



Developing ESP Teaching Material of Procedure Text for Desain Pemodelan Dan Informasi Bangunan Department

¹Khairunisa Al Hassani , ²Ade Aini Nuran 

*English Language and Literature Department,
Universitas Medan State, INDONESIA*

ARTICLE INFO	ABSTRACT
<hr/> Article history: Received Accepted <hr/> Keywords: <i>Teaching Material</i> <i>ESP Approach</i> <i>Textbook</i> <i>Procedure Text</i> <i>Vocational School</i>	<hr/> <hr/> <p>This study focuses on how procedural text are developed for vocational school. The concern of this study was developing English teaching material for 10th-grade students of Desain Pemodelan dan Informasi Bangunan department in SMK Negeri 5 Medan. This research and development applied the Borg and Gall model to develop teaching materials through six stages, to shorten time and costs. Through the observations that have been made, it was found that students used textbooks that were not suitable for their majors. Questionnaires and interviews became the instruments of this research, as many as 22 students responded to the questionnaire for the analysis of their learning needs, interview was also conducted with English teacher to produce information needed by researchers in developing teaching materials that are relevant to the Desain Pemodelan dan Informasi Bangunan department. This teaching material was validated by a lecturer of English education department and an English teacher from a vocational school, the assessment results from the lecturer were 2.90 in the category "Good" and the evaluation from the teacher was 3.54 in the category "Very Good". The total score from both experts was 3.22 which is included in the category "Good", the teaching material developed is feasible and appropriate for 10th-grade students of Desain Pemodelan dan Informasi Bangunan department.</p>
<hr/> Conflict of interest: None	
<hr/> Funding information: Type here	

Correspondence:

Khairunisa Al Hassani

khairunisaalhassani@gmail.com

INTRODUCTION

Vocational High School (SMK) is an educational entity that delivers theoretical information and practical skills as part of the learning process, depending on the skills program chosen. This is consistent with the Ministry of Education and Culture's vocational school mission to provide quality, skill, character, and employment competitiveness. Vocational school graduates are expected to have the skills to compete in the commercial and industrial sectors (Aini & Wahyuni, 2023).

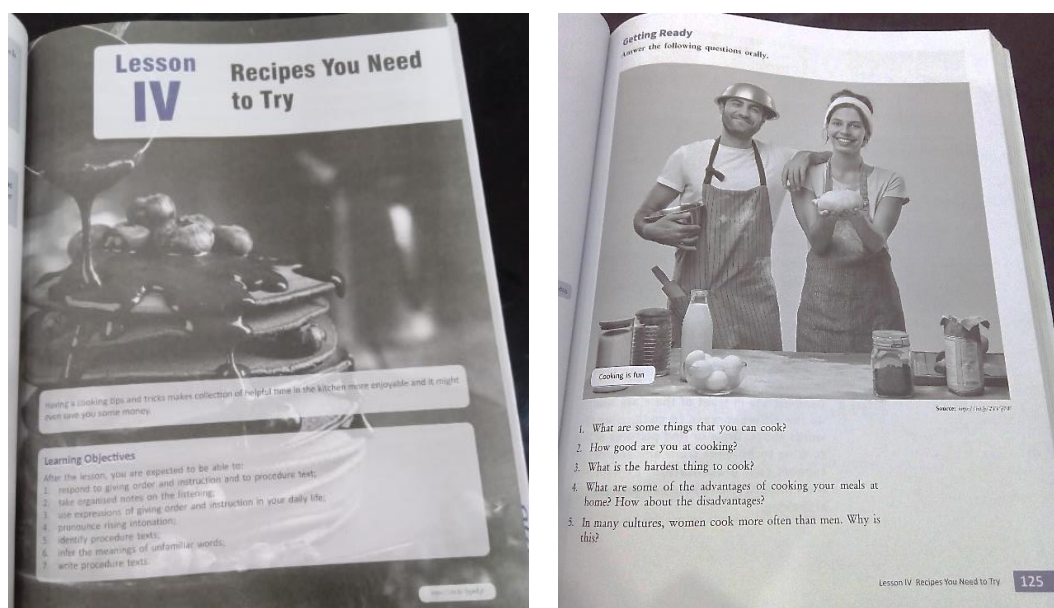
The local labour market has an absorption rate of 85% for vocational school graduates. This high absorption rate means that vocational schools must prepare their students for the skills demanded by hiring managers; English itself is needed to pass job interviews, communicate with managers and colleagues, interact with foreign investors and consumers, and write and understand instruction manuals and official documents (Safira & Azzahra, 2022, p. 13).

According to the Central Statistics Agency, in 2021, vocational school graduates contributed the most (around 11%) to Indonesia's unemployment rate, even when compared to people who have never attended school or only received primary education (almost 4%). Indonesia has a higher young unemployment rate (25%) than the world average (14%). This is primarily due to a limited talent pool, as firms struggle to locate graduates who fulfill employment criteria and credentials (Safira & Azzahra, 2022, p. 14).

Therefore, a good understanding of English is essential for vocational school students. Having a good understanding of English will help students read instructions, understand commands, and communicate effectively according to their field. To support this, teaching materials that are appropriate to student needs and apply the ESP approach are needed. If teachers use the ESP approach, the relevance of English lessons to their needs will increase students' motivation, resulting in better and faster learning (Hutchinson and Waters in Berman, 2023).

When teaching material has been created with certain rules right, the teacher will easily direct every activity in the learning process. There will be several competencies that must be taught/trained to students. Apart from that, from the student's perspective, the existence of teaching materials will know more about what competencies must be mastered during the learning program is underway (Yuberti, 2014).

Picture 1.1 Procedure Text Material in the Textbook



Teachers should carefully consider the needs of vocational high school students by selecting teaching materials that are relevant to the student's field of study. The teaching material that teachers and students commonly use is a textbook. Still, these textbooks do not meet the student's need of the *Desain Pemodelan dan Informasi Bangunan* department. Based on a teaching internship from one vocational school of 10th-grade in DPIB 3, SMK Negeri 5 Medan, the school uses a curriculum-based textbook from *Bumi Aksara* publisher.

The Procedure text lesson discusses food and recipes, which are not relevant to the *Desain Pemodelan dan Informasi Bangunan* department. Even after carrying out tests on students in the DPIB 3 class, totaling 30 students, only 3 of them were able to make procedural texts according to their major, and the other students made food and bavarage recipes.

This department studies building engineering, which includes the process of designing and constructing buildings. Based on the problems encountered by the researcher, this study aims to develop teaching materials using the ESP approach by the Department of *Desain Pemodelan dan Informasi Bangunan*. The materials to be prepared are procedural texts for student competencies according to their fields.

By studying this teaching material, students can learn according to their needs as students majoring in *Desain Pemodelan dan Informasi Bangunan*, if students can use English according to their fields, their future career opportunities will be better.

METHOD

This research was a research and development (R&D). Educational products are developed and validated through research and development (R&D) (Borg and Gall; cited; as cited in Lumbannahor, 2023). Creating protocols and processes, such as a teaching strategy or an instructional design, is called a "product." Moreover, R&D is the action of creating useful goods for educational programs, such as objectives, instructional materials, and so

forth (Gay; as cited in Lumbannahor, 2023).

This research involves only six stages, such as research and information collecting, analysing data, development of a preliminary form of product, expert evaluation, revising the early product and then revising the final product. This research used only six stages to minimize time and costs.

Location and Subject

The research was carried out at SMK Negeri 5 Medan, and the subjects were an English teacher and 22 students of 10th-grade in DPIB 2 who had implemented Kurikulum Merdeka.

The Research Instrument

Interviews and questionnaires were the research instruments employed in this study. This research uses two questionnaires. The first was a questionnaire for students to examine their needs; with this questionnaire, it is possible to determine the students' requirements in their chosen field of study.

An interview with the English teacher was needed, and the results were utilized to determine what issues teachers or students have during the learning process, mainly when textbooks were employed as the primary teaching resource.

Technique of Analysing Data

In this study, the researcher used a mixed technique. Data were analysed using qualitative and quantitative methodologies. Data obtained from interview with teacher was analysed qualitatively, which the researcher explained descriptively. Data collected from students were examined quantitatively. Student data were used as attachments and notes for researchers when developing teaching materials. The data was calculated with the following formula:

$$P = \frac{f}{N} \times 100\%$$

Information:

P = Percentage of student responses

f = Frequency

N = Total respondent

FINDINGS

The researcher collected data on initial observations conducted at SMK Negeri 5 Medan to see the textbooks used by teachers, then the researcher analyzed the learning needs of students who applied the ESP theory of Hutchinson and Waters (1987) and David Nunan (2004), with this the researcher obtained information related to what material needs to be included in the teaching materials to be developed. The teaching materials that have been developed are validated by experts to assess their feasibility, the experts also provide comments and suggestions for the development of better teaching materials. The validation results from teaching material experts obtained a score of 3.22 with a “good” category, so it was stated that the English teaching materials were to the needs of *Desain Pemodelan dan Informasi Bangunan* department students. The procedure for developing teaching materials in more detail is explained in the following section.

a. Analysing data

In the second stage, the data that has been collected by the researcher is then analysed

further. The main data from this study are the textbooks currently used and the analysis of student needs in the form of a questionnaire. This needs analysis is divided into two, namely target needs and learning needs. Target needs analysed student's necessities, lacks, and wants. Learning needs analysed student's aim, input, process, learners' role, teacher's role, and setting. Needs analysis is used as a guide for researchers in creating teaching materials that suit the needs of *Desain Pemodelan dan Informasi Bangunan* students.

The needs analysis of the questionnaire obtained 22 respondents which were aimed at 10th-grade students of *Desain Pemodelan dan Informasi Bangunan* Department, and interviews conducted with English teachers have produced more detailed information.

a. Need analysis

Need analysis is needed to analyze what kind of lessons students need and what kind of materials they want in learning English to suit the *Desain Pemodelan dan Informasi Bangunan* Department. This need analysis is in the form of a questionnaire for students and also interviews with English teachers, the distribution of questionnaires was carried out in class DPIB 2 which consisted of 23 students. The respondents of this questionnaire were 22 students because 1 student were absent, the results of the respondents were also shown in the appendix.

1. Questionnaire analysis

This questionnaire was guided by the theory of Hutchinson and Waters which discusses necessities, lacks, and wants. And also from David Nunan who discusses goals, input, setting, teacher's role, student's role and procedures. The statement consists of 15 items, items 1 & 2 are taken from David Nunan's theory, items 3-7 from Hutchinson and Waters' theory, items 8-15 are taken from David Nunan's theory again. The results of the questionnaire analysis are explained as follows.

Table 4.1 The Student's Goal

No	Statements	Responds	N	F	%
1	Studying English makes students ready to face exams and get good grades.	Agree	22	17	77%
		Doubt		5	23%
		Disagree			
2	Learning English is very important and useful for the needs of the working world to make it easier to get a job.	Agree	22	20	91%
		Doubt		2	9%
		Disagree			

From the analysis results above, it could be seen that 77% of students agree that learning English is very necessary for students to face exams and get good grades, which means that the purpose of students learning English is to face exams and get good grades. And also 91% of students believe that the purpose of learning English is for the benefit of the world of work so that the chances of being accepted are greater.

Necessities analysis is needed to find out whether students consider English to be necessary for their majors or not. From the results of this analysis, researchers can consider what kind of material students need in the process of developing this teaching material so that it can be adjusted to their majors.

Table 4.2 The Student's Necessities

No	Statements	Responds	N	F	%
3	Learning English is very important and useful as a student in <i>Desain Pemodelan dan Informasi Bangunan</i> Department.	Agree	22	19	86%
		Doubt		3	14%
		Disagree			
4	By studying English that is in accordance with my major, I hope to be able to understand building engineering terms in English and understand instructions on AutoCAD software.	Agree	22	19	86%
		Doubt		1	5%
		Disagree		2	9%

From the analysis of student's necessities, there are 86% students agree learning English is useful for students in *Desain Pemodelan dan Informasi Bangunan* Department, and there are 86% students agree with learn English they can understand building engineering terms and instruction on AutoCAD software that use English.

With Lack analysis, researcher can find out what the students already know and what they should know. This helped researcher in developing teaching materials which can meet the deficiencies and difficulties faced by students. The results of the students' responses are displayed as follows.

Table 4.3 The Student's Lacks

No	Statements	Responds	N	F	%
5	I often have difficulty understanding construction engineering terms and tool names that use English.	Agree	22	11	50%
		Doubt		10	45%
		Disagree		1	5%
6	I often have difficulty understanding the commands and tools in AutoCAD software.	Agree	22	18	82%
		Doubt		2	9%
		Disagree		2	9%

From the table above, it can be seen that half of the class has difficulty in understanding building engineering terms and tool names in English, but many doubt that they have difficulty understanding them, meaning they can understand them even using English. 82% of students admitted that they often have difficulty understanding the commands and tools in AutoCAD software.

From analysis the students want, the researcher can consider the students expectation and what they want to learn. Do they really want to learn English that can adapt their field to have specific qualifications for their future career?

Table 4.4 The Student's Want

No	Statements	Responds	N	F	%
7	I want to learn English related to my major to support my future career.	Agree	22	20	91%
		Doubt		2	9%
		Disagree			

91% students agree that they want to learn English related to their major to support their future career, it means that they really want to learn English not just for their exam or just to have a good score but they really want to support their future career by learn specific English.

Table 4.5 The Input

No	Statements	Responds	N	F	%
8	English learning books that contain materials according to my major will be very useful for work readiness after graduation.	Agree	22	18	82%
		Doubt		3	14%
		Disagree		1	5%
9	I expect English learning materials that contain vocabulary about terms in my major as well as instructions in making or designing such as in AutoCAD software.	Agree	22	18	82%
		Doubt		4	18%
		Disagree			

Most students agree that the content of the textbooks can be adjusted to their majors so that they can be useful after graduation. With a high percentage of “agree” choices, it can be seen that students expect materials that contain vocabulary or terms in their majors and design instructions such as in AutoCAD software.

Table 4.6 The Procedure

No	Statements	Responds	N	F	%
10	I expect digital-based learning books to be easily accessible anytime and can be carried anywhere, so they are not heavy and cost-effective.	Agree	22	22	100%
		Doubt			
		Disagree			
11	I expect learning books that contain audio visuals to be more enjoyable.	Agree	22	18	82%
		Doubt		2	9%
		Disagree		2	9%
12	I expect technology-based learning books to be connected to the internet so that they are more interesting than printed books in general.	Agree	22	17	77%
		Doubt		3	14%
		Disagree		2	9%

All students expect books that are easily accessible anytime and can be carried anywhere, so they are not heavy and cost-effective. Many students are also happy if their books can display visuals or images and have audio that can be heard, 77% of students agree that if their textbooks are technology-based, they are more interesting.

Table 4.7 The Setting

No	Statements	Responds	N	F	%
13	I prefer to work on assignments with a higher level of difficulty in groups rather than independently.	Agree	22	15	68%
		Doubt		6	27%
		Disagree		1	5%

prefer to work on more difficult assignments together or in groups rather than having to do them alone.

Table 4.8 The Teacher’s Role

No	Statements	Responds	N	F	%
14	The teacher's role is to explain the lesson material and guide students to do the assignments.	Agree	22	22	100%
		Doubt			
		Disagree			

All students agree that the teacher's role is to explain the material in the teaching materials.

Table 4.9 The Student’s Role

No	Statements	Responds	N	F	%
15	Learning should be centered on students so that they are more active in the learning process.	Agree	22	21	95%
		Doubt		1	5%
		Disagree			

Almost all students agree that learning should be centered on students so that they can be more active in the learning process.

From the results of the analysis of the questionnaire that has been distributed to students, it can be seen that students do need teaching materials that can adjust the material to the needs of their majors. Researchers have developed teaching materials whose material is adjusted to the *Desain Pemodelan dan Informasi Bangunan* department, this teaching material is loaded in the form of a book in PDF format, so that students can more easily access it via their smartphones. From observations that have been made by researchers, students do find it very difficult to bring books, only diligent children are willing to bring books, but more students are lazy to bring printed books because they are heavy.

The materials made in this teaching material are about the vocabulary of building materials and tools used in building a building, be it tools such as saws, nails, and hammers or heavy equipment such as truck, crane and excavator. In addition, there are also terms on the outside of the building, such as doors, windows and roofs. The researcher chose the procedural text in this teaching material because the procedural text explains how to use an object or how to make something, so it is in accordance with the *Desain Pemodelan dan Informasi Bangunan* department where students will make or design an object or building and use a tool during their work practice.

2. Interview Analysis

Interviews that have been conducted with English teachers helped researcher in obtaining more accurate information, this information becomes an idea that helps researchers in developing teaching materials. The interview was conducted with Mrs. Sriioktoria as an English teacher in 10th-grade of the *Desain Pemodelan dan Informasi Bangunan* department. The results of the interview are displayed as follows.

Table 4.10 Interview Analysis

No	Questions	Answers
1	Do you think English can	Yes of course, by studying English it will

	support students' future careers?	certainly increase students' hard skills. Which is a plus when they enter the world of work.
2	For the <i>Desain Pemodelan dan Informasi Bangunan</i> department itself, is English really needed?	Maybe for large companies it is really needed because there is definitely cooperation with foreign countries, as we know in this era of globalization even small companies have dared to affiliate globally so that their companies are more advanced and able to compete.
3	How is the level of English ability of students at this school?	Honestly, their English ability is still below average, this is quite worrying when they face exams, their vocabulary knowledge is still minimal, coupled with the sophistication of today's technology, they often use Google Translate and AI to get answers.
4	What difficulties do you face when teaching?	The difficulties are very diverse, but what I often face is when students are lazy to do their assignments, especially since this is a vocational school that is dominated by boys and is known for their naughtiness.
5	How do you teach procedural text material so that students can understand the material well?	I often tell students to memorize the dialogues in the book, so that they get used to speaking English, I also often do Q&A with students so that they can stimulate what they will learn. In addition, of course I also participate in learning activities such as in the syllabus or RPP.
6	Do you think the books they are currently using meet their learning needs as vocational high school students?	No, because the books are not appropriate. I have said this before to the school so that their books can be relevant to the majors in this vocational high school, but it seems that it was not responded to seriously.
7	Do you think it is necessary to develop teaching materials that can be adjusted to the needs of vocational high school students?	Yes, it is very necessary, so that students have special guidance to be able to study English more deeply which is directed at their majors.
8	Do you think it is necessary to develop teaching materials with procedural text material for the <i>Desain Pemodelan dan Informasi Bangunan</i> department?	I think it is necessary, because considering the procedural text material that we study in printed books is about cooking recipes, about food and drinks in them, so it is not relevant for students majoring in <i>Desain Pemodelan dan Informasi Bangunan</i> to study.

The teacher acknowledged that it was necessary to create books or teaching materials that were relevant to the *Desain Pemodelan dan Informasi Bangunan* department, the

teacher considered that by studying English that was specific to their major, it would certainly be a preparation and provision for students to enter the workforce later after graduating from school. However, the books are currently using are not relevant, so the teacher is quite worried about this if there is a company they are applying for that has qualifications that are required to be able to speak English. The teacher also agreed that English that is specific to the field that students are studying will certainly direct students better to be able to master their field.

b. Developing Teaching Material

After conducting the data analysis stage on the student questionnaire and teacher interview, the next step is to develop teaching materials. The material contained in this teaching material is in the form of procedural texts related to the *Desain Pemodelan dan Informasi Bangunan* department, this teaching material consists of 18 pages containing procedural text material, examples of procedural texts and assignments and activities that can be done by students. The material and assignments are made by adjusting the ATP Merdeka Curriculum, examples of procedural texts in this book are also about how to install physical structures on parts of the house.

This teaching material consists of four language skills, namely reading, writing, listening and speaking. With these four skills, students are expected to be able to communicate well according to their fields. The four communication skills in this book are included in the following table.

Table 4.11 Four skills in Teaching Material

No	Skills	Page
1	Reading	Page 7&8: task 3, page 9: task 4.
2	Writing	Page 2: task 1, page 12: task 5, page 14: task 7, page 17: evaluation.
3	Listening	Page 5: task 2, page 13: task 6.
4	Speaking	Page 15: work in group, page 16: task 8.

The material is also adjusted to the *Desain Pemodelan dan Informasi Bangunan* department to meet their learning needs, the material consists of 10 topics in the form of procedural texts. This material is included in both examples of procedural texts and assignments, with this students will be accustomed to studying *Desain Pemodelan dan Informasi Bangunan* department topics but using English. The materials are included in the following pages in the teaching material.

Table 4.12 The Topics in teaching Material

No	Materials	Page
1	Parts of a House Exterior	1
2	Vocabulary for tools and building materials	4

3	Heavy Equipment in Building Construction Work	5
4	How to Install a Door Frame	6
5	How to Install PVC Ceiling	7
6	Guide to Using Standard Cutting Grinding Tools	9
7	AutoCAD Tools	12
8	Tutorial Make a Table Using AutoCAD	13
9	Download and Install AutoCAD	14
10	How to Install Floor Tiles	16

The material is taken from several trusted sources and a printed book entitled "*Basics of Desain Pemodelan dan Informasi Bangunan*", this book was written by K. Waskitaningtyas and Eko Supriyanto and printed by the Ministry of Education and Culture. Researchers developed the book with the Canva application via the website, researchers also got illustrations via Canva. The book is loaded in a size of 21 x 29.7 cm and a total thickness of 23 pages, researchers include the Merdeka Curriculum logo which means that the Merdeka Curriculum has been implemented and the *SMK Bisa-Hebat* logo which means this book is intended for vocational school students.

c. Validating by the Experts

The experts validated the teaching material through 4 components, they were content, language, presentation, and graphic. The results of the validity test with experts are as follows.

a. English Lecturer

The first expert validation was Dr. Anni Holila Pulungan, M.Hum as English Lecturer. The first teaching material was still not feasible in the eyes of the validator, so the researcher revised it according to the direction and input from the validator, the first revision was accepted by the validator and assessed on July 18, 2024. The results of the validator's feasibility assessment are shown in the table below.

Table 4.13 English Lecturer's Validation Score

No.	Criteria	The Number of Criteria	Maximum Score	Score
1.	Content	6	24	16
2.	Language	4	16	11
3.	Presentation	6	24	19
4.	Graphic	6	24	18
Total		22	88	64
Average = $\frac{64}{22} = 2.90$; Percentage = $\frac{64}{88} \times 100\% = 72.73\%$				

Table 4.11 shows the assessment results given by the validator included in the "good" category, where the interval is at $2.50 \leq X \leq 3.24$. The percentage of the value of the feasibility of the teaching materials based on the assessment of the lecturer is 72.73%.

b. English Teacher

The second expert validation was Mrs. Srilioktoria as English Teacher in SMK
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Negeri 5 Medan. She also teaching in 10th-grade *Desain Pemodelan dan Informasi Bangunan* department. The results of English teacher's feasibility assessment are shown in the table below.

Table 4.14 English Teacher's Validation Score

No.	Criteria	The Number of Criteria	Maximum Score	Score
1.	Content	6	24	21
2.	Language	4	16	13
3.	Presentation	6	24	20
4.	Graphic	6	24	24
Total		22	88	78
Average = $\frac{78}{22} = 3.54$; Percentage = $\frac{78}{88} \times 100\% = 88.64\%$				

The suggestions and input from the first validator were still not good, so the researcher made a second revision, the results of this revision were then assessed by the English teacher on July 20, 2024. The results of the assessment from the English teacher got a score of 3.54 which is included in the "Very good" category, with a value range of $3.25 \leq X \leq 4.00$.

d. Revising Teaching Material

After the teaching materials were validated by the experts, the teaching materials were revised according to the suggestions and input from the experts. The researcher revised once according to the direction of the first expert, which the teaching materials were still inadequate so that two revisions were needed. After the first revision, the teaching materials were assessed by experts, namely the English lecturer, Dr. Anni Holila Pulungan, M.Hum.

The results of the validation from the first expert were adequate, which means that the teaching materials can be used by 10th-grade students in *Desain Pemodelan dan Informasi Bangunan* department, but there are still shortcomings that need to be revised again. The second revision was carried out by the researcher by following the suggestions of the English lecturer, the results of the revision were then assessed by the English teacher at SMK Negeri 5 Medan, Mrs. Srilioktoria. The comments from the experts were:

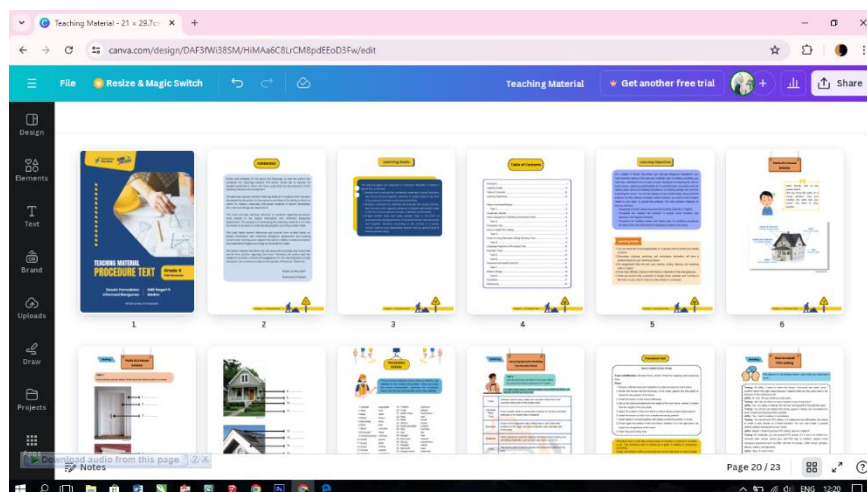
1. First expert's comments: Instructions for completing assignments were unclear/ inaccurate and there are image sources that are not listed as well as text sources.
2. Second expert's comments: The language and instructions so far have been understandable and comprehensible to students, and the available materials were relevant to the *Desain Pemodelan dan Informasi Bangunan* department.

e. Final product

After revising twice, the final product was developed. With the validation results from the teaching material experts, it has been determined according to the needs of *Desain Pemodelan dan Informasi Bangunan* department students. The final product of the teaching material is loaded in PDF format, to save costs and be easily accessible to students later. The teaching material has implemented *Kurikulum Merdeka* according to the rules of the school where 10th-grade of SMK Negeri 5 Medan has used *Kurikulum Merdeka*.

This teaching material was designed by using *Canva*, an online design platform that is easy to use and designed with an attractive and comfortable appearance, most of the illustrations and images were also sourced from *Canva*. The following is a display of the final product of the text procedure teaching material.

Picture 3.1 Final Product



CONCLUSION

The procedural text material in the English textbooks used by students currently does not match the learning needs of students as students in the Desain Pemodelan dan Informasi Bangunan department. Researchers have developed teaching materials whose materials are adjusted to the needs of students in the Desain Pemodelan dan Informasi Bangunan department by conducting a needs analysis based on the theory of Hutchinson & Waters and David Nunan, this needs analysis is certainly an idea and information required by researchers to develop appropriate teaching materials.

The needs analysis produces information that students need learning materials relevant to the scope of their fields so that after graduating they can use specific English to their expertise. There are 6 stages of developing teaching materials that follow the Borg and Gall (1983) model, namely research and information collecting, analyzing data, development of the preliminary form of product, validating by the experts, revision based on expert's suggestions, and revision final product. The results of the validation of teaching materials from the two experts showed a value of 3.22 with the "good" category so that the teaching materials developed are appropriate to the needs of 10th-grade students in the Desain Pemodelan dan Informasi Bangunan department.

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