A Genre Analysis of English Supplementary Workbook for Seventh Grade

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Abstract

This study investigates the alignment of a 7th-grade English workbook with the Merdeka curriculum syllabus, focusing on the representation of genre-based text components. Employing content analysis, the research examines the workbook's material against the syllabus requirements and genre analysis theory. The instruments used include the 7th-grade workbook, the Merdeka curriculum syllabus, and genre analysis frameworks. The findings reveal significant gaps in the workbook's content, particularly regarding the text structure of conversational and procedural texts, the minimal presence of language features, and the absence of explicit social functions. These shortcomings indicate that the workbook, in its current state, requires substantial improvement to effectively support English language learning in accordance with the Merdeka curriculum. The analysis concludes that the workbook only covers 40% of the competencies outlined in the syllabus. To ensure its suitability for classroom use, teachers need to develop supplementary materials that address the identified gaps and align with the curriculum's objectives.

Keywords*: Supplementary Materials; Genre Analysis; Merdeka Curriculum*

Introduction

Media plays a crucial role in delivering knowledge to students in the classroom. Media serves as a valuable educational tool by helping teachers effectively convey learning materials and achieve specific learning objectives during educational activities. Recent research highlights that carefully selected media and teaching materials tailored to students' needs significantly contribute to improved learning outcomes and increased participation (Alonzo et al., 2023). By incorporating diverse media formats, educators can create more interactive and compelling learning environments that resonate with students' preferences and learning styles (Kurdi, 2023). This approach enhances understanding of course content while promoting active participation and collaboration among students, leading to a more effective and engaging educational experience.

According to Pantiwati et al. (2024), the use of media components and teaching materials in educational settings can simplify students' learning and enhance their comprehension. Media serves as a valuable tool for teachers to adapt to students'

learning needs and facilitate their comprehension of course material. By utilizing various media formats, educators can enhance students' understanding of the content presented, making it easier for them to grasp complex concepts and achieve learning objectives. Specifically, textbooks provide comprehensive learning material, while workbooks offer practical exercises and worksheets for students to apply their knowledge and skills (Rahmawati et al., 2021). Bouw et al. (2021) emphasizes that student workbooks should be designed with careful consideration of comprehensive layout, content structure, and contextual integration principles. These elements can serve as essential guidelines for educators in preparing effective learning materials that enhance student comprehension and engagement. Workbooks, as supplementary educational materials, should adhere to key principles including overall structure, content composition, and contextual relevance (Sukarman et al., 2024). However, some workbooks may not align perfectly with the curriculum syllabus. In such cases, teachers need to design additional handouts to bridge any gaps and ensure comprehensive coverage of required material.

A previous study by Utami et al. (2020) revealed that 64% of students in Bandar Lampung found workbooks to be effective learning tools. The students appreciated these workbooks for their concise material summaries and easily comprehensible practice questions, which enhanced their understanding of the subject matter. The workbook includes questions designed to motivate students to achieve specific learning competencies. Another measure of success is that the workbook has been shown to help more than 60% of students achieve success in their learning, which serves as a strong indicator of its effective use. This study, however, focuses not on the workbook's effectiveness in use, but rather on its alignment with the Merdeka curriculum syllabus. The aim is to provide teachers with insights into any gaps in content, allowing them to supplement materials where necessary to meet curriculum requirements.

Developing effective educational materials, such as textbooks, requires the use of specific benchmarks or criteria as guiding principles. Noviyenty (2021) stated that in determining the success of a textbook, two indicators are needed, namely the suitability of the distribution of genres in the curriculum and the fulfillment of the required texts according to the genres specified in the curriculum. These two indicators can serve as a framework for evaluating the success of the analytical findings in this study. The similarity lies in the fact that this research, like the referenced study, bases its analysis on the current curriculum syllabus.

To effectively evaluate a book, researchers require a specific analytical framework. In this study, the chosen approach is genre analysis. This method allows for a systematic examination of the various text types present in workbooks used as educational materials. Genre analysis serves as a tool to deconstruct and categorize the textual content, providing insights into the structure and purpose of different texts within the learning resources (Dalimunte & Pramoolsook, 2020). The researchers observed that the tenth-grade textbook "Pathway to English" incorporates a comprehensive range of genres, including recount, description, and narrative texts. This diverse inclusion aligns well with the requirements outlined in the curriculum syllabus. This observation supports the recommendation that textbooks should include a diverse range of texts that comply with syllabus requirements. Moreover, these texts should be tailored to incorporate appropriate linguistic structures and features. Consequently, such well-designed textbooks can serve as suitable learning materials and effectively support teachers' instructional activities.

Genre plays a crucial role in education, as it is essential to examine and discuss its significance in educational contexts. Gayatri et al. (2020) strongly argued that Genre analysis serves as a reflective tool, offering insights into how language is utilized by its users. When evaluating educational materials, employing genre analysis is crucial to ensure alignment with syllabus requirements. This approach allows for a thoughtful examination of content, helping to verify that the material meets the specified curricular objectives. Given that the use of workbooks as supplementary materials in seventh grade does not fully align with the Merdeka Curriculum syllabus, the researchers chose to conduct a genre analysis to examine the content of these workbooks. In education, genres are intrinsically linked to the analysis of writing and texts used in classroom learning. Genre analysis serves as a means to assess the alignment of workbook content with the Merdeka Curriculum syllabus (Donaghue & Heron, 2024). By examining the texts within the material, researchers can identify any text types that are missing from the workbook. This information can then be used to inform recommendations for teachers who wish to supplement the workbook with the necessary text types for seventh-grade students.

Hidayat and Herniawati (2023) emphasized that text analysis should consider three key elements of genre: (1) social function, (2) generic structure, and (3) linguistic features. By applying these components, writers can identify the specific genre of a text. The analysis results can then be used to assess which writers demonstrate an understanding of the genre's conventions and which ones do not. To analyze a text effectively, specific components are necessary to evaluate its suitability within the workbook's materials. Texts should adequately address social functions, linguistic features, and text structure. Ensuring these elements are present allows teachers to confidently use the workbook's content as effective teaching material.

Swales (1990), as cited in Olagunju (2022), mentioned that genre analysis has five criteria: (1) genre is a class of communicative events; (2) genre has a communicative purpose; (3) genre instances are prototypes; (4) genre establishes constraints on allowable contribution in terms of content, positioning, and form; and (5) a discourse community's nomenclature for genres is an important source of insight. According to this statement, genres are categorized by their event specificity, distinct communicative purposes, prototypical textual frameworks, content requirements, and established naming conventions. Vijay (2000), as cited in Tiainen (2012), outlined four primary goals of genre theory: to reflect real-world complexities, interpret the author's intent, recognize communicative purposes within society, and address pedagogical and applied linguistic challenges. This perspective suggests that genre aims to explain real-world situations, decipher authorial meaning, clarify language use, and resolve language-related problems.

Johan (2022) found that the generic structures in the "Pathway to English" textbook for tenth grade high school in the 2020/2021 school year differ for each genre. Descriptive texts contain identification and description. Recounts include orientation, sequences of events, and re-orientation. Narratives consist of orientation, conclusion, resolution, and re-orientation. Announcements include stating purpose, day, date, time, place, and information about the sender. This finding supports the recommendation that textbooks generally include a variety of texts aligned with the syllabus provisions. These texts should also be adapted to the appropriate linguistic structures and features, so the textbook can serve as suitable material and adequately support teachers' learning activities in meeting students' needs. As a companion to textbooks, workbooks, which usually consist of practice questions, can help teachers assess students.

Supplemental resources can be used to address skills gaps not fully covered in the primary textbook and can be integrated into regular lessons, enrichment exercises, or remedial activities. Textbooks don't fully cover the knowledge and skills students require, leading to the need for supplementary materials (McGrath et al., 2013). When workbooks are selected without teacher input, the content often fails to align with the curriculum. Teacher involvement is crucial in determining a workbook's suitability, ensuring that supplementary material is relevant and effective. Choosing a workbook without considering the teacher's perspective can increase their workload, forcing them to create additional resources independently. Consequently, purchased workbooks are often underutilized, leading to parental dissatisfaction (Pacaol, 2021).

Supplemental materials are resources used to complement a course's primary textbook. These materials often cover concepts and skills introduced in the textbook in greater detail. Teachers frequently create these extracurricular resources to expose students to extended listening and/or reading, rather than focusing on developing productive skills (Amara, 2021). Ideally, supplemental materials should encourage students to improve their reading skills with content that enhances their literacy. However, the workbooks currently in use often contain irrelevant questions that do not align with the assigned texts, hindering students from mastering the intended skills.

The Merdeka Curriculum is designed to provide students with opportunities to learn in a calm, relaxed, enjoyable, and pressure-free environment, allowing them to showcase their natural talents. This approach, known as "Merdeka learning," emphasizes freedom and creative thinking (Veryawan et al., 2023). The Merdeka Curriculum aims to accommodate students in a variety of conditions. Given that the Republic of Indonesia is made up of islands that are geographically separated, the curriculum must be tailored to fit the unique circumstances of each region. The flexibility of the curriculum content is deemed appropriate for Indonesia's diverse geography. A key aspect of the independent curriculum is the development of the Pancasila profile.

"Merdeka learning" seeks to educate students to be brave, independent, critical thinkers, and to exhibit politeness, civility, and virtue. The Merdeka Curriculum serves as a flexible framework that focuses on essential topics and the development of learners' competencies and character (Barlian et al., 2022). The goal of Merdeka learning is to cultivate the character traits of Pancasila students, which are expected to be particularly nurtured in seventh-grade students. Consequently, the topics within the curriculum can be adapted to meet the needs of character development for students. The Merdeka curriculum has several key characteristics. Firstly, it emphasizes the development of soft skills through project-based learning, which incorporates values that align with the Pancasila student profile. Secondly, it focuses on essential materials to ensure that students have sufficient time to study topics in depth, thereby enhancing their literacy and numeracy skills (Utami et al., 2020). In the Independent Curriculum, learning occurs through group projects that encourage teamwork among students and cultivate Pancasila values. The content delivered is specifically aimed at improving students' literacy and numeracy abilities.

This research introduces a novel approach by using five criteria to measure the appropriateness of texts and three components to analyze the genre content in workbooks. The primary research question is: What genres of material are present in the workbooks used by seventh-grade students? The purpose of this research is to analyze the content of the workbooks used by these students. The benefit of this research is that it provides teachers with valuable information about the genres of

materials found in seventh-grade workbooks. This knowledge can help teachers design or supplement materials that may be lacking in the existing workbooks.

Method

Content analysis is a research technique used to draw replicable and valid conclusions from texts (or other meaningful materials) in relation to their contextual usage accordance with the Merdeka Curriculum syllabus. The researchers outline the genres present in the workbook and evaluate their alignment with the current syllabus. The findings of this research can serve as recommendations for future researchers who wish to design or develop genres that are currently absent from the workbook. Additionally, the researchers employed a qualitative approach for this study based on the data utilized.

The Interact Workbook for seventh grade, aligned with the English syllabus of the Merdeka Curriculum, along with document studies focusing on the principles of global structure, composition, and context articulation, serve as the instruments for this research. The researchers analyzed the texts included in the workbook and assess the material that teachers should cover for seventh grade. Directed qualitative content analysis (QCA) requires researchers to select a text for examination. Manifest data may consist of the researchers' interpretations of the chosen text or textual interview data from participants (Assarroudi et al., 2018). During the data collection process, the researchers selected the Interact Workbook for analysis, applying three component indicators and five genre analysis criteria. Subsequently, the data were examined in relation to the seventh-grade syllabus of the Merdeka Curriculum.

The researchers conducted a thorough analysis of the data to address questions about the speaker, setting, timing, and purpose of the communication (Assarroudi et al., 2018). During the data analysis process, they examined the context such as location, time, and reasons to understand the author's intentions in arranging the materials within the workbook. The researchers employed text structure components and five criteria for genre analysis specifically for seventh-grade workbooks.

Results

Analysis Genre of Interact Workbook Based on Merdeka Curriculum

In answering the research problem, the researchers analyzed the material in the workbook using three components of genre which cover; (1) social function; (2) generic structure; and; (3) linguistic features of the texts. The following are the results of the text genre analysis contained in the seventh grade workbook.

Table 1. Analysis of Text Components of Seventh Grade Workbook

Unit	Topic Title	Materials in Syllabus	Result of Genre Analysis
1	1. How are You? 2. What do you do? 3. What time do you get up?	Introduce yourself, describe various hobbies, other people and daily activities.	Texts about greetings are not yet available, vocabulary about hobbies is also not available. The author only provides images with brief work themes and a lack of vocabulary about daily activities. Even though students need a variety of vocabulary to support them in describing their daily

			activities. So, the material about texts in this unit can be said to be not suitable for seventh grade students.
2	1. This is my brother, Tim. 2. She likes pizza. 3. Which do you like?	Mention favorite foods, know about food and kitchen tools and the steps in making food.	There are a few pictures about the vocabulary of types of food. However, there is no vocabulary about cooking utensils and there is no procedural text that provides examples of making one type of menu. Thus, the material in this unit does not accommodate all the competencies in the syllabus.
3	1. I love cooking. 2. I don't work in an office. 3. Could I have a cup of tea?	Describe the situation of the house and each room and its function. Mention various vocabulary related to cleaning tools and the steps in using these cleaning tools.	In this unit, there is no text in the form of vocabulary or reading about the types of spaces found in a house. Thus, this workbook still requires development by teachers so that it can support learning activities in seventh grade.
4	1. She's got short, brown hair. 2. There's a key on the table. 3. Hobbies.	Understand the vocabulary of types of subjects, online learning activities and study habits.	The vocabulary and texts displayed in this unit are not in accordance with the Merdeka curriculum syllabus. However, there are several adjective vocabulary words that can support the competencies contained in the material required in self-introduction material. So it can be concluded that the material in this unit partly supports competencies at the beginning of learning.
5	1. Where's my pen? 2. I don't have a video camera. 3. Can I try it on?	Ask and provide directions, texts and vocabulary about extracurricular activities at school and school festivals.	The material in this unit displays prepositions of place that can support the ability to show directions. In addition, this unit displays vocabulary pictures about types of clothing that are not relevant to the required competencies.
6	1. Can you cook, Lydia? 2. Sorry, but I cant. 3. What's on TV tonight?	Not available in syllabus	The material in this unit displays vocabulary about hobbies, activities outside of school, and television shows. So, material about hobbies can support competencies in

| 7 | 1. Having a lovely time?
2. Are there any apples?
3. How do I get to green hill? | Not available in syllabus | introductory material at the beginning of learning.
In this unit there is grammar material about verbs and countable and uncountable. Furthermore, material was also found regarding traffic vehicles on the highway. Of course, this is also useful in supporting the material in the competencies required in the previous semester. |
| 8 | 1. I went to India last year.
2. I sing badly.
3. When we were young. | Not available in syllabus | In this unit there is material about WH questions which are related to questions in introductions. Apart from that, there is electronic equipment vocabulary required in the previous semester. As well as texts about family members. |

The findings from the table above reveal that the English syllabus for seventh grade includes only five specified competencies. However, the accompanying workbook contains eight units designed to enhance the English language skills of seventh-grade students. Notably, the workbook does not include the expected genre of procedural text, which is essential for addressing the second and third competencies. Additionally, conversation texts are also absent from the workbook. Both conversational and procedural texts are crucial for seventh-grade students, yet the workbook fails to adequately present this material.

The texts included in the workbook lack to highlight the student character traits that need to be developed. The independence initiative has identified several essential characteristics to foster in students, such as faith, independence, teamwork, global diversity, critical thinking, and creativity. These traits should be prominently featured on the cover of each chapter in the workbook, enabling teachers to effectively convey these lessons during class. Furthermore, while the learning objectives are displayed on each workbook cover, their presentation lacks systematic organization.

The organization of the material is quite disorganized and does not follow the sequence of competencies outlined in the independent curriculum syllabus. The language features necessary to support all required competencies are limited, which may hinder optimal student learning due to insufficient relevant content. This situation can also create confusion for teachers, who must carefully review the material to ensure it aligns with the intended learning objectives. Additionally, the workbook lacks a social function, leaving students unaware of the benefits of the learning activities being conducted.

Table 2. Genre Theory of Workbook

Unit	Represent Realities of The Worlds	Understand the Private Intention of The author	Understand How the Language is Used	Offer the Effective Solution of Pedagogical and Other Problems in Applied Linguistics.
1	X	X	X	X
2	√	√	√	X
3	X	X	X	X
4	X	X	X	X
5	√	√	√	X
6	√	X	√	X
7	X	X	X	X
8	X	X	X	X

The table above shows that only units two, five, and six are suitable for supporting English language learning in grade seven. Some of the materials presented align with the reality of the independent curriculum's characteristics. However, the researchers did not fully understand the author's intentions regarding the random arrangement of the materials, even though some content in the workbook can be effectively implemented in learning activities. Ultimately, the workbook was deemed not optimal as a resource or supplementary teaching material for seventh grade. In 2020, a study conducted in the city of Bandar Lampung reported that a particular student worksheet was effective in enhancing students' abilities by over 60%. However, this current research shows different results. The workbook used in this study only supports two out of the five competencies outlined in the independent curriculum syllabus. If we quantify these findings, the expected effectiveness is around 40%.

This workbook has not successfully met the success indicators, specifically in accommodating the required genre, appropriate text distribution, and covering the vocabulary needed for the competencies in seventh-grade English language learning. Research analyzing textbooks for tenth grade found that those books included all types of texts necessary for the learning competencies at that level. In contrast, this workbook lacks conversation texts and procedural texts required for seventh grade. Therefore, it is clear that this workbook still needs further development by teachers to effectively serve as supplementary material for students. Teachers often assign students work that is not part of the syllabus if they believe there is still time available. This approach is intended to prevent any complaints from parents who purchased the workbooks. As a result, it is important to select workbooks for the upcoming school year one or two months in advance. This allows teachers sufficient time to conduct genre analysis in line with the independent curriculum syllabus.

The Merdeka curriculum, implemented in Indonesia, marks a shift towards educational innovation, empowering schools, teachers, and students to engage in independent, creative, and needs-based learning (Rohimajaya et al., 2025). This curriculum emphasizes the integration of six language skills, including listening, speaking, reading, viewing, writing, and presenting through diverse texts, aligning with the Common European Framework of Reference for Languages (CEFR) level B1. Genre-Based Approach (GBA) is one of the focuses of English lessons from the Merdeka Curriculum (Sari & Fatmawati, 2024).

However, this study examining a 7th-grade English workbook reveals significant gaps in its alignment with the Merdeka curriculum syllabus, particularly in representing genre-based text components. Content analysis showed that the workbook inadequately covers the text structure of conversational and procedural texts, offers minimal language features, and lacks explicit social functions. Overall, the workbook only covers 40% of the competencies outlined in the syllabus. These deficiencies suggest that the workbook needs substantial improvement to effectively support English language learning under the Merdeka curriculum (Kurniawan et al., 2024). These findings align with other research indicating that current English coursebooks may not fully reflect the Merdeka curriculum. Teachers are encouraged to incorporate pedagogical strategies such as visualization techniques, instructional house training, collaborative lesson study, and workshops to optimize their instructional practices and create a more motivating learning environment for students (Sari & Fatmawati, 2024). To ensure the suitability of the workbook for classroom use, teachers need to develop supplementary materials that address the identified gaps and align with the curriculum's objectives.

Conclusion

The current workbook, intended as supplementary material for seventh-grade English teachers, demonstrates suboptimal utility. Its coverage extends to only 40% of the required competencies and notably lacks essential text genres such as conversation and procedure texts. While teachers may utilize the workbook if time permits, its overall effectiveness in supporting English instruction for seventh grade is limited. Therefore, a more thorough workbook selection process is necessary prior to each academic year. Consequently, school management should prioritize the allocation of sufficient time for teachers to evaluate and choose appropriate workbooks for seventh-grade English classes.

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