Reading Tasks in Seventh Grade Junior High School English Coursebook: Genre Based Evaluation

Berliana Dyah Ayu Aprilianti[1], Sukarno[2]

[1] *Universitas Negeri Yogyakarta, Indonesia. e-mail: berlianadyah.2023@student.uny.ac.id*
[2] *Universitas Negeri Yogyakarta, Indonesia. e-mail: sukarno@uny.ac.id*

ARTICLE INFO	ABSTRACT
Keywords: *Coursebook evaluation, reading task, genre-based approach, junior high school* *DOI:* http://dx.doi.org/10.21093/ijeltal.v10i1.1847	*Coursebooks as one of the learning sources are important to meet the students' needs, especially those that match with the current curriculum. The current curriculum in Indonesia is Merdeka Curriculum. Therefore, the value of Genre Based Approach (GBA) in the Merdeka curriculum in a 7th grade Junior High School English coursebook is examined. Adopted checklists, consisting of 25 items that focus on subjects and contents, skills and sub-skills, as well as practical considerations, are used as the evaluation matrix. The result answers three research questions. First, the coursebook shows a variety of activities. The most frequent reading activity is "read and answer questions", followed by "read and fill the blanks" which becomes almost the two-fifth part from the whole reading activities. Next, "read descriptive text", "read sentences", and "read comic strips" also appear in the coursebook for less than 10%. The other reading activities are "read procedure text", "read and draw map", and "read a descriptive text and answer a true or false statement" (5.8% for each). Then, the last are "read and underline", "read and give checklist", and "read and ask someone's identity" with the smallest portion in the coursebook. Second, the genres that appear in the coursebook are descriptive, procedure, and persuasive text. Finally, the findings from the first and second research questions confirm that the analyzed coursebook aligns with the Genre-based Approach and adheres to the Merdeka curriculum standards.*

1. Introduction

Since the result of coursebook evaluation is worth in developing the content and related aspects in English Language Teaching (ELT), some scholars tried to take account in the discourse (Santosa et al., 2022; Angraeni & Wirza, 2020; Na & Lee, 2019; Basra &

Purnawarman, 2018; Arfiandhani, 2016). The analysis used to help the teacher and students to obtain learning goals found in the curriculum (Basra & Purnawarman, 2018). Textbook can be the teacher's guideline to deliver the lesson through it and the teacher can find the clear information related to the lesson through the coursebook (Gak, 2011; Richard, 2001; Brown, 2001). Considering the concepts, models, and techniques of curriculum that have been connected to the various approaches is also fundamental, including in the coursebook development (Shawer, 2009). Therefore, the changes in Indonesia's education curriculum also affect the coursebook used. The move from *KTSP* or school-based curriculum to *K13* also has significant differences, for example the coursebook in *KTSP* curriculum is mostly used authentic materials, in *K13* only has few of it (Hanifa, 2018). Discourse analysis included the coursebook analysis also takes role in the changes of curriculum (Mahmood et al., 2009; Crossley & Murby, 1994). Therefore, it brought Indonesia to have *Merdeka* curriculum as the current curriculum used now. There are four elements that have been emphasized in that curriculum: character development, creativity, critical thinking, and academic knowledge (Zidan & Qamariah, 2023). It is also stated that *Merdeka* curriculum is flexible particularly to meet the students' needs. It can be so, because it employs student-centered learning and follows the growth of technology that can be used in the teaching-learning process (Zidan & Qamariah, 2023). As part of the curriculum, the coursebook promoted by the Ministry of Education (MoE) has its contribution such as transmitting the knowledge and skills (Demir & Ertas, 2014). Therefore, in this research, the researchers used the *Merdeka* curriculum standards which applys GBA as the parameter of this coursebook evaluation.

The common approach presented in *Merdeka* curriculum is the Genre-based Approach (GBA) (Graziella et al., 2023; Muslim & Sumarni, 2023; Santosa et al., 2022). GBA is defined as a teaching method to transfer type or genre based on its social purposes, and it is more focused on the whole meaning from its text (Lin, 2006). It has been used in Indonesian context since 2004 and widely promoted in curriculum 2013 (Santosa et al., 2022). In ELT, GBA incorporates texts across various media, including spoken, written, audio, visual, and multimodal forms (Halliday & Matthiessen, 2014). Specifically, these texts can be applied to reading materials used in language learning. Reading texts may appear in written form, visual form, or a combination of audio and visual formats. However, research on the reading tasks in English coursebooks for Junior High School, particularly for 7th grade level, has not yet been evaluated by its genre-based approach. It is evident by the prior studies which highlighted only on the activities from the coursebook (Santosa et al., 2022; Angraeni & Wirza, 2020; Basra & Purnawarman, 2018), cultural context in reading materials (Fitriyah, 2018), Communicative Language Teaching (CLT) (Tabassum, 2018; Afriandhani, 2016; Ko, 2014), even comparison between two books publisher (Wengrum, 2020). The connection of reading tasks and GBA in coursebooks would give beneficial outcomes to promote students to meet their learning objectives based on *Merdeka* curriculum.

To give nuance to the discussed topic, some related studies on the evaluation of English coursebooks and also GBA used in teaching reading are scrutinized and presented in this section. The first is research by Santosa et al. (2022). It aimed to evaluate the activities that consisted in an English coursebook that was used by grade 1 to 3 of Junior High School level. An ethnographic analysis has been done to fill the four steps of the evaluation; they are context analysis, category analyses of activity, forming the domain and taxonomic components, and classifying the cultural values. The evaluation was focus to certain chapters

that indicated using GBA, it included descriptive, recount, procedure, report, and narrative genre that involved in national curriculum. Followed by the activities that presented Building Knowledge of the Field (BKOF), Modelling of Text (MoT), Joint Construction of Text (JCT), and (Independent Construction of Text (ICT) activities. The main result showed that the activities from coursebooks also describe the significant aspects from the national curriculum; knowledge, ability, and attitude. The second related study is an experimental study from Sawangsamutchai and Rttanavich (2016) that it aimed two research objectives; to know the result of the comparison between first grade of Junior High School Thai students in reading cognition with GBA and teacher's manual teaching; and to know the first grade of Junior High School Thai students' motivation level to read with GBA and teacher's manual teaching. The result showed that the pre-test and post-test have significant differences between the experimental and control group. It also occurred for the students' reading motivation. The experimental group which has been taught through GBA has higher improvement in reading comprehension (*E=9.10 > C=1.83)* and also reading motivation than the control group that used teacher's manual teaching (*E=3.52 > C=3.22)*.

Coming from those two related studies, the two previous studies focused on the evaluation of coursebooks in general activities. It included all skills, listening, reading, speaking, and writing. Then, it also researched the implementation of GBA for teaching reading through experimental research design. However, this current research will focus on the evaluation reading tasks in 7th grade Junior High School English coursebook based on GBA with *Merdeka curriculum* standards. Since the underlying reason was that in early grade in high school, the students have to adapt to the new environment, especially in learning English. The coursebook is nationally used by most government schools in Junior High School level The Republic of Indonesia's Ministry of Education, Culture, Research, and Technology released it in 2022.

Therefore, the research questions of this research are:

1. What kinds of reading tasks in 7th grade Junior High School English coursebook that used GBA and *Merdeka curriculum* standards?

2. What are the reading genres that appear in 7th grade Junior High School English coursebook that use GBA and *Merdeka curriculum* standards?

3. Does the 7th grade Junior High School English coursebook genuinely implement a Genre-based Approach with *Merdeka curriculum* standards?

Moreover, research on the writing and speaking skill used by GBA has been widely conducted by teachers and researchers, particularly in analyzing the English coursebook. However, this current research would emphasize the evaluation of reading tasks from one of 7th grade Junior High School English coursebook that reflect *Merdeka* curriculum through GBA. By conducting this research, the researchers wished to share the findings whether the implementation of GBA in reading tasks for 7th grade Junior High School English coursebook has met the purposes of *Merdeka* curriculum or not and in what level GBA has implemented in reading tasks for 7th grade Junior High School English coursebook is. The researchers believes that this current research can provide the information to support the teaching and learning process especially in English reading tasks for 7th grade Junior High School.

2. Literature Review

2.1 English Textbook Evaluation

Textbooks become the learning sources that are easy to access by both teachers and students (Gak, 2011). As the learning sources, coursebooks need to cover all the materials that will be examined in the assessment, exam, or other test related to the students' proficiency (Gak, 2011; Mukundan, 2007). Furthermore, textbooks are essential to the courses and syllabus since they must be used to design both national tests and schools (Harwood, 2016). It is supported by Gholampour and Mehrabi (2023) that in the realm of teaching and learning English, coursebooks are essential. However, Mohammadi and Abdi (20214) argued that determining the precise use of textbooks in language classrooms is a challenging task. Many coursebooks do not apply unnatural dialogue examples, do not provide daily language use, and it can be risky for learners who are just joining the target language group or who plan to connect with native speakers frequently in real life (Tok, 2010). With those arguments related to English coursebooks, an evaluation is applied to measure the effectiveness from the coursebook used by the teacher or school.

Many scholars evaluated English coursebooks from primary to higher education level to evaluate the appropriateness of the coursebooks with the curriculum or the approach that the coursebooks claimed (Santosa et al., 2022; Abdala, 2022; Ratmanida & Suryanti, 2019; Lodhi et al., 2019; Ayu & Inderawati, 2018; Basra & Purnawarman, 2018). From the previous research, it can be concluded that coursebook evaluation is aimed to enhance and program improvement (Abdala, 2022) or to gather important data that may be used to test and evaluate students' progress as well as to improve the study plan and coursebooks (Nguyen, 2015). There were various results related to English coursebooks evaluation. Santosa et al. (2022) revealed in their study that there were two patterns and the two results showed different things. Pattern 1 is good overall which the coursebook covers the GBA and three language levels. However, in Pattern 2, it showed the opposite results. From Abdala's (2022) study, it revealed results of coursebook evaluation by interviewing teachers. Then, the results showed that teachers have a positive perspective toward the coursebook used in their class. It offers helpful resources for the development of each particular skill and encourages the balanced development of the basic language skills. Alternatively, a study from Ratmanida and Suryani (2019) presented that the result from coursebook evaluation for speaking instruction in the instrument did not fill the criteria of learning speaking for students. As the conclusion from the previous studies on evaluating coursebooks, coursebook evaluation can help both teacher and students to get the best learning sources that cover the learning objectives based on the curriculum.

2.2 Reading Tasks for Junior High School Students in Genre-based Approach

Reading is the process of taking in information from text, which can be found in print or other media (Kurnia & Erawati, 2018). As one of the most important abilities in language education, both in L1 and L2 situations, reading is essential for novices to acquire a language and serves as a primary input for advanced learners to fulfill a variety of objectives (Grabe & Stoller, 2019). Written words are typically used as a stimulus for test-takers' responses in most formal assessments, including in some oral assessments that may require reading performance (Brown & Abeywickrama, 2004). With those crucial roles of reading ability, in this context, reading tasks for junior high school students will be beneficial for them in learning the target

language. Providing various tasks for students will attract students' interest and build an interactive learning environment, including reading tasks (Ayu & Inderawati, 2018). For example, implementing extensive reading for students in a coursebook (Brown, 2009). It stated that the advantages of including extensive reading include along with improving their reading skills, students also formed better attitudes on reading, became more motivated to read, and made progress in other areas of their target language proficiency, such as writing and vocabulary. In CLT, various types of tasks have been implemented and resulted in more genuine and positive connections among the students. (Alemi et al., 2020). Not only in CLT, the implementation of various reading tasks also been implemented through GBA (Ningsih, 2015).

From four stages in GBA, each stage can apply the reading tasks along with the learning goals to improve students' reading skills (Ningsih, 2015). The four stages are BKOF, MOT, JCT, and ICT. In Ningsih's (2015) study, it stated that in the BKOF stage, the teacher did not explicitly provide certain types of reading tasks. The purpose of carrying out the step is to investigate aspects of the broader cultural context in which the text type is employed as well as the social goals the text type accomplishes. It is usually done by the teacher asking several questions related to students' prior knowledge. Followed by MOT stage, teacher and students discuss a text together. It is a reading comprehension task where the students should know the main points or information from the text. Then, in the JCT stage, students collaborate with others to answer questions such as the cloze test, short answer, and reading comprehension test such as in the final examination. The last stage is ICT, where the student individually does the assignment related to the lesson that the teacher has explained. Ningsih (2015) concluded that the implementation of reading tasks through GBA in her study may be different from other participants or teachers.

In the other study, it was practical to establish if GBA impacted students' reading comprehension through the use of tests and interviews which the findings showed how simple it was for students to respond to literal questions (Montero-Arévalo, 2019). Montero-Arévalo's (2019) study found that most junior high school students have a desire to learn more anecdotes and report texts by showing their positive attitude towards the implementation of various kinds of texts. It is supported by Daniarti et al. (2020), who added that by using GBA to teach reading procedure texts can increase academic students' motivation to learn how to read. It indicates that the implementation of various reading tasks through GBA has significantly increased the students' reading comprehension ability, reading motivation, and boosted their positive attitude towards reading.

3. Research Methodology

3.1 Research Design

A content analysis design has been applied in this research aimed at proofing the reading tasks in the coursebook using GBA. Sheldon (1988) stated the evaluation for coursebooks came up with two main reasons; to help teacher and authors of the books to be more selected in putting the learning activities, and to guide the teacher to know the probable strengths and weaknesses from the coursebook used. Moreover, this research also adopted a similar design from Santosa et al.'s (2022) research on the evaluation activities in English coursebook in GBA context and Sucipto and Cahyo's (2019) study about reading activities from coursebook, it

used Taxonomy Bloom as the parameter. Moreover, to evaluate the content of the coursebook, the researchers also adopted the checklist items from Demir and Ertas (2014).

3.2 Material

The material used in this research is an English coursebook for 7th grade of Junior High School students. In evaluating the coursebook, the researchers would just put more attention to the "Reading" section which became the aim of this research, because the researchers would like to focus to fill the gap: research on the coursebook evaluation for the *reading task* in 7th grade Junior High School through GBA has not yet been explored. A coursebook evaluation checklist items from Demir and Ertas (2014) also has been adapted in this research. The checklist items used by the researchers has been evaluated by one expert judgment and it concluded that the following items are considered in this current research. They are subjects and contents, skills and sub-skills in reading, and practical consideration. The researchers did not use layout and physical make-up of the checklists because the researchers wanted to focus on the content which related to GBA for reading activities.

3.3 Data Analysis Procedures

The researchers had applied the content analysis where it would classify the reading tasks based on the genre and evaluate the activity from each reading task. Analysis toward the reading tasks into each genre would be done such as genre in descriptive, recount, procedure, narrative, and report in written form. Reading tasks may also be integrated with another skill or activity, then in this research, it would be also reported. The process would be:
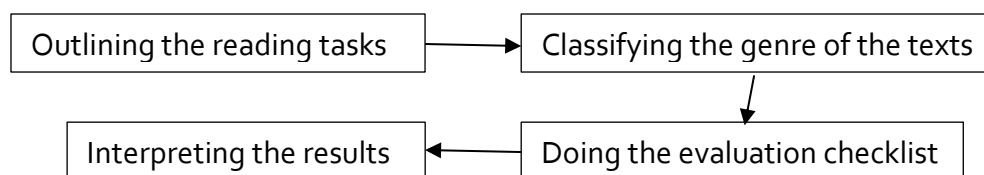

Figure 1: The data analysis procedures

4. Results

The English coursebook evaluated has 5 chapters with 34 reading tasks. Those 34 reading tasks could be classified based on their genres, tasks and activities. Additionally, the researchers also presented the data whether there would be repetition on the same kinds of task or activity by providing the percentage of each kind of reading task. This section would reveal the answer from the three research questions about the reading tasks, genres, and the approach that the coursebook used based on the current curriculum implementation.

To investigate the first research question, "What kinds of reading tasks in 7th grade Junior High School English coursebooks use GBA and *Merdeka curriculum* standards?", the researchers classified the kinds of reading tasks in the table below.

Table 1: *Reading tasks and genre in 7th grade Junior High School English coursebook used GBA in Merdeka curriculum standards*

Chapter	Genre	Activity	Quantity
ONE	Descriptive	Read sentences	2
		Read and ask someone's identity	1
		Comic strips	3
		Read and underline	1
		Read and answer questions	2
		Read and fill the blanks	1
TWO	Descriptive	Read and answer questions	1
		Read a descriptive text and answer true or false statement	1
		Mind mapping	1
	Procedure	Read a recipe	1
THREE	Descriptive	Read and fill the blanks	1
		Read and answer questions	1
		Read an instruction and draw picture	1
		Read a descriptive text and classify pictures	1
		Checking list from the text	1
	Procedure	Read procedure text	1
	Persuasive	Read an infographic and fill the blanks	1
FOUR	Descriptive	Read and answer questions	3
		Read a descriptive text and answer true or false statement	1
		Read and fill the blanks	1
		Read sentences	1
	Persuasive	Read and answer questions	2
FIVE	Descriptive	Read and answer questions	1
		Read a descriptive text	2
		Read and draw a map	1
		Read and fill the blanks	1
Total activity			34

There are various kinds of activities that the students can do from each chapter such as reading tasks, included; read and answer questions, read and fill in the blanks (except in chapter 2), and read descriptive text/paragraphs. The other reading tasks such as read aloud sentences, read aloud words, read and underline the verbs/vocabulary, read and classify true or false information, read and draw pictures, and read and draw a map are not available in every chapter. It is because the tasks also followed the objectives of learning in each chapter. The specific draw for the reading tasks is presented in the table below.

Table 2: *Percentage of each kind of reading task in the coursebook*

Reading Task	Quantity	Percentage
Read and answer questions	10	29.4%
Read descriptive text	3	8.8%
Read procedure text	2	5.8%
Read and fill the blanks	5	14.7%
Read and underline	1	2.9%
Read and checklist	1	2.9%
Read and draw map	2	5.8%
Read and draw picture	1	2.9%
Read a descriptive text and answer true or false statement	2	5.8%
Read sentences	3	8.8%
Read comic strips	3	8.8%
Read and ask someone's identity	1	2.9%

As shown in table 2, almost one third of the reading task appearing in the coursebook belong to "read and answer questions", followed by "read and fill the blanks" as the second most frequently appearing, and, "read descriptive text", "read sentences", and "read comic strips" less than 10%. From the data, it can be seen that "read procedure text", "read and draw map", and "read a descriptive text and answer a true or false statement" also dominated the reading tasks in the coursebook. The smallest minority of the reading tasks are "read and underline", "read and give checklist", and "read and ask someone's identity" (2.9%) for each.

The second research question is "What are the genres that appear in 7th grade Junior High School English coursebook that use GBA and *Merdeka* curriculum standards?". The simple statistical analysis from table 1 shows several genres that appeared in the coursebook. Several genres that can be classified such as descriptive, procedure, and persuasive. Interestingly, according to The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in *guru.kemdikbud.go.id* website, for 7th to 9th grade of Junior High School, the students are expected to be able to use kinds of genre of text included narrative, descriptive, procedure, and short message or advertisement with another authentic text that relate to these texts. Meanwhile, this coursebook only covered descriptive, procedure, and persuasive genres. From the finding, it can be said that the coursebook meets *Merdeka* curriculum standards for Junior High School students yet it still needed improvement to add kinds of texts and also reading activities under the other genres.

In order to prove that the coursebook is using GBA as the basis, the researchers stated the last research question, "Does the 7th grade Junior High School English coursebook genuinely implement a Genre-based Approach with *Merdeka* curriculum standards?". From the table and the two answers from research question 1 and 2, it can be inferred that the coursebook is implementing the component of GBA in *Merdeka* curriculum standards. The genres that have

been incorporated in the coursebook for 7th grade Junior High School students are descriptive, procedure, and persuasive text.

Moreover, the result from the checklist items of the coursebook adopted from Demir and Ertas (2014) are presented as follow:

Table 3: ELT Textbook Evaluation Checklist

			Yes	No
Subjects and Contents		Does the content provide insight into understanding the genre of the target language?	√	
		Is the coursebook's subject matter and content engaging?	√	
		Does the coursebook's subject matter provide enough challenge to encourage new learning?	√	
		Do the coursebook's subject matter and content inspire motivation?	√	
		Is the thematic content easy for students to understand?	√	
		Does the coursebook offer enough variety in its subject matter and content?	√	
		Is the thematic content suitable from a cultural perspective?	√	
		Do the topics lesson and texts avoid any form of intolerance, such as gender or race?		√
		Does the coursebook content relate to real-life situations?	√	
		Do the coursebook's texts and themes include aspects of both the target and local cultures?	√	
Skill and Sub-skills	Reading	Are there sufficient and suitable activities and assignments to enhance reading comprehension?	√	
		Does the coursebook include a diverse range of reading texts covering various subject matters?	√	
		Are the chosen readings genuine linguistic resources?	√	
Practical Consideration		Is the coursebook current and relevant?	√	
		Is the coursebook easy to access?	√	
		Is the coursebook reasonably priced?	√	
		Does the coursebook include supplementary materials, such as tapes, visuals, or other resources?		√
		Does the coursebook provide supplementary online materials, tests, or an e-format?	√	
		Does the coursebook cover various types of genres?	√	
		Do the exercises and activities present the primary concepts of the Genre-based Approach (GBA)?	√	
		Does the coursebook provide self-assessment sections?		√
		Can the activities be fully utilized and incorporate various teaching and learning methods in ELT?		√
		Are the syllabi's type design used in the coursebook appropriate for the students?	√	
		Can the coursebook align with the curriculum and learning goals?	√	
		Are the objectives clearly outlined in the coursebook?	√	

Table 3 shows the checklist's result of the coursebook evaluation for the coursebook that currently has been evaluated showed some points. Most of the elements in the coursebook are likely to implement the GBA with three kinds of genre; descriptive, procedure, and persuasive genre. Then, the reading activities that are involved in the coursebook enhance the students to master the target language with a local culture approach as well. The coursebook also shows that the practical consideration is presenting a good number of practical things related to the coursebook as learning sources. Moreover, according to Ersöz (n.d) if the checklist items are "Yes" for more than 80%, it means that the coursebook is matched to be used in the research setting field. Then, the percentage of the checklist items which has "Yes" is 21 items = 85%.

As the additional analysis, the kinds reading tasks appeared in the coursebook if they are evaluated use GBA's cycle, thus resulted as follow:

Table 4: *Kinds of reading tasks based on GBA's cycle.*

Building Knowledge of Field	● Read aloud words/sentences
	● Read descriptive text
	● Read procedure text
	● Read info graphic text
Modelling	● Read comic strips
Joint Construction of Text	● Mind mapping
	● Checking text by putting a checklist
Independent Construction of Text	● Read and ask someone's identity
	● Read and answer questions
	● Read and classify true of false
	● Read and fill the blanks
	● Read and draw pictures
	● Read and draw a map

What is striking about the table above is that the coursebook indicates that it has already implemented the GBA Cycle. Relating to the implementation of the GBA cycle, it also can be identified by the four components of *Merdeka* curriculum; character development, creativity, critical thinking, and academic knowledge. The implementation of character development from the coursebook can be seen from the local characters used. The written texts that appear in the coursebook also contain good characters and provide good behavior for the students. There are no such reading tasks that can enhance students' character development.

What emerged from the results reported here is that the English coursebook published by the government for 7th grade of Junior High School has various kinds of reading activities that promote the four components of the *Merdeka* curriculum. The genres that the coursebook provides are not that suitable yet from the government criteria, because it missed two genres that used in common context. However, from an evaluation checklist, the result shows that

the coursebook has high criteria (85%) to be classified as the coursebook that implements GBA. Therefore, the coursebook is appropriate to be used for 7th grade of Junior High School in Indonesian context.

5. Discussion

Implementing the genres, tasks, and activities in a coursebook is believed through consideration such as determining the students' level of foreign language proficiency. The objective of the first research question was to find out the genres used in the coursebook. It found that there are three genres appearing such as descriptive, procedure, and persuasive. According to Sari et al., (2020), implementing read descriptive text activity, can affect the students to know the language use in daily context. It can help the students to more understand and accustom the students with the authentic materials. The similar result also has been found by Wilanda and Iman (2017) that reading descriptive text through a certain reading strategy can improve students' comprehension skills. It is also supported by Osi and Wilance (2024) who found that students have a good level in reading comprehension through reading descriptive text tasks. For the procedure text, it was revealed that using picture series can improve students' ability in reading procedure text (Listianti, 2016; Romo et al., 2022). It is related to the comic strips used in the coursebook. Therefore, it is easier for the students to understand the procedure provided through a text.

Furthermore, the persuasive text also can be presented in the form of info graphics text. Unfortunately, there is no previous study which related to reading persuasive text. Instead, most of the studies are conducted in writing persuasive essays (Welch, 2020). However, the researchers concluded that by reading persuasive text, it also can help students to know the general information included in persuasive text or in an infographic. Therefore, the students can understand if later on, they should write or identify information from a persuasive text. With the explanation above, the conclusion of the answer for research question number two is that the genres used in the 7th grade Junior High School coursebook are descriptive, procedure, and persuasive genres. Each genre has its advantages in the teaching and learning process. The genre appeared in the coursebook also supported by the reading tasks that meet with the elements from *Merdeka* curriculum.

My analysis showed an important finding about the reading tasks from the coursebook. Compared to the previous study related to the reading tasks by Collins (1977), reading has to include one of these three elements; reading for meaning, reading for doing, and reading for remembering. The most common task from the coursebook is "read and answer questions" which can be classified as reading for doing. Followed by "read descriptive text" which is categorized as reading for meaning, and read aloud words/sentences can be classified as reading for remembering. From those elements of reading, it can be concluded that almost all reading tasks in the coursebook evaluated in this research have covered the three elements of reading tasks by Collins. Additionally, according to Rosiadi et al. (2020) one of the strategies used to enhance students' character development is using critical reading. Creativity element that can be found from the coursebook, particularly in reading tasks is "read and draw pictures". Creativity is defined as the ability to produce something or thought and solve problems (Piaw et al., 2014). Through drawing activity, it can enhance the students' creativity in producing something. On the other hand, in this coursebook there is no creativity that can be used to enhance students in solving a problem or case. The critical thinking

element can be seen from the reading task where the students should "read and then answer some questions" based on their reading. However, Bagri and Dickinson's (2023) claimed that competing options will distract students that will lead them to think about anxiety-related items. Therefore, the process of constructing their understanding, it also includes that the students are implementing the critical thinking to answer some questions related to reading text. Last is the element of academic knowledge which can be defined as the students are able to comprehend the reading tasks. If academic knowledge is measured through reading assessment, students should be able to comprehend or provide information based on the reading (Deng et al., 2021). The findings from the first research question also bring further explanation of reading tasks according to the other scholars.

"Does the 7th grade Junior High School English coursebook genuinely implement a Genre-based Approach with Merdeka curriculum standards?" is the final research question. Concerning the question, it is clear from table 2 in the findings section and the two responses toward research questions 1 and 2 that the coursebook includes the GBA component into *Merdeka* curricular standards. Descriptive, procedure, and persuasive text are the genres that are included in the coursebook for junior high school students in the seventh grade. The other genres that have been mentioned previously may be included in 8th and 9th grade student's coursebooks. Santosa et al. (2022) showed that in their coursebook evaluation, genre narrative and recount text are provided in 8th grade and 9th grade of Junior High School. Therefore, it is suitable if the narrative and other genres do not appear in the 7th grade English coursebook. However, a study from Lin (2003) gave another perspective that not all the textbooks of certain English courses in Singapore provide the materials that suit their philosophy. This indicates that in another context, the GBA implementation might be not explicitly applied in the course's materials, including in a coursebook.

For the additional information for GBA standards, this coursebook is believed to have implemented the four GBA cycles (see table 4); BKOF, MOT, JCT, and ICT. The former GBA cycle, there are five cycles proposed by Feez and Joyce (1998) as shown below.
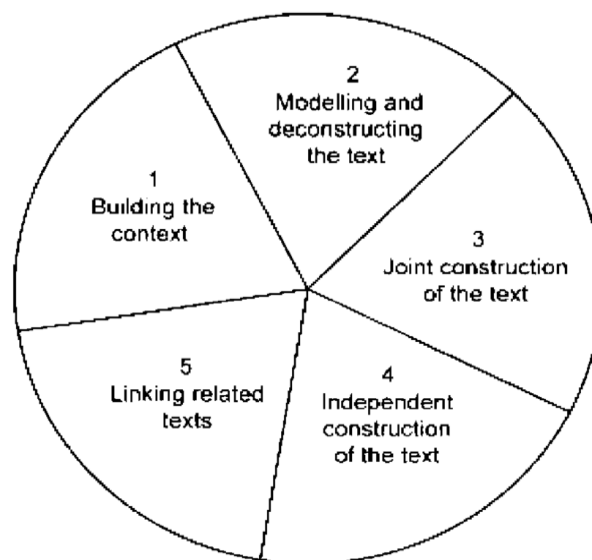

Figure 2: Feez and Joyce's (1998) GBA cycle formulation

As can be seen from the figure above, the coursebook evaluated missed one cycle that is Linking Related Texts. However, according to The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia of Indonesia (2007), students work individually during the independent building stage to validate that what they have learned has been grasped, while elaboration occurs during the cooperative construction stage (Richards, 2006). Therefore, it is believed that the coursebook is matched with the *Merdeka* curriculum standards.

Furthermore, Phuong (2014) added that, when GBA is applied, its goal is to assist students in becoming proficient readers of model texts so they can utilize that skill while writing their own texts. These results differed from Courtney's (2019) study who found that the implementation of GBA was also impactful for students in their writing development. It has been supported by Wigle (2014) that a GBA's goal is to assist students in writing texts by examining their characteristics and accommodating to the expectations of the reader. It is therefore to reach certain goals in writing, GBA is believed to be promising to develop writing skills.

6. Conclusion

The coursebook evaluation aimed to provide valuable insights into its content, offering useful information to enhance the coursebook as a learning resource. This information can help develop more accurate and suitable materials for both teachers and students. Through a content analysis of an English coursebook used nationally by 7th-grade Junior High School students, the researchers addressed three research questions, uncovering key findings and implications for coursebook users.

This study identified that the evaluated coursebook includes three genres: descriptive, procedural, and persuasive. Additionally, the most dominant reading tasks are "read and answer questions" and "read and fill in the blanks", which constitute a significant portion of the reading activities. Lastly, the findings confirm that the coursebook aligns with the current curriculum standards, particularly in terms of GBA.

The findings suggest that teachers can integrate coursebook reading tasks with additional activities to foster students' character development, creativity, critical thinking, and academic knowledge. It is essential to maintain a balance within the GBA cycle by building students' knowledge of each genre, providing authentic models, encouraging collaborative learning, and facilitating independent text construction.

For future research, it is recommended to evaluate the coursebook's additional sections to determine their effectiveness in supporting the teaching-learning process within the GBA framework. Since the coursebook offers a variety of supplementary activities, further analysis could provide insights into their practical benefits in the classroom setting.

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