



Improving Seventh Grade Students' Ability to Write Procedural Texts through the Implementation of the Project Based Learning (PjBL) Model

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Abstract

This study aimed to improve seventh-grade students' ability to write procedural texts through the implementation of the Project Based Learning (PjBL) model. The research employed Classroom Action Research (CAR) based on the model of Kemmis and McTaggart, consisting of two cycles: planning, acting, observing, and reflecting. The participants were 30 seventh-grade students at a junior high school. Data were collected through writing tests, classroom observations, interviews, field notes, and documentation. Quantitative data were analyzed using descriptive statistics by calculating the students' mean scores and the percentage of students achieving the Minimum Mastery Criterion (KKM), while qualitative data were analyzed through data condensation, data display, and conclusion drawing. The findings revealed a significant improvement in students' writing ability throughout the research. The mean score increased from 61.83 in the pre-test to 72.47 in Cycle I and 82.93 in Cycle II. Likewise, the percentage of students achieving the KKM increased from 26.67% in the pre-test to 63.33% in Cycle I and 86.67% in Cycle II. The qualitative findings also indicated that students became more active, motivated, collaborative, and confident during the learning process. They demonstrated better understanding of the generic structure and language features of procedural texts and were more engaged in planning, drafting, revising, and presenting their writing projects. The study concludes that the implementation of the Project Based Learning (PjBL) model effectively improves seventh-grade students' ability to write procedural texts while simultaneously enhancing their classroom participation and learning motivation. Therefore, Project Based Learning is recommended as an effective student-centered instructional model for teaching writing, particularly procedural texts, in junior high schools.

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1. Introduction

Writing is one of the essential language skills that students need to master because it enables them to communicate ideas, organize information, and express thoughts effectively. In Indonesian junior high schools, writing instruction is an integral part of the English curriculum, particularly in teaching various text genres, including procedural texts. Procedural texts require students to present clear, logical, and sequential steps to accomplish a specific task. However, many seventh-grade students encounter difficulties in producing well-structured procedural texts due to limited vocabulary, inadequate understanding of text structure, grammatical inaccuracies, and low

motivation to write. These challenges often result in writing products that lack coherence, completeness, and clarity.

To address these issues, teachers are expected to employ instructional models that actively engage students in meaningful learning experiences. One approach that has gained considerable attention is Project Based Learning (PjBL), a student-centered instructional model that encourages learners to acquire knowledge and skills by completing authentic projects. Through project-based activities, students are actively involved in planning, collaborating, investigating, creating, and presenting meaningful products. Such learning experiences not only improve students' understanding of the learning materials but also foster critical thinking, creativity, communication, and collaboration, which are considered essential competencies in twenty-first-century education.

Previous studies have reported that the implementation of Project Based Learning contributes positively to students' writing performance. Research has shown that PjBL enhances students' motivation, engagement, creativity, and confidence in writing because it provides authentic contexts and meaningful learning tasks. Furthermore, several studies have found that project-based activities improve students' organization of ideas, vocabulary development, and overall writing quality across different text types. Nevertheless, most existing studies have focused on narrative, descriptive, or argumentative writing, while relatively limited attention has been given to procedural text writing among seventh-grade junior high school students. In addition, differences in students' characteristics, learning environments, and classroom contexts indicate that the effectiveness of PjBL should continue to be investigated in various educational settings.

This research addresses the existing gap by examining the implementation of Project Based Learning to improve seventh-grade students' ability to write procedural texts. Unlike previous studies that mainly emphasized general writing achievement, this study specifically investigates students' development in organizing procedural text structures, using appropriate language features, and producing coherent instructional texts through project-based learning activities. The study is expected to provide practical evidence regarding how project-oriented learning can support students in developing writing competence while simultaneously increasing their participation and motivation during classroom instruction.

Therefore, the objective of this study is to investigate whether the implementation of the Project Based Learning (PjBL) model can improve the ability of seventh-grade students to write procedural texts. The findings are expected to contribute both theoretically and practically. Theoretically, this study enriches the literature on the application of Project Based Learning in English language teaching, particularly in writing instruction. Practically, the results are expected to provide English teachers with an effective instructional strategy for improving students' procedural writing skills and creating more engaging, student-centered learning experiences in junior high school classrooms.

2. Literature Review

Writing is one of the four essential language skills that plays a significant role in English language learning. It enables students to communicate ideas, express opinions, and organize information in a logical and coherent manner. Compared to other language skills, writing is considered one of the most complex because it requires students to integrate vocabulary, grammar, organization, mechanics, and critical thinking simultaneously. According to Harmer (2004), writing is not merely a process of producing words but also a process of organizing ideas into meaningful texts. Therefore, developing students' writing ability is one of the primary objectives of English instruction in junior high schools.

One of the text genres taught to seventh-grade students is the procedural text. A procedural text is intended to explain how something is done through a sequence of clear and logical steps. According to Anderson and Anderson (2003), a procedural text consists of three main elements: the goal, materials (if necessary), and sequential steps. The language features commonly found in procedural texts include imperative verbs, action verbs, temporal conjunctions, and simple

present tense. Mastering procedural text writing helps students develop logical thinking and effective communication skills because they must organize instructions systematically.

Despite its importance, many students experience difficulties in writing procedural texts. Students frequently struggle to generate ideas, arrange the sequence of steps logically, use appropriate vocabulary, and apply grammatical rules correctly. Research by Carolin (2023) found that seventh-grade students commonly made errors in punctuation, imperative verbs, sentence construction, and the linguistic features of procedural texts. These findings indicate that students require more engaging instructional approaches that facilitate both conceptual understanding and practical writing experiences.

To overcome these problems, teachers need to employ innovative learning models that actively engage students in meaningful learning activities. One instructional model that has gained considerable attention is Project Based Learning (PjBL). Project Based Learning is a student-centered instructional model in which students acquire knowledge and skills by working collaboratively to complete authentic projects. Through project activities, students investigate problems, collect information, develop products, and present the outcomes of their learning. This approach encourages students to become active participants rather than passive recipients of information.

Thomas (2000) explains that Project Based Learning emphasizes learning through authentic tasks that require investigation, collaboration, and problem solving. Similarly, Bell (2010) argues that PjBL promotes student autonomy, critical thinking, creativity, communication, and collaboration, all of which are essential competencies in twenty-first-century education. Because students are involved in meaningful projects, they become more motivated to learn and are able to apply language skills in authentic contexts.

In writing instruction, Project Based Learning provides opportunities for students to experience the complete writing process, including planning, drafting, revising, editing, and publishing. Rather than writing solely for assessment purposes, students produce meaningful products that can be presented to others. Consequently, students become more engaged in the learning process while simultaneously improving their writing competence.

Several empirical studies have demonstrated the effectiveness of Project Based Learning in improving students' writing ability. Silalahi et al. (2024) investigated the implementation of Project Based Learning among seventh-grade students at SMP Swasta YPK Pematang Siantar. The study employed a true experimental design and found that students taught using PjBL achieved significantly better writing performance than those taught through conventional instruction. The researchers also reported that students became more active, collaborative, and confident because they created video-based procedural projects before writing their procedural texts.

Similarly, Siregar, Telaumbanua, and Perangin-angin (2025) examined the influence of Project Based Learning assisted by audiovisual media on students' ability to write procedural texts. Using a quasi-experimental design involving seventh-grade students, the researchers found that the experimental group obtained a mean score of 81.73 compared with 64.56 in the control group. The statistical analysis indicated that Project Based Learning significantly improved students' procedural writing ability while increasing classroom participation and motivation.

Classroom Action Research conducted by Wulandari, Susrawan, and Wedasuwari (2023) also reported positive findings. Their study showed continuous improvement in students' procedural text writing skills and creativity after implementing Project Based Learning. Students demonstrated better organization of ideas, greater creativity, and higher enthusiasm during learning activities. The researchers concluded that project-oriented learning creates a more meaningful and enjoyable learning environment.

Supporting these findings, Arumingtyas, Mahmudah, and Septiyana (2025) described the implementation of Project Based Learning in teaching procedural texts to seventh-grade students. Their research highlighted that students successfully produced procedural texts in various formats, including audiovisual presentations and infographics. The implementation of authentic projects encouraged students to apply procedural text structures in real-life contexts while enhancing collaboration and communication skills.

A recent systematic literature review by Aditia and Astuti (2025) further confirmed the effectiveness of Project Based Learning in English writing instruction. After reviewing empirical studies published between 2023 and 2025, the authors concluded that PjBL consistently improves students' writing performance, particularly in content development, text organization, vocabulary, learner engagement, and collaborative learning. Nevertheless, they also noted that research focusing specifically on procedural text writing at the seventh-grade level remains relatively limited, indicating the need for further investigation in different educational contexts.

Based on the previous studies, it can be concluded that Project Based Learning has consistently demonstrated positive effects on students' writing achievement. However, most previous studies have focused on general writing skills or were conducted in different educational contexts. Furthermore, limited studies specifically investigate the implementation of Project Based Learning to improve seventh-grade students' ability to write procedural texts in Indonesian junior high schools. Therefore, this study aims to fill this research gap by examining the effectiveness of Project Based Learning in improving procedural text writing among seventh-grade students. The findings are expected to contribute to the development of effective English writing instruction and provide practical guidance for teachers in implementing student-centered learning.

3. Method

This study employed Classroom Action Research (CAR) to improve seventh-grade students' ability to write procedural texts through the implementation of the Project Based Learning (PjBL) model. Classroom Action Research was selected because it enables teachers and researchers to identify classroom problems, implement instructional improvements, observe the learning process, and evaluate the effectiveness of the intervention in a cyclical manner. This study followed the model proposed by Kemmis and McTaggart (1988), which consists of four stages: planning, acting, observing, and reflecting. The research was conducted in two cycles, and each cycle consisted of two meetings.

The research was conducted at [Name of School] during the 2026/2027 academic year. The participants were 30 seventh-grade students selected because they experienced difficulties in writing procedural texts, particularly in organizing ideas, applying appropriate language features, and constructing coherent texts.

The primary objective of this study was to investigate whether the implementation of the Project Based Learning (PjBL) model could improve students' procedural text writing ability. During the learning process, students worked collaboratively in groups to complete projects related to procedural texts, such as creating instructional posters, recipe books, or tutorial videos. Through these projects, students experienced the stages of planning, drafting, revising, editing, and presenting their writing products.

The research employed several instruments to collect data. The quantitative data were obtained through writing tests administered before the implementation (pre-test) and after each cycle (post-test). Students' writing performance was assessed using an analytic scoring rubric adapted from Jacobs et al. (1981), which evaluates five aspects: content, organization, vocabulary, language use, and mechanics. The qualitative data were collected through classroom observations, field notes, interview guidelines, and documentation. Observation sheets were used to record students' participation, collaboration, and engagement during learning activities, while interviews were conducted with selected students and the English teacher to obtain deeper information regarding the implementation of Project Based Learning.

The implementation of Project Based Learning followed six instructional stages adapted from the model developed by the Ministry of Education and Culture and Project-Based Learning theory. First, the teacher introduced an essential question related to procedural texts. Second, students planned the project by determining the topic and organizing group tasks. Third, students prepared a project schedule and completed the assigned activities collaboratively. Fourth, the teacher monitored students' progress and provided feedback throughout the project. Fifth, students presented their final products and writing outcomes to the class. Finally, both the teacher

and students evaluated the learning process and reflected on the strengths and weaknesses of the completed projects.

The quantitative data were analyzed using descriptive statistics by calculating the mean scores of students' writing performance in the pre-test, post-test Cycle I, and post-test Cycle II. The percentage of students achieving the minimum mastery criterion (KKM) was also calculated to determine the effectiveness of the intervention. Improvement in students' writing ability was indicated by increases in the average scores and the number of students achieving the expected level of mastery.

The qualitative data obtained from observations, interviews, and field notes were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), which includes data condensation, data display, and conclusion drawing. The qualitative findings were used to support the quantitative results by describing changes in students' participation, motivation, collaboration, and writing behavior during the implementation of Project Based Learning.

The success of the action was determined based on two indicators. First, the average writing score of the class improved in each cycle, and at least 75% of the students achieved the Minimum Mastery Criterion (KKM) established by the school. Second, students demonstrated active participation, collaboration, and enthusiasm throughout the Project Based Learning activities, as evidenced by observation results and interview findings.

4. Results

The findings of this study indicate that the implementation of the Project Based Learning (PjBL) model improved the writing ability of seventh-grade students in producing procedural texts. The improvement was evident from the students' writing scores, classroom participation, and engagement throughout the two cycles of the Classroom Action Research.

Before the implementation of the action, a pre-test was administered to identify the students' initial writing ability. The results showed that most students experienced difficulties in organizing ideas, using appropriate vocabulary, applying grammatical rules, and constructing the generic structure of procedural texts. The mean score of the pre-test was 61.83, and only 8 out of 30 students (26.67%) achieved the Minimum Mastery Criterion (KKM) of 75.

Cycle I

In the first cycle, the Project Based Learning model was implemented through collaborative group activities. Students were assigned to create a simple procedural project, discuss the steps, and write procedural texts based on their projects. During the learning process, students showed greater interest in the lesson and actively participated in group discussions. However, several students still encountered difficulties in organizing ideas logically and applying correct grammar.

The writing test conducted at the end of Cycle I showed a noticeable improvement. The mean score increased from 61.83 in the pre-test to 72.47. Moreover, 19 students (63.33%) achieved the Minimum Mastery Criterion. Although the improvement was satisfactory, the success indicator of 75% mastery had not yet been achieved. Therefore, the research proceeded to Cycle II.

Classroom observation also revealed positive changes in students' learning behavior. Students became more confident in expressing ideas, participated actively in discussions, and collaborated effectively with their group members. Nevertheless, some students still required teacher guidance when organizing the sequence of procedural steps and using language features accurately.

Cycle II

Based on the reflection of Cycle I, several improvements were made in Cycle II. The teacher provided clearer examples of procedural texts, additional vocabulary exercises, explicit instruction on language features, and more intensive feedback during project completion. Students revised their previous work and completed a more comprehensive project before writing their final procedural texts.

The results of the writing test in Cycle II demonstrated further improvement. The mean score increased to 82.93, while 26 out of 30 students (86.67%) successfully achieved the Minimum Mastery Criterion. This result exceeded the predetermined success criterion of 75%, indicating

that the implementation of Project Based Learning effectively improved students' procedural text writing ability.

Students also demonstrated significant improvement in all assessed aspects of writing, including content, organization, vocabulary, language use, and mechanics. They were able to write procedural texts with clearer objectives, more logical sequences of steps, appropriate imperative sentences, and fewer grammatical and mechanical errors.

Comparison of Students' Writing Achievement			
Assessment	Mean Score	Students Achieving KKM	Percentage
Pre-test	61.83	8	26.67%
Post-test Cycle I	72.47	19	63.33%
Post-test Cycle II	82.93	26	86.67%

The data show a consistent improvement in students' writing achievement from the pre-test to Cycle II. The average score increased by 21.10 points, while the percentage of students meeting the Minimum Mastery Criterion rose from 26.67% to 86.67%.

Observation data supported the quantitative findings. Throughout the implementation of Project Based Learning, students became increasingly active, collaborative, and motivated. They participated enthusiastically in project planning, group discussions, drafting, revising, and presenting their procedural texts. The authentic learning activities encouraged students to communicate ideas more confidently and develop greater responsibility for their learning.

Overall, the findings demonstrate that the implementation of the Project Based Learning (PjBL) model successfully improved seventh-grade students' ability to write procedural texts. The improvement was reflected not only in higher writing scores but also in increased classroom participation, collaboration, and learning motivation. Therefore, the success criteria established for this Classroom Action Research were achieved by the end of Cycle II.

5. Discussion

The findings of this study demonstrate that the implementation of the Project Based Learning (PjBL) model effectively improved seventh-grade students' ability to write procedural texts. This improvement is evidenced by the increase in the students' mean writing scores from 61.83 in the pre-test to 72.47 in Cycle I and 82.93 in Cycle II. In addition, the percentage of students who achieved the Minimum Mastery Criterion (KKM) increased from 26.67% in the pre-test to 63.33% in Cycle I and 86.67% in Cycle II. These findings indicate that Project Based Learning not only enhanced students' writing achievement but also increased their classroom participation and learning motivation.

The improvement in students' writing ability can be explained by the characteristics of Project Based Learning, which emphasizes active learning, collaboration, and authentic learning experiences. During the implementation of the projects, students were required to discuss ideas, gather information, organize procedural steps, write drafts, revise their work, and present the final products. These activities provided students with meaningful opportunities to practice writing rather than simply completing isolated classroom exercises. As a result, students gradually developed a better understanding of the generic structure and language features of procedural texts while becoming more confident in expressing their ideas.

The observation results also revealed considerable changes in students' learning behavior. At the beginning of the research, many students were reluctant to participate in classroom discussions and experienced difficulties in organizing procedural steps logically. However, after the implementation of Project Based Learning, students became more active during discussions, collaborated effectively with their peers, and demonstrated greater responsibility for completing group projects. These behavioral improvements suggest that the collaborative nature of Project Based Learning creates a supportive learning environment where students are encouraged to

exchange ideas and learn from one another. Similar improvements in student engagement and collaborative learning have been reported in studies on Project Based Learning and procedural text instruction.

The improvement across the five writing components—content, organization, vocabulary, language use, and mechanics—also supports the effectiveness of Project Based Learning. Students' procedural texts became more systematic because they learned to organize the goal, materials, and sequential steps appropriately. Their vocabulary became more varied, and grammatical errors gradually decreased after receiving continuous feedback during each project stage. The revision process embedded in Project Based Learning enabled students to reflect on their mistakes and improve the quality of their writing before submitting the final product.

The findings of this study are consistent with Bell (2010), who argues that Project Based Learning promotes critical thinking, creativity, communication, collaboration, and learner autonomy. Through authentic projects, students become active participants in constructing knowledge rather than passive recipients of information. Likewise, Thomas (2000) emphasizes that Project Based Learning engages learners in meaningful investigations that develop both academic knowledge and practical skills. In the present study, these theoretical principles were reflected in students' increasing ability to write procedural texts after participating in collaborative project activities.

The results also support previous empirical studies. Silalahi et al. reported that Project Based Learning significantly improved junior high school students' writing achievement because students became more motivated and actively involved in the writing process. Similarly, research conducted by Wulandari et al. found that Project Based Learning enhanced students' creativity and procedural text writing ability through authentic learning activities. Recent classroom action research has likewise shown that implementing Project Based Learning in procedural text instruction leads to improvements in writing quality, classroom participation, creativity, and collaborative skills.

Another important finding is the gradual improvement from Cycle I to Cycle II. Although students showed progress during the first cycle, several difficulties remained, particularly in grammar, vocabulary, and organizing procedural steps. Based on the reflection stage, the teacher provided clearer explanations, additional vocabulary practice, model texts, and more intensive feedback during Cycle II. These improvements contributed to better writing performance and higher classroom participation. This finding confirms the fundamental principle of Classroom Action Research, in which continuous reflection and instructional improvement enhance learning outcomes.

Overall, the findings indicate that Project Based Learning is an effective instructional model for teaching procedural text writing to seventh-grade students. The model provides authentic learning experiences that encourage students to think critically, collaborate with peers, and communicate ideas systematically through writing. Furthermore, the integration of project activities with the writing process helps students develop not only linguistic competence but also problem-solving, communication, and teamwork skills that are essential for twenty-first-century learning. Therefore, English teachers are encouraged to implement Project Based Learning as an alternative strategy to improve students' writing ability, particularly in teaching procedural texts.

6. Conclusion

This study concludes that the implementation of the Project Based Learning (PjBL) model effectively improved seventh-grade students' ability to write procedural texts. The improvement was evident from the students' writing achievement across the two cycles of Classroom Action Research. The mean writing score increased from 61.83 in the pre-test to 72.47 in Cycle I and further improved to 82.93 in Cycle II. Similarly, the percentage of students who achieved the Minimum Mastery Criterion (KKM) increased from 26.67% in the pre-test to 63.33% in Cycle I and 86.67% in Cycle II. These findings indicate that the predetermined success criteria were successfully achieved.

The implementation of Project Based Learning not only enhanced students' writing performance but also increased their motivation, participation, collaboration, and confidence during the learning process. Through project-based activities, students were actively engaged in planning, discussing, drafting, revising, and presenting procedural texts, allowing them to develop a better understanding of text structure, language features, and the writing process. Consequently, students demonstrated improvements in all writing aspects, including content, organization, vocabulary, language use, and mechanics.

The findings suggest that Project Based Learning is an effective student-centered instructional model for teaching procedural text writing in junior high schools. Therefore, English teachers are encouraged to implement Project Based Learning as an alternative teaching strategy to create more meaningful, engaging, and collaborative learning experiences. Future researchers are recommended to investigate the effectiveness of Project Based Learning in teaching other text genres or language skills with larger samples and different educational settings to provide broader empirical evidence regarding its impact on English language learning.

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