ELT IN FOCUS

BRIDGING THE GAP: PROJECT BASED-WRITING PROCEDURE TEXTS AS A PATHWAY TO REAL-WORLD JOBS FOR VOCATIONAL STUDENTS

Elih Sutisna Yanto*

elih.sutisna@fkip.unsika.ac.id
Faculty of Teacher Training and Education at Universitas Singaperbangsa Karawang, Indonesia

Irma Maulia Firdaus

nyanyun@gmail.com
SMKS PGRI 2 Karawang

Sidik Indra Nugraha

sidik.indranugraha@staff.unsika.ac.id
Faculty of Teacher Training and Education at Universitas Singaperbangsa Karawang, Indonesia

Abstract:

This best practice article presents a guided teaching strategy aimed at vocational students to improve their procedure text writing skills. The practical application-focused program focuses on developing students' understanding, writing skills, and speaking in professional contexts. The challenges vocational students face in combining technical expertise with clear communication are addressed through interactive activities, self-correction techniques, and various presentation methods. Systemic Functional Linguistics (SFL) genre pedagogy and the Teaching and Learning Cycle (TLC) form the basis of the teaching approach. The study, conducted in a West Java vocational school, uses a case study design that demonstrates the coexistence of anxiety and excitement, the effectiveness of collaboration, and strategies for overcoming obstacles in learning procedure texts. The findings highlight the central role of teaching strategy in preparing vocational students to communicate effectively in their professional activities.

*Keywords***:** Procedure text, speaking in professional context, systemic functional linguistics, teaching learning cycle,

INTRODUCTION

This best practice article presents a guided instructional strategy to enable vocational students to effectively navigate the complexities of writing procedure texts. The program described here aims to develop vocational students' understanding of the purpose, improve their writing skills and ultimately enable them to communicate effectively in real professional contexts. This is achieved through interactive activities, self-correction techniques and a focus on different presentation methods. In the dynamic field of vocational education, the focus is on providing students with concrete skills that are directly applicable to their chosen career. Clear and effective communication is a critical skill for success. Vocational students must be able to use words with confidence and precision, whether in creating concise technical instructions, explaining difficult processes, or providing convincing demonstrations. Procedural writing plays a crucial role here, as it provides a structured yet adaptable

format that combines theoretical understanding with practical implementation. However, it can be difficult for vocational students to navigate this particular genre as they tend to have more experience with practical activities and may have limited technical language and writing skills.

Imagine an untrained technician confidently repairing an engine with a tool in hand. His speech fails and falters when he is tasked with describing the repair process to a colleague, even though he is an expert on his field. A significant number of vocational students encounter an implicit barrier that separates their technical skills from clear communication leaving them ill-prepared for the practical demands of the workplace. Although they have valuable skills due to their academic background, they often find it difficult to articulate and effectively communicate these skills in concise and impactful instructions. Writing procedure texts can serve as a means for vocational students to effectively master the practical challenges of their chosen fields by imparting technical knowledge and competent communication. This research study presents compelling evidence for integrating process writing into vocational curricula. It provides legislators, educators, and curriculum designers with a practical strategy for empowering students and bridging critical gap between the classroom and the professional environment.

Based on the authors' knowledge, although traditional vocational training is praiseworthy for its emphasis on practical skill development, it often neglects the equally important skill of effective and concise communication. This creates a significant shortage as students enter the professional world, where their ability to explain complicated processes, record sequential actions, and collaborate efficiently becomes as crucial as their technical skills. Employers often express displeasure that competent staff often have difficulty expressing their expertise, which can lead misinterpretations, ineffectiveness, and even safety risks.

The current focus in English language teaching (ELT) is on promoting discourse skills. The aim of English Language Teaching (ELT) is currently seen as facilitating learners in acquiring the information and skills necessary to interact effectively with whole texts appropriate to specific social situations. This shift in emphasis has led to a reassessment of the role of the curriculum in determining the content taught in English language lesson (Feez & Joice, 1998).

Writing procedure texts serves as a key tool for bridging this gap and offer vocational students with the essential component that was previously missing. By giving them with explicit, sequential instructions for deconstructing their knowledge, we promote not only technical competency but also the linguistic aptitude needed to competently express it. Imagine an aspiring chef turning their culinary expertise into a collection of explicit recipes, or a young electrician diligently writing a detailed electrical installation manual. The process of translation serves a purpose beyond ordinary documentation; it represents an important endeavour that hones organisational acumen, critical thinking, and audience awareness – essential skills that are highly valued in all fields.

This research is a call to action for policymakers, curriculum developers, and professional educators. By incorporating writing procedure texts into the core curriculum of professional training, we provide students with the linguistic resources they need to develop not only competent workers but also confident communicators, able to navigate the ever-changing terrain their chosen disciplines. By enabling them to advocate for themselves, collaborate effectively with

colleagues, and overcome the communication barrier that often separates ambition from success, we empower them. This effort goes beyond simply adding an additional subject to the curriculum; Rather, it is about developing versatile individuals who are able to use their skills efficiently for concrete success.

Through the use of procedure texts, we provide a link between the educational environment and the practical world, facilitating the development of a future cohort of professional graduates who have not only the necessary technical skills but also the linguistic confidence to perform in today's work to deliver excellence in the market. This is the area where true preparation for the world of work begins, and it is in this area that we empower vocational students not only to construct buildings but also to articulate their construction, thus creating a society where competence and achievement are expressed is established.

Principles for Practice

Systemic functional linguistics (SFL) form the basis for the writing teaching method so called as SFL genre pedagogy. Michael Halliday introduced SFL language theory (Halliday, 1985; Halliday & Matthiessen, 2004). According to this theory, texts are contextual. The choices of language consumers influence and are limited by the social context. James Martin and other scholars have used SFL in their study of literary works and genres (Martin & Rose, 2008; Rose & Martin, 2012). The Teaching and Learning Cycle (TLC), an instructional methodology designed to promote literacy development, emerged from practical observations and subsequent improvements in the educational settings (Callaghan & Rothery, 1988; Rothery, 1996).
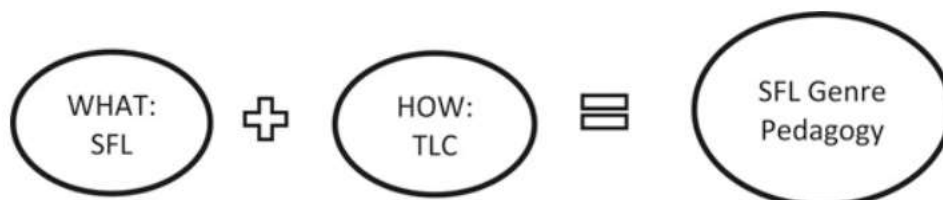
SFL Genre Pedagogy

SFL genre pedagogy, often referred to as genre-based pedagogy, emerged from the partnership between SFL linguists and educators in Australia, led by J.R. Martin (Brisk, 2014; Martin, 1985). The motivation for its creation and implementation was to promote equal access to educational opportunities by enabling all students to acquire proficiency in the academic genres relevant to mastering the language of authority (Brisk, 2014; Rose & Martin, 2012). To avoid adopting a reproductive literacy approach, educators promote students' comprehension of the evolving power dynamics within a society, how to use to their advantage, and how they can challenge societal norms through the introduction of different languages, language variations, and modes of meaning in the classroom (Gebhard, 2019; Hasan, 1996; Khote, 2018). The mentioned pedagogy is used in Australia (Derewianka & Jones, 2016; Humphrey, 2017; Rose & Martin, 2012) and in the United States (as evidenced by literature reviews by Accurso & Gebhard, 2020 and Santiago Schwarz & Hamman-Ortiz, 2020).

The content of the lesson is determined by the analysis of genre and language in Systemic Functional Linguistics (SFL), while the teaching methodology is largely derived from the Teaching and Learning Cycle (TLC). Stylistic Feature Analysis (SFL) examines texts in many genres to obtain a comprehensive understanding of their purpose, text structure, and unique linguistic features. This analysis equips students with the necessary tools to improve their writing skills. The TLC offers a writing education program that enables students to improve their writing and or speaking skills through the analysis of published texts and the guidance of teachers. This program allows students to gradually transition from writing with teacher support to independent writing or

collaborative writing with peers. This approach promotes students' self-confidence and enables them to produce independent work (Brisk, 2014). Therefore, the emphasis on language and the scaffolded approach to instruction impact the writing of all students, but particularly that of bilinguals. It revealed the secrets of English, as one instructor put it, through the teaching of the language and its function in the context of particular genres and situations (Brisk, 2014).

Figure 1. Integrating SFL and TLC into SFL Genre Pedagogy (Adopted from Brisk, 2022, p.2)
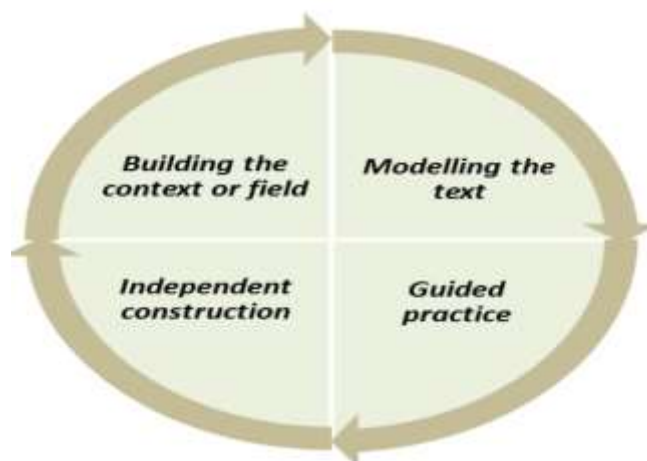
Teaching Learning Cycle

The Teaching and Learning Cycle (TLC) include four essential phases that scaffold students' understanding of language and meaning in a variety of texts by providing social support for reading, writing, speaking, and listening through a variety of interaction routines (whole group, small group, pair, individual).

These stages are:

Building the context or field - understanding the role of texts in our culture and building shared understanding of the topic

Modelling the text (or deconstructing) - the use of mentor or model texts to focus explicitly on the structure and the language of the text, such as language choices, serve to shape meaning and build a metalanguage. Guided practice (or joint construction) - Teachers and students construct a text together. Independent construction – students' independent writing or approach to the genre (Derewianka & Jones, 2016; Humphrey, 2017; Humphrey & Feez, 2016).

Figure 2. Teaching Learning Cycle

Procedure Texts

Procedures are designed to provide directions or instructions for achieving a specific goal. This genre is present in numerous facets of human existence, including recipes, craft and assembly manuals, game instructions, and instructions for assembling products. By conducting laboratory experiments, students become familiar with classroom process. Although students perceive procedural writing to be masterable, they generally do not select it as their preferred writing genre when given the opportunity (Fang, 1998). Teachers need engage students more consciously in this form of writing if they want to develop proficiency in it (Brisk, 2014).

Procedures contain instructions to do or to make something sequentially, while protocols list instructions "that are designed to stay in place simultaneously" (Butt et al., 2012, p. 267). Protocols are mainly used to control behaviour, for example rules for behaviour in the classroom or bus safety. The language features of protocols are similar to those of procedures. The proposed procedures can therefore be applied to protocols. Procedures should not be confused with procedural recounts, where the author tells what happened when he followed a procedure. For example, a procedure describes how to make a paper airplane, while a procedure recount tells what happened in the process of making a paper plane. Some sequential explanations represent a sequence of steps in how to do something without the purpose of instructing the reader on how to do it. Therefore, the book How Crayons Are Made informs students about the process of making a crayon rather than expecting them to make a crayon (Brisk, 2014). Numerous instances of procedures can be observed in daily life, including instructions that are accompanied by products, recipes on canned or packaged goods, and gaming guidelines.

What is a procedure text?

Procedure text is a type of text written to explain how to do something. This is a step-by-step explanation of a process or a set of instructions for completing a specific task. Procedure texts are used in many contexts, such as manuals, recipes, scientific experiments, or instructions for assembling products.

What is the structure of a procedure text?

Goal

The goal is the starting point of a procedure text. It sets the stage by providing a clear statement of what the reader wants to achieve by following the instructions. It provides context and purpose and helps the reader understand why they are undertaking the task.

For example, in a recipe the goal might be to bake a chocolate cake. In a science experiment, the goal might be to detect a particular chemical reaction. Stating the goal or objectives allows the reader to focus on what needs to be accomplished.

Materials or ingredients

This section contains a comprehensive list of all items required to complete the task. It ensures the reader has everything at hand before starting.

Materials: This may include tools, equipment, or other materials. For example, if you are assembling a piece of furniture, this section will list all the necessary parts and tools such as screws, nails, hammer, etc.

Ingredients: In the context of cooking, this means all the food and quantities needed to prepare a dish. It is like a shopping list for your recipe, ensuring you have everything you need to start cooking.

The Materials/Ingredients section is essential for preparation and will help the process go smoothly from start to finish.

Steps

The steps are the heart of a procedure text. In this section you will find detailed step-by-step instruction on how to achieve the goal. It breaks the task down into manageable chunks, often in a chronological or logical order.

Each step is usually written clearly and use imperative language (commands). It is important that these steps are easy to understand and follow, as any ambiguity or complexity can lead to confusion or errors.

Language features of a procedure text

Simple present tense

The simple present tense in a procedure text makes the action immediate and relevant. It is as if the process is happening right now in real time, assisting the reader in completing the task.

Example:

Pour the water into the glass

Mix the ingredients until well combined

Imperative sentences

Imperative sentences are forms of command that ask someone to do something. They are direct and to the point, which is essential when giving instructions.

Example:

Knead the dough until smooth, then cover and let it rest for 30 minutes

Apply the paint evenly across the canvas, using broad strokes for a textured effect

Connectives (discourse markers)

This means that the sentences are compound sentences. Connectives (or conjunctions) are words or phrases that connect different parts of a text. They can show the order of steps, the relationship between different parts, or add additional information.

Examples of connectives in procedure texts include words like *then, next, after that, before,* or *finally.* These words help guide the reader through the process in a logical and coherent way.

Example:

First, wash the rice; then, soak it for 20 minutes

Measure the ingredients carefully. Then mix them in a bowl

Adverbs or Adjuncts

Adverbs or adjuncts can provide additional detail about how an action should be performed, adding precision and clarity to instructions. They can describe how, when, where, or to what extent something is done.

Example:

Slowly add water to the flour, stirring constantly

Thoroughly wash the vegetables to remove any dirt or pesticides

The adverbs 'slowly' and 'thoroughly' in these examples add nuance to the action,

guiding the reader on how exactly to perform the task.

METHODS

Research Site and Design

The best practice research site is located in a vocational school in Karawang District, West Java, Indonesia. The first and the third author acted as supervisor of the second author of a student of the professional training program for In-Service teacher withing the framework of one of the guidelines of the Ministry of Education and Culture's policies to complete and finalise the certification of in-service teacher, as mandated in Law No. 14/2005 on Teachers and Lecturers.

The research design used a case study which provided a more sophisticated and perceptive strategy. Unlike quantitative surveys or general statistical analyses, case studies provide us with the opportunity to further examine the particular circumstances and environments in which writing procedure texts thrive, thereby demonstrating their specific impact on specific students and vocational program. A case study involves a comprehensive investigation of a particular group, event, or phenomenon. Similar to zooming in on a specific context, this enables a thorough examination of its complexity, connections, and dynamics. (Yin, 2014).

Participants and Informed Consent

Before starting best practice research, the first and second author convened a meeting with the second author, who served as the internship teacher, and 25 students where they prepared a consent form and distributed consent sheets. We asked them to read and sign the form to ensure that all of data would be kept confidential and used for publication purposes. They agreed to sign the consent form as a legal document of their participation in the study. They also deserved the right to withdraw from the study. 25 students volunteered to participate in the research project. They had received formal English instruction for 11 years and their language skills ranged from elementary to intermediate based on a paper-based TOIEC placement test. The students were in their second year when the present research study began. All students spoke two languages: Bahasa Indonesia and Sundanese. Some spoke Javanese and Bahasa Indonesia. Their familial backgrounds are diverse in terms of socioeconomic status (e.g., government employees, casual workers, farmers, instructors, and entrepreneurs).

Instructional Procedures

The foundation of the teaching-learning cycle is providing explicit instruction and a robust framework to meet high expectations. It is based on the Vygotskian principle that learning occurs in the context of shared experience and interaction with more competent people. Activities are carefully structured to develop students' knowledge and skills ultimately lead to their success. However, this is not intended to be a rigid progression; teachers rotate between phases of the cycle as needed.

In particularly all the students went through four-step learning activities, such as: building knowledge of the field, supported reading, modelling/deconstructing, joint construction and write up.

Stage 1: Building Knowledge of the Field

Teacher:

✓ Introduces the concept of procedural texts and their importance in the vocational field.

✓ Shares real-world examples of procedures, highlighting the

consequences of unclear instructions.

✓ Ask students to stimulate the procedure texts such as: What can you see here? Where can we find other instructional texts? Why does someone create a tutorial like the sample above? Do you know procedure text? What do you know about procedure text?

✓ Asks students what activities they usually do in vocational practice while learning that can converted into a procedure text.

✓ Leads a discussion about the types of tasks students perform regularly that involve following or creating procedures.

Students:

✓ Brainstorm and list down various vocational tasks they perform.

✓ Share their experiences with unclear instructions and their impact.

✓ Discuss the importance of clear and concise communication in their field.

Stage 2: Supported Reading

Teacher:

✓ Shows pictures of manual guides for multiple products and then answer trigger questions from the teacher after seeing the pictures presented by the teacher.

✓ Presents 2-3 short and diverse procedural texts relevant to the students' vocational field.

✓ Briefly introduces the texts and highlights key features like structure, language, and visuals.

✓ Guides students through a close reading of the texts, focusing on specific features like:

- Text structure (introduction, steps, conclusion)

- Imperatives and time sequencing words

- Transition words and logical order

- Visual aids like diagrams or flowcharts

Students:

✓ Actively read the texts and participate in the discussion.

✓ Identify and note down the key features of each text using graphic organizers or annotations.

✓ Compare and contrast the features across different texts.

Stage 3: Modelling/Deconstruction

Teacher:

✓ Writes a short, clear procedural text on the board, step-by-step, explaining the thought process behind each step and language choice.

✓ Uses a graphic organizer or visual aid to demonstrate the text structure.

✓ Highlights the use of key features like imperatives, transitions, and visuals.

Students:

✓ Observe the teacher's modelling and take notes.

✓ Ask questions and clarify any doubts about the writing process.

✓ Discuss the effectiveness of the model text and suggest alternative approaches.

Stage 4: Joint Construction

Teacher:

✓ Divides students into small groups and assigns each group a different vocational task to write a procedural text for.

✓ Provides students with a graphic organizer outlining the key features of procedure texts.

✓ Offers sentence starters, word banks, online dictionaries and other supports as needed.

✓ Monitors the groups and provides guidance during the writing process.

✓ In groups, ask students to lead a discussion to plan a demonstration of making or executing something that can be turned into a procedure text.

✓ Ask students to determine which topic they would like to take up, develop concepts, and assemble the text, tools, ingredients and materials required according to the students' content program.

Students:

✓ Brainstorm and discuss the steps involved in their assigned task.

✓ Collaboratively write their procedural texts using the graphic organizer and provided resources.

✓ Ensure their texts are clear, concise, and well-organized, incorporating key features discussed earlier.

✓ Review and revise their drafts within the group, checking for errors and suggesting improvements.

Stage 5: Wrap-up

Teacher:

✓ Briefly summarizes the key learning points from the lesson.

✓ Encourages students to reflect on their understanding of procedure texts and their ability to write them effectively.

✓ Assigns homework and ask students to present their content video of procedure texts.

Students:

✓ Share their learning experiences and insights from the lesson.

✓ Ask any final questions or clarifications.

✓ Complete any assigned homework or tasks for further practice.

Data Collection and Analysis

Participant observation, student reflective practice, and photo voices were used to collect empirical data. Data from participant observation was video recorded, but the data from students' reflective practice and photovoice were transcribed. Through multiple playbacks of the digital, additional contextual data was generated, more extensive data was collected, and in-dept thematic analyses and interpretation were performed (DuFon 2002; Fetterman

2010). As researchers, we were well aware of the presence of video or audio recorders as well as the act of recording itself in the classroom or group discussion.

FINDINGS AND DISCUSSION

Through an in-depth examination of specific data, three distinct themes emerged: (1) the coexistence of anxiety and enthusiasm, (2) the effectiveness of collaboration in achieving success, and (3) overcoming obstacles. The findings are presented in narratively accompanied by discussions. These themes reflect the purpose of the study.

The coexistence of anxiety and enthusiasm

The students' journal entry about creating procedure text using was positive. However, some students shared a defining moment in their academic journey when they presented a procedure text video to their class. The following three students' vignettes provide further empirical evidence of students' anxiety and enthusiasm for learning a procedure text during video project.

Student Vignette 1

Today, 1 was finally able to show the class our procedure texts video. I have to admit that I was really nervous beforehand. My palms were sweaty, and my heart was racing. But as I began to speak, my nervousness seemed to dissipate. I was focus on explaining the steps and getting the process right that I forgot to be nervous.

Student Vignette 2

Looking back, I'm really proud of myself and the team. We worked on this project for weeks and it was great to see it come to life. The video was better received than we had hoped, and our classmates appeared to appreciate it too.

Student Vignette 3

Today was our procedure text video presentation and I have to say that it was an eye-opening experience! At first, I was afraid to speak in front of the class, but as soon as our video started playing, I felt a sense of accomplishment. Using pictures to explain the step-by-step techniques made it easier for our peers to understand. I realized the value of multimedia to make difficult instructions easier to understand. Looking back, I see room for improvement, but I'm proud of our teamwork and the effort we put into making the content engaging.

The three student reports provide different insights into their experiences by providing process text videos to the class. Each student reflects on their feelings, problems, and final project result. In this case, student vignette 1 shows the student's initial discomfort before the presentation. However, as the presentation began, the focus shifted from personal concern to the content of the procedure text video. This shift from self-awareness to focusing on the material indicates a positive way to cope. In this case, student vignette 1 describes the student's first anxiety before the presentation. But, as soon as the presentation began, attention shifted from individual perception to the content of procedure text video. Moving from self-awareness to focusing on the material indicates an effective coping strategy (Kolb, 2014).

Meanwhile, student vignette 2 conveys a sense of satisfaction and honour in both personal and collective achievements. Recalling several weeks of collaborative efforts that culminated in a widely acclaimed video underscores the important of collaboration and persistent commitment. This success has the potential to increase self-confidence and drive for upcoming endeavours. Student vignette 3 highlights the profound impact of incorporating multimedia elements in their presentation. The student initially felt apprehensive about public speaking but found that integrating visuals significantly improved audience engaging. Understanding the use of multimedia to make complicated instructions easier to understand is a critical realisation for effective communication (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010; Plass & Jones, 2005). Student vignette 3 acknowledges the existence of areas for improvement in the project. Adopting this introspective mindset is essential for individual and collective development. Recognizing one's strengths and limitations enables a process of continuous learning and improving skills.

The following photovoice is a report in which a participant in this project expresses her feelings about learning procedure text by creating video.

Figure 3. A student is recording her video project in writing a procedure text

At first, I was taken aback by my English teacher's homework about procedure text. At the first meeting, I had no idea what procedure text was; all I knew was the example. However, at the second meeting, I learned more about procedure text, especially during the discussion about creating a video. When I was shooting the video for closing, I kept making mistakes in pronunciation, sometimes forgetting words or sentences, and getting annoyed because I was so tense just standing in front of the camera. My group were also irritated because the recording was repeated over and over again, filling the memory. But, thanks to the encouragement of my friends, I was able to complete the video. Thank God the film was finished; it turns out that speaking in front of people, let alone in front of a camera, requires a strong stance.

From Figure 2, the authors conclude that the student initially had difficulty understanding the concept of procedural texts due to a lack of prior knowledge and understanding. She claims that through the instance and discussion (production of a video), the student gained a more comprehensive understanding of procedural texts. During the filming of the end of the video, the student experienced pronunciation difficulties and tension, which caused anger and annoyance to the student and his group. With the support and motivation of their classmates, the students stuck to their resolve and finally completed the video. The experience made it clear to the student that a confident when speaking in public, including in front of the camera, is crucial. Overall, the student gained valuable insight into their strengths and weaknesses while overcoming obstacles to understanding and completing a task.

The effectiveness of collaboration in achieving success

The effectiveness of collaboration in achieving success is evident in the following student vignettes. The two student vignettes, Vignette 4 and Vignette 5, highlight the effectiveness of collaboration in the creation of a video about procedure texts.

Student Vignette 4

I found the presentation of our video about procedure texts to be an extremely educational experience. I gained a deep understanding of the importance of teamwork and collaboration. Together, we took on the task of writing the script, recording the footage, and editing it together. Occasionally, we had disagreements but we always

managed to reconcile our different views and find a solution that was satisfactory to both sides. I also gained knowledge about the importance of effective and clear communication. We had to make sure the instructions in our video were understandable and easy to follow. To ensure clarity, we used explicit graphics, concise language, and systematic instructions.

Student Vignette 5

I am very proud of the success we have achieved together as a team. The video we created was educational, engaging, and highly appreciated by our peers. I would like to thank you for the opportunity to engage in this project and to acquire comprehensive knowledge in the English classroom, especially in learning procedure texts.

Student 4 emphasizes his educational experience and extensive understanding of teamwork and collaboration acquired through the process of video production. The student emphasizes the important of competent communication and the ability to resolve conflicts that ultimately lead to a satisfactory resolution. This is consistent with studies highlighting the importance of effective communication and conflict resolution for successful collaboration (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010; Plass & Jones, 2005). Vignette 4 also highlights the educational experience gained through teamwork. The student realizes the importance of collaboration in several areas, such as scriptwriting, recording, and editing. The effectiveness of collaborative endeavours is highlighted by the ability to manage

conflict and reach mutually satisfactory solutions (Johnson & Johnson, 2009).

Student 5 is satisfied with the team's performances and recognizes the educational importance of task. Student's recognition of the extensive knowledge acquired through the collaborative approach reinforces the positive results of teamwork. This is consistent with research that highlights the benefits of collaborative learning, such as enhanced academic performance and the development of critical skills.

The vignettes provide firsthand testimonies of the positive outcomes that come from working together for success, reinforcing the idea that efficient teamwork and communication to achieving shared goals. The above vignettes are consistent with Vygotsky's (1978) idea that the gap or discrepancy between a learner's autonomous abilities and his or her potential achievements increases with adult support or collaboration. Teachers mitigates this inequality by providing scaffolding such as clues, illustrations, or simpler tasks. Regarding mediation, Vygotsky (1978) claims that it is the learning process that occurs when individuals interact in a social environment with tools and signs such as language, literature and technology. Teachers can use real resources, collaborative exercises and dialogues to create meaningful environments for the use of English. Regarding internalization, Vygotsky also claim that students gradually internalize knowledge and skills acquired through interaction with others and eventually become independent users of the tools and signs. Teachers should encourage exploration, reflection, and personalized learning to facilitate internalization.

It is consistent with the Teaching Learning Cycle (TLC) implemented by the second author, which in this case teaches students the topic of procedure texts through a well-organized series of interconnected phases and supported activities. She used explicit teaching, widely used in contemporary schooling "stress the value of 'explicit' knowledge of grammar and all textual codes" (Luke, 2014, p.1). During the modelling stage of TLC, often referred to as deconstruction, attention shifts from assigning the specific study topic to the genre being study. This step involves direct instruction on the many stages of a text or a detailed analysis of specific linguistic elements within the text, such as the use of imperative verbs to give orders and instruction to tell the reader what to do (e.g., mix, preheat, assemble etc), or the use of present tense especially to describe the ongoing actions to describe the procedure. The use of active voice to maintain an active voice for clear and direct instructions and the use of technical terms to use accurate and concise terminology related to the topic. In this context, the teacher selects oner or more specific passages and thoroughly analyses the text using a linguistics approach. The purpose is to instruct students on the specific structural and language features of the text, as well as the implications and interpretations that arise from the author's choice of language.

Overcoming obstacles

The following vignettes provide important and helpful insights into students' experiences in learning procedure texts. These narratives emphasize the importance of persistence, collaboration, effective communication, and the importance of receiving feedback in the process of learning.

Student Vignette 6

It was difficult to create and view the video on procedure

texts, but it was also really satisfying. We encountered some hurdles along the way, such as technical issues with our equipment and script conflicts. However, we were able to overcome these obstacles through communication, compromise, and hard work. I discovered the value of patience. There were times when I wanted to give up, but I persevered and continued to work towards our goal. I'm proud of myself and my team for not giving up our project.

Student Vignette 7

I also learned how important feedback is. Throughout the process, we received feedback from our teacher and classmates, which helped us improve our video. We were able to incorporate their suggestions and make our video even better.

Both vignettes emphasize that technical concerns represent a significant barrier. Technical obstacles cover a wide range of challenges, including equipment failures and software problems. These challenges often require the use of problem-solving skills. The students showed perseverance and tenacity in dealing with these problems, and demonstrated their ability to solve problems and find solutions. Beetham and Sharpe (2013) argue that the ability to overcome technological problems promotes digital resilience, which is a highly valued talent in our modern, technology-driven society.

The students successfully navigated a number of obstacles, including technical issues and script conflicts, using excellent communication, compromise, and diligent effort. Additionally, they emphasized the

importance of showing patience and persistence in achieving their goals. Furthermore, integrating the contribution of their teachers and peers played a crucial role in improving the quality of their work. These stories illustrate key elements of the learning process, including resilience, teamwork, and the iterative nature of improvement through feedback. In addition, they emphasise the development of non-cognitive skills, such as resilience and interpersonal communication, which are critical to success in both educational and practical environments.

Overall, the students' stories provide ample evidence for conversations about the importance of resilience, teamwork, communication, and feedback in the learning procedure texts process. Additionally, their experiences align with well-established educational research and best practices (see Khine & Areepattamannil, 2016)..

CONCLUSION

In conclusion, this best practice article emphasizes the importance of providing vocational students with the necessary skills to effective communication through the mastery procedure texts. The guided teaching strategy, based on Systemic Functional Linguistics (SFL) genre pedagogy and the Teaching and Learning Cycle (TLC), provides an organized method to combine practical skills with effective communication. The case study conducted in a vocational school in West Java showcases the positive impact technology on students' anxiety levels, enthusiasm, and collaborative successes in producing procedure text video. The results confirm the importance of collaboration, effective communication, and the incorporation of multimedia in improving students' ability to articulate complex instructions. The paper promotes the use of writing procedure texts in the vocational

curriculum to strengthen students' language confidence and proficiency. The instructional techniques illustrated in Figure 2 offer a pragmatic framework for teachers who wish to apply this strategy in professional settings.

Implication

The implications of this research extend to policy makers, curriculum developers, and professional educators in the field of Vocational Education. The study calls for a paradigm shift in traditional vocational training and emphasizes the equal importance of effective and concise communication alongside the development of practical skills. By integrating the proposed guided instruction strategy into professional curricula, educators can empower their students to become not only competent workers but also confident communicators. This shift addresses concerns expressed by employers about communication challenges for skilled employees and ultimately contributes to greater workplace effectiveness, fewer misinterpretations and improved safety. The experiences shared by these students highlight the importance of experiential learning in education. Participating in practical projects such as creating procedural videos not only improves technical understanding, but also develops valuable soft skills such as communication, collaboration and self-reflection.

Limitation

While the study provides valuable insight into the impact of the guided instruction strategy in a specific professional setting, it is important to acknowledge certain limitations. The case study's focus on a single vocational school in West Java may limit the generalizability of the results to broader contexts. Additionally, the length and scope of the study may not capture the long-term effects of the instructional strategy. Future research could address these limitations by conducting more comprehensive and diverse studies, considering different professional disciplines, and assessing the sustained impact of the strategy over time.

Future study

Building on the successes observed in the case study, we recommend further research and implementation of the guided teaching strategy in various professional contexts. Comparative studies across different regions and disciplines could provide a more comprehensive understanding of the effectiveness of the strategy. Additionally, continued professional development for educators is critical when incorporating writing process texts into professional curricula. Workshops, training courses and collaboration platforms can facilitate the exchange of knowledge and improve the implementation of this strategy. Policymakers are encouraged to consider these recommendations to improve curriculum and promote a workforce characterized not only by technical skills but also by effective communication, thereby promoting success in professional areas.

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