

Genre-based approach in speaking activities of the *English for Change* textbook

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ABSTRACT

A textbook is a fundamental tool in classroom teaching and learning, providing guidance and materials to understand the material topic. This study aims to analyze the Genre-based Approach (GBA) stages and genres represented in the speaking activities of an Indonesian EFL textbook entitled *English for Change* for eleventh graders. This qualitative study employs document and content analysis to evaluate 44 speaking activities in the students' textbook published by the Indonesian Ministry of Education, Culture, Research, and Technology. The speaking instructions found in the textbook were categorized based on the four stages of the Genre-based Approach, namely Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). In addition, each chapter activity was analyzed to identify the genre it represents based on Derewianka and Jones' (2016) genre classification. The findings reveal that while the textbook fully implemented GBA stages, the distribution is imbalanced, with most activities focused on the MOT stage. The genre types represented in the textbook are descriptive, discussion, analytical exposition, and procedure. The results suggest that textbook developers need to include a wide range of genres and that teachers should critically select the activities based on students' needs to improve their genre awareness and speaking skills more effectively. The findings show that the *English for Change* textbook integrates well

with the Genre-based Approach.

Keywords: genre-based approach, genre classification, speaking activities, textbook analysis

INTRODUCTION

The curriculum is the primary foundation for education. The curriculum is an educational program that supports students' learning and teaching through various learning activities. It leads to students' character and behavior development that aligns with the objectives of teaching and education (Hamalik, 2005, as cited in Rani et al., 2023). Indonesia implements a curriculum known as Merdeka Curriculum as the national curriculum, which was officially endorsed by the government through the Regulation of the Ministry of Education, Culture, Research, and Technology Number 12 of 2024 and widely implemented in the 2024/2025 academic year. The Merdeka Curriculum aims to provide content that is both meaningful and applicable to real-life situations. It also allows flexibility according to students' interests and abilities and focuses on developing character based on the values outlined in the Pancasila Student Profile. This concept, referred to as *Merdeka Belajar*, reflects a humanistic educational approach that empowers students to explore and express themselves actively in the classroom, provides a safe environment for students to grow according to their activities, and gives students choices to enhance their sense of responsibility (Muslimin, 2023). Thus, the Merdeka Curriculum holds great potential in improving students' English skills, primarily when supported by adequate and appropriate pedagogical approaches.

The input-process-output is important in language acquisition in students' language teaching and learning. Corder (1987), as cited in Sarah (2008), stated that input refers to the learning materials that are accessible to students, such as texts, audio, images, and other media (Pakaya & Rahman, 2021). Meanwhile, the output resulting from the linguistic production that aims to create spoken or written communication (Swain, 1985, as cited in Ahmadi & Panahandeh, 2016). Neither inputs

nor outputs will function optimally without going through the appropriate learning process. According to Munna and Kalam (2021), the learning and teaching process is transmitting knowledge from teachers to students through proper learning strategies and various learning resources to achieve learning objectives. Since the input-process-output is interrelated, a suitable input is required to produce high-quality output.

The Genre-based Approach is one teaching approach that aligns with a key learning principle of the Merdeka Curriculum. The Ministry of Education, Culture, Research, and Technology, in *Pembelajaran dan Asesmen* (2022), emphasized that teaching and learning activities should reflect Indonesia's real-world situations, environment, and cultural background and involve parents and school communities. Hyon (1996), in Irawansyah (2016), points out that GBA strongly focuses on the relationship between text genres and their situational contexts. The concept of GBA also comes from and is interrelated with the language theory of M.A.K. Halliday, which divides language into three modes: mode, tenor, and field. This GBA is a development concept in tenor that focuses on interpersonal relationships. This approach is widely applied in Indonesian EFL classrooms and is beneficial to teaching students writing, grammar, and speaking. It highlights the importance of using genres and language features in real life. There are four main stages in GBA, namely Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). Therefore, providing a learning medium that integrates those stages is essential to make the classroom instructions more structured and aligned with its principles.

The textbook is considered one of the most popular language inputs accessible for teaching and learning activities. Viewing a textbook as a pedagogical tool is important, as it helps teachers select the appropriate teaching strategies (Pavešić & Cankar, 2022). The Indonesian government publishes official English textbooks, which can be easily accessed through the official platform of the Ministry of Education, Culture, Research, and Technology. It helps teachers and students in the teaching and learning as it contains learning objectives, relevant materials, and tasks that align

with the Merdeka Curriculum. Numerous studies have been done about English textbooks as a learning medium for EFL students to learn many skills, especially book-oriented skills such as reading and writing. However, speaking skills are rarely the primary focus of textbooks, so there is a lack of good examples of speaking instruction in the classroom. A Textbook is essential as a primary resource in the EFL classroom. It provides learning materials and various activities that suit the learning objectives. The government, under the Ministry of Education and Culture, facilitates the achievement of learning objectives by officially distributing textbooks for all grades and subjects (Dharma & Aristo, 2018; Febraningrum & Suroso, 2023). The textbook is thoroughly integrated with the current or prior curriculum. Teachers may find it advantageous to implement instruction as outlined in the textbook.

Speaking is one of the productive skills that English foreign language learners need to acquire. Speaking is a fundamental skill required to establish communication between speakers and interlocutors. Effective speaking should encompass five key aspects that should be considered, including vocabulary, grammar, fluency, comprehension, and pronunciation. Teaching speaking has been underestimated, with most EFL teachers continuing to teach speaking skills through the rote memorization of dialogues or repetitive drills (Rao, 2019). Fortunately, in this newest curriculum, students should be able to communicate in a way related to social issues. Therefore, it is necessary to implement a teaching strategy and provide learning media that encourage students to participate and practice more actively in speaking activities.

The genre-based Approach offers opportunities for extending students' oral language, and recent developments have emphasized reading more (Derewianka & Jones, 2016). For teaching speaking to second language learners, genre and the principles of genre-based pedagogy are also a practical resource (Burns, 2006). Several studies have examined English textbooks, but most have focused on the relevance of the curriculum, readability, and cognitive levels. There is still a lack of GBA research on textbooks, especially in the speaking activities. The government published a textbook with GBA stages entitled "English for Change" for eleventh graders in

senior high school. The research aims to more deeply investigate the extent of the integration of GBA in the textbook in terms of consistency and suitability to the GBA stages. In addition, the researcher wants to know what genres are being shown in this book. This research is beneficial for teachers to become aware of the stages of GBA and implement speaking instruction based on the textbook.

Based on the explanation above, the researcher will investigate the implementation of a Genre-based approach in the speaking activities in the textbook "English for Change" for eleventh graders in senior high school. This research will explore the use of a Genre-based approach in speaking instruction and identify what genres are presented in the textbook. Therefore, this study technically will answer the questions as follows:

- 1) How does the speaking instruction in the speaking activities of the textbook English for Change align with the stages of the Genre-based approach?
- 2) What genres are present in the speaking activities of the English for Change textbook?

METHODS

This study employed a qualitative content analysis technique. In the view of Creswell (2014), qualitative research aims to develop a comprehensive and contextual understanding of the meaning present in particular phenomena. A qualitative approach was applied because the present study focuses on an in-depth analysis of speaking activities in the English for Change textbook for eleventh-grade senior high school students. This study aims to determine the genres presented in each speaking activity and examine the extent to which speaking activities align with the stages of the Genre-based Approach. This study applied Hyland's (2004) framework of GBA teaching and learning cycles, which encompass four stages: Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). In addition, this study presents the genres included in the speaking activities in the English for Change textbook based on

Derewianka and Jones's (2016) theory.

The data source of this study is the students' textbook entitled *English for Change* for eleventh-grade senior high school students. The *English for Change* textbook was officially published by the government under the Indonesian Ministry of Education, Culture, and Technology in 2022 and is aligned with the goals of the Merdeka Curriculum. The researcher only focused on the speaking activities in each *English for Change* textbook chapter. The textbook explicitly organized its activity to follow the genre-based approach stages: Building Knowledge of the Field, Modelling of the Text, Joint Construction of the Text, Independent Construction of the Text, and Linking related to the Text. This present study examines the extent of the alignment of the Genre-based approach and the genre that appears in speaking activities.

The unit of analysis in this study is speaking activities found in the *English for Change* textbook for eleventh-graders, which are analyzed based on Hyland's (2004) GBA model. This study examines the extent of GBA integration in speaking activities explicitly found in the *English for Change* book. Also, it identifies the genre represented in these activities. Each chapter has 6 to 9 instructions in speaking activities. There are 44 English instructions and activities found in each chapter of the textbook. A research instrument is crucial to achieving valid and relevant data that meets the research objectives. In this study, the instruments were arranged based on Hyland's (2004) genre-based approach framework and genre classification by Derewianka & Jones (2016). A checklist contains the stages of GBA and the types of genres featured in speaking activities in the students' textbook, *English for Change*.

The researcher uses document analysis through a document checklist to collect the data. Document analysis is a structured approach for assessing and examining the tangible and digital information (Bowen, 2009). This research selected the textbook used by eleventh graders in the Merdeka Curriculum, entitled *English for Change*, as the primary document to be analyzed. The focus is on aligning genre-based approach stages in the textbook, and the genre type occurs in speaking activities. According to Bowen (2009), there are three

main steps in document analysis, namely skimming (superficial examination), reading (through examination), and interpretation.

RESULTS AND DISCUSSION

This section provides an in-depth analysis of how the instructions in speaking activities in the eleventh-grade English textbook, *English for Change*, align with the Genre-based Approach (GBA) stages and the genres represented in each textbook chapter. There is a total of 44 speaking activities found in the textbook, spread across five chapters with different themes, including *Digital Literacies and My Identities*, *Love Your Environment*, *Healthy Life for a Healthy Future*, *Indonesian Environmental Figures*, and *Personal Money Management*.

The Integration of Genre-based Approach stages in speaking activities instruction in the *English for Change* textbook

The findings show that the textbook *English for Change* fully implements the GBA stages as the learning strategy. It is explicitly written on the subheading of each speaking activity as a benchmark for performing effectively. The genre-based stages, namely Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT), are present in speaking instructions in the speaking activities. Furthermore, the distribution of genre-based instructions is shown in the table below.

Table 1. The percentage of the genre-based approach stages distribution

No	Genre-based approach stages	Frequency	Percentage
1	Building Knowledge of the Field	10	23%
2	Modelling of the Text	22	50%
3	Joint Construction of	7	16%

	the Text		
4	Independent Construction of the Text	5	11%

Based on the identification of speaking activities in the students' textbook, Table 1 shows that the distribution of GBA stages is varied. The speaking activities are dominated by the Modelling of the Text (50%), followed by Building Knowledge of the Text (23%), Joint Construction of the Text (16%), and Independent Construction of the Text (11%).

Building Knowledge of the Field (BKOF)

In the first stage, 10 Building of Knowledge (BKOF) activities were identified. These activities are typically presented in Activity 1 and Activity 2 in each chapter and are carried out individually, in pairs, or in groups with the Inside-Out-Circle method. In the English for Change textbook, BKOF activities are presented to stimulate students by providing guided questions, brainstorming exercises, and the context to activate prior knowledge before the next stage. For instance, in Activity 1, Chapter 1, titled Digital Literacies Identities, and Activity 1b, Chapter 4, titled *Indonesian Environmental Figures*, students were asked to recall what they learned from the previous listening lesson by providing some guiding questions. Students can relate their experiences to the speaking tasks using real-life topics like daily routine, tips, or a specific topic. All of the BKOF activity in this textbook uses a resource to help students understand the context better, such as pictures, illustrations, audio, and QR videos.

Modelling of Text (MOT)

The second stage, Modelling of the Text (MOT), holds the most appearances, with 50% in total. There were 22 speaking activities identified in the English for Change textbook. The distribution was different, with a range of 3 to 5 activities in each chapter. The MOT activities presented vary significantly in their implementation. This stage is conducted individually, in pairs, or in groups using several teaching models such as Numbered-Head Together (NHT), Rally Robin, Round Robin, Talking Chip, and Team Jigsaw. At this stage, some activities emphasize linguistic and oral features and provide model texts

or dialogues. The materials explicitly discuss materials related to language features relevant to the oral genre, such as word stress, sentence stress, intonation, and the /-st/ sound, which are found in each chapter in the textbook. For instance, in Activity 3b Chapter 1, Activity 2 Chapter 2, Activity 3c Chapter 3, Activity 5 Chapter 4, and Activity 3 Chapter 5, students were asked to listen and repeat phrases and pay attention to the /-st/ sound, word and sentence stress, and intonation to improve their pronunciation quality. This stage also includes grammatical structure exercises using superlative degrees and word order of adjectives found in Chapters 2 and 5, which are analyzed as part of the linguistic features that support description and exposition. For instance, in Activity 4 and 6 of Chapter 2, and Activity 6 and 7 of Chapter 5, students are asked to complete sentences using structures and keywords provided. In this stage, there are dialogues in Activity 5, Chapter 2 and Activity 4, Chapter 5, to expose how adjective phrases and superlative degrees are used in authentic contexts. In addition, in Activity 2, Chapter 4, and Activity 3b Chapter 3, students are also asked to recall the expressions that students have learned in previous listening lessons, such as expressions for starting, continuing, and ending transactional conversation, expressions for stating and defending opinion to be applied in making dialogues in the next stage independently.

Joint Construction of the Text (JCOT)

In the third stage, Joint Construction of the Text (JCOT), seven activities were identified out of 44 speaking activities in the textbook. Although the number is small, the speaking activities at this stage are highly integrated with GBA. The findings show that these activities involve students' and teachers' active participation in constructing spoken texts through dialogue. These activities are primarily done in groups and include individual and paired activities. In Activity 8, Chapter 5, students were asked to answer some questions based on the pictures provided to gather ideas and activate students' flexibility in discussion. At this stage, the expressions learned are fundamental because students are asked to create dialogues based on particular situations, as reflected in Activity 5 Chapter 1, Activity 6 Chapter 2, Activity 6 Chapter 3, Activity 6 Chapter 4, and Activity 9 Chapter 5. The implementation of

these activities varies; students create dialogues based on specific social situations, such as “You have a miscommunication problem with a new online friend”, and do roleplay as a Committee of Environmental Awards. However, students still focus on integrating expressions and linguistic features learned in the previous stages, including BKOF and MOT. In addition, in these activities, the teacher also plays an active role in scaffolding, such as helping students choose topics, guiding how to do the task, and providing consultation if students have difficulties. Students also actively give feedback to other groups, such as in Activity 7, Chapter 4, related to intonation as a reflection and to refine their understanding of the topic studied.

Independent Construction of the Text (ICOT)

The final stage, Independent Construction of the Text (ICOT), appeared to be the least presented in the textbook. There are only five speaking activities in the English for Change textbook. ICOT-based activities were found in Activity 6 Chapter 1, Activity 8 Chapter 2, Activity 7 Chapter 3, Activity 8 Chapter 4, and Activity 10 Chapter 5. In this stage, the activities are done in pairs and groups, and the speaking instructions are not much different from the JCOT stage. The main difference is that students construct a dialogue independently based on the pictures, topics, and situations without group feedback. Furthermore, this activity should include the expressions and phrases learned in the previous speaking activities.

Genre representation in speaking activities in the English textbook *English for Change*

After analyzing 44 speaking activities, the researcher found that some explicit or implicit genres appear in students’ speaking activities.

Descriptive

The descriptive genre appears in several speaking activities in Chapter 2 titled *Love Your Environment*. In Activity 1, Chapter 2, BKOF stage, the activity provides dialogues and allows students to choose a picture that correctly describes the audio. It aims to give students an introduction and let them vividly imagine and describe specific objects or contexts. Additionally, in the MOT stage from Activity 2 until Activity 6,

discuss the beneficial adjective phrases such as “a clean blue ocean”, “lovely little village”, or “an awful, dirty scenery” which implicitly expose students to the language features of descriptive texts. Next, students were asked to create a dialogue based on pictures using the adjective phrases. Those activities mentioned in Chapter 2 were speaking-based activities as they require students to read aloud and repeat, or perform a dialogue in front of the class, often in pairs or small groups. These activities let students engage in descriptive speaking, using appropriate expressions and adjective phrases to describe the pictures, situations, or given topics in detail.

Discussion

Based on the findings, the discussion genre is the most prevalent in the speaking activities in the English for Change textbook. The discussion genre is almost always presented in every chapter of this book. In chapter 1, entitled *Digital Literacies and Identities*, the discussion genre is presented in complete form, the BKOF to ICOT stages. The activities start by visually introducing discussion as a social interaction through pictures. At the MOT stage, the activities discuss word stress pronunciation, especially on keywords such as opinion, agree, and disagree. Moreover, these keywords are applied to the text construction of dialogue in the JCOT and ICOT stages based on specific situations. The activities reflect the language used to express opinions and responses in a discussion.

Additionally, in Activity 4, Chapter 5, the speaking activity was a read-aloud in pairs about asking for opinions on new clothes, focusing on /-st/ word pronunciation and superlative degrees. Meanwhile, in Activity 8, Activity 9, and Activity 9 Chapter 2, students were asked to answer some questions and write a dialogue with provided topics such as “what is the safest way to save your money”. The activities let students explore the use of comparative and superlative degrees in real-life contexts. Those activities are undoubtedly related to improving speaking skills because students create oral products using keywords they have learned before.

Analytical Exposition

The Analytical Exposition genre appears in Chapter 3, *Healthy Life for A Healthy Future*. At the MOT stage, the activity

explicitly refers to using expressions to state and defend opinions, focusing on pronunciation, specifically sentence stress. There are words such as “I believe that...” which show one of the expressions of stating opinions. This activity is very beneficial for improving students’ speaking skills because it uses expressions and pronunciation to help students convey their arguments. In addition, at the BKOF stage, the video showed the importance of healthy habits for teenagers, aligning with the analytical exposition's social function.

Procedure

The genre procedure appears in several activities in different chapters. In Activity 7, Chapter 2, students were asked to make a dialogue about managing waste at home, school, and in the community. This activity will naturally involve procedural ways or steps. Meanwhile, in Activity 1 Chapter 5, the activity consists of listening to audio related to tips on how to do things, such as how to save your money, how to buy food online, and how to manage your money. This activity focuses more on listening skills, but serves as a brainstorming tool to activate students’ background knowledge.

Discussion

This section presents the textbook analysis findings according to the stages of the Genre-based Approach. The primary focus is on the unique aspects of each chapter's activities, the genres that arise, and how those activities successfully embody GBA principles.

The Integration of Genre-based Approach stages in speaking activities instruction in the *English for Change* textbook

Based on the analysis of students’ textbook English for Change for eleventh graders, the textbook implements the GBA stages as a teaching and learning cycle. There are four stages of GBA: Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT), which are integrated in varied speaking activities. The overall results show that the MOT stage dominates the speaking activities in each chapter, followed by BKOF, JCOT, and ICOT as the least.

The result is consistent with Santosa et al. (2022), who revealed that most activities in the textbooks correspond to the GBA stages, but the distribution is lopsided and poorly organized. In contrast, Angraeni & Wirza (2021), through teacher interviews, discovered that the textbook did not fully implement the GBA stages, with the absence of the BKOF stage.

The first stage begins with Building Knowledge of the Field (BKOF). The first stage focused on introducing the context and expanding vocabulary, which allowed students to share their experience and explore the situational based on cultural and social context (Feez, 1999; Hyland, 2004). The BKOF activities in the English for Change textbook include recalling the expressions, taking notes from the video, matching the audio, and answering short questions at the start of the activity. Using pictures, films, documentaries, journalistic materials, etc. can be beneficial to deliver a context-building activity (Hyland, 2004). Those activities are consistent with the GBA principle, which emphasizes the activation of students' schema. Derewianka and Jones (2016) add that the activities may vary; the teacher can provide students with discussion and think-pair-share activities to brainstorm the topic. At this stage, the activities help students improve their speaking skills by requiring them to participate in discussions and share answers with their peers. Thus, the BKOF instructions in this textbook succeed in building up the foundation for learning activities.

At the MOT stage, this textbook provides explicit materials about pronunciation, word and sentence stress, adjective phrases, intonation, and superlative degrees. In this stage, teachers do scaffolding activities and discuss and explore the key concept of genre, such as grammatical and rhetorical features (Hyland, 2004). Santosa et al. (2022) add that knowledge and skills are presented in varied materials such as discourse semantics, graphology, lexicogrammar, and phonology. The instructions in these activities provide clear guidance for students to focus on the linguistic features of the spoken model by paying attention to aspects of pronunciation, stress, and intonation. Students understand in the form of text and how oral genres are accurately used in achieving specific communication goals.

At the JCOT stage, the activities involve students'

collaboration in pairs and group form. According to Hyland (2004), in this stage, teachers and students collaborate to create a complete example of the genre, with the teacher progressively reducing their participation as students gain more authority over their text construction. The teacher gives clear instructions that are appropriate to establish an effective collaborative process. Teachers can involve students in speaking by using debating activities to strengthen their critical thinking skills (Kusumaningrum, 2015). The teacher offers proper scaffolding by providing students with feedback and consultation while drafting and revising the dialogue. This finding is supported by Irawansyah (2016) the statement that teachers give systematic instructions and attentive support through varied practices so that students can eventually develop control of written genres.

Meanwhile, in ICOT, the instructions are relatively similar. According to Wibowo and Lengkanawati (2024), topic-related interviews, retelling written material, and creating dialogues with peers are examples of oral tasks that can be used at this level in speaking. While in the ICOT stage, the instructions are typically the same as those delivered at the JCOT stage. The main difference is that students are expected to be able to independently construct a dialogue based on given situations and topics provided. Hyland (2004) believes that the ICOT stage's goal is for students to compose a text autonomously, applying expressions or language features they have acquired. In conclusion, those activities that emerge in both stages integrate the GBA stage and facilitate students to achieve communicative competence by giving practical exercises that apply to the social context.

Genre representation in speaking activities in the English textbook *English for Change*

The genre types that usually appear in a school context are stories, recounts, information reports, explanations, expositions, responses, and enquiry reports (Derewianka, 1990; Derewianka & Jones, 2016). Based on the findings, the analysis of this study shows that some functional and simple spoken genres are present in the speaking activities in the

textbook *English for Change*. The genres presented in the speaking activities were descriptive, discussion, analytical exposition, and procedure. Johan et al. (2022) in their study found that genre descriptions, recount, narrative, and announcement were presented in the textbook *Pathway to English for tenth graders of Senior High School*. Both findings imply that the textbook typically aims to provide high school-level students with a solid foundation of communicative competence that is essential for daily conversation. This statement is supported by Hyland (2004), who stated that genre aims to give context in social communication. Students often find that genres are more accessible to them as they are closely related to their personal experiences and have a simple structure.

The descriptive genre is presented as adjective phrases that are useful for providing details in the text. The procedure genre is presented through dialogue audio about tips and the text construction about managing something. Using expressions to state and defend students' opinions indicates the appearance of the analytical exposition genre. The discussion genre often appears in every instruction and activity, expressing agreement and disagreement. A transactional genre also exists, which helps students indicate the starting, continuing, and ending points of a conversation. The genre patterns in this textbook suggest a systematic effort to lay the groundwork for students' speaking skills. Every genre has distinct advantages that are consistent with the GBA pedagogical goals. However, there is always potential for development, particularly in expanding the coverage of more complicated genres and ensuring that the GBA phases, including JCOT and ICOT, are implemented adequately for each genre. Thus, the textbook can effectively provide students with balanced and comprehensive oral competence.

CONCLUSION

The study found that the genre-based approach is fully integrated in the English textbook *English for Change*, covering all four essential stages: Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Independent

Construction of the Text (ICOT), and Joint Construction of the Text (JCOT). The activities in the textbook follow the stage of GBA, but in execution, students are expected to be independent. The activities offer a meaningful scaffolding from the teacher and materials, guiding students and leading to independent construction. Although the activity distribution imbalance and minor error still occurred in the textbook, this textbook is still categorized as a good book as a learning resource for EFL teachers and students. Additionally, the speaking activities identified in the English for Change textbook represent a variety of genres, including descriptive, procedural, analytical exposition, and discussion. Even though the genres are not explicitly stated, the materials deliver genre awareness through the consistent integration of language features and the communicative purpose of their genre. The *English for Change* textbook can benefit the speaking classroom by providing interactive speaking activities. The activities promote oral proficiency and build students' genre knowledge so that they can explore various genres more, depending on their needs in other contexts. These findings suggest that the textbook effectively implements the GBA framework and supports students in improving communicative competence through step-by-step guidance and purposeful language use based on situational context.

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