

## DEVELOPING ONLINE ACTIVE LEARNING MATERIALS IN ENGLISH TEACHING BASED ON GENRE-BASED APPROACH

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Due to the spread of COVID-19 in Indonesia, Indonesian institutions have undergone many challenges in teaching and learning process. For that constraint, the researcher would like to develop online active learning materials in English teaching based on genre-based approach. The aim of this research is to develop a model of online active learning materials in teaching English based on the genre-based approach for second-year students of Junior high school. The product developed in this research was online active learning materials which is based on genre-based approach to facilitate the English teaching and learning process of second-year students of junior high school. This is a research and development (R & D) research adopted from the theory of Branch (2009). The sample consisted of 114 the second-year junior high school students and 3 English teachers. This research produces a supplementary English online active learning material based on genre-based approach for SMP/MTS students.

Key words: **online, active learning material, English teaching, Genre-based approach**

### INTRODUCTION

Humanity has come together to fight the COVID-19 pandemic produced by the novel SARS-CoV-2 virus. According to UNESCO, 1,524,648,768 learners around the world were affected as of March 25. (Huang, et al, 2020). As a result, schools have taken emergency action to close classrooms and shift traditional classroom lectures to online classes (Bao, 2020). In order to stem the spread of the COVID-19 epidemic, governments throughout the world have temporarily shuttered educational institutions, and Indonesia schools have been forced to close classrooms and implement online teaching and learning beginning March 24, 2020. (Kemendikbud, 2020).

Numerous teachers lack experience with online education, and many questions and concerns have been raised regarding how effective online education will be. COVID-19 poses serious concerns for educational institutions. It limits their ability to deliver essential services, both educational and non-educational, while also ensuring the safety of students, teachers, staff, and local communities. The transition

of all present online courses in a matter of days is a significant and disruptive change. A complete online course typically entails improving lesson plan design, teaching resources such as audio and video content, and technological support teams. Furthermore, according to an analysis of the student social media survey, the issues for students were not caused by technological or organizational limitations to large-scale online education. Instead, individuals are having difficulties because they do not have a good attitude toward learning. Lack of self-discipline, motivation, community engagement, adequate learning resources, and learning environments are all issues that students face when self-isolating at home. Additionally, students report feeling drowsy and bored in an online classroom because the learning process appears monotonous. For example, schools frequently only receive materials or lectures in pdf, PowerPoint, or Microsoft Word, then they are given tasks relating to the contents. Following that, some students have remarked that the home-learning system is considerably more difficult than traditional classrooms because online class

materials are tough for learners to understand.

Moreover, one of the junior high school teachers stated that the online teaching issues arise from a lack of experience with online learning technology and strategies. Many schools were badly unprepared to migrate online overnight at a time when they needed to modify their teaching methods. As a student in a home-learning program, the online school was difficult to acclimate to because teachers had not been trained in advance through simulations or practices. The teacher then explained how difficult it has been for teachers to be separated from their students and one other because teaching is such a human endeavor. Teachers in an online class have no way of knowing whether or not a student is truly engaged and comprehended. Educators, parents, and children are being forced to think critically, solve problems creatively, communicate, collaborate, and be agile as a result of the pandemic. It also reveals that there is an alternative. Because online students interact with the teacher and their peers differently than in a traditional class, developing active learning experiences rather than lectures is extremely crucial.

Due to these constraints, the researcher would like to create online active learning materials for English teaching based on genre-based approach.

Active learning is intended to engage students in meaningful learning activities while also encouraging them to reflect on their actions. Active learning is defined as putting learning at the center of education and giving children with a child-friendly platform to explore the world around them on a continuous basis (Singh, 2011). Furthermore, active learning is a set of activities in which students participate in the learning process, such as problem-solving and critical thinking, in order to better understand the material and attain the learning goal. Moreover, the active learning technique necessitates the use of higher-order thinking abilities such as analysis, synthesis, and evaluation by students (Bonwell & Eison, 1991). When

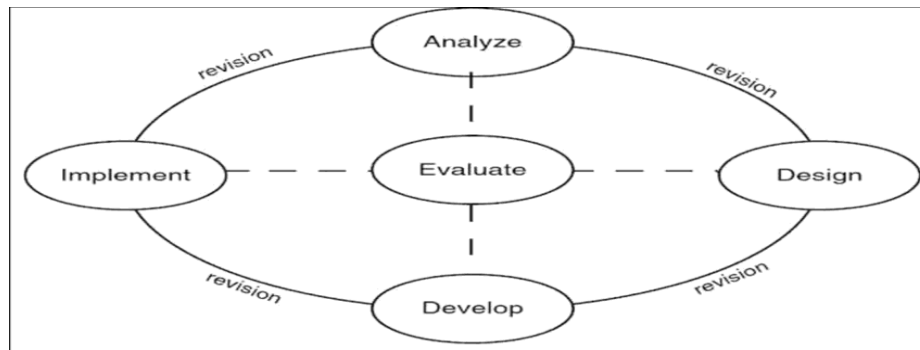
much of the world is in upheaval, an active learning technique in an online classroom allows students to maintain vital relationships and a feeling of normality.

In addition, the Genre-based Approach (GBA) has been employed to boost the learning capacity for meaning-making in a variety of curriculum areas. This approach envisions language acquisition as a social, textual, and goal-oriented system that uses text as the primary unit of communication and instruction (Herazo Rivera, 2012). Not only for reading and writing, but also for listening and speaking, the genre-based approach is great for teaching all English abilities. Tartila et al. (2013) suggest that the genre-based approach has two cycles: oral and written, with the oral cycle focusing on improving listening and speaking abilities and the writing cycle on improving reading and writing skills.

Taking into account the above explanation, the present paper aims to answer this research question: *How is the appropriateness of the developed online active learning materials based on genre-based approach in teaching English?*

## METHOD

This research is based on research and development (R&D) design. This study aims to create online Active Learning Materials for second-year junior high school students using a genre-based approach. Educational research and development, according to Borg and Gall (1983), is a process for the development and validation of an educational product that requires the product to be continuously evaluated, appraised, and optimized until it achieves behavioral objectives. Furthermore, the processes in the development of this research are adopted from Branch (2009), which refers to the steps in the research design development technique. In the development of the technique, Branch has gone through numerous phases of the ADDIE model. ADDIE consists of five stages in accordance with its name, *(A) Analysis, (D) Design, (D) Development, I) Implementation, and (E) Evaluation.*



**Figure 1. Research procedure of ADDIE Model**

Adapted from ADDIE, the researcher explains the production procedures for this research and development as follows:

### 1. Need Analysis (Analyze)

The goal of the needs analysis is to identify student and learning requirements. The researcher gathers data through interviews and questionnaires when doing a need analysis. The following are the steps in the need analysis process:

#### a. Student analysis

A student analysis will be undertaken to gather information and statistics about the student's circumstances, needs, and learning requirements. It must also offer a comprehensive description of the learning environment.

#### b. Instructional analysis

The English teacher and students are interviewed about the instructional study by the researcher. The purpose of instructional analysis is to determine the required instructional content and to gather information on the types of materials, activities, and material development tasks.

### 2. Design

The researcher conducts working on developing a course grid for the construction of active online learning resources that span skills, learning ideas, exercises, and tasks. In addition, the course grid will be constructed in a way that accommodates the requirement for evaluation during the previous phase, which will be accomplished through interviews and questionnaires. The course

grid is related to the syllabus design, and the researcher considers the level of competency and basic competence of Curriculum 2013 when building the course grid. Subjects, unit elements, language features, language emphasis, and learning activities are all included in the course grid.

### 3. Development

Material development, expert validation, and revision are the three phases of development. The following is an example of the explanation:

#### a. Material Development

The English materials will be developed at this point, based on the grid of courses laid up in the previous phase. The first draft of the product will be the result of this development.

#### b. Expert Validation

After developing the products, the researcher must get the first draft of the product validated by experts. The Alpha testing will take place here. Before moving on to the next level, Beta testing, Alpha testing must be completed to validate the prototype's quality (Oladimeji et al, 2007). For the first product, the experts will utilize a questionnaire to analyze it. The materials' content, the usage of language, the book's presentation, and the graphic are all included in the questionnaire's content. The questionnaire also includes many sections for expert advice and comments.

#### c. Revision

The findings of the expert evaluation, including questionnaires, feedback, and expert opinions, will be analyzed in order to update the product's development. The

result of the rewrite is the second draft of the product, which is now ready for testing (implementation).

#### 4. Implementation

The outcome of the second product would be measured by how well it was implemented. Beta testing will take place in this step. Unlike Alpha testing, Beta testing ensures that the prototype is ready for real-time consumers as well as the quality of the prototype (Jones & Richey, 2000). There will be three English teachers and 114 students enrolled in this research. During the classroom learning process, subjects employ this development product. The purpose of product implementation is to determine whether or not the materials are suitable for students. So, in order to receive

the results, questionnaires and interviews will be given. Students' and teachers' responses and suggestions will be collected.

#### 5. Evaluation

A step in the assessment process is evaluation. The data from the tests (questionnaire and interview) is used by the researcher to evaluate the product revision. It is a way of grading products that are rated as very good, good, average, poor, or very poor. As a result, the test revision resulted in the final draft of the product.

The researcher will illustrate the stages based on the requirement of this research as the following figure:

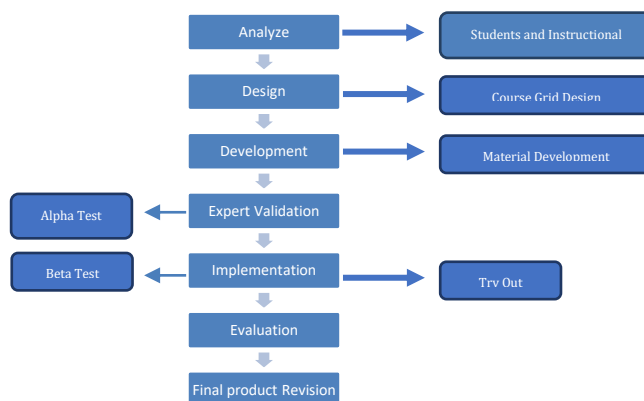


Figure 2. Specification Table Based on Universal Criteria of Material Evaluation

### FINDINGS AND DISCUSSION

The needs analysis was the starting point for the research and development process, which was based on the product development process. The questionnaires were distributed to the 114 students and three English teachers from various schools in order to conduct the needs analysis. The researcher also conducted interviews with certain teachers to complement the data. According to Hamra and Syatriana (2012), need analysis was conducted to know the proficiency of the students and their need in terms of the teaching and learning process while in this research, the purpose of the need analysis, which comprised of 20 questions, was to determine the target needs and learning needs.

According to the results of the need analysis, the three schools had varied target needs and learning needs. As a result, it was taken into account when creating a suitable book for those students' various needs. Furthermore, the target needs revealed that students require material that is based on their daily lives, uses mixed language (Bahasa Indonesia and English), and incorporates media (audio/video), and additional components such as warming up, games, evaluation, and self-reflection.

The results of the learning needs indicate that there were some considerations such as (1) listening, listening to the audio and video to complete the gap of the dialogue after listening and answer the questions after listening to the

dialogue/monologue ; (2) speaking, giving a situation or some clues before the students make a dialogue or monologue, dialogue in pairs and roleplay; (3) reading, reading the text then answering the questions or identifying the true or false statements; and (4) writing, writing based on situation and the displayed illustration.

Meanwhile, the researcher prepared the course grid material in accordance with the 2013 Curriculum's core competence and basic competence. This online book was broken down into six sections, each with its own theme and task, they were: Unit 1 (At School), Unit 2 (Hobbies), Unit 3 (Places in City), Unit 4 (Holiday and Special Events), Unit 5 (Greeting Card), and Unit 6 (Picnic). Each unit consisted of 5 parts: warming up, vocabulary, main activities, evaluation and reflection.

Then, in the material development, the researcher utilized the active learning strategy and the step of Genre-Based approach. Active learning strategy necessitates the use of higher-order thinking abilities, develop critical thinking skills and students would be inspired to learn while they are actively participating in learning activities than they would have if they were inactive in the classroom (Bonwell & Eison, 1991; Feger, Woleck & Hickman in Karge et al, 2011; Debourgh in Agbatogun, 2014) and Genre-based approach encourages student learning and helps them grow unique knowledge fields; and ultimately helps them build distinctive language patterns in some genres (Martin in Yang, 2016). Therefore, both of them can be a good tools to help students in an online teaching and learning process.

The four stages of the genre-based approach were as follows: (1) Building

knowledge, (2) Modelling of the text, (3) Joint construction of the text, and (4) Independent Construction of the text. Furthermore, each unit had 4 additional components such as, warming-up, vocabulary, evaluation and reflection.

The developed material was validated by two experts during the expert judgment. The data was analyzed using a questionnaire that included four elements: content appropriateness, language appropriateness, book presentation, and graphic appropriateness. According to both experts, the developed materials were adequate and ready for students to try out. There were, however, certain suggestions that needed to be considered.

### The Appropriateness of the Product

To determine whether the product (which was in the form of an online book) was appropriate, the researcher conducted a field testing with students and teachers from three different levels of schools. The data was gathered by allowing teachers to use the program before distributing the questionnaire and interviewing students and teachers from each school. Finally, the researcher calculated the total mean scores of the teachers' questionnaire to establish the average of the product's tryout results in those schools after collecting the data. It was carried out in order to learn about the quality of the online book from the teachers' perspective. It made use of Suharto (2006)'s categorization system.

In the table below, the overall average of the students' book judgements is displayed, followed by the total mean score for each school.

Schools	Score	Category	Equivalent
SMPN 4 Pekanbaru	3.74	Very Good	Strongly Agree
SMPN 30 Pekanbaru	3.76	Very Good	Strongly Agree
SMPN 26 Pekanbaru	3.73	Very Good	Strongly Agree
<b>Average</b>	<b>3.74</b>	<b>Very Good</b>	<b>Strongly Agree</b>

Table 1. Students' Judgements of the Book

Each school's score ranged from 3.73 to 3.76, with an average of 3.74, according to the data. It indicated that the overall mean score was in the very good range and that the three groups strongly agreed. As a result, it was easy to deduce that the online book was suitable for those various schools. Furthermore, those numerous schools offered various levels of English learning,

starting with high level, middle level, and low level. As a result, the researcher came to the conclusion that this online book may be used in all junior high schools.

The overall average of the instructors' book judgments, followed by the total mean score for each school, is displayed in the table below.

Schools	Score	Category	Equivalent
SMPN 4 Pekanbaru	3.82	Very Good	Strongly Agree
SMPN 30 Pekanbaru	3.77	Very Good	Strongly Agree
SMPN 26 Pekanbaru	3.67	Very Good	Strongly Agree
<b>Average</b>	<b>3.75</b>	<b>Very Good</b>	<b>Strongly Agree</b>

Table 2. Teachers' Judgements of the Book

The results of each teacher's questionnaire are listed in the table above. Several areas were evaluated as very good, including the learning objective, materials, tasks, language use, and graphic of the teacher's judgment. This product was highly appropriate because it was categorized as very good. Each teacher's score in this case ranged from 3.67 to 3.82, with an average of

3.75. It's possible that the average of teacher evaluations was also included in the very good and strongly agree categories. As a result, it was possible to presume that the book was acceptable to the three teachers from different schools because it was rated as a very good material. As a result, the researcher came to the conclusion that this book might be approved by all junior high school teachers.

Aspects of Evaluation	Indicators	Item Number
Content	a. The content is appropriate with the students' needs.	21
	b. The content is easy to understand.	22, 23, 24, 25, 26, 27, 28
	c. The content covers what the students need for their learning.	29
	d. The content's depth is good.	30, 31
	e. The content is accurate.	32
Presentation	a. The manner in which the materials are presented is in line with the students' needs.	33, 34
	b. The manner in which the materials are presented is systematic.	35
	c. The manner in which the materials are presented is consistent and there is a balance between units.	36, 37
Language	a. The language accuracy is evident in the materials.	38, 39, 40, 41
	b. The difficulty level of the materials is appropriate with the students' needs.	42
Graphics	a. Typography	44, 45, 46, 47
	b. Illustration	43, 48, 49, 50, 51

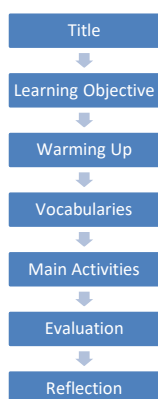
Table 3. Specification Table of Appropriateness Measurement

The teachers, however, made some comments and suggestions. The researcher

### FINAL PRODUCT

The final product was created based on the data gathered throughout the try-outs. The data for the trial were gathered through a questionnaire and interviews with students and teachers. There were several remarks and suggestions from the teachers and kids throughout the tryout interview. Those recommendations could be utilized to improve the materials that have already been created.

The researcher revised the book's developed materials in response to teachers' and students' recommendations and opinions. The following changes were made to the developed book: (1) the fonts were made larger, (2) examples were added to every explanation of the materials, and (3) the researcher revised some vocabulary for some students who had difficulty with certain words. The following is an overview of the final product:



**Figure 3. Outline of Final Product**

Because the developed product was an online supplementary book for an online class, the researcher spent a significant amount of time developing content that could be used to enhance the online teaching and learning process. Meanwhile, the researcher developed the course grid content following the core competency and basic competence of the 2013 Curriculum. This online book was broken down into six sections, each with its own theme and set of activities.

In the first unit, which was entitled "At School", the students were expected to be

then completed the second revision as soon as she received the criticisms and ideas.

able to identify the expression of asking for attention, checking for understanding, giving and asking opinions, showing appreciation, express asking for attention, checking for understanding, giving and asking opinions, showing appreciation, read a text related to the expression of asking for attention, checking for understanding, giving and asking opinions, showing appreciation and write a text related to the expression of asking for attention, checking for understanding, giving and asking opinions, showing appreciation.

Secondly, unit 2 was entitled "Hobbies". In this unit, the students were expected to be able to state and ask if one can do something or one will do something, understand the specific and detailed information in a message related to capability, incapability, willingness, and unwillingness, read a message related to capability, incapability, willingness, and unwillingness and write a message related to capability, incapability, willingness, and unwillingness.

Then, it's Unit 3. The title of this unit was "Places in City". In this unit, the students were expected to be able to give and respond to information regarding obligation, prohibition, and suggestion, understand the specific and detailed information in a message, read a message related to obligation, prohibition, and suggestion and write a message related to obligation, prohibition, and suggestion.

"Holiday and Special Events" was the title of the fourth unit. In this unit, the students were expected to be able to give and respond to instructions, invitations and ask permission, understand the specific and detailed information in a message, read a message related to instruction, invitation and asking permission, write a message related to instruction, invitation and asking permission.

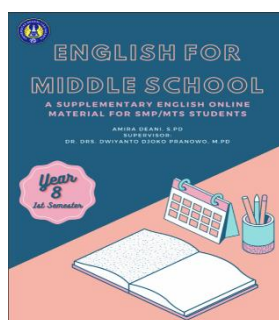
Next, the title of unit 5 was "Greeting Card". In this unit, the students were expected to be able to identify the differences and similarities between any kinds of greeting cards, identify existing

greeting cards with correct speech and stress, understand the specific and detailed information in a greeting card, read a message in the form of greeting card and write a message in the form of greeting card.

Lastly, it's Unit 6. The title of this unit was "Picnic". In this unit, the students were expected to be able to recognize and explain the difference between countable and uncountable nouns and use them correctly in daily conversation, match appropriate quantifiers to countable and uncountable nouns and use quantifiers correctly in daily conversation, recognize the most basic prepositions of place, and use them properly in daily conversation, read a text related to countable and uncountable nouns, quantifiers and prepositions of place and write a text related to countable and uncountable nouns, quantifiers and prepositions of place.

The researcher then used the active learning strategy and the Genre-Based Approach in the material development. The genre-based approach was divided into four stages: (1) Building knowledge, (2) Modelling of the text, (3) Joint construction of the text, and (4) Independent text construction. Each unit also included four extra components: warming up, vocabulary, evaluation, and reflection.

### The appearance of the final product



Unit 1: (<https://unit1-atschool.carrd.co/>)

Unit 2: (<https://unit2-hobbies.carrd.co/>)

Unit 3: (<https://unit3-placesincity.carrd.co/>)

Unit 4: (<https://unit4-holidaysandspecialevents.carrd.co/>)

Unit 5: (<https://unit5-greetingcard.carrd.co/>)

Unit 6: (<https://unit6-picnic.carrd.co/>)

### CONCLUSION

The course grid content was created following the core and basic competencies of the 2013 Curriculum. Unit 1 (At School), Unit 2 (Hobbies), Unit 3 (Places in City), Unit 4 (Holiday and Special Events), Unit 5 (Greeting Card), and Unit 6 (Picnic) were the six sections of this online book, each with its own theme and tasks. Warming up, vocabulary, main activities, evaluation, and reflection were the five sections of each unit.

The researcher then employs the active learning strategy and the Genre-Based Approach step in the material development. The genre-based approach was divided into four stages: (1) Building knowledge, (2) Modelling of the text, (3) Joint construction of the text, and (4) independent text construction. Each unit also included four extra components: warm-up, vocabulary, evaluation, and reflection.

The researcher conducted a product try-out to determine the product's appropriateness. The data was obtained through the distribution of questionnaires and interviews with three teachers and students from each school. The developed book was deemed acceptable and appropriate by the participants. Based on the findings of the questionnaire of students' and teachers' responses to the developed product, it was concluded that the materials in the online book were acceptable and appropriate for them. According to the data, the three schools had an average score of 3.74 for students and 3.75 for teachers. The classifications were very good, and they remarkably strongly agreed in terms of equivalents.

Meanwhile, the findings of the research were backed up by the findings of the interviews. Based on the data, it was reasonable to believe that the book met the needs of both students and teachers. As a result, the book served as a valuable supplement to the online English learning process. Furthermore, the test findings



indicated that the designed product was appropriate and effective for Pekanbaru junior high schools of all levels, including high, middle, and low. It meant that the supplementary online book prepared for Pekanbaru junior high school students in grade VIII was appropriate.

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