

Recommendations for Teaching English for Vocational High Schools Using an English for Specific Purposes (ESP) Approach and Whole-Part-Whole (WPW) Design

I Made Sujana¹, Bonista Zulanda Melani², Agus Saputra³, Kurniawan Apgrianto⁴, & La Ode Alfin Haris Munandar⁵
^{1,2,3,4,5} English Education Program, Faculty of Teacher Training and Education, University of Mataram, Mataram, Indonesia

Received : December 16, 2024

Revised : December 26, 2024

Accepted : December 28, 2024

Published: December 31, 2024

Corresponding Author

I Made Sujana

madesujana@unram.ac.id

DOI: [10.29303/jeef.v4i4.806](https://doi.org/10.29303/jeef.v4i4.806)

© 2024 The Authors. This open access article is distributed under a (CC-BY License)



Abstract: Learning English for Vocational High School (VHS) students should be directed at mastering the ability to use English for communication in their respective fields. However, field observations show that the ability to use English remains a challenge for most VHS students due to various obstacles. This study aims to develop an innovative teaching module model to support the implementation of teaching English for Vocational Schools (TEVHS). This is qualitative research using survey method. It was conducted at VHS in Mataram Lombok, involving 23 English teachers from VHS English Teachers' Forum (MGMP VHS). Based on the analysis, the conclusions are as follows: (1) English learning for VHS students needs to be reconstructed to meet the demands of the workforce. With the diverse requirements of various occupations, the design of TEVHS must be based on the English for Specific Purposes (ESP) approach; (2) TEVHS must be designed to instill communication skills by providing various inputs from receptive skills (Listening, Reading, and Viewing) which can be used as models for language production (Speaking, Reading, Presenting). To enhance innovation in learning, it is recommended that the design of TEVHS integrate such approach and model as ESP, Whole-Part-Whole, and TPACK to overcome various problems.

Keywords: ESP, whole-part-whole, TPACK, TEVHS, English teaching design

INTRODUCTION

Various educational regulations in Indonesia, such as Government Regulation No. 29 of 1990 on Secondary Education and Law No. 20/2003 on the National Education System, emphasize that vocational high school (VHS) students are prepared to enter the workforce. Consequently, education in VHS should be directed toward developing job-related skills in their respective fields to enhance competitiveness. Entering the workforce in the global era, students must be equipped with 21st-century skills, including the 4Cs: creativity, collaboration, critical thinking, and communication (Trilling & Fadel, 2009). In terms of communication in global competition, VHS students must possess English communication skills, which will add value in the job market. With English skills, they can develop themselves better, be more competitive, and gain confidence in career development.

Based on the orientation of skill mastery above, English learning in VHS should focus on mastering English that supports their work and personal development in their fields. To achieve this goal, the design of English courses in VHSs should adopt a learning approach for Specific Purposes, commonly known as English for Specific Purposes (ESP) (Widodo, 2016; Mahbub, 2018; Zhang, 2014; Asmin, 2019). Designing English learning with the ESP approach for VHS must be handled seriously to produce graduates with added value for employment and professionalism. Widodo (2016) emphasizes that in the context of vocational education, students are directed to master their vocational fields. The implication for English learning is that it should be oriented toward specific fields.

Field observations reveal various challenges in improving the English competence of VHS students in Indonesia. These challenges include: (1) The change of orientations of the English curriculum for VHS in the 2013 Curriculum. English learning, which should have been

designed with the ESP approach, was aligned with the general high school (SMA) curriculum and used the same textbooks (Mahbub, 2018; Natsir et al., 2022). Although there were efforts from the VHS Team to make changes, no significant difference was observed between VHS and SMA English competence. The same issue persists in the Learning Outcomes of the Merdeka Curriculum, where there is no distinction between SMA and VHS outcomes. Both are aligned with Learning Outcomes in Phases E and F (Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2022); (2) Misconceptions in English teaching in both general and vocational schools. From communications with VHS teachers, observations of teacher-led lessons, and feedback from student teachers during teaching practice programs (PLP), as well as teacher mentoring in Teacher Professional Education (PPG), numerous errors were found in interpreting text-based learning (genre-based approach). These misconceptions include an emphasis on learning about language (grammar and vocabulary) rather than learning to use the language. Classroom instruction tends to focus on vocabulary, grammatical elements, and text structures, leaving students unable to use spoken and written language effectively. This is supported by Mahbub (2018), who found that learning emphasizes general grammar exercises and reading drills unrelated to vocational fields, neglecting communication development; (3) English instruction for VHS students is often compromised due to the long duration of fieldwork practice. Non-vocational subjects are often overlooked (based on personal communication with VHS English teachers).

To address these issues, it is necessary to reform English teaching in VHS by reconstructing materials based on student needs and focusing on activities that emphasize language use and the application of modern media. To further accommodate students' learning challenges, this study proposes a blended learning design to cater to Generation Z's

learning styles. Consequently, the English Teaching Module reconstruction proposed in this study includes: (1) Adopting the ESP approach in the design; (2) Implementing the Whole-Part-Whole design; and (3) Applying the TPACK (Technological Pedagogical and Content Knowledge) framework realized in blended learning materials.

The ESP approach is a design methodology based on learners' needs. All design and instructional decisions must be learner-centered (Hutchinson & Waters, 2010; Brown, 2016; Anthony, 2018). In this context, materials are developed based on their field of study by creating tasks and texts relevant to each vocational characteristic. The advantages of the ESP approach include fostering learning efficiency and effectiveness as it is tailored to students' needs and interests (Stevens, 1988).

The Whole-Part-Whole design is a learning model that begins with input in the form of whole texts, followed by teaching and practicing parts of the text, and concludes with requiring students to produce the whole text again (CCLB, 2014). This model provides students with resources and examples to create spoken or written texts (Sujana et al., 2022; Sujana, et al., 2023).

The TPACK framework considers Generation Z, who are digital natives and heavily reliant on gadgets. In the VHS Teaching Module design, the role of gadgets as gaming tools is repurposed for learning by developing various games for English instruction (Sujana et al., 2019). The application of technology in VHS English teaching can address the challenges posed during fieldwork practice. In summary, the novelty of this design lies in integrating three approaches to address English learning challenges in VHSs: (1) Designing learning based on student needs (ESP approach); (2) Focusing on holistic language skill development (listening, speaking, reading, and writing) through the Whole-Part-Whole model; (3) Utilizing technology in learning (TPACK).

Specifically, this study aims to provide recommendations for developing VHS English teaching modules using the aforementioned approaches and models (ESP, Whole-Part-Whole, and TPACK).

RESEARCH METHOD

To achieve the objectives outlined in the previous section, this study applies qualitative research to explore the implementation of TEVS in Mataram City, West Nusa Tenggara, Indonesia from various perspectives using various data collection techniques. The respondents for this study were English teachers who are members of the Vocational High School English Subject Teachers' Forum (MGMP) in Mataram City. In total, 23 teachers are part of the MGMP. All teachers were invited to participate in filling out questionnaires as initial data, but for interviews and focus group discussions (FGDs), 10 representatives were selected from different schools.

Various techniques were employed to collect the necessary data for this research: (1) a questionnaire is used to gather data on English learning issues in VHSs, alternative solutions, and students' needs (Dörnyei and Taguchi, 2010; Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987); (2) interview is used to complement the data obtained from the questionnaires (Richards, 2009); (3) document analysis (Bowen, 2009; Dudley-Evans & St. John, 1998) is for analysing Learning Outcomes (CP), Learning Objectives Flow (ATP), and textbooks, aligning them with the requirements of the ESP approach.

Data collected from various sources through triangulation techniques were analysed both quantitatively and qualitatively, depending on the type of data. Quantitative data analysis was used for numerical data, while qualitative analysis was used to interpret non-numerical data. The analysis of questionnaire and interview data was conducted using the Miles and Huberman model (cited in Sugiyono, 2013). According to Miles and Huberman, qualitative data analysis is performed interactively and continuously until completion. The steps in data analysis include: (1) data reduction, which involves selecting, focusing, simplifying, summarizing, and transforming raw data so that conclusions can be easily drawn and verified; (2) data Presentation, which involves organizing data systematically, interactively, and inventively to facilitate understanding and clarify the findings of the study; (3) conclusion drawing and verification, involving interpreting or giving meaning to the data presented.

Based on the analysis results, recommendations were developed for English learning for VHS students using the ESP, Whole-Part-Whole, and TPACK approaches.

RESULT AND DISCUSSION

Research Findings

Needs Analysis Results

During the transition to the new curriculum, known as the Merdeka Curriculum (KM), the government has allowed schools to gradually adopt its implementation. The transition begins with the lowest grade (Grade X) in the first year, followed by Grades X and XI in the second year, and by the third year, it is expected that all grades will have implemented KM.

From the questionnaires distributed to English teachers in the West Nusa Tenggara (NTB) region, it was found that some schools have not yet begun implementing KM. The chart below illustrates the current adoption of the curriculum in VHSs.

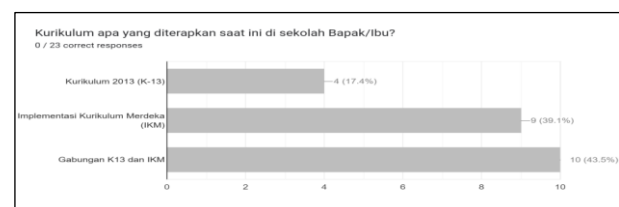


Figure 1. Curriculum Implemented in Schools

The chart above illustrates the diversity in curriculum implementation in VHSs within Mataram City, West Nusa Tenggara (NTB). It shows that 17.4% of schools are still using the 2013 Curriculum, 39.1% have adopted the Merdeka Curriculum (KM), and the majority, 43.5%, are in a transitional phase between the 2013 Curriculum (K-13) and KM. The implementation of KM has been left to each school's readiness, as it requires preparation and support in terms of educational components such as human resources and infrastructure.

Direction of English Learning in VHSs

Aligned with the mission of vocational education, the need for English learning is directed toward preparing students to enter the workforce. Teachers' opinions regarding the importance of English skills for VHS students are presented in the following chart.

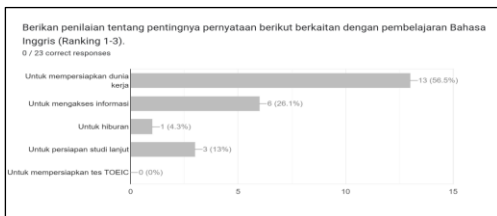


Figure 2. Objectives of English Learning in VHSs

As shown in the chart above, teachers prioritize preparing students for the workforce as the primary objective of English learning in VHS (56.5%), aligning with the vocational orientation of VHS education. However, some teachers believe that the purpose of English learning for VHS students is to access information (26.1%) or to prepare for further education (13%). This was also confirmed during the focus group discussions (FGDs). Most teachers agreed that English learning in VHS should be field-specific and prepare students for the workforce. They also emphasized that opportunities for international employment or working in foreign companies are highly promising for VHS graduates. English proficiency would be a significant advantage for these students.

Direction of the VHS English Curriculum

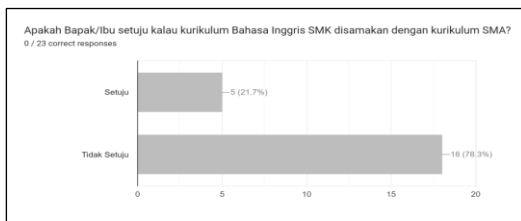


Figure 3. Opinions on Aligning the SMA and VHS Curricula

Considering the vocational orientation of VHS education, which is aimed at preparing students for the workforce, the majority of teachers (78.3%) disagree with aligning the English curriculum for VHSs with that of general high schools (SMA). However, a smaller percentage (21.7%) agree with the alignment, citing reasons such as the need for students to have general English as a foundation. During focus group discussions (FGDs), most teachers expressed a preference for English instruction resembling that of previous curricula, which utilized the English for Specific Purposes (ESP) approach. Some teachers highlighted that they had undergone specific training for a year to teach English tailored to specialized purposes (ESP).

Implementation of Online Learning in VHS

Regarding online English learning, the majority of teachers (82.6%) reported using online methods with varying frequency and applications. Approximately 17.4% have not adopted online learning, citing reasons such as students' readiness levels, teachers' capabilities, and other challenges. The frequency of usage varies, with 78.3% using it occasionally, 8.7% frequently, and 13.0% not at all. The detailed distribution is shown in the following chart.

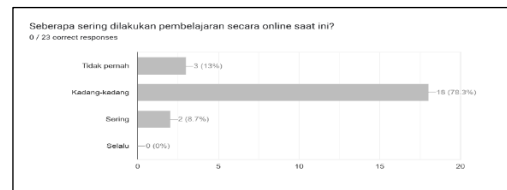


Figure 4. Frequency of Online Learning Implementation

The Learning Management Systems (LMS) used in online learning are relatively limited in variety. Most teachers rely on Google Classroom, although some also use platforms like Edmodo, Schoology, Moodle, Blackboard, and others. The full range of LMS platforms utilized can be seen in the following figure.

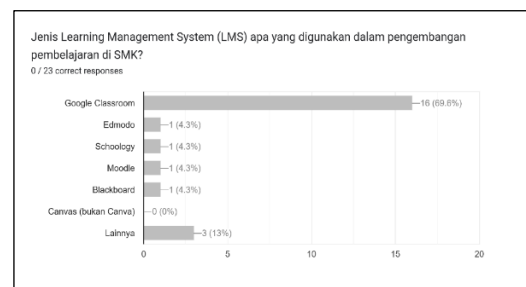


Figure 5. Types of LMS Used by Teachers

From the above explanation, it is evident that the intensity of online learning must be increased with a variety of modes and applications to meet the learning needs of Generation Z, who are highly accustomed to technology, and to accommodate the busy schedules of students involved in fieldwork practice (PKL). The availability of online materials will help ensure access and learning opportunities for all students. Various LMS platforms and Game-Based Instruction (GBI) applications should be introduced, and teachers must improve their digital literacy.

Document Analysis Results

The analysis of documents used in VHS subjects for the 2013 Curriculum (K-13) and the Merdeka Curriculum (KM) revealed the following: (1) At the onset of K-13 implementation, the Content Standards (KI/KD) for English in SMA and VHS were not differentiated as they were in previous curricula. Similarly, the textbooks used were the same, although teachers were given the freedom to choose their own textbooks, worksheets (LKP), and other materials; (2) With the implementation of KM, the government introduced English Learning Outcomes (Capaian Pembelajaran, CP) as a replacement for the Content Standards (SI/KI) in K-13. These Learning Outcomes are allocated based on educational phases or levels, ranging from Phase A for Grades 1 and 2 of elementary school to Phase F for Grade 12 of high school.

From these documents, it is apparent that the English standards and Learning Outcomes for VHS are the same as those for SMA. To produce teaching modules or materials tailored to the vocational needs of VHS students, teachers or teacher groups must translate the standards into actionable content. If English instruction in VHSs is designed based on the ESP (English for Specific Purposes) approach, teachers must adapt materials to align with the specific concentrations of each vocational field. This necessitates translating the

standards or Learning Outcomes to address the unique needs of students.

Analysis of Learning Materials (Textbooks and Student Worksheets)

The analysis of textbooks used in VHS English instruction identified several misconceptions in the application of the Genre-Based Approach (GBA), a teaching method used for English instruction in Indonesia. The teaching of language structures is more dominant than teaching its usage. This is evident from the heavy focus on Generic Structures, Grammatical Features, and Social Functions of texts, often disconnected from their practical use.

Another misconception related to the textbooks used for English instruction in SMA/VHS is the incorrect terminology for text structures in certain chapters or units. Below is an excerpt highlighting some of the misconceptions found in the textbooks used:

Table 1: Chapter Map of English Textbooks for SMA/VHS

CHAPTER MAP					
	KD	SOCIAL FUNCTION	TEXT STRUCTURE	LANGUAGE FEATURES	SKILL FOCUSES
1	3.1 4.1	Asking for and giving services		The use of modals: What can I do...? What if...?	May I Help You? Listening Speaking
2	3.5 4.5	Planning future activities, giving suggestions, advice and instructions	- Conditional statements	Present Tense - Conjunction: if, unless - Imperative sentences: why don't you... you should, got... - modals: need, should, have to - vocabs: nouns and verbs related to the topics	Why Don't You Visit Seattle? Reading Writing Speaking
3	3.3 4.3.1 4.3.2	Giving information through pictures, photos, tables, graphics, charts	various	- Word - Phrase - Clause - Sentence	Creating Captions Reading Writing
4	3.2 4.2.1 4.2.2	Giving information related to applicant's competence	Letter head, date, address of receiver, salutation, body, closing, signature, name of applicant	- Vocab, phrases, and sentences used in a letter of application - Active-passive voices	Do You Know How to Apply for a Job? Reading Writing

As depicted above, the authors made errors in labeling text structures. In the Genre-Based Approach (GBA), text structures are not meant to refer to "Conditional Sentences" (Unit 2) or "Various" (Unit 3). Instead, they describe the "movement" or flow of a text. In text-based learning, each text is created to achieve specific social functions. These social functions are realized through the organization of Generic Structures and Grammatical Features. As such, each text type has unique Generic Structures and Grammatical Features designed to accomplish distinct social functions. Carelessness in designing materials can lead to misleading instruction.

Discussion

The primary goal of learning English as a foreign language is to enhance the ability to use the language as a medium of communication, not merely to learn about the language itself. This can be achieved by focusing teaching on language use rather than on the mechanics of language (learning about language). This aligns with the needs of VHS English students as highlighted by English teachers in NTB. VHS English instruction should be directed toward functional English mastery relevant to the students' fields of study. Accordingly, the curriculum should be designed based on a needs-driven approach, known as English for Specific Purposes (ESP). The ESP approach is a design methodology grounded in learner needs (Hutchinson & Waters, 2010; Anthony, 2018).

Given that the educational materials for SMA and VHS are often generalized, it is necessary to translate topics and materials to align with the vocational needs of VHS students. This requires a re-evaluation of the Learning Outcomes (CP) or Content Standards (KD) provided by the government,

making them adaptable for use in lesson plans (RPP) or teaching modules tailored to VHS learners. VHS English teachers, particularly those in subject-specific forums (MGMP), should collaborate to produce more communicative and learner-oriented materials. Reviewing the English curriculum design using the ESP approach is crucial. Conducting comprehensive needs analyses across various aspects is a key part of implementing ESP (Brown, 2016; Basturkmen, 2010). The CP or KD in Phases E and F can be revisited to create specialized materials, for example, adapting procedural text learning in CP to fit each vocational program through an analysis of procedures commonly practiced in those fields.

Language learning (including English as a foreign language) aims to enable learners to use the language for both written and oral communication. Similarly, English instruction in schools should focus on enabling students to functionally use the language through both receptive and productive skills. The emphasis should shift from learning about language to learning to use the language. Mastery of English as a foreign language should be developed gradually by providing students with communication models through receptive skills (Reading, Listening, and Viewing). Acquiring these skills simplifies the development of productive skills (Speaking, Writing, and Presenting). The Whole-Part-Whole (WPW) model is an effective alternative for incorporating both receptive and productive skills. In this model, **Whole 1** focuses on receptive skills. **Part** extracts lexico-grammatical elements from the texts used in receptive skills activities. **Whole 2** focuses on productive skills. The WPW approach builds comprehensive knowledge and skills through modelling receptive skills and applying them in productive tasks (Swanson & Law, 1993; CCLB, 2014).

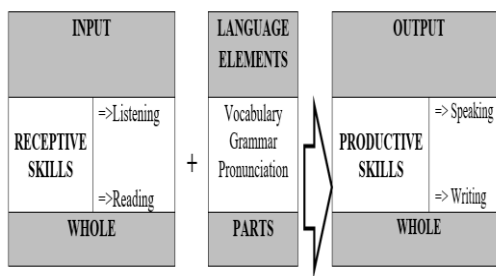
In addition to the application of an ESP approach and WPW above, teaching Generation Z requires the involvement of technology in the design. It is important to design TEVHS using TPACK Model. The application of technology makes it possible for learners to learn on their own time and speed (Kohler and Mishra, 2009; Herring, et al., 2017; Drajadi, 2022). Technology can be integrated in WPW design in many ways and many

Design Recommendations

Based on the results and discussion above, the following recommendations are proposed:

Enhance students' ability to use English by providing models or input through receptive skills (Reading, Listening, and Viewing) to support productive skills (Speaking and/or Writing, Presenting). During the model understanding process, students should be supported with linguistic resources, including vocabulary, grammar, and pronunciation, derived from the texts used in receptive skills activities. This design is encapsulated in the Whole-Part-Whole (WPW) model, which emphasizes integrating all language skills for comprehensive learning.

In facing the challenges of teaching Generation Z, it is imperative to involve students in digitalized learning activities. Integrating content, pedagogy, and technology—commonly referred to as TPACK—is essential for modern instructional design.



The development steps using the Whole-Part-Whole (WPW) Model are as follows:

1. Document Analysis: Analyze documents such as Content Standards (KD), Learning Objectives Flow (ATP), and Learning Objectives (TP) to identify the types of texts (transactional, interpersonal, short functional texts, or long functional texts).
2. Develop Receptive Skill Texts: Locate or create texts for receptive skills (listening, viewing, reading) → **WHOLE 1**.
3. Extract Key Vocabulary and Expressions: From the receptive texts, identify key vocabulary and expressions to serve as learning resources → **PART**.
4. Create Receptive Skills and Language Element Exercises: Develop exercises to enhance receptive skills and linguistic elements, such as vocabulary, expressions, and grammar, using game-based applications (e.g., Quizizz, Canva, Live Worksheet, ClassPoint, etc.).
5. Develop Production Tasks: Design production activities (Speaking and/or Writing) ranging from guided tasks like rearranging jumbled sentences (paragraphs) to free production tasks → **WHOLE 2**.

The ESP (English for Specific Purposes) approach is applied in the needs analysis phase to determine appropriate materials for each vocational field in VHS. This involves analysing the English Learning Outcomes for Phases E and F as defined by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022).

Considering the various challenges faced by VHS students in learning English—such as limited English proficiency and time constraints due to fieldwork practice (PKL)—students must be supported with digital resources for their learning. The integration of content, pedagogy, and digital technology (TPACK) offers a viable solution for English instruction in VHS.

In addressing the learning needs of Generation Z, English instruction should leverage gadgets not only as tools for entertainment (gaming) but also as tools for learning (from learning to gaming) (Sujana et al., 2019). This can be achieved using various digital applications, such as Learning Management Systems (LMS) (e.g., Moodle, Google Classroom, Google Sites) and Game-Based Applications and media (e.g., Canva, Quizizz, Wordwall). The integration of technology can be applied across all skills and linguistic elements based on students' needs. In the application of WPW, the technology can be applied in all aspects of teaching – receptive skills and productive skills as well as lexico-grammatical aspects – using audio, audio visuals, game-based application. The application of TPACK requires teachers to be familiar with digital literacy.

CONCLUSION & SUGGESTION

Based on the analysis, the following conclusions are drawn: (1) English instruction for VHSs needs to be reconstructed to meet the demands of the workforce. The design approach should be based on the English for Specific Purposes (ESP) framework to align with various occupational requirements; (2) VHS English instruction should be designed to instil communication skills by providing diverse inputs (Listening, Reading, and Viewing) that can serve as models for language production (Speaking, Writing, and Presenting); (3) To foster innovation in learning, VHS English instruction must maximize the role of technology. Learning materials should be packaged to incorporate TPACK (Technological, Pedagogical, and Content Knowledge). Applying the Whole-Part-Whole model provides students with comprehensive resources and examples for effective language use.

Suggestion

Using the recommendation given above, further research can be directed to developing English module for teaching English at various departments at VHS using Research & Development Design such as ADDIE Model, Dick & Carey Model, etc. It can be done collaboratively between lecturers and students as parts of their final project or thesis. Collaborative Research can accelerate students in completing their final projects.

Acknowledgments

We, the Research Team, would like to express our sincere gratitude to all parties who have contributed to the successful implementation of this research activity: the University of Mataram, for funding this project through DIPA BLU 2023; LPPM Unram, for managing Unram's research activities; MGMP English Vocational School of Mataram City, for their participation as respondents; and the students of the English Education Study Program, for their invaluable assistance in facilitating this research.

REFERENCES

- Anthony, L. (2018). *Introducing English for Specific Purposes*. London: Routledge.
- Asmin, A. I. (2019). Teachers' Strategies in Teaching English at Vocational High School. *IDEAS: Journal of Language Teaching and Learning, Linguistics, and Literature*, Vol. 7 Number 2, December 2019, pp 261-267.
- Badan Standar, Kurikulum, dan Asesmen Pendidikan. (2022). *Capaian Pembelajaran Bahasa Inggris Fase A-F*. Jakarta: Kemendikbudristek
- Basturkmen, H. (2010). *Developing courses in English for Specific Purposes*. McMillan: Palgrave.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- Depdikbud. (2017). *Materi Bimbingan teknis Fasilitas dan Instruktur Kurikulum 2013 Tahun 2017*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). Routledge.
- Drajati, N. A. (2022). *Pembelajaran Bahasa Inggris dengan Kerangka TPACK: 5 Design Instruksional*. Karanganyar: CV Al Chalief.

- Dudley-Evans, T., & St. John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.
- GIHE. (2010). *Getting Started with Blended Learning*. Griffith: Griffith University.
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Boston: Heinle & Heinle
- Herring, M. C., Koehler, M. J., & Mishra, P. (eds.) (2016). *Handbook of TPACK for Educators*. Routledge
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
- Hutchinson, T., & Waters, A. (2010). *English for Specific Purposes: A Learning-centered*. Cambridge: CUP
- Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.
- Mahbub, M. A. (2018). English Teaching in Vocational High School: A Need Analysis. *JEELS, Volume 5, Number 2*, November 2018, pp 229-258.
- Natsir, M., Purba, A.S., ..., Amal, B.K. (2022). English Teaching in an Indonesian Vocational High School Majoring in Industrial Machinery Engineering. *Al-Islah: Jurnal Pendidikan, Vol. 14, 2* (June 2022), pp. 1743-1754.
- Peraturan Pemerintah RI Nomor 29/1990 tentang Pendidikan Menengah.
- Richards, J. C. (2009). *Second language teacher education*. Cambridge University Press.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.
- Sujana, I M., Waluyo, U., Sudiarta, I W., & Fitriana, E. (2022). The Development of an ELT Skeleton for Teaching Credit Courses at Higher Education Institutions. A paper presented at the *ELTLT International Conference*, Semarang 13-14 August 2022.
- Sujana, I. M., Fitriana, E., & Syahrial, E. (2016). Conflicts among Aspects of Needs in Designing the Teaching of English using an ESP Approach at Higher Education in Indonesia. In M. M. Rahman, *Integrating Technology and Culture: Strategies and Innovation in ELT* (pp. 171-205). Jaipur, India: YKing Books.
- Sujana, I. M., Fitriana, E., Aprianto, K., & Saputra, A. (2023). Analisis Kebutuhan dan Rekomendasi Rancangan Bahasa Inggris Berbasis Blended Learning Model Untuk Mahasiswa Farmasi. *Jurnal Ilmiah Profesi Pendidikan*, 8(4), 2526–2535. <https://doi.org/10.29303/jipp.v8i4.1818>
- Swanson, R.A. & Law, B. D. (1993). Whole-Part-Whole Learning Model. *Performance Improvement Quarterly*, 6(1), pp. 43-53
- Trilling, B., & Fadel, C. (2009). *21st Century Skills: Learning for Life in Our Times*. US: Jossey-Bass A Wiley Imprint.
- Undang-Undang Nomor 20/2003 tentang Sistem Pendidikan Nasional (Sisdiknas).
- Usova, T. (2011). Organizing our teaching: Hybrid mode of instruction. *Partnership: The Canadian Journal of Library and Information Practices and Research*, 6(2), 1-12
- Vereshchahina, T., Liashchenko, O., & Babiy, S. (2018). English language teachers' perception of hybrid learning at university level. *Advanced Education* (10), 88-97
- Widodo, H. P. (2016). Teaching English for Specific Purposes (ESP): English for Vocational Purposes (EVP). in W.A. Renandya & H.P. Widodo (eds). *English Language Teaching Today*. Switzerland: Springer International Publishing.
- Widodo, H.P. (2015). The Development of Vocational English Materials from a Social Semiotic Perspective: Participatory Action Research (*Unpublished PhD thesis*). The University of Adelaide, Australia.
- Woodrow, L. (2018). *Introducing English for Specific Purposes*. New York: Routledge.
- Zhang, L. (2014). Vocational College English Teaching: Inspiration from Sociocultural Theory and Interaction Hypothesis. *International Conference on Education, Language, Art and Intercultural Communication (ICELAIC 2014)*, pp. 206-209.