

Exploring Students' Perceptions of Speaking Practice with Procedural Texts to Improve English Fluency

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ABSTRACT

English speaking skills are fundamental for success in the global era, yet many students face significant challenges in developing these abilities, particularly due to anxiety, limited vocabulary, and uninspiring instructional methods. This study explores students' perceptions of using procedural texts as a strategy to improve their English-speaking fluency. Procedural texts, which provide structured and systematic language patterns, are believed to enhance students' ability to articulate ideas coherently while reducing speaking anxiety. Employing a qualitative descriptive approach, data will be collected through semi-structured interviews and classroom observations involving six vocational high school students majoring in automotive engineering, who have been selected by gathering students with the highest and lowest English scores from each class. From each of the three classes, two students are chosen, one with the highest and one with the lowest score, resulting in six participants. Each of the Thematic analyses was used to identify recurring patterns in students' experiences and viewpoints. This study holds significance as it provides empirical insights into alternative pedagogical approaches aimed at addressing common challenges to speaking proficiency among vocational students, an often-underrepresented population in second language acquisition research. The implications of the study suggest that integrating procedural texts into English instruction can effectively improve speaking fluency and reduce anxiety, particularly for students in vocational settings. However, the study's limitations, including the small sample size and its focus on a specific group of students from a single vocational field, suggest the need for further research with larger and more diverse samples to explore the broader applicability and long-term effects of procedural text-based instruction.

Keywords: Speaking Skills; Procedural Text; Student Perceptions

INTRODUCTION

Many students, particularly vocational high school learners in non-native English-speaking contexts, continue to face significant challenges in developing effective English-speaking skills. Despite years of formal instruction, these students often lack the fluency, confidence, and vocabulary necessary for real-life communication, especially when required to give technical instructions relevant to their field (Tomak, 2021; Wahyuningsih & Rachman, 2020). These difficulties are compounded by ineffective teaching methods, limited speaking practice, and high levels of anxiety (Mailani et al., 2022). Traditional instructional approaches, which primarily rely on textbooks and teacher-centered lectures, have proven insufficient in building students' speaking proficiency (Rahmawati & Harahap, 2023).

In response to these challenges, integrating procedural texts into English language instruction has emerged as a promising strategy. Procedural texts, which offer clear and systematic instructions with logical sequencing and action-oriented language, provide students with structured linguistic support that aids in the development of fluency and confidence (Butarbutar & Sauhenda, 2020; Saptiany & Prabowo, 2024). By engaging with procedural texts, students are encouraged to practice speaking within a contextualized framework, helping them build vocabulary and improve coherence. However, despite the potential benefits, there is a notable gap in the literature regarding the long-term effectiveness of procedural texts and how students perceive their impact on speaking proficiency across different learning styles (Li & Lan, 2022; Purnomo et al., 2025).

Despite the proven benefits, several gaps in the literature remain. Most existing studies focus on short-term outcomes, leaving the long-term effects of procedural text-based instruction unexplored (Li & Lan, 2022). In addition, the effectiveness of procedural texts for different learning styles, visual, auditory, and kinesthetic, has not been sufficiently studied (Purnomo et al., 2025). Therefore, this study aims to investigate the long-term impact of procedural text-based instruction on students' English-speaking proficiency. Additionally, it seeks to explore how different learning styles influence the effectiveness of this instructional approach, providing insights into how procedural texts can be adapted to meet diverse learner needs.

The central research problem of this study lies in the persistent challenges faced by vocational high school students in non-native English-speaking contexts in developing effective English-speaking skills. Despite years of language instruction, many of these students continue to struggle with fluency and the confidence needed for real-world communication, particularly in technical contexts (Tomak, 2021; Wahyuningsih & Rachman, 2020). High anxiety, limited vocabulary, and ineffective teaching methods contribute to these ongoing issues (Mailani et al., 2022). Traditional teaching methods, which emphasize rote learning and limited interactive opportunities, fail to adequately foster speaking proficiency in students (Rahmawati & Harahap, 2023).

While procedural texts have been shown to improve fluency and speaking confidence by providing structured, action-oriented tasks, there is a gap in understanding how these texts influence long-term speaking proficiency and how they may be adapted to accommodate various learning styles, such as visual, auditory, and kinesthetic learners (Li & Lan, 2022; Purnomo et al., 2025). The lack of comprehensive insight into students' perceptions of procedural texts limits the ability to fully leverage this approach in improving speaking skills. Therefore, this study aims to fill this gap by exploring students' perceptions of the effectiveness of procedural texts in enhancing their English-speaking abilities.

The objective of this study is to analyze students' perceptions of the effectiveness of procedural texts in improving their English-speaking skills. By focusing on students' subjective experiences and viewpoints, the study seeks to uncover how procedural texts contribute to the development of speaking fluency and confidence in English language learning. Understanding these perceptions is essential for evaluating the instructional value of procedural texts and for determining how well this approach supports learners' communicative competence in vocational education settings. The findings are expected to offer insights that can guide educators in designing more effective, student-centered speaking activities using procedural texts.

LITERATURE REVIEW

Procedural Texts Facilitate Speaking Practice

Procedural text is a type of text that provides instructions or instructions on how to carry out an activity or process through a series of structured and sequential steps. According to Jauza et al., (2023), procedural text explains the steps completely, clearly, and in detail on how to do something. In the context of learning English, this text helps students develop speaking skills by encouraging them to articulate instructions clearly and sequentially. This trains students in organizing thoughts logically, using the right vocabulary, and constructing sentences correctly. A study by Yenkimaleki & van Heuven, (2023) showed that fluency training involving procedural texts improved students' speaking fluency, comprehensibility, and accent reduction. In addition, a study by Burns, (2017) found that integrating task-based learning with procedural texts improved expository writing skills and could be applied in speaking contexts.

Procedure text is a type of text that provides instructions or instructions on how to do an activity or make something systematically. The structure of a procedure text generally consists of several main elements, namely title, purpose, tools and materials, and steps. The title reflects the activity to be carried out, the purpose explains the expected results, the tools and materials list the equipment or materials needed, and the steps contain the sequence of actions that must be followed to achieve the result (Sinaga et al., 2023). Typical linguistic features in procedural texts include the use of imperative sentences to give commands, active verbs to

indicate actions, temporal conjunctions such as "first", "then", and "next" to connect steps chronologically, and the use of adverbs to provide additional information regarding the method, place, or time of implementation (Ulfa & Rasyid, 2019). In the context of language learning, understanding the structure and linguistic features of procedural texts is very important. This helps students develop clear and structured instruction writing skills, as well as improving their ability to understand and follow instructions in the target language.

Impact of Procedural Text on Fluency

Procedural texts have emerged as a valuable instructional tool in language learning, particularly in enhancing speaking fluency. These texts, which provide step-by-step instructions for completing tasks, offer structured and predictable language patterns that can reduce learners' cognitive load during oral performance. According to Kaniadewi et al., (2017) Such structured tasks enable learners to focus more effectively on articulation, as the clear sequence of ideas helps them organize their speech coherently. In addition to aiding articulation, procedural text-based tasks have been shown to improve key aspects of spoken language, including fluency, pronunciation, and grammatical accuracy. Butarbutar & Sauhenda, (2020) argue that when learners engage in speaking activities using procedural texts, they develop a stronger command over sentence construction, vocabulary use, and pronunciation. These improvements are largely attributed to the repetitive and goal-oriented nature of procedural communication, which encourages active verbal practice in a meaningful context.

The structured nature of procedural texts also plays a role in reducing anxiety during speaking tasks. Kaniadewi et al., (2017) highlight that predictable language structures and clearly defined speaking objectives help lower speaking anxiety, especially among students who lack confidence. However, other findings suggest that this effect may vary depending on individual differences, such as learning preferences and affective involvement. From a pedagogical perspective, procedural texts align well with the principles of English for Specific Purposes (ESP). As noted by Saptiany & Prabowo, (2024), instructional strategies that mimic real-life communication contexts, such as giving instructions or performing technical procedures, foster more relevant and transferable language skills. Although their study did not focus specifically on procedural texts, the alignment between ESP and task-based instruction underscores the practical advantages of procedural texts in vocational and technical education settings.

Furthermore, speaking accuracy is closely tied to learners' grammatical awareness. Purnomo et al., (2025) emphasize that grammar instruction plays a critical role in developing precise and structured speech. While their research did not directly address procedural texts, their findings support the argument that tasks involving formulaic and instructional language, such as procedural texts, can reinforce grammatical patterns and support accuracy in spoken English. In summary, existing literature suggests that procedural texts are a promising medium for improving

learners' fluency and accuracy. Their structured format supports articulation, eases anxiety, and promotes both linguistic and communicative competence. However, the effectiveness of procedural texts may depend on learners' engagement, preferences, and learning styles, which calls for more differentiated and inclusive instructional designs.

Students' Perceptions of Speaking Practice with Procedural Texts

Students' perceptions of language learning methods play an important role in their engagement and motivation. When students perceive a speaking activity as useful and enjoyable, they are more likely to participate actively and benefit from the practice. Students' positive perceptions of learning methods enhance their motivation and learning outcomes (Purnomo et al., 2025). Research on students' attitudes toward procedural texts has shown that many students feel that procedural texts help them organize their thoughts and structure their speech. However, some students also feel that procedural texts limit them because of their rigid format. Although procedural texts provide a clear structure, some students feel that they lack flexibility in creative expression (Dwi Dharma Prastica et al., 2024). Learning procedural texts, students face various challenges and benefits that affect their learning process. One of the main challenges is the lack of understanding of the structure and characteristics of procedural texts, which causes difficulties in composing texts according to the correct rules. In addition, inappropriate learning methods can reduce student interest, make them feel bored, and reduce their capability to understand the material (Mailani et al., 2022). However, learning procedural texts also provides benefits, such as improving students' critical thinking skills and creativity in compiling instructions systematically.

Previous Related Study

Several studies have explored the effectiveness of instructional strategies in improving learners' speaking skills. Butarbutar & Sauhenda (2020) investigated the impact of procedural texts on students' speaking proficiency. Their findings showed that learners who engaged in procedural text-based speaking tasks demonstrated notable improvements in fluency, pronunciation, and grammatical accuracy. This suggests that procedural texts help shape more structured language patterns and enhance articulation skills through contextualized speaking practice. Similarly, Kaniadewi et al., (2017) emphasized the benefits of procedural texts in reducing the cognitive burden on learners. Because the content and structure are predetermined, students are able to focus more on pronunciation and fluency without being overwhelmed by idea organization. This structure also helps alleviate speaking anxiety, particularly among students who struggle with confidence in oral communication. In another study, Purnomo et al., (2025) explored the link between grammar mastery and speaking proficiency. They concluded that grammatical understanding supports speaking fluency. However, their study focused on general grammar instruction and did not directly examine procedural text as a speaking tool.

Despite these findings, existing research still lacks a comprehensive examination of how procedural texts support diverse learning styles (visual, auditory, kinesthetic) and how they influence long-term speaking development beyond short-term tasks. This gap suggests the need for further investigation into how procedural texts can be effectively integrated into speaking instruction to accommodate different learners and sustain improvements in fluency over time.

METHOD

Design and Samples

The qualitative descriptive design was chosen for this study. It allows for a detailed exploration of students' perceptions of using procedural texts to enhance their English-speaking skills, particularly fluency and accuracy. This approach is suitable for capturing the authentic experiences and perspectives of students, which are central to understanding the effectiveness of procedural texts. The method provides the flexibility to delve into the cognitive, emotional, and contextual factors that influence students' engagement with speaking tasks, offering a comprehensive understanding of how procedural texts impact their learning. Additionally, this design is well-suited to uncover the nuanced differences in perceptions among students with varying levels of English proficiency. By focusing on subjective experiences, the study can offer insights into both the linguistic and affective dimensions of learning, addressing the research problem effectively.

Instrument and Procedure

This study used semi-structured interviews and classroom observation to collect data about students' perceptions of using procedural texts to improve their English-speaking fluency and accuracy. Semi-structured interviews were chosen because they allow the researcher to ask prepared questions while also exploring students' personal experiences in more detail. The participants were six vocational high school students from the automotive engineering department. They were selected based on their English achievement scores. From each of the three classes, one student with the highest score and one with the lowest score in English were chosen, making a total of three high achievers and three low achievers. However, the reason for choosing those vocational high school students is that this research contributes valuable evidence on innovative instructional methods that help overcome typical obstacles to speaking proficiency, particularly among vocational learners, who are frequently underrepresented in language education studies.

Each student was interviewed individually using five open-ended questions. The questions focused on their experience using procedural texts, the effect on their speaking skills, and their opinions about the activity. The interviews lasted around 20 to 30 minutes and were recorded (with permission) for accuracy. This method helped the researcher understand different views from students with different

English skill levels. In addition to interviews, classroom observations were conducted to gain deeper insights into how procedural text-based speaking activities were implemented and how students engaged with them in real-time. The researcher observed three English classes, each representing one of the participant groups. During the observations, the teacher introduced and facilitated speaking tasks using procedural texts related to technical instructions (e.g., how to check a car engine or how to operate a tool). The researcher used a structured observation sheet to record students' participation, use of vocabulary, fluency, and confidence while speaking. Attention was also given to students' non-verbal communication, peer interactions, and any signs of anxiety or hesitation. Field notes were taken throughout to document contextual details, teaching strategies, and student responses. These observations provided contextual data that complemented the interview findings and allowed for a more comprehensive understanding of how procedural texts influence students' speaking performance in actual classroom settings.

Data Analysis

Data collected through semi-structured interviews and classroom observations. The interviews have been conducted individually and include open-ended questions that encourage students to describe their experiences and opinions freely. These interviews aimed to uncover their perceptions of how procedural texts influenced their speaking fluency and accuracy. Observational notes were taken to provide contextual insights and to triangulate the interview findings.

RESULTS AND DISCUSSION

To address the research objective of analyzing students' perceptions of the effectiveness of procedural texts in improving their English-speaking skills, the results indicate that the majority of students perceived procedural texts as a useful tool for enhancing their speaking abilities. The structured nature of procedural texts, with their clear, step-by-step instructions, contributed to improved fluency and confidence in speaking. Many students reported that these texts helped them focus on pronunciation and vocabulary use, especially when practicing real-life tasks, such as explaining technical procedures in English.

However, the effectiveness of procedural texts varied across participants. Some students felt that the activities helped them significantly improve their speaking skills, particularly in terms of fluency, vocabulary, and pronunciation. These students appreciated the practical application of procedural texts, which allowed them to see direct relevance to real-world contexts and job-related tasks. They found that the predictable structure of the texts eased anxiety and allowed them to concentrate on articulation rather than content generation.

On the other hand, a few students struggled to perceive substantial improvement, particularly in areas like grammar and fluency. These students indicated that despite

engaging with the texts, they still faced challenges with speaking anxiety and confidence. For these learners, the structured tasks did not fully alleviate their discomfort, highlighting the need for differentiated instructional strategies to cater to students with varying levels of confidence and motivation. Overall, the findings support the notion that procedural texts can be effective in enhancing students' speaking proficiency, particularly when students are engaged and motivated. However, the results also suggest that additional support may be required for learners who face significant challenges with anxiety and engagement, emphasizing the importance of personalized teaching approaches in improving speaking outcomes.

The results of the study show that procedural texts are perceived by most students as beneficial tools for improving their English-speaking skills. The structured nature of procedural texts, with clear, step-by-step instructions, helped students focus on pronunciation, vocabulary, and fluency. For many, the practical application of procedural tasks, such as explaining real-world technical procedures, enhanced their speaking confidence. They found that the clear organization of information in procedural texts reduced cognitive load, enabling them to concentrate on speaking rather than content generation. This structure also facilitated fluency, as students could focus on articulation without being overwhelmed by the need to organize their ideas spontaneously. However, the results also indicate variability in students' perceptions and experiences with procedural texts. While some students reported improvements in vocabulary, pronunciation, and fluency, others did not perceive significant benefits, particularly in terms of grammar accuracy and fluency. The findings suggest that students who face difficulties with anxiety and low confidence may require additional support beyond the structured nature of procedural texts to address their speaking challenges.

The findings of this study align with previous research, particularly the work of Butarbutar and Sauhenda (2020), who found that procedural text-based tasks could enhance fluency, pronunciation, and grammatical accuracy. The structured format of procedural texts appears to support the development of coherent and logical speech, reducing cognitive load and allowing students to focus on the delivery of their message. This supports the framework proposed by Kaniadewi et al. (2017), who emphasized that procedural tasks can ease anxiety and enhance fluency by providing students with clear guidance on what to say.

However, this study also highlights the importance of the affective dimension in language learning, which has been underrepresented in prior research. While some students found the tasks beneficial, others, especially those with lower confidence in speaking, still struggled despite engaging with procedural texts. This suggests that the perceived effectiveness of procedural texts may be influenced by individual differences in anxiety levels and motivation. These findings are consistent with the concerns raised by Purnomo et al. (2025), who noted the need for personalized

instructional strategies to accommodate varying learning styles and emotional barriers in language acquisition.

A key contribution of this study lies in its exploration of how procedural texts support speaking development across different learner profiles, including those with low affective involvement. While earlier studies have largely focused on short-term benefits, this research suggests that procedural texts can also contribute to long-term speaking improvement if tailored to meet the specific needs of students. For example, some students who struggled with oral tasks despite engaging with procedural texts might benefit from additional scaffolding, such as targeted feedback or practice in a less structured environment, to build confidence and fluency.

In terms of novelty, this study highlights the necessity of integrating both cognitive and affective support in procedural text-based instruction. While the benefits of structured language tasks are widely recognized, this research underscores that the emotional and motivational factors that influence students' engagement and progress are equally important. Therefore, future research should focus on further investigating how different teaching strategies can be used to address both the cognitive and affective needs of students, ensuring that procedural texts contribute meaningfully to language learning outcomes for all learners.

This study also opens avenues for exploring the long-term impact of procedural texts on language development and their adaptability to diverse learning styles, further addressing the gaps identified by Li and Lan (2022) in the current literature. By examining both the linguistic and psychological factors at play, this research provides a more holistic view of how procedural texts can enhance students' speaking skills in vocational high school settings.

CONCLUSION

In conclusion, this study has successfully explored students' perceptions of the effectiveness of procedural texts in improving their English-speaking skills. The findings indicate that while procedural texts provide a structured framework that aids in enhancing fluency, pronunciation, and grammatical accuracy, students' experiences and perceptions of their effectiveness vary. Some students found that procedural texts helped improve their speaking skills by offering clear guidance and reducing cognitive load, which aligns with previous research suggesting that structured language tasks can facilitate speaking fluency. However, others faced challenges, particularly in overcoming anxiety or gaining confidence despite the structured nature of procedural texts. By analyzing these perceptions, the study addresses the research objective of understanding how procedural texts influence students' speaking abilities and contributes to answering the research question. Specifically, it highlights that the effectiveness of procedural texts in improving English-speaking skills is not universal; it depends on individual student factors such as prior knowledge, confidence, and engagement with the tasks. These

findings underline the importance of considering diverse learner profiles when integrating procedural texts into language instruction. Thus, while procedural texts can be a valuable tool in language learning, their impact is most significant when tailored to the needs and preferences of the learners.

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