THE GENRE APPROACHES FOR TEACHERS' STRATEGY TO DELIVER PRODUCTIVE TEACHING-LEARNING IN ENGLISH SUBJECT AT SMAN 1 KOTA LANGSA

Mauloeddin Afna[1,] [*]
English Education Dept. FTIK, IAIN Langsa

Cut Nisa Fadilla[2]
English Education Dept. FTIK, IAIN Langsa

*Correspondent email:
mauloeddin.afna@iainlangsa.ac.id

Abstract: The article overviewed the teaching delivery approaches of TESOL in language teaching classroom research, which employed at SMAN 1 Kota Langsa, Aceh, Indonesia. It was advised Genre Approach (GA) for engaging discussion than a directive task, a genre which is pitching dialogues one to another between teacher and students, and specifying words of selective diction. The article projected the teaching delivery process which is engaging discussion and defines the teacher-students' communication skill in English. It described the phenomenon by employing a semi-structured interview, which described to aim an increasing approximation to control of written and spoken texts and the activity, teacher role is facilitator and students are benefactors. The result concerned about GA and its applications profiled the series of classroom practices; preparation, screening, validation, and content review. Thus, eventually, GA also help the teacher to validate their own communication competence, their students' development process and engagement as well.

Keywords: *Genres Approach, Productive Delivery,* and *Communication*.

INTRODUCTION

English language is taught as a means of communication for school subjects and escalated through various level educational institutions. Communicative language teachers of Indonesian did not accommodate reasoning opportunities for the students. The directive teaching, a conventional delivery, actively encouraged the teacher to be the center of information, should be narrowed to give students space for developing their pathways (D. Irmawati et al., 2017; Kadwa & Alshenqeeti, 2020). The reason for having communicative in delivery materials with constantly engaging the students leads to students' process in escalating their reasoning (Gandana et al., 2021; Irianto et al., 2019; Ulfa & Bania, 2019). Moreover, in learning a foreign language as a means of communication and knowledge, the teaching section should be advised for engaging discussion than a directive task, pitching dialogues one to another between teacher and students, and specifying words of selective diction (D. K. Irmawati et al., 2021; Sariakin, 2021). An engaging discussion, particularly with the English language, defines the students' spoken skills. Coming with communicative, English is a language to be taken as a tool to read the global knowledge of the digital world.

In senior high school, English subject is categorized for a beginner class which is settled to pick up the language in communication delivery, that encourages the students to

deliver their comments for the classroom material. The teachers are encouraged to build and connect their students with picking certain vocabulary that connected the classroom discussion (Marlisa Aini et al., 2020; Priyadi et al., 2021; Yusuf et al., 2017). Concerning the idea, by pitching dialogues one to another between teacher and students it is no justification of right or wrong answer, however, why the idea is correct or wrong, why the students confirm the correct or wrong. Furthermore, with higher school, junior and senior, the topics are more various, the teacher will introduce a challenging topic to discuss and draw ideas instead of conclusions earlier by specifying words of selective diction (Lie et al., 2019; Riadi, 2019). Thus, the foreign language acquisition process leads to improving students' comprehension as literacy competence, which is one of the competencies as the door for many gateways. Relieving the English language competency for communication to the high school students, the English subject teacher of SMAN 1 Kota Langsa, employed a settled Genre Approach for TESOL with a collaboration to IAIN Langsa lecturers in December of 2019.

The Genre approach (GA) approach for TESOL has opened new horizons in front of course designers, particularly as the main subject of Second Language Acquisition (SLA) content developers and language teachers. In line with the principles of a learning-centered pedagogy and with a huge potential to enhance second language learners' discourse competence and hence contributing to the much-needed communicative competence through involving learners with real samples of language, that is, different types of texts, spoken or written, genre analysis and genre-based pedagogy have a lot to offer to all those involved in second language education in general and language teachers and learners in particular. Certainly, there is much more to the notion of a genre than a discrete set of text types. In Genre Approach (GA) to teach language setting, it is suggested that learning activity through three phases; 1). Modeling, 2). Deconstruction, and 3). Language understanding (Aleksandrzak, 2018; Samad & Adnan, 2017; Uday, 2019). The study concerns a great deal of attention (GA) and its application in English language teaching in Indonesian schools. An effective genre pedagogy should stress students' habitual aptitude for selecting, adjusting genres, aiding teachers to stimulate scaffolding of visualization to contents that would like to be described for exalting communication (Fatjriya et al., 2021; Xu & Li, 2018). When students know the topic closely, they only need to adapt it to an appropriate genre. Another researcher believes that GA help students to understand a particular genre to achieve its purposes (Agesta & Cahyono, Bambang Yudi, 2017; Xu & Li, 2018; Zhang, 2018). It stated that the GA has a specific focus on teaching students' certain genres. This might include a focus on language and discourse features or the context of the text. It suggests that the GA enables learners to use certain genres to participate in a particular genre community (Agesta & Cahyono, Bambang Yudi, 2017; Iskandar et al., 2015; Zhang, 2018). GA helps students to enter a particular community through understanding elements of the genre. GA helps students understand the structure and purpose of texts of different genres (Aleksandrzak, 2018; Nordin & Mohammad, 2006; Uday, 2019). Texts have their structure and purpose, so by understanding the structure and the purpose, students could prepare themselves with strategies to achieve all elements in that particular genre.

The GA is also believed to be an appropriate teaching methodology to enable students to communicate in academic settings (Fatjriya et al., 2021; Samad & Adnan, 2017). The

GA is goal-oriented and provides frameworks for students to be able to communicate. This approach is also concerned with teaching students to use language that varies systematically (Agesta & Cahyono, Bambang Yudi, 2017; Xu & Li, 2018; Zhang, 2018). In addition, GA are useful in teaching ESL students for several reasons: firstly, they offer a principled way to identify and focus upon different types of English text by providing a clear framework to learn the features of grammar and discourse. Secondly, they offer students a sense of the generic models that are used in an English-speaking culture. Thirdly, they offer the capacity for initiating students into ways of meaning-making that are valued in English-speaking communities. Fourthly, they form a potential basis for reflecting on and critiquing how knowledge and information are organized and constructed in the English language. therefore, GA could help students to achieve their purposes in communication.

Although some other researchers are not so sure of its benefit, at least two researchers are questioning the benefit of the implementation of the GA have been debated by other experts, including members of the genre community. Their concerns are expressed as if the GA is feasible or it is only teachers' preferred approach to teach languages in the classroom (Aleksandrzak, 2018; Samad & Adnan, 2017). Then, GA fails to increase students' ability to communicate in English orally. This happens due to a poor understanding of the GA concepts by teachers (Aleksandrzak, 2018; Fatjriya et al., 2021; Samad & Adnan, 2017). Thus, selecting a certain teaching approach is not due to teachers' preference of using it; however, the understanding of its concepts is considered more important than making students competent to communicate in the target language (Fatjriya et al., 2021; Xu & Li, 2018). From now, much more time is spent on explaining the concepts and the associated texts than developing the skills to communicate, e.g., developing text, discussing the content in the target language, and achieving their objectives using the language(Fatjriya et al., 2021; Samad & Adnan, 2017). To implement the genre-based syllabus, it is proposed a model which is presented in the communication relationship between teacher and students. In this Study, GA suggests Teacher Scaffolding of visualization to contents that would like to be described for exalting communication which developed students' communicative delivery (Querol-Julián & Beltrán-Palanques, 2021; SULTAN & S. IRHAYYIM, 2022; Wang, 2021). The creativity may be influenced by their experiences, expertise, or the ways they look at the data. Some researchers have proposed the theory of discipline variation and cultural variation (Charles, 2022; Fortanet-Gómez & Beltrán-Palanques, 2022; SULTAN & S. IRHAYYIM, 2022). Discipline variation assumes that each discipline has different models due to a variety of cultural elements such as daily practices, the environment, values, norms, emphases, and the similar approach(Querol-Julián & Beltrán-Palanques, 2021; Wang, 2021). The fact that the Swales' Model was developed based on a range of different disciplines, which gave rise to his model which differs from the other three models may suggest the influence of different disciplines (Basturkmen, 2012; Paltridge, 2014). Cultures may also influence people's ideas, practices and thus produces variations. People who live in a democratic society may come up with different creations when compared to people in an authoritarian society (Amjadiparvar et al., 2018; Paltridge, 2014; Pufahl & Swales, 1993). Therefore, it is interesting to find out whether the different cultural environments, where the examined classroom in this study, would also produce variations, suggested to employ to establish a moderate characteristic for high school students in Kota Langsa. The moderate characteristic in GA suggests as

supportive which designed to construct elevated chronologically ideas and directive arguments from the all-known teacher instead of discussing communicative outcomes; these affected students' motivation, teacher appreciation, and curriculum objective. Then, the gaps were narrowed to the ability to communicate ideas in an orderly as GA in Swales Model (Amjadiparvar et al., 2018; Paltridge, 2014). Therefore, the approach also maintains the void cavities raised on the interpersonal communication barrier between teacher and students, the relational relationship building, and teacher-centered-directive habit in the classroom interactions.

Therefore, the article aimed to project the suggested genres application to deliver productive communication for TESOL classroom. The article, throughout the study, describe how did the teachers learn to resolve building communication and interaction in English for Indonesia High School setting. It also overviewed the three of GA triangle concerns, interpersonal communication, classroom management, and pedagogical flexibility, which are related one to another.

RESEARCH METHODOLOGY
The article outlined the writer observations to perceive teaching activity which employs GA in communicative delivery as reflective peer between teacher and students (Canagarajah, 2016; Thomas & Magilvy, 2011). Teaching activity where researchers observed and interacted with an elevated communication as a means of literacy comprehension. Within this study, the target was to investigate teachers' delivery strategies that aligned with Genre Approaches (Canagarajah, 2016; Chik et al., 2017). It is mentioned about cultural data assume the form of directly observable material items, individual behaviors, performances. Moreover, within this study, the researcher constructs the ideas from the perspective of the communicative comprehension phenomenology.

The Design
The phenomenology in qualitative research observes the certain phenomenon that continuously occurred for the specific location. It is a specific phenomenon (Rosa et al., 2022; Sholokhova, 2022). Within this study, it explores ways of doing research that remain focused on and sensitive to the concrete, subjective, and pre-reflective dimensions of the life-world (Ali, 2022; Rosa et al., 2022). In addition, Phenomenology as the main components of this design include two-dimensional approaches of data (Ali, 2022; Rosa et al., 2022; Sholokhova, 2022). To collect the data, the research applied qualitative research to observe the classroom environment and interview the teacher (Amjadiparvar et al., 2018; Basturkmen, 2012; Pathak, 2022; Pufahl & Swales, 1993).

The writer designed a semi-structured interview which is applied to collect information after the classroom activity (Jacobvitz et al., 2002; Sholokhova, 2022). The interview investigated about the four quadrants of communicative teaching classroom delivery between teacher and student (Fortanet-Gómez & Beltrán-Palanques, 2022; Majid et al., 2017). Overalls, it reflected the English teaching activity, which composed verbal or non-verbal communication between teacher and their students (Majid et al., 2017). The interview also sufficiently explored to observe peer communication of agreements; for engaging discussion than a directive task, pitching dialogues one to another between teacher and students, and specifying words of selective diction, as the English literary and

spoken skills (Fortanet-Gómez & Beltrán-Palanques, 2022; Sholokhova, 2022). The interview data were transcribed to identify the teachers' teaching atmosphere. In the study, the interview prescribes the teachers' perception in prospering their communication strategy to project the feasibility of GA in TESOL. Therefore, the sorted data were interpreted further and explored for obtaining the research phenomenon.

The Participants
The article projected four research informants who are English teachers of SMAN 1 Kota Langsa, experienced in TESOL, and hold master degree certificate of English Education Department. They taught English subject which initiate to develop teaching atmosphere which applied learning phases; modelling, deconstruction, and language understanding (Majid et al., 2017; Sholokhova, 2022). To select the participant, the researcher applied purposive sampling to figure out the teachers' characteristic on their teaching labor at the senior high school in Indonesia.

RESULT AND DISCUSSION
Interview Finding
The finding covered the interview result of English teachers' perspective of the communicative GA in TESOL classroom. The development of learners for English subject as TESOL with referenced genre approach. The four teachers have their own preferences of GA approach to deliver their learning materials; the teachers believe their own perspective to generate learning experiences. They delivery works on the social context in which spoken language is generic production. Therefore, the article project GA standpoint within the teaching labor pedagogies which offered their students explicitly and systematically the learning contents in the way a language a means of communication, social function, and continuously developing students' responds as interactions.

The finding covered the interview result of English teachers' perspective of the communicative GA in TESOL classroom. The process consists of teaching labor activity with 1). The development process, 2). The learners' engagement, and 3). The development of learners for English subject as TESOL with referenced genre approach. The four teachers have their own preferences of GA approach to deliver their learning materials; the teachers believe their own perspective to generate learning experiences. They delivery works on the social context in which spoken language is generic production. Therefore, the article project GA standpoint within the teaching labor pedagogies which offered their students explicitly and systematically the learning contents in the way a language a means of communication, social function, and continuously developing students' responds as interactions. The study findings are classified into three main classifications;

1. *The development processes*
   The researcher projected the development process of GA approach in teaching English thoroughly within these following interviews. The interview transcriptions anticipated having been acknowledged with GA approach, the teachers became have more savant in delivering teaching material, and fluently develop their own communication skills as well. Accommodating these informants' inputs are as follow:

> "*GA help both the teachers and their students in learning English as the target language. Even though being an English teacher, I still learn to communicate in English as my Second Language, GA gave me options and flexibility in communication, so I can keep my students 'participation within a discussion*"

Other teachers commented:

> "*In my opinion, GA develop a modeling of generic communication. Instead of casting random topic of a classroom discussion, GA suggest to scaffold with students' potential level of performance. To commit a scaffolding activity, the teacher suggests a model which is requested to be discussed and analyzed with their own language and expression. The scaffolding elements gradually enlighten the texts production as text parallel construction to sustain the generic model. Therefore, the role of teachers transformed from instructor to be facilitator and eventually as the learning autonomy*"

Another the two teachers suggest the modelling stage which stand in the certain genre was given to the students by the teacher. The teacher and their students, then, analyze this order to identify how do the nature of the features which follow the features of linguistic and structure with communicative purposes. The development of GA process which is important to proclaim each type of modelling genre to present the modification of relevant language usages.

2. The learners' engagement

The engagement of learners in communication projected an interesting discussion for the students' communication. In addition, the learners' engagement should follow and emerge the teachers and their activity for generating spoken language. Regarding to the genres, as model of teaching English subject, the teachers elaborated within the detail and more comprehensive how to find a way of the engagement. The teachers' interview result presented,

> "*Generating the students' initiative is the main concern for every teacher, particularly, English subject which draw more students' effort. The engagement initiated on their concern to think, and prepare to develop ideas*"

The teachers agree shared about the engagement, as follow:

> "*The teachers taught the subject within several limitation which can develop and fluent of speaking skills. The suggest applied the synthetic initiative students learning engagement in discussion section*"

The engagement of students' learning initiative merely assertive the students' personal account.

3. The following up

The following process classified into four quadrants, the first quadrant starts with building knowledge of field; teacher overshadows the limited topics by giving cultural contexts, shared experiences, control of relevant vocabulary, and grammatical patterns.

> "*The students start to pitch and discuss their own experience account with their friends. Moreover, teacher will introduce topic in the second quadrant, initiate the students' awareness for engaging discussion by settling cultural contexts, social function, schematic structure, linguistic feature, and using spoken language to focus on written texts*"

The third quadrants are engaging discussion section. Within this process, teacher shall guide and bring discussion, the students deliver their accounts and responded by one and another student. It is not aiming to correct ideas, sentences flow, and grammars; it is about discussion the opinion and practicing for joint dependent construction of the texts, teacher modification class lesson-plan. The joints are schematics structure, linguistic feature, and knowledge of field. The last quadrants, the follow up process, is resemble to plant joint independent construction of the texts within the students to grow in them. Finally, by gradual cycles of the process, it is expected that students will acquire the literacy competence as means of communication and comprehension.

Discussion

The teaching delivery approaches in English subject delivers with an engaging discussion than a directive task, a genre which is pitching dialogues one to another between teacher and students, and specifying words of selective diction. The approach confronts students with a problem. The main purpose of this method is to solve problems, answer questions and understand the knowledge of students, as well as to make a decision (Aleksandrzak, 2018; Wang, 2021). Therefore, discussion is not a debate that pits argument. Within the Swales' Model, discussions are more about exchanging experiences to determine certain decisions together (Basturkmen, 2012; Pathak, 2022). So far, many teachers have objected to using the discussion method in the learning process. The objections usually arise from assumptions; first, discussion is a method that is difficult to predict the results because the interaction between students appears spontaneously, so that the results and direction of the discussion are difficult to determine, secondly, discussions usually require quite a long time, in terms of learning time in class is very limited, these limitations are not may be able to produce something completely (Fatjriya et al., 2021; Samad & Adnan, 2017; Uday, 2019). Actually, the teacher does not need to worry about this because with careful planning and preparation such incidents can be avoided. GA classified the delivery technique into three stages; modelling spoken, joint construction, and independent of delivery contents.

1. *Modelling Communication Conceptuals*

In modelling a spoken communication, there are four practical steps which should be implemented during the teaching labor (Agesta & Cahyono, Bambang Yudi, 2017; Fatjriya et al., 2021). The four steps are;

a) The teacher selected a certain of scaffold model of discussion topic to be developed within discussion of English classroom activity. Within this first step, GA should be placed on the students' need and requirement.
b) The role of teachers and their students should discuss the GA by having model of communication and deconstruction for spoken modification.
c) The student, the main objective of learning, should be directed and situated in order to participate their target language learning process. E.g., the use of gestures, as nonverbal language, which also visible thoroughly in discussion activity.
d) The students, then, should follow their own initiative in having communication without considering the structural patterns procedures, and having more practices.

2. Joint construction

Although, within the second stage, the students should be followed their action with starting a practical and operational when it deals with speaking skills, their work genuinely only on trying to speak up with their own capability of utterance modification and vocabulary acquisition (Agesta & Cahyono, Bambang Yudi, 2017; Iskandar et al., 2015; Zhang, 2018). The teachers should be part in facilitating and guiding their students, which mostly of the study case, the students who are not native English, by providing a join construction of spoken language with corrected and inserted grammatical rules (Samad & Adnan, 2017; Wang, 2021; Xu & Li, 2018). Therefore, within the joint construction, there are three practical steps to be followed;

a) The students reconstruct the GA spoken driven. By this case, the students should modify their teachers' utterances with their own capability, i.e., the vocabulary selections, the grammatical patterns, and textual devices, if it is necessarily by their own words.
b) The teachers' roles continuously help to be the facilitator to maintain the gap of joint construction as their students articulate their utterances.
c) The former process of joint utterances is the formulation of independent constructions; the stage of modelling communication and joint constructions which are important to be prepared by the teachers.

3. The independent construction of a spoken language

Prior to the stages above, within a discussion section, the teachers instructed to write linked ideas of what their topic to be elaborated in spoken. The linked ideas will be helpful for constructing and keeping the students' paces in activity training before it became natural utterances (Aleksandrzak, 2018; Samad & Adnan, 2017; Xu & Li, 2018). It is a scaffolding process of modelling in GA for teaching a communication in TESOL as learning the target languages. Moreover, to help the students with generating the independent construction of a spoken language, the teachers should facilitate certain models of communicative purposes, structural elements of the utterances, grammatical pattern usage, relevant vocabulary, and textual devices as well (Fatjriya et al., 2021; Iskandar et al., 2015; Wang, 2021; Zhang, 2018). It is true that these certain models might not use all; however, the teachers should provide it as material contents. The generic models of generating the independent construction will help both the teachers and their students in learning how to

deliver a constructive and cursive communication delivery (Fatjriya et al., 2021; Uday, 2019). By doing so, both the teachers and their students will acknowledge their own speaking weakness and anxiety.

CONCLUSION

GA in TESOL for Indonesian teachers and their students in teaching labor is a matter of mix in community and communication. Since, these two objects and main beneficiaries, the teachers and their students, the process should not be separated one to another. It is a mutual relationship and learning between for a classroom process. The delivery should be prominent sectors as if it for the transmitting the information. As an approach in communication, modeling of GA and its features are the distinctive factors which projects the organization of communication and constructed layout utterances design, and product of a language, which is still categorized as foreign language for some Indonesian students.

GA is relevant to be generated within a community, a classroom activity, as the generic environment to learn the target language. The main idea is having a more effort for the teachers to stimulate modelling, deconstruction, and language understanding for themselves and their students as well. The next points are initiative, competency, and motivation to pace the learning which is considering a major momentum to attain the natural and autonomous learning strategy in delivering a communication. Therefore, the article provides the readers how did the teachers and their students help one to another to learn the language.

REFERENCES

Agesta, S., & Cahyono, Bambang Yudi, Prof. Ph. D. (2017). EFFECT OF PROCESS-GENRE APPROACH ON THE INDONESIAN EFL WRITING ACHIEVEMENT ACROSS PERSONALITY. *International Journal of English Language and Linguistics Research*, *5*(3), 39–48.

Aleksandrzak, M. (2018). Genre-Based Approaches in Teaching and Learning. *Neofilolog*, *2*(51), 137–151. https://doi.org/http://dx.doi.org/10.14746/n.2018.51.2.2

Ali, A. (2022). Critically reflective practice in visual communication design teaching for higher education undergraduate program. *International Journal of Technology and Design Education*, *32*(2). https://doi.org/10.1007/s10798-020-09626-6

Amjadiparvar, A., Maftoon, P., & ... (2018). The Effect of System-Nested, Genre-Oriented, Structurally-Mediated Model (SGSM) of Writing Instruction, and Swalesian Model (SM) upon Iranian Learners' Writing …. *Issues in Language ….*

Basturkmen, H. (2012). A genre-based investigation of discussion sections of research articles in Dentistry and disciplinary variation. *Journal of English for Academic Purposes*, *11*(2). https://doi.org/10.1016/j.jeap.2011.10.004

Canagarajah, S. (2016). TESOL as a Professional Community: A Half-Century of Pedagogy, Research, and Theory. *TESOL Quarterly*, *50*(1), 7–41. https://doi.org/10.1002/tesq.275

Charles, M. (2022). EAP research in BALEAP 1975–2019: Past issues and future directions. *Journal of English for Academic Purposes*, *55*. https://doi.org/10.1016/j.jeap.2021.101060

Chik, A., Aoki, N., & Smith, R. (2017). Autonomy in language learning and teaching: New research agendas. In *Autonomy in Language Learning and Teaching: New Research Agendas*. https://doi.org/10.1057/978-1-137-52998-5

Fatjriya, M. H., Tahrun, & Sari, A. P. (2021). The Effects of a Genre-Based Approach and Learning Encouragement on the Writing Achievement of Eighth-Grade Students at SMP Negeri 3 Air Kumbang. *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)*, *565*(INCoEPP), 1305–1310. https://doi.org/10.2991/assehr.k.210716.261

Fortanet-Gómez, I., & Beltrán-Palanques, V. (2022). Enhancing multimodal communicative competence in ESP: The case of job interviews. *Multimodal Communication*, *11*(1). https://doi.org/10.1515/mc-2020-0032

Gandana, I., Nafisah, N., & Imperiani, E. (2021). Critical thinking, literature and teachers' instructional activities: An Indonesian case of community service program for English teachers. *English Language Teaching Educational Journal*, *4*(2), 138. https://doi.org/10.12928/eltej.v4i2.4279

Irianto, N. andesta, Imranuddin, & Syafrizal. (2019). Journal of English Education and Teaching (JEET) e-ISSN: 2622-5867. *Journal of English Education and Teaching)JEET)*, *3*(4), 522–532.

Irmawati, D. K., Asri, T. M., & Aziz, A. L. (2021). How efl teachers deal with pedagogical competence development for the teaching of writing: A study on higher educational level in indonesian context. *Journal of Education and E-Learning Research*, *8*(1), 42–51. https://doi.org/10.20448/JOURNAL.509.2021.81.42.51

Irmawati, D., Widiati, U., & Cahyono, B. (2017). How Do Indonesian Professional English Teachers Develop Their Pedagogical Competence in Teaching Implementation? *Arab World English Journal*, *8*(2), 293–307. https://doi.org/10.24093/awej/vol8no2.21

Iskandar, A. S., Fitriani, S. S., Patak, A. A., & Weda, S. (2015). *Students' perspectives on genre approach in the 'Neglected Communicative Event:' Script defense examination in English Departmen*. 1–18.

Jacobvitz, D., Curran, M., & Moller, N. (2002). Measurement of adult attachment: The place of self-report and interview methodologies. *Attachment and Human Development*, *4*(2), 207–215. https://doi.org/10.1080/14616730210154225

Kadwa, M. S., & Alshenqeeti, H. (2020). International Journal of Linguistics, Literature and Translation (IJLLT) The Impact of Students' Proficiency in English on Science Courses in a Foundation Year Program. *International Journal of Linguistics, Literature and Translation (IJLLT)*, *3*(11), 55–67. https://doi.org/10.32996/ijllt

Lie, A., Tamah, S. Mi., Trianawaty, Triwidayati, K. R., & Jemadi, F. (2019). English Proficiency of Secondary School Teachers in Indonesia. *TEACHERS ENGLISH PROFICIENCY English*, *7*(2), 86–87.

Majid, M. A. A., Othman, M., Mohamad, S. F., Lim, S. A. H., & Yusof, A. (2017). Piloting for Interviews in Qualitative Research: Operationalization and Lessons Learnt. *International Journal of Academic Research in Business and Social Sciences*, *7*(4), 1073–1080. https://doi.org/10.6007/ijarbss/v7-i4/2916

Marlisa Aini, R., Muslem, A., & Usman, B. (2020). Lecturers' Strategies Used in Teaching English Reading Comprehension: a Case At a Private College in Aceh.

Humanities & Social Sciences Reviews, *8*(3), 20–30. https://doi.org/10.18510/hssr.2020.833

Nordin, S. M., & Mohammad, N. (2006). THE BEST OF TWO APPROACHES: PROCESS/ GENRE- BASED APPROACH TO TEACHING WRITING. *The English Teacher*, *XXXV*, 75–85. http://www.melta.org.my/ET/2006/2006_6.pdf

Paltridge, B. (2014). Genre and second-language academic writing. *Language Teaching*, *47*(3). https://doi.org/10.1017/S0261444814000068

Pathak, D. N. (2022). Idea of Pandemic-Pedagogy: Reflexive Rumination on Teaching and Learning Practices. *Higher Education for the Future*, *9*(1). https://doi.org/10.1177/23476311211046184

Priyadi, M., Sarwa, Lisyanto, & Basuki, N. (2021). Indonesian Teacher's Competencies Profile According to the SAMR Model Framework. *Journal of Physics: Conference Series*, *1842*(1). https://doi.org/10.1088/1742-6596/1842/1/012083

Pufahl, I., & Swales, J. M. (1993). Genre Analysis: English in Academic and Research Settings. *Language*, *69*(1). https://doi.org/10.2307/416471

Querol-Julián, M., & Beltrán-Palanques, V. (2021). Pechakucha presentations to develop multimodal communicative competence in esp and emi live online lectures: A team-teaching proposal. *CALL-EJ*, *22*(2).

Riadi, A. (2019). An Empirical Studies on Indonesian English-Curriculum Changes: Opportunities and Constraints in an Underdeveloped Region. *Indonesian TESOL Journal*, *1*(2). https://doi.org/10.24256/itj.v1i2.835

Rosa, G. G., Lima, N. W., & de Holanda Cavalcanti, C. J. (2022). Different propositions of the uncertainty principle for position and momentum: integrating mathematical formalism, phenomenology and interpretations in the teaching of quantum theory. *Revista Brasileira de Ensino de Fisica*, *44*. https://doi.org/10.1590/1806-9126-RBEF-2021-0298

Samad, I. A., & Adnan, Z. (2017). Using a Genre-Based Approach To Prepare Undergraduate Students for an English Thesis Defence Examination: an Experimental Study To Address the 'Pedagogical Controversy.' *Linguistik Indonesia*, *35*(1), 75–93. https://doi.org/10.26499/li.v35i1.56

Sariakin. (2021). CLASSROOM MANAGEMENT STRATEGY OF TEACHING ENGLISH PRONUNCIATION TO YOUNG LEARNERS. *Jurnal Real Riset*, *3*(2021), 280–285. https://doi.org/10.47647/jrr

Sholokhova, S. (2022). Phenomenological interviews in learning and teaching phenomenological approach in psychiatry. In *Phenomenology and the Cognitive Sciences* (Vol. 21, Issue 1). https://doi.org/10.1007/s11097-021-09798-z

SULTAN, A. I., & S. IRHAYYIM, N. (2022). AN INVESTIGATION OF GENRE-BASED TEACHING ON STUDENTS' UNDERSTANDING OF ADVERTISEMENT. *RIMAK International Journal of Humanities and Social Sciences*, *04*(02). https://doi.org/10.47832/2717-8293.16.29

Thomas, E., & Magilvy, J. K. (2011). Qualitative Rigor or Research Validity in Qualitative Research. *Journal for Specialists in Pediatric Nursing*, *16*(2), 151–155. https://doi.org/10.1111/j.1744-6155.2011.00283.x

Uday, Y. (2019). Genre Based Approach for Teaching of English. *Aayushi International Interdisciplinary Research Journal (AIIRJ)*, *6*(June), 1–6. www.aiirjournal.com

Ulfa, M., & Bania, A. S. (2019). EFL student's motivation in learning English in Langsa, Aceh. *Studies in English Language and Education*, *6*(1), 163–170. https://doi.org/10.24815/siele.v6i1.12860

Wang, G. (2021). Genre-Based Approach in Business Translation Teaching. *Review of Educational Theory*, *4*(2). https://doi.org/10.30564/ret.v4i2.3019

Xu, X., & Li, X. (2018). Teaching academic writing through a process-genre approach: A pedagogical exploration of an EAP program in China. *Tesl-Ej*, *22*(2), 1–21.

Yusuf, Q., Asyik, A. G., Yusuf, Y. Q., & Rusdi, L. (2017). Listen, do, repeat, understand and remember: Teaching English to very young children in Aceh. *Iranian Journal of Language Teaching Research*, *5*(2), 113–132.

Zhang, Y. (2018). Exploring EFL Learners' Self-Efficacy in Academic Writing Based on Process-Genre Approach. *English Language Teaching*, *11*(6), 115. https://doi.org/10.5539/elt.v11n6p115