Evaluating Activities in English Textbooks: Genre-Based Approach in Indonesian Contexts

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Abstract

Background:
The objective of this research is to evaluate whether the activities of two nationally recognized English textbooks satisfy the GBA (Genre-Based Approach) and the three aspects of national curriculum, involving knowledge, skills, and attitudes.

Methodology:
The data of the research rely on the learning-teaching activities in the two English textbooks used in Class VII, VIII, and IX of Junior High Schools in Indonesia. The sources of data are taken purposively to find five different genres involving description, recount, procedure, narrative, and report. The bases of the evaluation of the book activities are derived from GBA teaching and learning processes which include the completeness, appropriate sequence, and the ampleness of the activities in satisfying the integrations of the three aspects of the national curriculum, GBA activities and language levels activities as realized in general activities.

Findings:
The findings indicate that the activities in the two books can be classified into two patterns. Pattern 1, in general, satisfies the completeness of the GBA and three language levels activities. However, they lack the appropriate sequences and ampleness of the GBA and language levels and therefore, they miss the integration of the three aspects of curriculum. Pattern 2 do not satisfy all the three bases of evaluation including completeness, appropriate sequence and ampleness of GBA and language levels activities.

Conclusion:
The activities of the two textbooks need to be redesigned according to the integration of the three aspects of the national curriculum and the completeness, appropriate sequence, and ampleness of the GBA and language levels activities.

Originality:
This study specifically examines activities in 2 English books in Junior High School. By using a genre-based approach, researchers will look at knowledges, skills and attitudes.

1. INTRODUCTION

Evaluating English Language Teaching (ELT) textbook has been done in parallel to the development of approaches in ELT. The developing approaches have produced different perspectives to language teaching and simultaneously they also produce criteria for evaluating ELT textbooks Demir & Ertaş (2014) and Sheldon (1988) when they criticised the way ELT textbooks and materials were evaluated. However, the criteria seem still to have somethings in common. For example, the criteria will involve content, design, instruction, assessment, support material (Bouzid, 2017; Hanifa, 2018; Miftahul Rijal Anshar, 2014). Other criteria emphasize more on language acquisition, exposure on communication, localization, critical thinking and others (Macalister, 2016; Solihati & Hikmat, 2018; Tomlinson, 2011).

Meanwhile, Genre-Based Approach (GBA) in English Language Teaching (ELT), at least, has been formally introduced in Indonesian since 2004 and more emphasized in the introduction of the national curriculum 2013. The approach focuses more on the teaching and learning processes while integrating the national curriculum competencies of knowledge, skills and attitude in verbal literacy. The focus approach does not only implement how the curriculum competencies are realized in the activities involving three levels of language, but it also develops a more systematic activities designed in pedagogical stages to scaffold students in ELT (Matthiessen et al., 2019; D. Rose, 2020; Saragih, 2019). In general, the approach has generated three pedagogical stages, namely Modelling, Joint Construction of Text (JCT), and Independent Construction of Text (ICT) (Callaghan & Rothery, 1998; Dreyfus & Macnaught, 2013; McCabe & Tedesco, 2012).

So far, ELT textbook activities in Indonesia have been attempted to be developed following the pedagogical stages of GBA approach. However, the results seem to vary across ELT textbooks. The differences are often due to the misconception of GBA, particularly on the way of modelling and joint construction of knowledge, skills, and attitudes in the pedagogical stages. Thus, the activities often fall on more partial and less holistic or inappropriate and inadequate modelling and joint construction of knowledge, skills and attitudes (Helena Agustien, 2020; Nurlaelawati et al., 2020; Santosa et al., 2022; Saragih, 2019). Therefore, the activities do not optimally reach the target genre reconstruction. Thus, more holistic textbook activities to satisfy the three aspects of the national curriculum involving knowledge, skills and attitudes as well as GBA activities need to be investigated. Based on the rationale, research questions can be broken down into:

1. How are activities distributed in GBA stages and three language levels to satisfy the three competences of national curriculum?

2. How are they ordered to scaffold and support students' learning process?

2. LITERATURE REVIEW

2.1 Theoretical stance

The theory behind the GBA approach is the concept of genre and register in a Systemic Functional Linguistics (SFL) view. Genre is the smallest unit of culture in a society. It is staged, goal-oriented, and recurring social process. The functional stages of genre imply the pedagogical stages of teaching and learning processes which involve Modelling, joint construction of text, and independent construction of text. The stages generate natural scaffolded activities appropriate for each stage. Meanwhile, register implies types of language systems and structures in three language levels, involving discourse semantics, lexicogrammar, phonology or graphology (Hasan, 2014, Martin, 2014; Matthiessen, 2015a & b; Matthiessen & Khasyaf, 2014). The types of language systems and structure in the three levels will also generate the types of activities satisfying for the three competences of national curriculum which are appropriately distributed in the pedagogic stages.

GBA has long been adopted to ELT in young learners since the introduction of a number of projects by Disadvantaged Schools Program (N.S.W.) Metropolitan East Region in early 1980s. The core issue is to implement activities designed in the four or three cycles of GBA in ELT such as: Building Knowledge of the Field (BKOF), Modelling, Joint Construction of Text (JCT), and Independent Construction of Text (ICT). The activities are introduced in gestalt psychology understanding from whole to parts and reconstructing from parts to whole. In this way, a text is modelled from the highest context of use to the lower level of discourse semantics, lexicogrammar, to phonology or graphology (Rose et al, 2008). Conversely, the text is reconstructed from the lower level of phonology or graphology or lexicogrammar, to discourse semantics to match the context of use of the target genre. In addition, the three or the four cycles of GBA stages, basically, represent macro scaffolding but the detailed activities within the stages must be embodied with teachers' or students' s scaffolding or supports but more importantly in JCT stage (Callaghan & Rothery, 1998; Dreyfus & Macnaught, 2013; McCabe & Tedesco, 2012; Rose & Martin, 2013; Syarifah & Gunawan, 2015).

Basically, BKOF is an optional stage in the GBA teaching and learning cycle. Often, the stage will be covered simultaneously in Modelling. The activities in BKOF are meant to provide students with any information about the socio-cultural contexts of what genre to be

taught and what purpose meant to be achieved so that they are psychologically prepared of what they will learn.

Modelling guides and scaffolds students to deconstruct the model text to provide them with understanding how knowledge (ideational) and attitudes (interpersonal) are built within the modelled text (textual) to develop skills. The modelling activities enable students to see and understand the relations among the three aspects and the role of each aspect in building the text (Doran & Martin, 2021; Maton & Doran, 2021). This stage will enforce students not only to acquire the social functions, stages, and the whole language uses (knowledge), but also make them able to practice the knowledge (skills), and to behave socially within the model text (attitude). In the classroom or in the textbooks, student activities are developed to acknowledge the three aspects of curriculum through skimming the social function of the genre that are realized in the stages and phases. In addition, the activities are also constructed through scanning information provided in register of the model text involving discerning and practicing the language uses in discourse semantics, lexicogrammar, and phonology or graphology. That's why, the students' activities in the modelling stage are realized in skimming and scanning questions and answers, identifying, completing and rearranging / reordering stages and phases in discourse semantics. In lexicogrammar, the activities will involve identifying, completing, rearranging, and making or practicing phrases and sentences. In phonology or graphology, the students' activities will involve practicing pronunciation and spelling.

JCT guides and scaffolds students in groups to reproduce and recreate another text of the same genre, led by the teacher and work together with other students. The activities are usually designed in small groups of students to reconstruct the model text being taught (Dreyfus et al., 2011). The main activities in JCT are basically guided and scaffolded activities of knowledge, skills and attitude. The guiding and scaffolding can be executed by both teachers and students in the group. But, in order to be successful, guiding and scaffolding should be done as if they learn their mother tongue where they are comfortably guided and scaffolded bit by bit by their parents (Dreyfus & Macnaught, 2013; D. Rose, 2020). Thus, simpler and comprehensible procedures of tasks and manageable pieces of contents will help teachers produce appropriate scaffolding or supports. However, scaffolding will become direct instructions if the teachers impatiently insist the tasks to reach the highest level of knowledge immediately (Verenikina, 2003). Therefore, in JCT, textbook activities have to be designed bit by bit from simpler to more complex to scaffold student how knowledge, attitude, and skills are reconstructed from the lower level to the highest of language to match the target genre

appropriately (Dreyfus & Macnaught, 2013; Macnaught et al., 2013; G. Rose, 2006). Thus, the appropriate sequence and sufficient number of guided productions of writing or oral reporting activities will help scaffold students to reach the target genres (Hermansson et al., 2019; Kuiper et al., 2017).

Meanwhile, ICT encourages individual students to produce their own text of the same genre in different contexts of Field, Tenor, and Mode (Macnaught et al., 2013). Other guiding and scaffolding may still be needed to help student construct the model text.

2.2 Criteria for evaluating textbook activities

The concept of genre, register, and the concept of GBA in ELT generates three criteria for evaluating activities in ELT Books in Indonesia. The criteria involve completeness, appropriate sequence, and ampleness of GBA and language levels activities designed for the English textbooks. Firstly, the idea of completeness is derived from the fact that the activities in ELT textbooks must cover all three aspects of the national curriculum (knowledge, attitude, and skills). The activities must also be distributed in all GBA stages (BKOF, Modelling, JCT & ICT) and all three levels of language (discourse semantics, lexicogrammar, and phonology and graphology). Missing one or more activities of the three aspects of national curriculum and their distribution in GBA stages and three levels of language will lead to the failure to the achievement of the target genres.

Secondly, the representation of GBA stages as the macro scaffolding for students indicates that the activities must be ordered appropriately following gestalt psychology, deconstructing from whole to parts and reconstructing from parts to whole. Thus, this concept suggests that activities must be started from whole to parts (BKOF and Modelling) and ended from parts to whole (JCT and ICT). The activities are also deconstructed from discourse semantics to lexicogrammar and phonology and graphology in BKOF and Modelling, and reconstructed from phonology/graphology, lexicogrammar, to discourse semantics of the target genres.

Finally, the activities should be made sufficient to make students have ample experiences through all activities on knowledge, attitude and skills in GBA activities (BKOF, Modelling, JCT, and ICT) as well as in language levels activities to support the reconstruction of the target genres. In conclusion, it can be seen that the completeness, appropriate sequence, and ampleness of GBA and language levels activities are appropriate criteria for evaluating the designed activities in the English textbooks for integrating knowledge, attitude, and skills of the national curriculum in Genre-Based Approach.

3. METHODOLOGY

The aim of the study is to evaluate activities designed in two national-widely used ELT textbooks for Junior High Schools in Indonesia. The two books are nationally wide published, and called 'Bahasa Inggris' and 'Passport to the World: A Fun and Easy English Book'. The first consists of five textbooks for Class VII (1 and 2), VIII (1 and 2) and IX", The second one consists of three textbooks for Class VII, VIII, and IX (the publishers and authors are kept confidential for ethical reason).

Basically, the books are developed based on mixed approaches: functional, and genre-based approaches (GBA). However, this research focuses on the activities in particular chapters that are derived from GBA. Therefore, the sources of data were collected based on purposive sampling according to the following criteria. First, the textbooks activities must have the model texts of targeted genres as they will be used as models when reproducing or reconstructing new texts of the same genres. The target genres aimed by the national curriculum involve description, recount, procedure, report, and narrative. Second, the textbook activities should represent BKOF, Modelling, JCT and, ICT activities in spoken or/ and written activities to produce genres. As a result, there are 14 chapters comprising of seven chapters of Bahasa Inggris and seven chapters of Passport to the World, covering the five genres. The whole sources of the research are indicated as follows.

Table 1 Activities in book chapters as Sources of data

Title and Published Year	Books	Chapters	Genre
Bahasa Inggris 2020	VII-2	IIIa/IIIb	Spoken Description
	VII-2	IIIb	Written Description
	VIII-2	V	Recount
	IX	IV	Procedure
		VII	Narrative
		VIII	More Description
		IX	Report
Passport to the World / 2018	VII	X	Description
	VIII	VII	Description/Comparison
		VIII	Recount
	IX	IIa	Spoken Procedure
		IIb	Written Procedure
		V	Narrative
		VI	Report

The data involve the distribution of activities in GBA stages (BKOF, Modelling, JCT, and ICT), three layers of language (Discourse Semantics, Lexicogrammar, and Phonology or Graphology) as realized in general activities such as: Question and Answer, Identifying, Gap

Filling, Matching, Practicing, Jumbled Writing, Guided Writing/Speaking, Freer Speaking/ Writing, and others. Most importantly, the distribution of the activities would also reflect the three important aspects of the national curriculum that involves knowledge, skills and attitude. The analysis was done through four steps of ethnographic analyses to reveal how the books activities satisfy the three aspects of curriculum through the completeness, appropriate sequence, ampleness of the GB and language levels activities. The four ethnographic stages involve domain (context analyses), taxonomic (category analyses of activities), componential (putting the domain and taxonomic components in one frame to find behavioural patterns) analyses and finding cultural values to discuss the substantive theory or value. The analysis is derived from a combination of Miles' and Huberman's matrix and Spradely's ethnographic stages of analyses (Santosa, 2021).

4. FINDINGS

The findings of this research are organized based on two different books, Bahasa Inggris and Passport to the world. Besides, the findings will also be structured based on types of genres and book chapters as general contexts (domain) that underlie the presences of activities belonging in types of GBA stages, language-based activities, and general activities that reflect the three aspects of the national curriculum such as knowledge, skills and attitude (taxonomic). The combination of domain and taxonomic analyses will result in componential analyses that produce two patterns of the two books activities. The findings are, then, discussed (finding cultural values analyses) based on the completeness, appropriate sequence, and ampleness of the GBA activities as representation of macro scaffolding to reach the target genres (Syarifah & Gunawan, 2015).

4.1 Distribution of Activities in Bahasa Inggris

The Table 2 indicates the distribution of activities in three English text books 'Bahasa Inggris' Class VII, VIII, and IX. The distribution, theoretically, needs to cover GBA stages (BKOF, Modelling, JCT, and ICT), aspects of curriculum (knowledge, skills and attitude), and layers of language (discourse semantics, lexicogrammar, and phonology / graphology). The coverage of the activity distribution to the whole investigated aspects will indicate the completeness, appropriate sequence, and ampleness of the activities to reconstruct the target genres.

Table 2 Completeness, appropriate order, and ampleness of activities in Bahasa Inggris

| No | Book/Chapter | K D | BKOF Skills | | | At | K | | | Modelling Skills | | | At | JCT | At | ICT | At | Σ |
			D	L	P		D	L	P	D	L	P		K&S DL		K&S DL		
1	VII/2/ III/a: **Des**	1	2			-	4			7	4		v	2	v	1	v	21
2	VII/2/ III/b: **Des**					-	1	6		2			-	1		1		11
3	VIII/2/V: **Recount**		1	1		v	5			11	2		v	3	-	1	v	24
4	IX/IV: **Proce**		1	1		-	9	2		9	2		-	3	-	1	v	28
5	IX/VII: **Nar**		2	1		v	6	2		5	2	1	-	3	-	1	v	23
6	IX/VIII: **Des**	1	1			v	6			2	15		v	1	-	1	v	27
7	IX/IX: **Report**		1	1		-	6			6	4		-	6	-	1	v	25

Notes:

K: Knowledge; S: Skills; At: Attitude; K & S: Knowledge and Skills; D: Discourse Semantics; L: Lexicogrammar; P: Phonology/Graphology; DL: Discourse Semantics and Lexicogrammar

In addition, looking at the number of activities in each GBA stage, it can be seen that the activities in this GBA stages are not designed proportionally for reconstructing the target genre. The modelling stage activities amount too many activities compared to JCT and ICT activities.

However, although attitude seems also to exist in the activities in the books, they are not designed integrated but rather developed separately from the whole activities. This can be seen that not all chapters, not all GBA stages, and not all of layers of language have designed activities on attitudes. Even, there are no specific activities and instructions dealing how attitudes should be developed in the teaching-learning process, particularly in JCT and ICT stages of GBA. Thus, although the book chapter activities belonging to Pattern I satisfy the completeness of the activities including attitude but it misses the integration, appropriate sequence and ampleness of the GBA activities (see 4.1.1). This pattern involves three chapters involving No 4: Book IX Chapter IV on Procedure; No 5: Book IX Chapter VII on Narrative and No 7: Book IX Chapter IX on Report.

Meanwhile, Pattern 2 involves the rest the chapters of the three books covering four genres: No.1 Book VII/2/Chapter IIIa on spoken Description; No.2 Book VII/2/ IIIb on written Description; No.3 Book VIII/2/ Chapter V on Recount; No. 6 Book IX Chapter VIII on Description continued. The pattern, in general, lacks the completeness on GBA stages, attitude

activities in JCT and ICT and layers of language activities. Pattern 2 also misses the appropriate sequence and ampleness of the activities. Therefore, the activities of the chapters belonging to Pattern 2 also miss the integration, manageable order and the ampleness of activities to reach the target genres (see 4.1.2).

4.1.1 Teachability of Pattern 1 in Bahasa Inggris

Table 3 indicates one of the examples of Pattern 1 entitled Procedure Genre taken from Book IX Chapter IV. Based on the general activities developed in this chapter, it can be seen that the activities belonging to Pattern 1 are not sequenced through the appropriate stages from BKOF, Modelling, JCT, to ICT. As can be understood that the order of stages from BKOF, Modelling, JCT, to ICT represents the scaffolding of how genres are modelled and guided through the stages (Callaghan & Rothery, 1998; Macnaught et al, 2013; Martin & Rose 2013; McCabe, 2017). Table 4.2 reflects unordered GBA activities. This can be seen when activity 16 has arrived at Guided Writing in JCT, activities 17 and 18 return to Modelling of grammar, and activity 19 goes back to modelling completing text structure. The case also happens when activity 20 has reached to JCT in Guided Writing, activities 21, 22, 23, 24, 25, and 26 return to Modelling activities.

Besides, there are also unordered activities within Modelling stage. Generally, Modelling is developed to deconstruct how the genre is constructed from higher to lower levels of language, i e from discourse semantics, lexicogrammar, to phonology (Maton & Doran, 2021; D. Rose & Martin, 2013). Thus, the activities are, then, supposed to be developed through the order of the language layers. However, grammatical and vocabulary activities at activities 7, 8, 17, and 18 in modelling activities precede other discourse semantics activities at activities 19, 21, 22, 23, 24, 25, and 27 at the same Modelling stage.

Table 3 Completeness, appropriate order, and ampleness of activities of procedure in Bahasa Inggris, Buku IX. IV

Genres	GB Activities	Language-based Activities									Σ
		Discourse Semantics						Lexicogram		Phonetic	
		Text Structure				Guided/writing	Writing/speaking	Grammar	Vocab	Pronoun	
		Q&A	Completing	Identifying	Jumbled			Q&A	Gap Filling	Practicing	
Procedure	BKOF								1	2	2
	Mod	3,4,5,6,10,12,14,22,25	9,19	3,11,13,21,23,26	24			17,18	7,8		22
	JCT					16,20	27				3
	ICT						28				1
Σ		9	2	6	1	2	2	2	3	1	28

Notes: BKOF: Building Knowledge of Field; Mod: Modelling; JCT: Joint Construction of Text; ICT: Independent Construction of Text; Lexicogram: Lexicogrammar; Pho: Phonology; Gram: Grammar; Pronun: Pronunciation; Q&A: Question and answer

4.1.2 Teachability of Pattern 2 in Bahasa Inggris

Table 4 shows Book IX Chapter VIII belonging to Pattern 2 has been designed with 27 activities. In terms of the number of activities, the chapter can be said it has enough number of activities. However, the little number of BKOF activities do not support the function of BKOF to prepare students to receive the knowledge of the genre.

In fact, there are abundant activities in the modelling stage amounting to 23 activities. However, eight of them on reciting texts (activities 20 and 25) and on questions and answers (activities 3, 5, 6, 12, 18, and 22) are focused on developing information rather than developing knowledge of how the genre is constructed. Thus, Modelling needs more varieties of discourse semantics activities such as completing stages of the genre and jumbled reading or rearranging stages that will equip students with knowledge and skills of staging of the genre introduced. In the level of lexicogrammar activities, there are 15 numbers of activities, which mean too many activities, since they have been done repeatedly several times in the previous activities. Let alone, the activities are mostly distributed on gap fillings or completing (activities 4,11, 15. 17, and 21), identifying structure (activities 13, 16, 19, 23), practicing or making sentences (activities 7,8, 10, 14, 24) and one vocabulary activity (Activity 9).

Table 4 Completeness, appropriate order, and ampleness of activities of description in Bahasa Inggris, Buku IX. VIII

Genres	GB Activities	Languange Activities										Σ
		Discourse Semantics						Lexicogrammar				
		Text Structure						Grammar			Vocab	
		Practicing	Q&A	Identify	Jumbled	Guided	Writing speaking	Gap Filling	Identify	Writing sentence	Gap Filling/ puzzle	
Description	BKOF		1								2	2
	Mod	20, 25	3,5, 6, 12, 18, 22	-	-			4,11, 15. 17, 21	13, 16, 19, 23	7,8, 10, 14, 24	9	23
	JCT					-	26					1
	ICT						27					1
Σ		2	7				2	5	4	5	2	27

Notes:

BKOF: Building Knowledge of Field; Mod: Modelling; JCT: Joint Construction of Text; ICT: Independent Construction of Text; Q&A: Question and answer.

In addition, the sequence of activities in the whole chapter is not ordered in a such way that they are effective and manageable to reconstruct students' knowledge and skills for developing the taught genre, a more advanced Description. For example, in modelling text structure, the chapter starts and returns many times from discourse semantics and

lexicogrammar back and forth. Thus, this results in eight different activities on developing text structure involving activities 3, 5, 6, 12, 18, 20, 22, and 25. Meanwhile, modelling in lexicogrammar is constructed in activities 4, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 19, 21, 23, and 24. The unordered, back and forth activities will not provide the students with easier and effective construction of the final genre.

4.2 Distribution of Activities in Passport to the World

Table 5 indicates there are seven book chapters as source of data gathered from 'Passport to the World'. The genres involve description of traits, description and comparison, recount, procedure, narrative and report. Similar to 'Bahasa Inggris', the distribution of activities in the book chapters can also be classified in two patterns of teaching and learning activities. Pattern 1, involving No. 1 Book VII/Chapter X on Description on Traits, No. 3 Book VIII Chapter VIII on Recount, and No. 6. Book IX Chapter V on Narrative, satisfies the activities in GBA stages, activities in discourse semantics, lexicogrammar and phonology or graphology. However, they only satisfy the knowledge and skills of the national curriculum but they fail to satisfy the aspects of attitude as a part of curriculum development. This is because the activities on attitude in the book chapters are not blended in the integrated activities to reconstruct the target genres.

Pattern 2, involving No. 2. Book VIII Chapter VII on Description of Comparison, No. 4 Book IX Chapter II on Procedure /a, No. 5 Book IX Chapter II on Procedure/b, and No. 7 Book IX Chapter VI on Report, seems to have enough activities on BKOF, Modelling, JCT and ICT. However, the activities in modelling seem to need more text scaffolding activities such as completing text structure and jumbled reading in discourse semantics and more practicing or making model sentences to develop the students' skills. Besides, the activities also need more guided activities in JCT and more exposure in ICT. Thus, the activities are not manageable for developing knowledge and skills to produce the target genres. In addition, only in Chapter II of Book IX has one activity on attitude which is actually not integrated in developing the attitude of the whole genre. This can be seen that there is no attitude aspect in JCT and ICT activities and instructions.

Table 5 Completeness, appropriate order, and ampleness of activities 'Passport to the World'

| No | Book/ Chapter | BKOF | | | | Modelling | | | | | JCT | ICT | ∑ |
| | | K | | S | | K | | S | | Att. | K&S | K&S | |
		D	L	D	L	D	L	D	L		DL	DL	
1	VII/X: Des. Trait	1				1	1	5	6		4	1	19
2	VIII/VII: Des. Comparison			1	1	1	1	4	12		4	-	24
3	VIII/VIII: Recount	2				3	4	7	1		3	1	21
4	IX/II: Procedure /a			1	4	1	1	1	6	1	2	-	17
5	IX/II: Procedure/b					2		3	4		1	2	12
6	IX/V: Narrative	1		3	1	4		7	4		3	3	26
7	IX/VI: Report	3		2	1	5		4	8		1	2	26

Notes: K: Knowledge; S: Skills; At: Attitude; K & S: Knowledge and Skills; D: Discourse Semantics; L: Lexicogrammar; P: Phonology; DL: Discourse Semantics and Lexicogrammar

4.2.1 Teachability of Pattern 1 in Passport to the World

Looking at the details of the activities belonging on Pattern 1, it seems that the activities are not designed in an effective way. For example, Table 4.5 indicates the construction of GBA, language level, and general activities in narratives of Passport to the World: Book IX Chapter V. The activities satisfy the GBA activities since they occupy all of the stages in GBA activities: BKOF, Modelling, JCT, and ICT.

However, the detail shows that there are unnecessary lexicogrammar activities in BKOF, too many and unorganized activities in Modelling, and not enough guided activities in JCT. This Chapter seems to be meant to introduce two different styles of spoken and written narrative but unfortunately, the activities are not separated in such a way in different chapters or sub-chapters that they are not be manageable for teaching and learning activities. Besides, activities in Modelling, for example, are not ordered in holistic way.

Table 6 Completeness, appropriate order, and ampleness of activities of narratives in Passport to the World: Book IX / V

Genres	GB Activities	Languange Activities											∑
		Discourse Semantics								Lexicogrammar			
		Text Structure							Con	Grammar		Voc	
		Practicing	Q&A	Complete	Identify	Jumbled	guided	Writing	Identify	Identify	Practicing	Gap Fill	
Narrative (spoken and	BKOF	V	v			v			v		v		5
	Modelling		2,4,7,11	9	5a,11a	5,8,10			5b	3,8b	8a,12		14

written)	JCT					6	1, 13					3
	ICT						13a 13b 13c					3
∑		1	5	1	2	3	1	5	2	2	2	1	25

Notes:
BKOF: Building Knowledge of Field; Mod: Modelling; JCT: Joint Construction of Text; ICT: Independent Construction of Text; Q&A: Question and answer

In addition, the unordered activities can also be seen through the way knowledge and skills are introduced within discourse semantics in Modelling. Knowledge and skills represent more a continuum that should be designed in activities. In general, knowledge and skills are introduced through a sequence of activities from skimming global stages of genre and scanning detailed information, identifying and completing stages of genre, to rearranging stages of genre or often called jumbled reading in discourse semantics. However, the activities in discourse semantics in this chapter are not set following the order. This can be seen the activities starts from skimming and scanning are ordered through activities No. 2, 4, 7, 11, continued to completing discourse on activity 9, then identifying discourse on activities 5a and 11a, and finally, jumbled reading on activities 5, 8, and 10. Meanwhile, the only one guided writing is set on activity 6 (Doran & Martin, 2020; Maton & Doran, 2021).

As can be seen in Table, the only guided activity for preparing JCT is activity 6. It can be said the only activity will not be enough for supporting JCT and ICT activities (Geva, 1992; Horiba, 1996; Macnaught et al, 2013; Rose, 2010; Dreyfus & Macnaught, 2013).

This construction of activities seems to apply the other chapters such as Book VIII Chapter VIII on Recount and Book VII Chapter X on Description of Traits in Passport to the World, belonging to Pattern 1.

4.2.2 Teachability of Pattern 2 in Passport to the World

The chapter activities belonging to Patterns 2 have more serious problems on the completeness and order of activities of discourse semantics and lexicogrammar that are realized in general activities. Table 4.6 indicates the unorganized trends of GBA activities in the book. Similar to Pattern 1, it seems that the activities have satisfied GBA activities since they occupy all stages of the GBA activities. There are six different activities that seems to have too many for BKOF since they involve completing and identifying discourse patterns as well one activity on completing vocabulary.

Table 7 Completeness, appropriate order, and ampleness of activities of report in Passport to the World: Book IX / VI

Genres	GB Activities	Language Activities								∑
		Discourse Semantics						Lexicogrammar		
		Text Structure						Grammar	Vocab	
		Q&A	Complete	Identifying	Jumbled	Guided	Writing	Practicing	Gap Filling	
Report	BKOF	vvv	v	v					v	6
	Modelling	1,2, 4c, 5,10		4,6a, 7	12			2a,3,4a, 4b,	1a,6,9, 11	17
	JCT						8			1
	ICT						13, 13a			2
∑		8	1	4	1		3	4	5	26

Notes:
BKOF: Building Knowledge of Field; Mod: Modelling; JCT: Joint Construction of Text; ICT: Independent Construction of Text; Q&A: Question and answer

There are too many activities in Modelling amounting to 17 activities but they seem to have less varieties and not well ordered. Therefore, they will not be able to scaffold students. Even they will confuse students to reconstruct the target genres (Verenikina, 2003; Kuiper et al, 2017). Although they have enough activities on ICT, but they fail to provide ample activities on JCT and ICT activities, which in general, should be preceded with a series of guided activities to integrate knowledge and skills to produce the target genre.

5. DISCUSSION

Teachability indicates one of the examples of Pattern 1 entitled Procedure Genre taken from Book IX Chapter IV. Based on the general activities developed in this chapter, it can be seen that the activities belonging to Pattern 1 are not sequenced through the appropriate stages from BKOF, Modelling, JCT, to ICT. As can be understood that the order of stages from BKOF, Modelling, JCT, to ICT represents the scaffolding of how genres are modelled and guided through the stages (Macnaught et al., 2013; McCabe & Tedesco, 2012; D. Rose & Martin, 2013). Table 4.2 reflects unordered GBA activities. This can be seen when activity 16 has arrived at Guided Writing in JCT, activities 17 and 18 return to Modelling of grammar, and activity 19 goes back to modelling completing text structure. The case also happens when activity 20 has reached to JCT in Guided Writing, activities 21, 22, 23, 24, 25, and 26 return to Modelling activities.

Besides, there are also unordered activities within Modelling stage. Generally, Modelling is developed to deconstruct how the genre is constructed from higher to lower levels of language, i e from discourse semantics, lexicogrammar, to phonology (Maton & Doran,

2021; D. Rose & Martin, 2013). Thus, the activities are, then, supposed to be developed through the order of the language layers. However, grammatical and vocabulary activities at activities 7, 8, 17, and 18 in modelling activities precede other discourse semantics activities at activities 19, 21, 22, 23, 24, 25, and 27 at the same Modelling stage.

The number of the modelling activities need to be reduced whereas JCT activities need to be added with more guided activities to help students reconstruct knowledge, skills, as well as attitudes in target genres (Callaghan & Rothery, 1998; Macnaught et al., 2013; D. Rose & Martin, 2013; McCabe & Tedesco, 2012). This is because the success of JCT activities will result in the success in the GBA approach (Hermansson et al., 2019). This seems also happens to the other chapters belonging to Pattern 1, involving No 3 in Recount, No.5 in Narrative and No, 7 in Report.

In addition, the JCT only contains one activity on writing genre without guided activities that help students be exposed to the genre. Actually, it needs more guided writing or speaking that will make students more exposed in creating the target genres before they are given to freer and more independent writing or speaking in JCT and ICT (Hermansson et al., 2019; Kuiper et al., 2017). In short, this chapter contains unnecessary activities but it lacks of needed activities that develop knowledge and skills to the target genre (Callaghan & Rothery, 1998; Macnaught et al., 2013; D. Rose & Martin, 2013; McCabe & Tedesco, 2012).

Finally, the lack of guided activities in JCT will not help students have access of scaffolded activities to produce the target genre. The incomplete, unordered, and insufficient activities in Pattern 2 will confuse students particularly in integrating the knowledge, attitude, and skills in constructing the target genre (Callaghan & Rothery, 1998; Macnaught et al., 2013; D. Rose & Martin, 2013; McCabe & Tedesco, 2012; Hermansson et al. 2019). Pattern 2 involves No 1: Book VII/2/ Chapter III/a on Description; No 2: Book VII/2/ Chapter III/b on Description; and No 6: Book IX/ Chapter VIII on Description.

In general, knowledge and skills in Modelling are introduced through a sequence of activities from discourse semantics, lexicogrammar, to phonology or graphology. However, the activities go back and forth from discourse semantics and lexicogrammar activities. The discourse semantics activities are set through activities 2, 4, 5, 5a, 7, 8, 8, 10, 11 and 11a whereas activities on lexicogrammar are ordered from activities 3, 5b, 8a, 8b, and 12. The unpredicted activity is that activity 1 is set to be a JCT activity, which is actually an activity that needs more modelling and guided JCT (Callaghan & Rothery, 1998; Macnaught et al., 2013; D. Rose & Martin, 2013; McCabe & Tedesco, 2012; Hermansson et al. 2019).

Finally, the activities in Modelling are not ordered according to the holistic way of looking at language activities. Similar to activities depicted in Table 4.5 the activities are set back and forth from discourse semantics and lexicogrammar. The discourse semantics activities are set in activities 1, 2, 4, 4c, 5, 6a, 7, 10, and 12 whereas activities on lexicogrammar are set in 2a, 3, 4a, 4b, 6, 9, and 11. Meanwhile, the only one report writing on JCT is set on activity 8, which means this activity is in the middle of modelling discourse semantics and lexicogrammar. In addition, the unordered activities can also be seen in the realization of discourse semantics activities in Modelling. This can be seen that skimming global patterns of discourse and scanning for detailed information are not depicted in sequenced activities in Questions and Answers activities 1, 2, 4c, 5, and 10. This means these activities are interrupted by other discourse semantic activities such as completing, identifying and rearranging discourse patterns. The unordered activities can also be seen in the lexicogrammar activities in the Modelling. The practices of grammar and vocab are not designed from high to lower language levels. Thus, the activities will not be able to provide support of knowledge, attitude, and skills to reach the target genres (Callaghan & Rothery, 1998; Macnaught et al., 2013; D. Rose & Martin, 2013; McCabe & Tedesco, 2012; Hermansson et al. 2019).

6. CONCLUSION

This article has uncovered how the activities of the two English textbooks, 'Bahasa Inggris' and 'Passport to the World', to satisfy the target aspects of 2013 curriculum: knowledge, skill and attitude, from the GBA point of view. Based on the findings and discussions, it can be inferred that the two books seem not to comply very much with the national curriculum. This is because the activities in the two books do not satisfy the criteria of completeness, appropriate order, and ampleness of the activities through the three competences of the national curriculum, GBA stages, and language levels activities. This can be seen from the following reasons.

First, although the two books have provided GBA stages and language levels with complete activities on knowledge, attitude and skills, but activities of attitudes are not integrated holistically in the books in both GBA stages and language level. Second, the two books have fulfilled almost all GBA activities from BKOF, Modelling, JCT, and ICT, but they fail to order effectively from the highest level of discourse semantic, lexico-grammatical, to phonological and graphological activities. Even, the unordered activities also happen within discourse semantics and lexicogrammar levels. Third, the JCT activities in general are not exploited proportionally to provide ample activities to have more exposure to produce the target

genres. This is due the fact that JCT is not provided with sufficient or even no guided activities. Fourth, the types of genres have been accommodated appropriately in the books but it needs to separate clearly spoken from written genres since they have different discourse semantics and lexicogrammar and thus they will have different activities. The separation will help design the clear and manageable GBA activities

Finally, this study will be more comprehensive by adding a different point of view from the users of the books and how the books are used in the classroom. This will enlarge the angles how further scaffolding and classroom instructions can be developed to achieve the three integrated aspects of curriculum to reconstruct the target genres.

7. REFERENCES

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