

Exploring Students' Perspectives on Procedure Text-Based Activities for Enhancing English Speaking Skills: A Descriptive Qualitative Study

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ABSTRACT

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Speaking is one of the English skills that many EFL students still find difficult, especially those who do not major in English. This study examines how students at the Faculty of Islamic Economics and Business, Institut Syekh Abdul Halim Hasan Binjai, perceive the use of procedure text in speaking instruction. A descriptive qualitative approach was applied, involving 15 students selected through purposive sampling. Data were gathered through semi-structured interviews and analyzed using data condensation, data display, and conclusion drawing. Most participants viewed the use of procedure text positively. They felt that its clear sequence helped them arrange ideas before speaking, making it easier to explain a process in a logical order. Several students also reported feeling more confident and becoming more involved during speaking activities because they had a structured guide to follow. At the same time, they acknowledged that limited vocabulary, pronunciation problems, and nervousness still affected their speaking performance. The findings suggest that procedure text provides practical support for speaking instruction, particularly for non-English major students. It offers opportunities to practice speaking in a more organized way while gradually building confidence and improving communicative ability in English.

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1. INTRODUCTION

English has become an essential means of communication in education, business, technology, and international collaboration. In higher education, English proficiency is no longer treated only as a graduation requirement but as a practical competence that supports students in academic activities and future careers. One aspect that deserves particular attention is speaking, since the ability to communicate ideas clearly is increasingly required in professional settings. For students of the Faculty of Islamic Economics and Business, this competence is especially relevant because careers in business, finance, entrepreneurship, and international trade frequently involve interaction with people from different linguistic and cultural backgrounds.

Among the four language skills, speaking remains one of the most difficult for learners of English as a Foreign Language (EFL). Producing spoken language requires students to think and respond immediately while maintaining grammatical accuracy, choosing appropriate vocabulary, pronouncing words correctly, and speaking fluently. These demands often discourage Indonesian university students from participating actively in English conversations. Limited vocabulary, fear of making mistakes, low self-confidence, and the lack of opportunities to practice English outside the classroom are some of the obstacles they commonly encounter. Rosdiana and Taufiqulloh (2024) point out that students' perceptions of classroom learning strongly influence their willingness to participate in speaking activities. This suggests that speaking instruction should pay attention not only to teaching techniques but also to how students experience the learning process.

Meaningful speaking activities require learning materials that encourage students to use English for real communication. One type of material that can support this goal is procedure text. Although it is generally introduced to teach students how to describe a sequence of steps, procedure text also provides opportunities for oral practice. Students can explain how to make a product, describe the operation of an application, demonstrate a business process, or give instructions for completing a task. These activities require them to organize ideas logically while practicing pronunciation, fluency, and the delivery of information in a clear and structured way. This type of activity is closely related to the needs of students in the Faculty of Islamic Economics and Business. In professional contexts, they may be expected to explain business procedures, introduce products or services, present work processes, or provide instructions to clients and colleagues. Speaking tasks based on procedure text therefore offer practice that reflects situations they are likely to encounter after graduation. Instead of relying solely on general conversations, students learn to communicate information that is relevant to their academic discipline and future workplace.

The effectiveness of a learning activity, however, cannot be judged only from students' academic performance. Their perceptions also deserve attention because they reveal how learners experience the instructional process. When students consider an activity useful, relevant, and engaging, they are generally more willing to participate and speak with confidence. On the other hand, learning activities that fail to meet students' expectations may reduce motivation and classroom participation. Examining students' perceptions can therefore provide valuable information for improving English speaking instruction.

Previous studies have consistently shown that students' perceptions influence their engagement in speaking classes. Rosdiana and Taufiqulloh (2024) found that interactive speaking activities increased students' confidence and encouraged them to communicate more actively. Hadijah and Musfirah (2023) reported that collaborative discussion created a supportive classroom atmosphere where students felt more comfortable expressing their ideas. Similar findings were presented by Fathana, Fajri, and Qonaatun (2024), who concluded that collaborative learning promoted active participation and strengthened students' confidence during speaking activities. Research conducted by Alfiani Nur et al. (2025) further indicated that students' perceptions of hybrid speaking instruction were shaped by their learning experiences, interests, motivations, and expectations. Likewise, Liu (2024) showed that supportive classroom assessment encouraged greater participation because students viewed assessment as part of the learning process rather than as a source of pressure.

Despite these findings, existing research has largely concentrated on teaching methods, collaborative learning, technology integration, or classroom assessment. Studies that specifically investigate the use of procedure text as a medium for speaking instruction remain limited, particularly in non-English departments. Research involving students of the Faculty of Islamic Economics and Business is also still scarce, even though they have distinctive communication needs related to their academic and professional fields. This lack of research indicates the need to explore how students perceive the use of procedure text and how they experience speaking activities built around this type of text.

Based on this gap, the present study adopts a descriptive qualitative approach to explore students' perceptions of using procedure text in English speaking classes. Rather than focusing on measurable learning outcomes, the study seeks to understand students' experiences, opinions, perceived benefits, and challenges during the learning process. The findings are expected to provide a deeper understanding of the role of procedure text in supporting speaking development and to offer practical insights for English lecturers who teach students in the Faculty of Islamic Economics and Business. Accordingly, this study aims to explore students' perceptions of using procedure text in English speaking instruction and to identify the benefits and challenges they experience throughout the learning process. Based on these objectives, the following research questions are formulated: 1) how do students of the Faculty of Islamic Economics and Business perceive the use of procedure text in English speaking instruction? 2) what benefits do students perceive from using procedure text to develop their English speaking skills? and 3) What challenges do students encounter when learning speaking through procedure text?

2. METHOD

This study adopted a descriptive qualitative approach to investigate students' perceptions of using procedure text in English speaking instruction. The research was carried out at the Faculty of Islamic Economics and Business, Institut Syekh Abdul Halim Hasan Binjai, North Sumatra, Indonesia. The participants consisted of 15 undergraduate students who had previously taken part in speaking activities involving procedure text. They were selected through purposive sampling to ensure that the participants could provide information relevant to the research objectives. Three criteria were applied in the selection process: the participants had to be active students of the Faculty of Islamic Economics and Business, have experience in speaking activities using procedure text, and agree to participate voluntarily in the study. Data were collected through individual semi-structured interviews. This technique allowed the researcher to explore students' experiences in greater depth while maintaining flexibility during the interview process. The interview questions focused on students' perceptions of procedure text, the benefits they experienced, the difficulties they encountered, and their suggestions for improving speaking instruction. Each interview lasted approximately 20–30 minutes. With the participants' permission, all interviews were audio-recorded and later transcribed verbatim to facilitate analysis.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), which involves four interconnected stages: data collection, data condensation, data display, and conclusion drawing and verification. Throughout the analysis, the researcher continuously compared and interpreted the data to identify recurring patterns and themes related to students' perceptions. To enhance the credibility of the findings, source triangulation and member checking were employed. Participants

were given the opportunity to review the interview results to ensure that their views had been represented accurately. Participation in the study was entirely voluntary, informed consent was obtained before data collection, and participants' identities were protected through the use of pseudonyms in all research records and reporting.

3. RESULTS AND DISCUSSION

The interview data show that students of the Faculty of Islamic Economics and Business at Institut Syekh Abdul Halim Hasan Binjai generally viewed the use of procedure text in English speaking instruction positively. Three themes emerged from the analysis. First, procedure text helped students organize ideas before speaking. Second, it encouraged greater confidence and classroom participation. Third, despite these benefits, students continued to face linguistic and psychological challenges, particularly in vocabulary, pronunciation, and speaking anxiety.

3.1. Procedure Text Helps Students Organize Ideas

Most participants described procedure text as a useful guide when completing speaking tasks. The sequence of steps made it easier for them to decide what information should be presented and in what order. As a result, they felt more prepared before speaking in front of the class. One participant explained:

“Using procedure text makes me easier to speak because I already know the steps that I have to explain. I only need to practice the vocabulary and pronunciation.” (Student 3)

This response illustrates that the structure of procedure text reduces the burden of generating ideas spontaneously. Instead of thinking about both the content and the language at the same time, students could first focus on organizing their explanations before paying attention to vocabulary, pronunciation, and fluency.

The finding supports Jannah, Abdul, and Hamid (2021), who reported that procedure text combined with demonstration activities created meaningful opportunities for speaking practice. Likewise, Gea et al. (2020) found that students frequently struggled to explain procedure texts orally because they had difficulty organizing ideas and selecting appropriate vocabulary. A clear sequence of information therefore serves as useful support during speaking activities. For students of Islamic Economics and Business, this learning model is also relevant to future workplace communication. Explaining business procedures, introducing products, or describing financial services requires information to be delivered logically and systematically. In this sense, procedure text connects classroom learning with professional communication.

3.2. Procedure Text Encourages Confidence and Participation

Another recurring theme was increased confidence during speaking activities. Many participants admitted that speaking English often made them nervous. However, having a clear sequence to follow reduced their anxiety because they knew what they wanted to say before beginning their presentation.

One student stated:

“I feel more confident when speaking using procedure text because I can prepare the steps before presenting. It makes me less nervous.” (Student 5)

Another participant commented:

"Procedure text makes speaking activities more interesting because we can explain something real, not only memorize dialogues." (Student 10)

These responses suggest that students became more willing to speak when classroom activities reflected real communication rather than memorization. Explaining familiar processes gave them a clear purpose for speaking and allowed them to use English in a more meaningful way. This finding aligns with Alwiah, Abduh, and Munir (2023), who found that speaking activities emphasizing active language use increased students' confidence. Similar results were reported by Alfiani Nur et al. (2025), whose study showed that students' perceptions of speaking instruction were strongly influenced by learning experiences, motivation, and opportunities for interaction. From a teaching perspective, procedure text encourages a more student-centered classroom. Activities such as demonstrations, presentations, and explanations require students to construct meaning actively instead of simply reproducing memorized expressions.

3.3. Challenges Encountered During Speaking Activities

Although students responded positively to the use of procedure text, they also identified several obstacles. Limited vocabulary was the most frequently mentioned difficulty, followed by pronunciation problems and fear of making mistakes while speaking.

One participant explained:

"Sometimes I understand the procedure, but I do not know the English words to explain it. I need more vocabulary to speak fluently." (Student 2)

Another student said:

"I know what I want to say, but I am afraid that my pronunciation is incorrect." (Student 8)

These comments indicate that a well-structured text alone is not sufficient to develop speaking ability. Students still require adequate linguistic knowledge to express their ideas effectively. The finding is consistent with Elisathusilawani (2023), who identified vocabulary limitations, pronunciation difficulties, and low self-confidence as common barriers in EFL speaking classes. Darsih, Agustiana, and Rahmatunisa (2025) likewise emphasized that speaking anxiety is closely associated with fear of making mistakes, limited language competence, and concerns about negative evaluation. The results suggest that lecturers should complement procedure-text activities with vocabulary development, pronunciation practice, collaborative learning, and constructive feedback. Such support enables students to benefit more fully from speaking activities while gradually reducing their anxiety.

3.4. Discussion

The findings indicate that procedure text offers more than a framework for teaching writing or reading. In speaking classes, it provides students with an organized way to develop and deliver ideas, making oral communication more manageable. Participants consistently described the structured sequence as helpful because it reduced uncertainty during speaking tasks and allowed them to concentrate on expressing ideas rather than deciding what to say next. Students also associated procedure-text activities with greater confidence. Presenting familiar procedures or explaining everyday processes gave them a clear communicative purpose, making speaking activities feel more authentic than memorizing

dialogues. This supports previous studies showing that meaningful speaking tasks increase learners' motivation and willingness to participate (Rosdiana & Taufiqulloh, 2024; Alfiani Nur et al., 2025).

The findings further reflect the principles of communicative language teaching, which emphasize the importance of using language to accomplish meaningful purposes. For students in Islamic Economics and Business, explaining procedures, presenting products, and describing business processes closely resemble the communication demands they may encounter in professional settings. Consequently, procedure text not only contributes to language development but also helps prepare students for workplace communication. Despite these advantages, the interviews reveal that linguistic competence remains a significant challenge. Vocabulary limitations and pronunciation difficulties often prevented students from expressing ideas confidently, even when they understood the procedure being explained. Emotional factors, particularly anxiety and fear of making mistakes, also influenced classroom participation. These findings suggest that procedure text should be integrated with instructional support such as vocabulary preparation, pronunciation practice, peer interaction, and constructive feedback. Overall, the study shows that students perceive procedure text as an effective resource for English speaking instruction. Its value lies not only in providing a clear organizational framework but also in creating speaking activities that are meaningful, contextual, and relevant to students' academic backgrounds and future professional needs.

4. CONCLUSION

The findings show that students of the Faculty of Islamic Economics and Business at Institut Syekh Abdul Halim Hasan Binjai generally perceive the use of procedure text in English speaking instruction positively. The structured nature of procedure text helps students organize ideas before speaking, making it easier for them to explain information clearly and participate more confidently in classroom activities. At the same time, the study reveals that procedure text alone cannot address all aspects of speaking development. Many students still experience difficulties related to vocabulary, pronunciation, and speaking anxiety. These findings suggest that the effectiveness of procedure text depends on how it is implemented in the classroom and the support provided by lecturers throughout the learning process. Overall, procedure text offers a practical and relevant approach to speaking instruction, particularly for non-English major students whose future professions require the ability to communicate information in a clear and systematic manner. Further research involving different educational settings and larger groups of participants would provide a broader understanding of its contribution to English speaking development.

Based on these findings, English lecturers are encouraged to incorporate procedure text into speaking activities that emphasize authentic communication rather than memorization. To maximize its benefits, speaking tasks should be accompanied by vocabulary preparation, pronunciation practice, opportunities for peer interaction, and constructive feedback. Students are encouraged to participate actively in procedure text-based speaking activities and use them as opportunities to strengthen both their confidence and communicative ability. Future researchers may extend this study by examining the use of procedure text in different educational contexts or by investigating its impact on students' speaking performance through qualitative, quantitative, or mixed-method approaches.

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