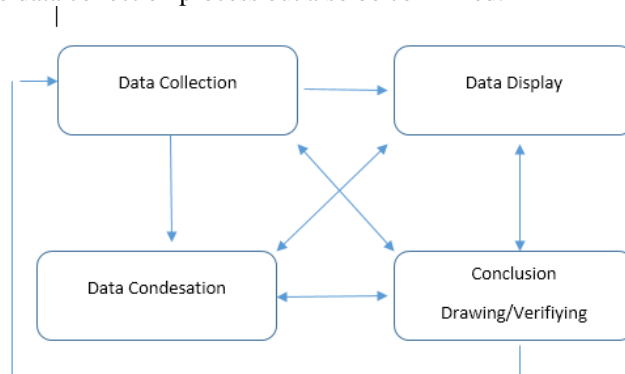


Chart 1. Miles and Huberman Interactive model componen data analysis.

## 4. RESULT AND DISCUSSION

The research was conducted at vocational high school 1 Wadalintang. The researcher collected data twice toward three english teachers of its school. It conducted 2 observations and 2 interviews. So,the researcher collected data 6 times each.

Based on the result, almost all the steps used in teaching contextual english well implemented by the teachers. Since the teachers used strategies of REACT that reflected teaching contextual english as Jack Richard (2008).

The researcher reports the findings based on the data analysis and discussion by coding with T as teacher, number 1,2,3 as the ordinal teacher's number and the Roman number I and II as the sequence of observations and interviews. T1I, is for teacher 1 1<sup>st</sup> observation, T1II, is for teacher 1 2<sup>nd</sup> observation. T2I is for teacher 2 1<sup>st</sup> observation, and T2II is for teacher 2 2<sup>nd</sup> observation. T3I is for teacher 3 1<sup>st</sup> observation and T 3 2<sup>nd</sup> is for teacher 3 2<sup>nd</sup> observation. The codes as follow:

|      |                                       |
|------|---------------------------------------|
| T1I  | Teacher 1 1 <sup>st</sup> observation |
| T1II | Teacher 1 2 <sup>nd</sup> observation |
| T2I  | Teacher 2 1 <sup>st</sup> observation |
| T2II | Teacher 3 2 <sup>nd</sup> observation |
| T3I  | Teacher 3 1 <sup>st</sup> observation |
| T3II | Teacher 3 2 <sup>nd</sup> observation |

#### 4.1. Research Findings

##### 4.1. The Implementaion strategies used by the teachers in teaching Contextual English.

Based on the result class observations conducted in the implementation of the strategies used by the teachers in teaching contextual english, how the strategies are implemented, and also how the strategies engage the student's participation in the classroom using a checklist instrument contains 7 main items and 23 subitems, the following data is obtained.

Table 4.1.1. Percentage of the implemenation of Teacher's Strategies in Teaching Contextual English in Merdeka Curriculum

| NO | TEACHER | DONE | PERCENTAGE | FAILED | PERCENTAGE |
|----|---------|------|------------|--------|------------|
| 1  | T1I     | 19   | 82,61%     | 4      | 17,39%     |
| 2  | T1II    | 20   | 86,96%     | 3      | 13,04%     |
| 3  | T2I     | 19   | 82,61%     | 4      | 17,39%     |
| 4  | T2II    | 19   | 82,61%     | 4      | 17,39%     |
| 5  | T3I     | 18   | 78,26%     | 5      | 21,74%     |
| 6  | T3II    | 19   | 82,61%     | 4      | 17,39%     |

1. At T1I, teacher 1 1st observation, out of 7 main items list and 23 sub items list that the researchers used to find out the implementation of strategies in teaching contextual English could be implemented 19 subitems were obtained implemented (82,61%) and 4 subitems not obtained implemented (17,39%) based on the result of observation made in classroom when the teacher taught. T11st observation, T1 used Problem Based Learning as the strategy in teaching contextual english and the content or the materials was about the student's holidays.
2. At T1II, teacher 1 2nd observation, out of 7 main items list and 23 sub items list that the researchers used to find out the implementation of strategies in teaching contextual English could be implemented 20 subitems were obtained implemented (86,96%) and 3 subitems not obtained implemented (13,04%) based on the result of observation made in classroom when the teacher taught.
3. T12nd observation, T1 used Genre based Approach as the strategies in teaching contextual english and the content or the material was about arranging student's experience when they got holidays.
4. At T2I, teacher 2 1st observation, out of 7 main items list and 23 sub items list that the researchers used to find out the implementation of strategies in teaching contextual English could be implemented

- 19 subitems were obtained implemented (82,61%) and 4 subitems not obtained implemented (17,39%) based on the result of observation made in classroom when the teacher taught.
5. T2I1st observation, T2I used Problem Based Learning as the strategy in teaching contextual english and the content or the material was about student's holiday.
  6. At T2II, teacher 2 2nd observation, out of 7 main items list and 23 sub items list that the researchers used to find out the implementation of strategies in teaching contextual English could be implemented 19 subitems were obtained implemented (82,61%) and 4 subitems not obtained implemented (17,39%) based on the result of observation made in classroom when the teacher taught.
  7. T2 2nd observation, T2 used REACT as strategy in conducting teaching Contextual english and the material or content delivered was about text which was close to the students vocational subject. It was about television.
  8. At T3 I, teacher 3 1st observation, out of 7 main items list and 23 sub items list that the researchers used to find out the implementation of strategies in teaching contextual English could be implemented 18 subitems were obtained implemented (78,26%) and 5 subitems not obtained implemented (21,74%) based on the result of observation made in classroom when the teacher taught.
  9. T3 1st, T3 used Problem Based Learning as the strategies in delivering the teaching module and the content was about the students holidays.
  10. At T3II, teacher 3 2nd observation, out of 7 main items list and 23 sub items list that the researchers used to find out the implementation of strategies in teaching contextual English could be implemented 19 subitems were obtained implemented (82,61%) and 4 subitems not obtained implemented (17,39%) based on the result of observation made in classroom when the teacher taught.
  11. T3II, T3 used the problem Based Learning as the strategies in conducting the lesson and the content was about the student experience or the ativit done in the past.

#### 4.1.2. The Strategies Used by the Teacher in Teaching Contextual English

Interview were conducted after class observations using semi-structured interviews to find out the strategies, how to implement the strategies, how the strategies engage the student's participation and also about Merdeka Curriculum. The interviews lasted about 10 until 15 minutes, depending on the situation happened during the interviews.

1. T1I, teacher 1 1<sup>st</sup> interview.  
The first question is about the general reflection of the teacher after the class is offered.  
T1 :Kondisi kelas mereka terlihat enjoy dan juga antusias mengikuti pembelajaran.  
(They enjoy and follow the lesson enthusiastically)  
Question 10 is about how the students felt they get experience in learning activity.  
T1 : *Dengan membuat siswa saya aktif dalam pembelajaran dalam presentasi, diskusi, kelompok kecil dan besar tanya jawab. Dengan aktif dalam pembelajaran mereka mudah memahami*  
( I make my students active in teaching learnig process in presentation group, discussion in small group or in class and asking and giving answer. By activeness, the students can learn the materials more easily)
2. T1II, Teacher 1 2<sup>nd</sup> interview  
Question no 12 is about making group discussion in the teaching learning process.  
T1: *Ya, dengan belajar dikelompok mereka bisa bekerjasama dalam menyelesaikan permasalahan.*  
( yes, I make groups discussion. By learning in group they can discuss and solve the problem)
3. T2I, Teacher 2 1<sup>st</sup> interview.  
At teacher 2 1<sup>st</sup> interview, 14 questions given and based on the interview conducted by the researcher, results were obtained as follow.  
At the second question, the teacher explained about strategies used in previous Curriculum.  
T2I: *Ya untuk srategi di kurikulum 2013 saya menggunakan strategy TPACK, problem based learning, project based learning dan scientific learning.*  
(I use strategy TPACK, Problem Based learning, Project Based Learning, Scientific Learning)

The 3<sup>rd</sup> question, the teacher told about the steps in implementing Merdeka curriculum in her school.

T2I: *Sebagai guru mata pelajaran saya bersama teman teman, saya mengikuti IHT yang dilaksanakan rutin tiap tahun oleh sekolah. Sebagai guru pembicaranya ada komite pembelajaran. Untuk kurikulum merdeka di buat komite pembelajaran disekolah. Dari komite pembelajaran menyampaikan kepada guru mapel. Mengenai langkah langkah menyiapkan pembelajaran seperti modul ajar tujuan pembelajaran berdasarkan CP yang sudah ditetapkan oleh pemerintah. Komite pembelajaran di training dulu selama 10 hari oleh kemendikbud dengan melibatkan Balai Besar yang sudah ditunjuk. Kemudian komite pembelajaran menyampaikan kepada guru mapel.*

(as English teacher, my friends and I follow In House Training which is held by our school annually. The instructors are called *komite pembelajaran*. They are formed by the school to deliver the material and understanding about Merdeka curriculum like teaching modul, learning objectives etc. They are trained by Balai Besar (Balai besar Perikanan Cianjur in the 1<sup>st</sup> year and Balai Besar Budaya Yogyakarta in the 2<sup>nd</sup> year)

4. T2II, teacher 2 2<sup>nd</sup> interview

The 5<sup>th</sup> question, the teacher explained about strategy used in implementing teaching contextual english.

T2II: *Sudah bapak.*

(The teacher has already implemented teaching contextual english in her classroom).

The 6<sup>th</sup> question, the teacher explained about how to prepare both materials and the strategy in teaching contextual english.

T2II: *Pertama dengan mengaitkan sedekat mungkin materi dengan jurusan masing masing yang kedua pembelajarannya strateginya bersifat kontekstual agar siswa mengaitkan pengalaman dengan teks materi yang akan diajarkan.*

(firstly, I relate the material as close as the material of vocational subject and the second step is teaching learning process uses Contextual Teaching Learning in order that the student's background knowledge and the materials are connected)

5. T3I, Teacher 3 1<sup>st</sup> interview.

The 4<sup>th</sup> question is about the position of English in Merdeka Curriculum and the teacher understanding about grouping of the english subject.

T3 :*Menurut pendapat saya Maksud dari pengelompokan tersebut, karena materi bahasa Inggris dikaitkan dengan materi kejuruan masing masing misalnya di jurusan tata busana ketika materinya teks prosedur saya kaitkan dengan materi tentang bagaimana cara cara menggunakan mesin jahit.*

(for me the grouping means that the materials of english subjects must be linked toward the vocational contents. For example in fashion departement I relate the material of procedure text by using text about how to use sewing machine)

The 5<sup>th</sup> question, the teacher explained about the implementation of strategy in teaching contextual english.

T3 : *Sudah bapak.*

*Caranya dengan mengaitkan materinya dengan materi kompetensi kejuruannya masing masing. Untuk pembelajarannya strategy menggunakan PBL. PBL hampir sama dengan CTL. Mulai dari pendahuluan, orientasi, memberikan pertanyaan pertanyaan pemantik, mengorganisaikan mereka untuk belajar, membimbing kegiatan individu dan kelompok, mengembangkan hasil kerja dengan presentasi, Menganalisis. Pendekatan REACT dan PBL mempunyai ciri-ciri yang hampir sama, beda istilah saja.*

(I have already implemented contextual Teaching learning. I relate the material with the vocational content itself. I use PBL problem based learning for the strategy. PBL and CTL are identical or similar. I start from introduction, orientation, asking trigger questions, organizing them to study, guiding them individually or in group, developing the student's product by presentation, and also analyze it. REACT and PBL have similar characteristics and they are just different in name).

6. T3II, Teacher 3 2<sup>nd</sup> interview

Question no 14 is about the strategy used can engage the student's participation in the classroom.

T3 : *Peran strateginya (CTL) memberikan keleluasan kepada peserta didik untuk bisa berperan aktif dikelompok kecil dan besar maupun presentasi di depan kelas.*

(The role of strategy (CTL) gives the discretion toward the students to be participate actively in small and big group, discussion and presentation in front of the class).

## 5. CONCLUSIONS AND RECOMMENDATION

In this chapter, the researcher discusses the conclusion and recommendation of the study. This study aimed to know the strategy used by the teachers of SMKN 1 Wadaslintang in teaching contextual English, how to implement the strategy and how the strategy engage the student's participation in the classroom.

### 5.1. Conclusion

1. The strategy used by three English teachers of SMKN 1 Wadaslintang in implementing teaching contextual English are Project Based Learning, CTL by applying REACT strategy and Genre Based Text.

2. The implementation of the strategy by using REACT strategy shows that almost the steps in implementing the process above 70% implementation rate. It means that the teachers are aware of CTL or contextual Teaching Learning as trusteeshipped by the merdeka curriculum must be implemented. The teachers are also aware and arrange the contents or the materials used by the teachers in implementing teaching contextual English by relating the materials with the student's competency based on the vocational competence subjects.

3. The implementation of strategy in implementing contextual teaching English can engage the students participation in the classroom. From the observation done by the researcher and also the interview show that the students can involve in the group discussion actively, analyze the students' worksheets with the concept of the material, it means that the students criticize the materials with the instruction given. Beside that the presentation each group shows that they can utter or show that they produce the output of the lesson.

### 5.2. Recommendation

1. For English Teacher

Based on the findings obtained, providing to teachers information about the strategy used in implementing teaching contextual English as instructed by Merdeka Curriculum can be the options for the teachers to be implemented in teaching contextual English besides other strategy recommended.

2. For School

Every school must allocate the IHT (In House Training) or seminar to upgrade the teacher knowledge about the curriculum implemented. Beside that the supervision done in the classroom to know the implementation of CTL strategy also important and crucial. It can be used as the evaluation for the school to give the teachers' chance to develop their competencies related to arrange the module and also implement Contextual Teaching Learning. Beside that the teachers must be stimulated to upgrade the knowledge by following online course, seminar, workshop or FGD or participate in teacher association or MGMP.

3. For Government

The government, represented by the Ministry of Education and Culture must socialize the policy in changing curriculum massively in order that the teachers can get the right guidance in implementing teaching contextual English.

4. For Readers

For future researchers, the researcher hopes that the research can be fruitful as a reference for further researches to inform about the implementation of Merdeka Curriculum especially for English subject.

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