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SEARCHING FOR ESP TEACHING MODELS TO MATCH THE TEXT-BASED INSTRUCTION FOR SENIOR SECONDARY VOCATIONAL SCHOOLS

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Abstract
Students at vocational high school are expected to have proper English proficiency along with their vocational skill. However, Indonesian government has already set the teaching model to be Text-based Instruction (TBI) which is same with senior high school. As a result, English lesson for vocational school indicated as less purposeful. Therefore, this paper is intended to design appropriate teaching model in ESP to be integrated with the teaching cycle in TBI. By reviewing underlying theories from TBI, and Teaching model in ESP, this paper proposed two teaching model combined with TBI. The first integration is integrating TBI with the practices of Flipped Learning Model in which the activities are divided into two phases namely before classroom time and inside classroom time. The second integration is integrating TBI with the phases of Project Based Learning in which the activities will be divided into four phases. The two proposed teaching model will be useful for promoting writing activities for students. Finally, by proposing those teaching models, it is expected that the practice of English lesson in vocational school will meet its objectives.

Keywords: ESP, teaching model, text-based Instruction, vocational school

Introduction

Constructing an appropriate English teaching model in senior secondary vocational school is needed since the demand of English is getting increased since the demand job's requirement includes English to keep up the employee with the global situation (Akbar & Sulistyo, 2018). As a result, formal education system takes an account to fulfill two demands which are to fulfill the demand of professional and skillful workers and fulfill the need of worker with appropriate English skill. In Indonesia, the government has constructed the need of professional workers by establishing a vocational school or SMK (*Sekolah Menengah Kejuruan*) as a part of vocational education (Khosiyono, 2018).

Furthermore, in government' law, to be exact Permendikbud No. 70 Year 2013 stated that field in Vocational School include Tourism, Arts and Crafts, Performing Arts, Fisheries and Maritime Affairs, Technology and Engineering, Information and Communication technology, Health (Nursing School), Agribusiness and Agrotechnology-technology, Business and Administration.

Besides, it also mentions that the teaching and learning process of vocational school is focused to enrich students in preparing the graduates with the skill in line with their field and support them in gaining supporting skill for any career. The implementation of teaching practices in vocational high school are divided into three integral parts namely *Kelompok Mata Pelajaran Wajib A, Kelompok Mata Pelajaran Wajib B,* and *Kelompok Mata Peminatan (Kejuruan).* Furthermore, English subject can be found in Kelompok Mata Pelajaran A in which English is taught to all grade with 45 minutes for each session (*jam pelajaran).*

In the case in Indonesia, in Permendikbud No. 37 Year 2018 stated that the implementation of English subject in vocational school is equal with the English practices in high school (SMA/MA) in terms of core competencies (Kompetensi Inti) and base competencies (Kompetensi Dasar). Since there is a sort of equality, therefore, the English subject in vocational school also follows the practice of senior high school which implement text-based instruction / genre-based instruction (Anggraeni, 2016). Additionally, the use of teaching material is also same in terms of course book (Mahbub, 2019). Furthermore, English lesson in vocational school should be able to present the real practice of their major. In other words, the English lesson should be in a form of English for Specific Purposes where the lesson is intended to meet up the needs of students and other stakeholders to connect for work or study purposes in specific field (Vogt & Kantelinen, 2013). In short, the vocational school student must be trained to use English in a specific context based on their field (Liu, Chang, Yang, & Sun, 2011). Furthermore, the teacher should be able to present the cycle process of text-based instruction in which consist of a cycle proses consisting of four phases. Gibbons (2015) stated that the cycle proses consist of four phases namely building the field; modeling or deconstructing the genre; joint construction; and independent writing. By doing those four phases, teacher must be able to scaffold vocational school's students to meet their English needs and vocational area.

However, the real practices showed different scenes of English lesson. Mahbub (2019) found that the English teachers in vocational school use the same course book as senior high school students used. Besides, he also found that grammatical learning and reading exercise are being emphasized to the students in which the topics do not match with their vocational area. In addition, the researcher also has conducted an informal interview with the English vocational school's teacher found that the teaching practice was same with the senior high school students. The teacher argued that the regulation said that English lesson should be presented in a form of text. To find the real practice, the researcher also conducted an informal interview with the vocational school's student in which they also said so. Even worse, the learning processes tend to be reading comprehension activities in which students are given text to respond some question afterwards. In short, the practice of English teaching and learning in vocational school does not match with students' vocational area. Since the regulation mentioned that English lesson should be taught using text-based instruction, so the presence of English for specific purposes in secondary vocational school in Indonesia has a small chance.

Defining Text-Based Instruction

Since the use of text-based instruction (TBI) has declared by the government as the way to conduct English lesson, therefore defining TBI becomes an integral

part of this paper. Sadeghi et al. (2013) mentioned that TBI will be close related with the writing skills and the explanations of textual structure and linguistic aspects of specific genres. Therefore, the terms of TBI can be equalized with the terms of Genre-based Instruction in which English is taught through some sort of text. Another definition of TBI can be found as the practice of language that integrates an interpretation of genre and genre of teaching in the EFL classroom (Hammond & Derewianka, 2001). Tangpermpoon (2008) mentioned that the used of TBI in English lesson is used to teach writing where the activity integrates the understanding of a particular genre and its communicative objective. Additionally, Gibbons (2015) stated that TBI promotes the explicit teaching practices which means that students are persuaded to indicate on how language is applied for a variety of functions. It can be interpreted that different text will have different ways in terms of organizing and purpose. TBI indicates that to connect requires to be able to utilize numerous sorts of spoken and written texts in a context based its used (Arimbawa, 2012). Therefore, TBI can be described as the teaching process done by teacher in the form of giving students some text or genre to promote spoken and written skill.

Teaching Cycle in Text-based Instruction

The practices of TBI have four phases or it can be notice as teaching cycle of TBI (Derewianka, 1990; Gibbons, 2015). Each of phase will scaffold the learner to be able to produce their writing. Those four phases can be recognized as building of the field, modeling of the text, joint construction, and independent writing phases (Gibbons, 2015). Firstly, building the field is a phase that aims to build and to ensure students' knowledge about what they are going to do. The focus of this activity is to ensure the content and information of text by speaking, listening, reading, taking note and other research activities to gain knowledge. In addition, brainstorming, predicting, and giving related picture to the text can be said as the building knowledge activities (Arimbawa, 2012). The second phase is the modeling the text/genre. This phase will ensure that students should be familiar with the objectives of the text, structure, and language features of the text being taught by teacher (Gibbons, 2015). The activities for this phase can be presented as introducing the text, giving example of the text, and discussing about the text either orally or written form (Arimbawa, 2012). The third phase is joint construction. This process involves teacher and students to compose the text based on the fundamental term in the previous activities. The activity can be presented where students construct their own writing with the teacher's guidance by monitoring students' content and language features (Gibbons, 2015). Then, when it comes to the last phase, the process is called independent writing. In this last process, students will construct their own paper without teacher's guidance (Gibbons, 2015). The process will consist of brainstorming, reconstructing, drafting, evaluating, and finalizing. In addition, those processes are grounded by Australian genre approaches in which initiated by Derewianka (1990) and others. Moreover, in English for specific purposes, Master (2005) stated that ESP teachers are motivated to use Australian genre approaches to teach in academic and professional context.

Furthermore, those all of four phases cannot be presented in a single meeting or lesson (Gibbons, 2015). Otherwise, the processes should be a deliberate process where the students build, understand, and construct their own writing. In other

words, during the process, it is necessary to monitor students' cognitive skill in which it should be getting increased when teachers apply this approach.

Defining ESP

English for Specific Purposes (ESP) can be described as the branch of English as Second Language (ESL) and English as a Foreign Language (EFL), which also the branches of English Language Teaching (ELT) (Irshad & Anwar, 2018). Moreover, the presence of ESP also has been influenced by the rapid globalization that learners' professional will be better recognized if using English (Trujeque-Moreno et al., 2021). Prior to that, Hutchinson and Waters (1987) in Trujeque mentioned that ESP can be defined as an approach that is used to meet learners' need in which the ways of defining language, models of learning, and needs analysis are essential elements for course design. Moreover, the ESP approach was originally developed in the early 1960s to explain the rules of the English grammar (Trujeque-Moreno et al., 2021). In a contradiction, Wette (2018) stated that the presence of ESP was a respond to the need for targeted support for non-English-speaking learners studying or working in English-speaking countries and as part of aid project in developing countries in the late 1960s.

Over its history and background, it has continued as a response to the ever-changing demands of the globalized world, moreover, the ESP has switched to a special approach that addresses specific needs, especially the needs of professionals. Furthermore, ESP focuses on meeting the specific language learning needs of learners in a particular discipline or profession (Hyland, 2007). However, in some previous research, the definition of ESP is still debatable since the presence of English for General Purposes (EGP) (Bojovic, 2006). Furthermore, the distinction point can be clearly seen in the goals of the course. For instance, Islam (2014) mentioned that the goal of EGP is students' general English ability mastery, while in ESP students are expected to master the specific skills and needs of learners, based on a thorough analysis of the learner's professional / academic needs. Therefore, the researcher argue that ESP can be assumed that ESP is an approach to seek the mastering subject matters through English as medium instructions.

Characteristics of ESP

As mentioned in its background of ESP, the practice of ESP can be recognized from its purposes. (Salmani-Nodoushan, 2020) stated that many ESP practitioners of ESP determined the goal of the learning by analyzing the need of the learner. Furthermore, there are some mainly topic's focuses within an ESP program highlighted by him which are paper presentation, formal writing, speaking competence, and attending topics. Furthermore, Carver (1983) in Bojovic (2006) argued that there are three common characteristics of ESP namely authentic material, purpose-related orientation, and self-direction. Firstly, authentic material can be easily found in the ESP classroom since the goal is to fill the need of English in the real-world, so the offered material must be close with the learners' daily activities. Secondly, purpose-related orientation can be described when the teacher sets the classroom task and conditions into a real-world simulation. For instance, the learners are required to simulate a conference, business telephone, writing a letter, reading, writing paper, and so on related to daily activities. Lastly, self-

direction means that ESP emphasized the learners into practitioner or user of the materials. Furthermore, the students are supposedly determining when, what, and how they will study. Even for a special case like the learners with high ability of it is necessary to learn how to access information in a new culture. Furthermore, since the global changing and the need of English is getting varied, so the type of ESP also is influenced by those certain conditions.

Another noticeable characteristic of ESP is the presence of Need Analysis. Furthermore, need analysis in ESP plays as pivotal assets in determining the directions in teaching in which the learners are lacking the skills. Supported by Taillefer (2007) and Cowling (2007), the success of teaching and learning process in ESP is relied on how proper and much the need analysis. By doing so, the learners will match what they want, and the teacher will easily recognize what the learners' need. The next step is the analysis from the teacher in which teachers determine the method, material, and the activity in teaching and learning process. Therefore, the materials and the practice in ESP should relate with the career of the students after the programs (Rhahima et al., 2021)

Learners' Characteristics in ESP

In some previous studies, the characteristics of learners in ESP are not clearly stated by the researcher. Instead of emphasizing the characteristics of ESP learners, most of researchers tend to be describing the characteristics of ESP teachers (Bujovic, 2006; Norton, 2018). Therefore, there is a limit explanation about the nature of ESP learners in written form. The researcher indicates that since the goal of ESP is teaching English to specific subject matters, so the characteristics of ESP learners are entailed with the definition of ESP. Furthermore, the interest of ESP gains the wide-ranging learners who are categorized as older children or adult with various English level proficiency (Wette, 2018). Moreover, she asserted that the duration of ESP courses is shorter than EGP since the goal is only on certain skills, for instance, doing presentation, writing email, and business call.

Furthermore, since the description of ESP learners is close related with the adult learners or older children, the researcher decides to describe ESP learners as the adult learners. Therefore, Kapur (2015) mentioned that the term of adult learner can be applied to those adult people who is involve in a systematic learning process either formal or non-formal. Moreover, they can easily deal with the diverse groups in terms of gender, caste, class, religion, ethnicity from each other towards their learning need. Besides, the adult learners also rely on the experience and environment perspective. Kapur (2015) stated that the opinions, values, and beliefs of adult learners define their daily activities. They pursue English based on their goal and relevancy-oriented related to their daily activities while the activities are emphasized the practical and purposeful activities. In terms of English learning goals of adult learners, Alhasov et al. (2020) stated that the goal of English learning tends to be self-development and self-improvement to be more competitive in the workplace market. Besides, adult learners are totality different with young learners, they, furthermore, have already had the background knowledge that have been formed previously (Alhasov et al., 2020). Therefore, instead of teaching from the basis, teachers are supposedly teaching them beyond the basis. Again, the need of need analysis is needed to determine the methods.

Furthermore, Brown and Lee (2015) noticed the nature of adult learners from conceptual thinking capability, interest span, self-confidence, and professional attention. Moreover, teaching adult learners are relied on context segmented. In other words, authenticity and meaningfulness are highly recommended to be promoted with some grammatical learning in it. Teachers may not be afraid about the boring material because adult learners can have longer attention even though the materials are not interested to them. Furthermore, the ego of adult learners is noticed by Brown and Lee (2015) is quite high in learning process, but they are sensitive in terms of emotional. Lastly, adult learners are future oriented. In other words, they are learning English because they need English in their professional career. Therefore, need analysis in ESP classroom is needed.

Teaching Model in ESP

Along with the development approach in ESP, it is also followed by the teaching model in ESP. The researcher prefers to use terms 'teaching model' rather that 'teaching method' since the manifestations are same which is teaching the learners. Furthermore, since the learners' needs in ESP are various, so Kenny (2016) stated that rather than pursuing the 'specific' method to teach learners, it had better to provide the 'appropriate' method by recognizing the needs, time, demand, and field to be fulfilled. In other words, there is no best suitable teaching model in ESP. Therefore, in classifying the teaching model, the researcher arranges the list based on the current and the impactful teaching model of ESP based on empirical research from previous research. In addition, at the end of this sub chapter, the researcher also will show the need analysis of ESP in Asian Context in which showing the most preference skills to be acquired based on the need of ESP learners. Besides, it also will lead the re-designing model of teaching ESP in the following chapter in this research.

Flipped Learning in ESP Classroom

For more than two decades ago, the traditional method is running together with the development of technology. Hence, it influences the way of traditional teaching to be more entailed with the technology. The presence of computer assisted language learning makes the integration of traditional language learning and technology becomes inevitable (Salem, 2018). Besides, it also gives the learner new learning experiences and able to maximize the students' engagement by providing attractive learning in different environment. The underpinning of flipped learning comes from the approach of blended learning where people belief that both traditional teaching and digital tools can be integrated to teach subject matters (Salem, 2018). Moreover, the terms of flipped learning are also getting dynamic. It can be recognized as "flipped learning", "inverted learning", "flipped teaching" which was coined by Jon Bergman and Aaron Sams in 2007 at Colorado, US (Lee, 2017). The concept of Flipped Learning (FL) in the classroom is that the initial material will be given before the classroom learning in the form of video, or other pre-class learning materials then it will be discussed by students in the class-time situation (Lee, 2017). Furthermore, in FL, in-class time will be used for student-centered learning to solve the problem, to do experiments, to discuss with the other students and to do collaborative work (Long et al., 2016).

Since the introduction of FL, the method has been widely used by some practitioner and teachers in many fields such as history, math, arts, English, special education, and physics educations (Lee, 2017). Besides, the manifestation is also getting increased. Lee (2017) mentioned that in the range of 2016 until the first half of 2017 there are 86 articles discussed about the issues and the influence of FL. Particularly in English, to be exact in ESP context, there are myriad research focusing on FL in ESP classroom. For instance, Humeniuk et al. (2021) found that the FL can be used to increase students' listening skill in ESP. Their research was about testing the FL which combined with the TedTalks Listening materials in Agrarian Engineering and Electrical Engineering and Energy students. By using experimental research, the finding revealed that the use of FL and TedTalks empirically proofed increased the students' listening skills. Another research focusing on the increasing of writing skills, Salem (2018) did research about the impact of FL towards Functional writing of third year business administration students in Sadat Academy for Management Science, Egypt. The result found that students functional writing skills were getting increase comparing with the control group without attempting the FL method. Besides, the FL also minimized the writing block in students' writing activities.

Likewise, Karapetian (2020) also evaluated the FL model to increase the students' critical thinking in students' paper. By conducting the experimental research to Economic Students in Ukraine, it revealed that FL model were able to increase students' critical thinking by cognizing their paper. Besides, the practices of teacher-centered learning were replaced by FL model by providing the learners about true-to-life business world language environment through problem-solving based in class-time learning. Another focus research by Lee (2017) who conducted research about the impact of FL in preparing students TOEIC test. The result of this study indicated that the learners revealed that FL brings a positive learning experience with their high level of satisfaction in learning using FL.

By recognizing the prior studies, the flipped learning model has been widely used by teachers and practitioners in ESP classroom. Besides, the benefits are also varied which indicate that flipped learning model are applicable in ESP Classroom particularly for listening and writing skill learning. However, the materials and the readiness of teachers and students also must be prepared to reach the ideal conditions or goals.

Collaborative Learning in ESP Classroom

The next method that has been widely used by the practitioners and teachers in the ESP context is the collaborative learning. Recognizing the terms of collaborative, the learners will be able to learn and work together in a group to discuss, practice and sharing with their peers. Moreover, each group member will have their learning goals in the group, in other words, it can be recognized that the learners are independent when they are in a group (Herrmann, 2013). However, attempting the collaborative learning is not merely about group work. Furthermore, the teachers must recognize, set, and design well-learning environment and provide meaningful interaction among group member in the group (Huo, 2015). Furthermore, the teachers also must make sure that learners will have chance to engage in group discussion (Lin et al., 2020).

Some scholars have already attempted the practice of collaborative learning in many contexts and skills to prove the impact of collaborative learning. Lin et al. (2020) did research about collaborative learning (CL) in ESP context to increase learners' listening and reading skills. The result revealed that the listening and reading in experimental group were getting increase along with the self-efficacy of the students comparing with the individual learning method. Another research also proofed that collaborative learning could increase speaking skills in ESP classroom. The research from Novitasari (2019) revealed that the learners in ESP classroom felt more comfortable when the teacher used collaborative learning. Besides, the learners also could work together, got meaningful feedback, and triggered their confidence to give feedback in oral form. The influence of collaborative learning in increasing listening skills also has been proofed by (Liu et al., 2017). By combining mobile applications and collaborative learning activities, ESP students' listening skills was found getting improved. Besides, the learners also showed the positive attitudes towards the combination of mobile application learning and collaborative learning activities during the research.

Noticing the prior studies, the collaborative learning can be categorized as an applicable learning method in ESP classroom. Moreover, the collaborative learning can be used to emphasize the listening and speaking skills learning. However, the teachers' role and material should be determined first based on the need of analysis result before the classroom teaching and learning.

Problem Based Learning in ESP Classroom

In past a decade ago, the use of problem-based learning also has been appeared in ESP context. The use of problem-based learning is a flourishing method that promotes critical thinking and analytical thinking (Caspary & Wickstrom, 2017). Meanwhile the concept of problem-based learning is to engage leaners in a learning situation where they will be given a real problem to be solved. The starting point of the use of problem-based learning started when the notion of language learning must be strengthened by involvement with a wider range of subjects at the same time (Caspary & Wickstrom, 2017). Therefore, utilizing PBL and ESP approaches that shift the perspective in which we extend educational and occupational fields will lead to substantial endeavors and improvements in both areas.

Practically, the implementation of problem-based learning emphasizes the combination of language and professional field in which language skills are gained through group dynamic, workplace reality, and content are knowledge in a form of case or problem. Furthermore, problem-based learning shows the positive impact for the learners. For instance, Salleh et al. (2018) revealed Malaysian ESP learners' perspectives about problem-based learning in ESP classroom in which learners stated that problem-based learning is impactful for motivating leaners to learn and assisting learners in learning process. Besides, the finding revealed that most learners agree to use problem-based learning in the classroom.

Furthermore, a quite distinction with the previous teaching model, the use of problem-based learning can be categorized as less used by practitioner and teachers in ESP. However, the presence of problem-based learning in ESP is inevitable. Even though the users are minimal, problem-based learning is worth it to be promoted in ESP classroom.

Communicative Learning in ESP Classroom

Communicative language teaching (CLT) always be a phenomena and most used teaching method in language learning including ESP classroom language learning context. One of needs in English learning is mastering the speaking skill which the underpinning point of CLT. Moreover, Adronova (2020) noticed that the modern ESP classroom have several aspects in its process including the fulfilling the communicative skills of the learners. Therefore, the presence of CLT in ESP classroom is inescapable.

Furthermore, the practices of CLT also have been implemented by practitioners and teachers in ESP classroom. For instance, the activity of role-play, conversation, and speaking practice skills are used in ESP classroom. Moreover, some previous research also proofed the effectiveness of CLT in ESP Classroom. In short, Mannahali et al. (2020) stated that communicative method can increase students' English competence in Translation class. In addition, Febrijanto (2017) mentioned that CLT is worth to be promoted in nursing class by his research found that learners accepted the CLT materials, and it was suitable as autonomous learning materials.

In other hand, the researcher tries to correlate the CLT and ESP in which has same similarities. For instance, the authentic material in CLT is suitable for the learners because it is close related with them. Besides, the activities are also can be set into their daily activities. Therefore, the use of CLT in ESP classroom is easily found. However, the role-play activities should be emphasized into meaningful activities so that the learners will be able to practice in their daily life.

Project Based Learning

Another teaching model found in ESP classroom is the project-based learning (PBL). If we notice the name of PBL, it will be easily noticed as the teaching model which requires students to produce or to create something in the form of project. However, PBL is beyond than that, Pastor et al. (2018) stated that PBL will give both general and specific picture about the practice of communication and interaction where happens among students to explore, gain, brainstorm and build understanding on a project. Furthermore, Wiranegara (2019) stated that PBL gives students chance to explore and deep their ongoing knowledge through experimental project.

In ESP context, the use of PBL has gained several positive voices such as increasing students' writing skills (Budianto & Suparmi, 2017; Foulger and Jimenez-Silva, 2009; Hasani et al., 2017; Ismuwardani et al., 2018), speaking skill (Zuana, 2016), vocabulary (Shaalan, 2020), and promote meaningful learning (Wiranegara, 2019). By seeing the benefit of PBL in classroom, therefore, it can be found as one of applicable teaching method in the context of ESP. Furthermore, the skills can be enhanced by the PBL noticed as writing and speaking skill.

After providing the existing theories and research result, English teaching in senior secondary vocational school should be able to accommodate English along with their vocation skill. Therefore, this paper is intended to reconstruct and integrate teaching models to match with the text-based instruction in senior secondary vocational school in Indonesia. Moreover, this research question of this research can be noticed as how should the teaching of English to vocational school students be designed to ensure the learning of producing the intended vocational

English text as a cycle of scaffolding processes? This paper will propose the integration of text-based instruction (TBI) and some teaching models used in ESP classroom. Therefore, the following discussion will discuss about ESP, learners in ESP, text-based instruction, teaching models in ESP, and some related things relate to the topic of this paper.

Method

This research employed article literature review research by following the four steps of conducting literature review research by Snyder (2019). Those four steps can be defined as designing the review, conducting the review, analysis and writing up the review. The data in this literature review research used some secondary data taken from journal databases such as Taylor and Francis, Emerald, Google Scholar, ERIC, JSToR, and both international and national journal databases. Moreover, the research articles used in this research were field research, literature research, and classroom practices research.

Furthermore, in finding the data, the researcher used some key words such as [teaching ESP], [teaching model in ESP], [Text-based Instruction], [English in vocational school] and combinations of those keywords. To keep the recentness, the data were set based on year publication in the range 2010-2021. Similarly, the use of books in this research also were set as recent as possible. In addition, even though there are some journal articles and books which are more than 10 years old, the contained knowledge in them has been broadly used by some scholars in their citations.

Findings and Discussion

Text-based Instruction and Flipped Learning Model

In modeling the learning process in ESP classroom particularly in speaking and writing skills, some studies mentioned that the implementation of flipped classroom model is powerful to boost learners' writing skills (Karapetian, 2020; Lee, 2017). Therefore, the first teaching model will integrate the process of text-based instruction with flipped learning model for teaching writing.

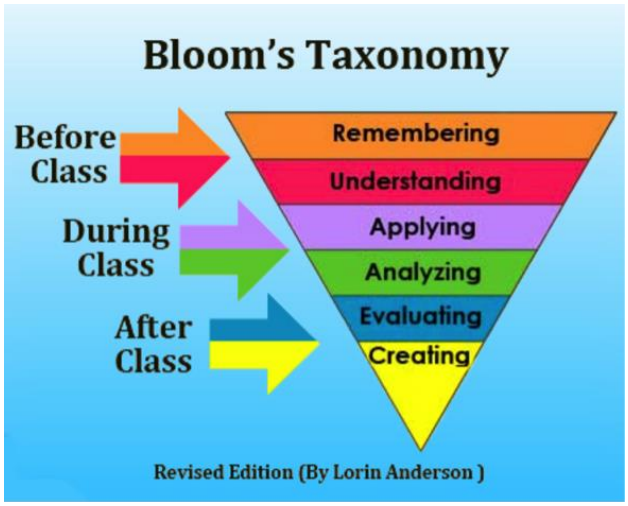


Figure 1. Flipped Classroom Model according to Medical Education Research and Development, Michigan State University (n.d.)

The learning model in flipped classroom model is different from traditional learning model. If the traditional learning model puts the lower and higher cognitive activity in the same place which is in the classroom, the flipped classroom does not. Moreover, the flipped classroom flips the learning process where the lower cognitive activities are put outside the classroom where the higher cognitive activities are put inside the classroom with peers and teachers (Medical Education Research and Development MSU, n.d.).

Recognizing the practice of flipped classroom, the process of giving reading or material can be done online or outside the classroom. Meanwhile the learners' practice should be done inside classroom with peers and teacher's guidance. Therefore, the steps are varied. The researcher found that there are no clear steps in terms of the amount of the steps. For instance, Sezer et al. (2017) mentioned four steps, Dunn (2014) mentioned six steps, and many others with dynamic the amount of the steps particularly technical steps. However, they put same basis which located the lower cognitive activities outside classroom and higher cognitive activities inside the classroom.

Then, when it comes to integrate the Flipped Classroom and Text-based Instruction, the researcher tries to separate some points in TBI and considering the implementation of FL. As mentioned previously, the outside classroom in flipped classroom's activities can be divided into outside and inside classroom which emphasize the lower cognitive activity outside and higher cognitive inside. The Building Knowledge of Field and Modeling of Text Phases from TBI can be done outside the classroom before in-classroom time. Gibbons (2015) stated the Building Knowledge and Modelling Text can be presented through reading. From that point, the teacher can give and assign students to read initial reading before the classroom.

Since the activities of joint construction of text and independent writing need the collaboration of teacher and student (Gibbons, 2015), so the activities can be done inside classroom in the classroom time. However, the learners are provided a follow up session first before in-time classroom. So, some unclear points can be solved before jump to the Join Construction of the Text and Independent Writing. Teachers also must make sure the readiness of the learners before the next phase so that the classroom learning objectives can be achieved using dual model classroom which are outside and inside time classroom. Therefore, the model can be seen as follows:

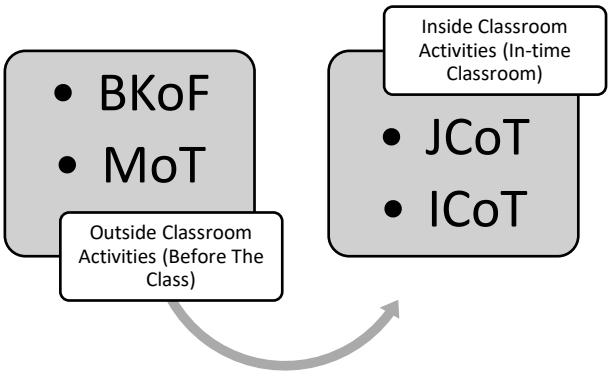


Figure 2. The Integration Model of Flipped Learning and Genre Based Approach

Furthermore, during conducting the model it is highly suggested to observe students in the three stages which are the pre-condition class, whilst class, and the post-class condition. However, the main point is not in the in-time classroom, instead, the crucial point is in the input session. Therefore, teacher must be aware of the students' readiness before in-time classroom. Besides, since one of the characteristics of adult learners is having better conceptual thinking ability (Brown & Lee, 2015), therefore, it is possible to them analyzing, evaluating, conceptualizing in the in-time classroom. Besides, adult learners tend to have professional attention in learning (Brown & Lee, 2015), so, bringing the practice to their learning process are preferable rather than presenting theory and material in them in-time classroom.

Text-based Instruction and Project Based Learning

Since the project-based learning (PBL) has its effect in ESP teaching practices, so it is possible to integrate the TBI with PBL for fostering vocational students. The nature of PBL explained by Patton (2012) seems to be matched teaching model for TBI. Moreover, Patton (2012) stated that there are three keys in PBL which can be recognized as the exhibition, multiple draft, and Critique. Particularly multiple draft phase, it will match with TBI since in TBI there is a process of students and teacher constructing the text together. That process can facilitate students to create better writing in every drafting process. Multiple draft phase is valuable to be one of personal assessment tools to improve students' cognitive skills (Patton, 2012).

Meanwhile in the step of PBL, it has five phases which are get the idea, design the project, tune the project, do the project, and exhibit the project (Patton, 2012). Get the idea phase can be understood as the initial process before making the project. Patton (2012) mentioned that in getting idea, the students can be given a question or brainstorm about what they are going to do. Then, the next is designing the project. This phase can be done by the students after they know what they will do in their project. The activities from this phase can be presented as articulating the way to finish the project and making simple mind map for mapping the way to do the project. After those two phases done, the next phase is tuning the project. This project will invite the students to work in pair in giving feedback from the planning that they have made. Students exchange idea and personalize their idea to other so other students will get new insight and wide array of plan for their project (Patton, 2012). The following phase is doing the project. Getting insight from previous phase will assist students to revise or internalize their process. Therefore, the next project should be the action in which students try to do what they have planned. The last project of PBL can be done by conducting exhibition. The exhibition phase will give students effect to present their best project. This last phase can be done by making a poster, distributing flyers, posting in social media or even broadcasting in television or local radio (Patton, 2012).

Furthermore, the integration of PBL and TBI can be seen in four stages. The first stage is the get the idea in which the activities will be BKoF and MoT. In this phase teacher tries to brainstorm students by giving model of the text and give them idea about what they are going to do. Then, the next stage can be said as the multiple drafting stage. In this stage, the teacher assigns students to make a mind mapping and construct the text together. However, in this stage teacher's role should not dominate the student's construction, so the students will explore the text mostly by

themselves. The next stage is the action in which students work independently creating their writing without teacher's guidance. The last stage is the exhibition in which the implementation of PBL that order students to publish their writing. Moreover, to accommodate the exhibition stage, teacher may assign students to publish their writing in web 2.0, social media, and blog so that it will be accessible for everyone. In short, the integration of PBL and TBI can be seen as follows:

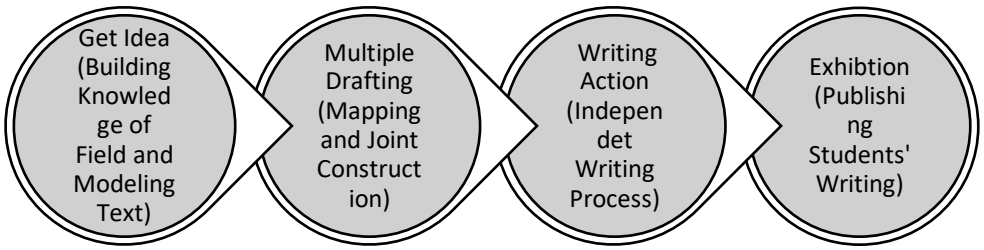


Figure 3. The Integration of Text-based instruction and Project Based Learning

Conclusion

The regulation from Indonesian government to apply text-based learning in vocational high school raises some issues to be done. The objective of English lesson in secondary school is equal with the English lesson in senior high school. To solve the issues, the Indonesian government should apply English for Specific Purposes in vocational secondary school. However, since the regulation mentions that the allowed teaching model is Text-based Instruction, so there must be an adjustment for English lesson in vocational school. This paper aims to search an appropriate teaching model to be matched with TBI. By reviewing the previous studies from articles journals, books, and trusted sources, the researcher proposed two integrations in TBI.

The first integration is integrating TBI with flipped learning model. The implementation from flipped learning which is dividing the practice into two stages namely before classroom-time and inside-time classroom were used to be integrated with TBI. The BKoF and MoT from TBI are located before the classroom in flipped learning, meanwhile the Joint Construction and Independent writing are located inside classroom time. The second integration is integrating the TBI with PBL. By integrating the phases in PBL, the integration creates four stages activities. Those stages can be noticed as get idea, multiple drafting, writing action, and exhibition process at the end of the stages.

By proposing those ideas, hopefully the English lesson in secondary vocational high school can be more purposeful and insightful. Besides, it is expected that the desired condition of English lesson in vocational school can be fulfilled so the students will have proper English proficiency beside their vocational skills. However, the proposal in this study needs to be evaluated whether the proposal is logically and practical applicable or not. Therefore, future researcher may try to implement the proposal in the classroom to know to what extent the

proposal is. By doing so, an appropriate teaching model in vocational high school can be developed to meet its purposes.

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