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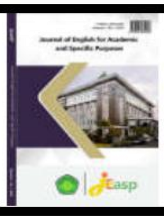

Effectiveness of Speaking English Practice on Procedural Text in ESP Classes for Automotive Engineering Students

Buyung Rahmad Fauzi[1], Yeni Rahmawati*[2], Ibrahim[3]
Email: yr173@umkt.ac.id

Universitas Muhammadiyah Kalimantan Timur

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Abstract

This study investigates the effectiveness of English-speaking practice through procedural texts in English for Specific Purposes (ESP) classes for automotive engineering students. Procedural texts, such as repair manuals and technical instructions, are integral to the automotive field and offer practical contexts for language learning. Using a one-group pre-test and post-test experimental design, 93 vocational students from SMKN 15 Samarinda East Kalimantan participated in structured speaking activities over five sessions. These included role-plays, peer feedback, and scenario-based practices using authentic automotive materials. Quantitative analysis using paired t-tests revealed a statistically significant improvement in students' oral fluency scores, confirming the intervention's effectiveness. The results suggest that engaging students with domain-specific procedural texts enhances both technical vocabulary acquisition and spoken communication skills. The study provides strong evidence for incorporating authentic materials and task-based speaking activities in ESP curricula, especially in vocational education contexts. It also supports the theoretical framework of task-based language teaching and highlights the value of contextualized learning for professional readiness.

INTRODUCTION

In the era of globalization, proficiency in English has become an essential skill, particularly in engineering and technology (Ayu et al., 2021). English is well-known for social communication, both academically and pragmatically. In general, there are many terms in English learning, such as English for Specific Purposes (ESP), English for Second Language (ESL), Teaching English as a Foreign Language (TEFL), etc. Those kinds of English have developed depending on the needs of the students.

ESP was established within English Language Teaching (ELT) approximately fifty years ago to assist overseas students with their academic writing assignments at universities where English is the primary language of instruction. Learning specific vocabulary and abilities that are necessary for their employment site is the reference of ESP. According to (Khatimah et al.,

2024), ESP students are regarded as adults who are already somewhat conversant in English. Their English study aims to enhance their capacity to perform various job-related tasks and communicate a particular set of professional skills. However, ESP has become a basic need for students in special fields.

English for Specific Purposes (ESP) was established within English Language Teaching (ELT) approximately fifty years ago to assist overseas students with their academic writing assignments at universities where English is the primary language of instruction. As mentioned before, the needs of the learner right now vary; for instance, in vocational students, English has a specific discussion rather than general courses. In *Kurikulum Merdeka*, the Indonesian educational ministry created a curriculum development curriculum, English not as a general course but as a learning program in this era. Moreover, the subject has been grouped into a phase in this part of the curriculum. It starts from Phase A to Phase; thus, it is classified from elementary school to senior or vocational high school, aligned with 12 years of learning, and this is applied in all subjects, including English courses/subjects.

Nowadays, in vocational high school, English has become a subject with specific purposes, which is different from general senior high school, which tends to discuss general topics. One field that mostly has English as its focus of study is engineering. English is not merely a communication tool but also an international language used across various academic disciplines, including automotive engineering (Kusuma & Syam, 2022). Therefore, automotive engineering students must master English to enhance their competitiveness in the global market and comprehend scientific literature predominantly written in English.

As mentioned on (Kemendikbud, 2025) For the English subject, at the end of Phase E, learners use spoken, written, and visual texts in English to communicate according to the situation, purpose, and audience/reader. The primary references in learning English in this phase are various texts, such as narrative, description, procedure, exposition, recount, report, and authentic texts. Learners use English to convey desires/feelings and discuss topics that are close to their daily lives or hot issues, according to the age of the learners in this phase. They read written texts to learn something/get information—implicit inference skills when understanding information in English. Learners produce more diverse written and visual texts, with awareness of the purpose and target readers.

Given the discussion above, procedural texts are important in English instruction, particularly for vocational students. These learners face the dual challenge of mastering technical competencies while developing the ability to communicate effectively. Strategies such as interactive learning, reflective self-assessment, and varied presentation methods support this integration. Instructional approaches that include procedural texts can help equip vocational students with the practical language skills necessary for real-world professional settings. Project-based procedural writing tasks have been shown to improve communication and job-readiness skills in vocational contexts (Sutisna Yanto et al., 2023).

This research focuses on the effectiveness of English-speaking practice in the context of procedural texts in English for Specific Purposes (ESP) classes for automotive engineering students. Procedural texts explain instructions or steps to perform a task, which is highly relevant in the automotive field, where students frequently encounter manuals, guides, and technical procedures that need to be understood and applied (Ayu et al., 2021). Thus, proficient English-speaking skills are crucial to support the comprehension and application of such texts.

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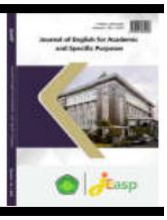

English for Specific Purposes (ESP)

In response to the growing globalization of global markets and the development of English as a commercial lingua franca to support this, ESP was created in the early 1960s (Jablonkai, 2020). English for Specific Purposes differentiates itself from general language education by emphasizing specific, intentional language use, or "context-reduced" language. English for Specific Purposes (ESP) is a specialized branch of English language teaching that focuses on the particular needs of learners within specific fields, professions, or academic disciplines. Unlike General English, which covers broad language skills applicable to daily life, ESP targets language functions, vocabulary, and skills that are directly relevant to a learner's professional or academic goals. It is a goal-oriented and practical approach to language instruction, aiming to improve learners' ability to communicate effectively in real-world situations tied to their area of expertise.

A key feature of ESP is its needs-based design. Courses begin with a detailed needs analysis to determine the linguistic demands of a learner's field, such as engineering, tourism, nursing, or aviation. This analysis helps instructors create highly relevant content that aligns with what learners will encounter in their studies or workplaces. For instance, students in an automotive engineering ESP course may focus on learning how to describe car parts, explain repair procedures, or interact with customers and supervisors in English.

ESP also emphasizes contextualized and discipline-specific language use. Instruction is grounded in authentic materials and tasks that reflect the kinds of communication learners will need. Rather than studying generic dialogues or textbook examples, ESP students work with manuals, reports, job interviews, academic articles, or presentations tailored to their discipline. This makes learning more practical and engaging, as students can immediately see the relevance of what they are learning.

Since the word first appeared in the literature, ESP has held a special place in the evolution of language instruction theory and creative practice due to its dedication to language education that addresses students' individual goals for learning English. the 1960s (Emilia, 2024). Since many professionals and students worldwide must now become fluent in the idioms of their specific English-speaking field to guide their education and advance their professions, ESP has strengthened and broadened its function. With significant and expanding contributions from scholars worldwide, it is currently an important actor in applied linguistics research and instruction.

Speaking Skills

The capacity to successfully communicate and express oneself through spoken language is known as speaking skills. It is an essential component of human communication and is used in various academic, professional, social, and personal contexts. For many foreign language learners, speaking proficiency becomes a top focus when learning and studying English (Guebba, 2021). Furthermore, it is common knowledge that students need to develop their speaking abilities to fulfill the goal of communication, which is to interact with others.

Strong speaking abilities require constant practice and development. Through introspection, practice, and criticism, people can improve their clarity. These abilities enable people to interact with others effectively, express themselves, and communicate ideas in various academic, professional, and personal contexts (Khatimah et al., 2024).

English-speaking practice in the context of procedural texts is particularly important for automotive engineering students. Students are expected to improve their English-speaking skills through this practice, which is essential in real-world work situations. They learn to deliver

instructions, explain procedures, and interact with colleagues in English. Therefore, this study explores the effectiveness of speaking practice in enhancing students' understanding and skills in using procedural texts in English and its impact on their readiness to enter the workforce (Gestanti et al., 2019).

Procedural Text

Procedural text is one of the important text types taught in Indonesian schools as part of the national curriculum. According to the Kurikulum Merdeka (Independent Curriculum) and previously the Kurikulum 2013 (K13), students are expected to understand and produce various text genres, including procedural texts, as part of their literacy development in both Bahasa Indonesia and English subjects. A procedural text is a type of text that explains how to do or make something through a sequence of steps, such as recipes, instructions, or manual guides. It aims to develop students' ability to organize ideas logically and use imperative sentences, transitional words, and appropriate vocabulary to convey clear, step-by-step instructions.

A procedure text is a structured guide to explain how to do something, breaking down a process into clear, manageable steps. According to (Fitri et al., 2022) The procedure text in English demonstrates and describes the process of creating something following a sequence of actions and systematic steps, including the procedure, guideline, process, and instruction. Procedural texts are a type of factual text that provides step-by-step instructions on how to complete a task or achieve a specific goal. They are commonly used in technical and professional contexts, such as manuals, guides, and recipes, to ensure readers can follow a process accurately and efficiently. In automotive engineering, procedural texts are essential for repairing vehicles, assembling parts, or operating machinery. These texts are designed to be clear, concise, and logically structured to minimize misunderstandings and errors (Hyland, 2007).

Features of Procedural Texts

Clear Objective Orientation

Procedural texts are instructional, designed to help readers achieve a specific outcome by following a clear set of steps, whether for everyday tasks like following a recipe or more technical actions like operating machinery (Salsabila, 2018).

Logical Sequencing of Steps

A hallmark of procedural texts is their clear, logical, and step-by-step structure that helps readers follow directions effectively (Geiger & Downen, 2021).

Imperative and Instructional Language

These texts often use command forms (imperatives) to provide clear, concise actions the reader should follow (Nisa et al., 2024).

Domain-Specific Vocabulary

Technical procedural texts typically include field-specific terminology that is essential for accuracy and clarity, especially in subjects like mechanics, IT, or science (Salsabila, 2018).

Use of Visual Media

Images, diagrams, and tutorial videos significantly aid the comprehension of procedural texts, especially for visual learners (Kiki, A., Lestari, Z., & Noviantoro, 2022).

Safety and Warning Information

In technical contexts, procedural texts often include precautionary statements to reduce the risk of errors, injury, or damage (Hovde, 2022).

Clarity and Conciseness

The language employed in procedural writing is typically concise and explicit, aiming to minimize confusion and ensure that instructions are easily understood by the target audience (Safitri et al., 2018)

Recent studies have increasingly examined the role of procedural texts in enhancing English speaking skills in ESP (English for Specific Purposes) classrooms, especially for automotive engineering students, using procedural tasks to enhance fluency and vocabulary. Integrating procedural text-based activities, such as giving mechanical instructions, significantly improved students' speaking fluency and retention of technical vocabulary. This was demonstrated by the use of project-based learning and task sequencing in writing and speaking tasks (Redhya & Nurbaya, 2024).

Similarly, (Safitri et al., 2018) emphasized that task-based activities embedded in procedural writing improved the articulation of technical processes, which is essential for speaking performance in vocational contexts. Further supporting this, (Khair et al., 2024a) demonstrated that scenario-based learning and role-play in ESP classes allowed students to simulate workplace communication better, enhancing their pragmatic language use and confidence.

In a study by (Sriwahyuni, R., Perdana, I., & Karani, 2024), Students who practiced speaking through structured procedural explanations exhibited higher confidence and accuracy levels than those in traditional general English classes. Moreover, digital media such as instructional videos were shown to be effective tools in enhancing students' spoken output, technical vocabulary use, and comprehension when delivering procedural instructions, as evidenced by (Kiki et al., 2022).

Lastly, (Fitri et al., 2022) found that procedural speaking practice contributed to greater retention and application of domain-specific terminology, indicating that regular engagement with such texts enhances both technical knowledge and language proficiency.

This study advances ESP theory by examining how procedural texts improve speaking skills in automotive engineering contexts. It strengthens task-based language learning principles by demonstrating how discipline-specific speaking tasks enhance fluency and technical communication.

For ESP instructors, the findings provide evidence-based strategies for using procedural tasks (e.g., simulations, technical role-plays) to develop students' workplace communication skills. The results can guide curriculum design and authentic material development for automotive ESP courses.

The study suggests directions for further research, including comparative studies of different speaking tasks, technology-enhanced learning approaches, and cross-disciplinary applications in other engineering fields. These could refine ESP methodologies for technical education.

METHOD

This study employed a quantitative methods approach to comprehensively evaluate the effectiveness of speaking English practice on procedural texts in ESP (English for Specific Purposes) classes for automotive engineering students. The method design allows for a deeper understanding of the research problem by integrating numerical data with descriptive insights.

This study employs a 1 group experimental research design with pre-test and post-test measurements to evaluate the impact of English-speaking practice using procedural texts on students' oral fluency.

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The research was conducted with Grade XI automotive engineering students at SMKN 15 Samarinda East Kalimantan, comprising approximately 93 students. Since the number of students is under 100, the researcher took the entire population as the sample. The experimental group practiced structured speaking using authentic automotive procedural texts, namely repair manuals and technical guides.

Data collection utilized three main instruments: oral fluency tests where students explain automotive procedures, adapted procedural texts from industry manuals, and a rubric based on speaking practice, especially at the novice level. The intervention lasted 5 meetings, including guided practice with technical texts, workplace scenario role-plays, and peer feedback sessions. Table 1 below explains the rubric for speaking, while Table 2 explains the scenario for the meeting for the data collection process. As these data were collected using an experimental design, the short-term process was applied. Moreover, the number of meeting was five meetings intensively.

Table 1. The Speaking Rubric

Criteria	Excellent (25 pts)	Good (18 pts)	Needs Practice (10 pts)
Pronunciation	Clear pronunciation of most words, including technical terms (e.g., "engine", "screwdriver").	Some words unclear; 3–5 errors.	Many words were unclear or difficult to understand.
Vocabulary	Uses 5+ correct technical words (e.g., "bolt", "battery").	Uses 2–4 technical words correctly.	Uses only basic or incorrect vocabulary.
Fluency	Speaks with few pauses; complete and connected sentences.	Frequent pauses, but the message is clear.	Frequent hesitation; hard to follow.
Task Completion	Accurately explains all steps of the procedure.	Misses 1–2 steps, but the overall idea is conveyed.	Most steps are missing or unclear.

Total Maximum Score: 100 points
85–100 points = Excellent
70–84 points = Good
Below 70 points = Needs Practice

Table 2. The Scenario of The Meeting

Meeting	Focus	Objectives	Activities	Output/Assessment
1	Pre-Test & Introduction to Technical Texts	- Diagnose students' prior knowledge - Students understand the structure and	- **Pre-test** (basic technical vocabulary & reading comprehension) - Analyze sample manual (e.g., battery	- Pre-test result - Worksheet: parts of a manual - Vocabulary quiz

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		vocabulary of automotive manuals	replacement) - Identify goal, tools, steps, warnings - Vocabulary matching	
2	Mechanic-to-Mechanic Communication	Students practice giving and receiving instructions using workshop expressions	- Listen to dialogue clips - Practice expressions (e.g., "Check the oil", "Tighten it...") - Pair task: mechanic instruction simulation	- Pair performance checklist - Short speaking task
3	Role-Play: Mechanic & Customer	Students perform role-play, explaining technical tasks in simplified terms	- Warm-up: mechanical response to complaints - Role-play: explaining a procedure (e.g., oil change) - Peer feedback using rubric	- Role-play performance - Peer feedback form
4	Peer Workshop: Diagnose & Recommendation	Students collaborate to diagnose problems and propose solutions using technical text	- Group reading: problem scenario (e.g., brake failure) - Discussion & diagnosis - Present procedure and solution	- Group presentation - Peer rubric evaluation
5	Project Demo, Reflection & Post-Test	- Students demonstrate the task using a manual - Evaluate learning outcomes	- **Post-test** (same structure as pre-test) - Final project: demonstration of assigned procedure - Peer evaluation & class reflection	- Post-test score - Project rubric - Reflection summary

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Quantitative data analysis employed paired t-tests to compare individual students' progress before and after the intervention, assessing the effectiveness of the structured speaking program. The paired t-test allowed for measuring significant differences in students' speaking scores by analyzing pre-test and post-test results, thereby determining whether the intervention had a statistically meaningful impact on their language proficiency.

RESULTS

Table 3. Normality Test

Tests of Normality

PreTest		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
PostTest	50.00	0,356	3		0,818	3	0,157
	53.00	0,260	2				
	55.00	0,253	3		0,964	3	0,637
	60.00	0,209	6	.200*	0,906	6	0,408
	63.00	0,260	2				
	65.00	0,140	11	.200*	0,926	11	0,375
	68.00	0,267	10	0,041	0,852	10	0,061
	70.00	0,111	22	.200*	0,979	22	0,900
	73.00	0,191	7	.200*	0,955	7	0,772
	75.00	0,176	13	.200*	0,914	13	0,208
	78.00	0,148	10	.200*	0,955	10	0,722

The Shapiro-Wilk test, which is more appropriate for small sample sizes, shows that most of the significance (Sig.) values are greater than 0.05, indicating that the data is normally distributed. For example, the PostTest score of 55.00 has a Sig. value of 0.637, 60.00 has 0.408, and 70.00 has 0.900. Although the Sig. The value for the score of 68.00 is 0.061, which is close to 0.05; it is still considered acceptable and does not indicate a significant deviation from normality.

Table 4. Paired Samples Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PreTest - PostTest	-10,70968	7,32117	0,75917	-12,21746	-9,20190	-14,107	92	0,000

The results of the paired samples t-test indicate a statistically significant difference between the PreTest and PostTest scores. The mean difference between the two tests is -10.71, with a standard deviation of 7.32 and a standard error of 0.76. The 95% confidence interval for

the difference ranges from -12.22 to -9.20, which does not include zero, further supporting the significance of the result.

The t-value is -14.107 with 92 degrees of freedom, and the p-value (Sig. 2-tailed) is 0.000, which is less than 0.05. This means the improvement in students' scores from the PreTest to the PostTest is statistically significant.

In conclusion, these results provide strong evidence that the intervention had a significant positive impact on students' performance.

DISCUSSION

The findings from this study demonstrate that practicing English speaking with procedural texts significantly enhances the oral fluency of automotive engineering students in ESP classes. The paired samples t-test result, which showed a statistically significant difference between the pre-test and post-test scores (p-value = 0.000), clearly indicates the effectiveness of the intervention. Otherwise the previous study depicted the different result that is The study reveals that most students experience significant language anxiety—marked by low self-confidence (90%), fear of making mistakes (83%), difficulty understanding the teacher (64%), physical symptoms like trembling (90%), and negative self-comparisons (82%)—which hinders academic performance and participation, and highlights the need for supportive classroom environments and teacher interventions, as students' coping strategies alone are often insufficient (Rahmawati et al., 2025). Moreover, this research was conducted intentionally without any interference with the students. This may happen due to the teacher's lack of teaching method variation; therefore, the students don't have any high motivation in the class.

This improvement can be attributed to several pedagogical factors. First, the use of authentic procedural texts, such as technical manuals and repair guides, provided students with contextualized language exposure that mirrors real-world scenarios in the automotive industry. This aligns with (Fitri et al., 2022), who emphasized that exposure to authentic procedural materials supports the development of relevant vocabulary and structures in context, thus enhancing speaking proficiency.

Second, the structured implementation of speaking activities across the five meetings, including simulations, role-plays, and collaborative tasks, enabled learners to actively engage with the language. As supported by (Khair et al., 2024)Scenario-based and task-based learning activities offer learners meaningful opportunities to internalize technical vocabulary and improve pragmatic competence through repeated practice.

Furthermore, the rubric-guided peer feedback and instructor assessment facilitated reflective learning. When students evaluated each other based on clear speaking criteria, such as pronunciation, vocabulary, fluency, and task completion, they became more aware of their language use and areas that needed improvement. This finding is consistent with (Khatimah et al., 2024), who argue that feedback-rich environments help learners develop metacognitive awareness and refine their speaking skills more effectively.

The discussion tasks involving mechanic-customer interactions and technical problem-solving also reflect workplace communication scenarios. These tasks allowed students to practice both technical descriptions and simplified explanations, a skill that is essential when interacting with customers or coworkers with varying levels of technical understanding. As noted by (Safitri et al., 2018) these dual-language demands simulate the communicative complexity of real-world vocational settings, thereby improving learners' preparedness for future employment. Meanwhile, another research in the math field was carried out at Permata Bangsa Elementary School, which implements the Cambridge Curriculum, and involved

mathematics teachers as participants. A qualitative research method was employed. The results offer meaningful insights for the development of ESP courses tailored to mathematics teachers and support efforts to enhance their English language proficiency (Samosir et al., 2024). This is another field that ESP can be developed and become a medium for education in order to get in close to the material so the students can comprehend it contextually not only for purely learn English lesson.

In addition, the normality tests confirm that the data distribution met the assumptions required for parametric analysis, further validating the reliability of the study's findings. This reinforces the notion that structured, context-based speaking practice within ESP classrooms can be a powerful tool for language development among vocational students.

Overall, the results contribute to the expanding body of research supporting the integration of procedural texts in ESP instruction. The significant improvement in oral fluency highlights the necessity for vocational English programs to prioritize authentic, task-based speaking activities tailored to students' specific fields of study. Future research could explore the long-term retention of these skills and their transferability to real workplace settings.

CONCLUSION

This study investigated the effectiveness of English-speaking practice using procedural texts in English for Specific Purposes (ESP) classes for automotive engineering students. The findings revealed a statistically significant improvement in students' oral fluency after participating in structured speaking activities involving authentic procedural texts. The pre-test and post-test comparison, analyzed through paired samples t-tests, confirmed that the intervention contributed to meaningful language development. The average increase in speaking performance highlights that task-based speaking practice rooted in relevant vocational content can lead to improved communication skills among vocational learners.

The results of this study emphasize the critical role of procedural texts in enhancing not only linguistic competencies but also functional workplace communication. Procedural texts such as technical manuals, repair instructions, and operational guides are frequently encountered in automotive engineering settings. When these texts are integrated into speaking activities, students gain exposure to technical vocabulary, imperative sentence structures, and step-by-step sequencing, all of which are essential in professional communication. This aligns with prior research (Khair et al., 2024) that has shown how ESP learners benefit from exposure to domain-specific discourse through active language use.

From a theoretical perspective, this study reinforces the principles of task-based language teaching (TBLT) and contextualized ESP instruction. It validates the pedagogical framework where language learning is embedded in meaningful, purpose-driven tasks that simulate real-world communication. This approach fosters both fluency and accuracy, especially in contexts that require procedural clarity and technical precision.

In terms of practical implications, the results advocate for a more intentional integration of procedural texts in vocational English programs. ESP instructors are encouraged to use authentic materials, such as automotive manuals and job-related instructions, in their lesson planning. The implementation of role-plays, simulations, collaborative problem-solving, and peer assessment, as demonstrated in the five-meeting intervention, offers a replicable model that can be adapted across various technical disciplines. Moreover, the speaking rubric designed for this study may serve as a useful assessment tool to monitor and evaluate students' speaking development over time.

Suggestions for future research include expanding the study to other vocational majors, such as electrical engineering, culinary arts, or hospitality, to determine the cross-disciplinary effectiveness of procedural-text-based speaking instruction. Longitudinal studies could also be conducted to assess the retention and transferability of speaking skills acquired through such interventions. Furthermore, researchers could explore the integration of digital technologies, such as mobile applications, tutorial videos, and virtual reality tools, to further enrich the speaking experience and engage learners with diverse learning styles.

In conclusion, the study confirms that structured speaking practice using procedural texts is an effective strategy to enhance oral fluency and professional readiness among automotive engineering students. This approach not only supports the acquisition of technical language but also fosters confidence and clarity in verbal communication. As ESP continues to evolve to meet the demands of industry-specific education, studies like this offer valuable insights into best practices for vocational language instruction.

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