



The Application of Genre-Based Approach and Deep Learning in Speaking Activities: An Analysis of The Eleventh-Grade English Textbook Published by The Ministry of Education, Culture, Research, And Technology In 2022

Annisa Maharani ¹, Widhiyanto²

^{1,2} Pendidikan Bahasa Inggris, Universitas Negeri Semarang

Corresponding E-Mail: annisamahaarani@gmail.com

Received: 2025-07-31 Accepted: 2025-08-13

DOI: 10.24256/ideas.v13i2.7648

Abstract

The use of textbook is common in Indonesia to support the learning process. However, textbooks do not always provide complete materials, so teachers should make certain adjustments. Moreover, students also face challenges when speaking or pronouncing English words because they are used to learn the written context. Additionally, this current curriculum also supports the implementation of deep learning principles to check the deep understanding of students. The study aims to examine the application of the Genre-based Approach (GBA) and deep learning principles in the speaking activities of the “*Bahasa Inggris: English for Change*” textbook. This study is expected to fill the gap of current studies because few studies have looked at how GBA and deep learning principles are incorporated into learning materials. Furthermore, the strengths and weaknesses of the speaking activities of this textbook are explained. This study employs qualitative research based on content analysis. The data is taken from Units 3-5 of this English textbook, especially for the speaking sections. There are a total of 32 activities that can be found based on the GBA learning cycles in Units 3 through 5. The most found learning cycles of GBA is Modeling of the Text (MOT) with 14 activities (43.8%). The principles of deep learning are applied to enhance the understanding of analysis for each indicator. However, some strengths and weaknesses can be found in the speaking activities of the chosen units. Further development of teaching materials is needed to create a more effective learning environment.

Keywords: Textbook, Genre-Based Approach, Deep Learning

Introduction

Textbooks are essential in Indonesian education, used at all levels. They provide educators and students with various resources, exercises, and guides for different subjects. According to Cunningsworth (1995), textbooks are useful tools for accomplishing learning goals that satisfy the needs of students. Additionally, according to Sheldon (1998), course books are crucial for any English Language Teaching (ELT) program since they provide an overview of the objectives, structure, and general organization of the course.

However, there are some problems or issues encountered during the first initial observation. Instead of relying solely on textbooks as their primary learning resource, it is found that teachers frequently combine variety of media into their lessons. Because children still require direct explanations, this approach is popular. On the other hand, textbooks often fail to provide comprehensive or in-depth knowledge. As a result, instructors must continually explain the subject matter, primarily using the textbook for practice questions and examples.

The Genre-Based Approach (GBA) serves as the foundation for the activities in the English textbook "*Bahasa Inggris: English for Change*" for grade 11. According to Kusumaningrum (2015), GBA in English Language Teaching combines language, topic, and context to provide learners with a lot of advantages. Hayes (2007) explained the joyful learning principle which students are more likely to comprehend the subject matter, be creative, and grow a strong desire to learn more when they are at ease, engaged, and content during the learning process.

Ausubel (1963) stated that learning involves forming meaningful connections between new material and existing knowledge. It supports the enhancement of learning process because these principles make students understand the knowledge deeply. This connection makes new information easier to remember and enhances comprehension and retention. It helps language learners internalize the linguistic features of different genres through phases that are designed, which also promoting deep learning as a key concept of this curriculum.

In deep learning, there are 3 principles, mindful, joyful, and meaningful. Langer (1997) highlighted the relevance of awareness in comprehending context, being open to diverse ideas, and recognizing multiple possibilities during the learning process. This mindful learning principle creates a positive impact for students.

By applying these two approaches, students can connect deeply with their coursework and move beyond simply memorizing facts. Teachers can design pertinent learning activities that are contextually rich, promote reflection, and have long-lasting benefits under the *Merdeka* curriculum. Additionally, it has been shown that many students struggle when attempting to communicate in English. Speaking, according to Brown (2001), is the practice of employing both spoken and non-spoken language to create and spread meaning in a range of contexts.

In relation with this topic, it is found that many students still struggle to pronounce simple words or phrases, despite teachers' efforts to encourage them to practice speaking. Both strategies have been demonstrated to align with the *Merdeka* curriculum's core values of learner-centered, contextual, and competency-based instruction. Thus, speaking activities in English textbooks should focus on developing genuine and significant communication skills, in addition to providing mechanical drills.

The goal of the analysis is to determine how effectively the learning approaches promote the development of structured, contextual, and purposeful speaking skills. The current studies which focus on analysis of Genre-based Approach and deep learning principles in learning materials are still rarely conducted. As a result, this study will fill the gap by examining current teaching resource for high school students. Furthermore, the two approaches used in this study could provide scholars, students, and teachers with novel insights and information. It is anticipated that this study will contribute to the evaluation process of textbooks. It is hoped that textbook evaluation will raise the bar for English instruction, especially in Indonesia.

Some previous studies about the application of Genre-based approach and deep learning principles in classroom activities and other fields are compiled. To support these two approaches, the use of GBA is proven to be effective to support the learning process. The textbooks help teachers expose students to a variety of activities, encourage them to reflect on a range of subjects, and, ideally, teach them how to write reflections in a variety of genres (Magnusson, 2021; Na & Lee, 2019). This shows that textbook is important to help teachers to accommodate the texts production because it has variety of activities which support their understanding.

In addition, the genre-based approach has generally had a favorable effect on classroom instruction, demonstrating its capacity to enhance the learning process (Karbalaee & Hejazi, 2015; Ningsih, 2015; Saehu & Hanifah, 2024). This supports the urgency of this study because this approach can be a good source of materials in enhancing learning process.

Besides the related studies of GBA, there are some studies of deep learning principles in different fields. This framework provides insightful information for educators, curriculum designers, and legislators who are seeking to improve language instruction and provide students the abilities and self-assurance they need to succeed in multicultural environments (Han, 2023; Mariani, et al., 2024; Warburton, 2003; Yu, 2020). The deep learning principles are useful for improving the quality of learning because students are required to understand the materials in depth by taking into account their capability and readiness.

Method

This study uses qualitative methodology; it analyzes content to learn more about teaching methods. According to Krippendorff (1980), content analysis is a technique for extracting reliable insights from text or other significant material

while taking the context into account. The main goal of this study is to look into how speaking activities in Unit 3-5 of "*Bahasa Inggris: English for Change*" textbook are applied and portrayed the concepts of Deep Learning principles and the Genre-Based Approach (GBA) learning cycles. The study aims to comprehend how various teaching strategies are represented in the learning materials by concentrating on speaking activities. This study employed document analysis as its research design.

According to Krippendorff (2004), document analysis is a component of content analysis, a research technique that utilizes texts within a social context to draw accurate and replicable conclusions. The research procedure of this study will encompass the following essential steps: identification of relevant textbook, data collection, creation of analytical tools or instrumentation, data analysis, and interpretation of results. Each phase is necessary for guaranteeing the comprehensiveness and precision of the research outcomes.

Subject and Object of the Study

This study focuses on the speaking exercises in the selected English textbook, particularly units 3 (Healthy Life for a Healthy Future), 4 (Indonesian Environmental Figures), and 5 (Personal Money Management). This will assess the efficacy with which they represent the stages of GBA and deep learning principles, essential for fostering practical communication skills and addressing varied learner requirements. The object of this study is a thorough examination of the application of the GBA and deep learning principles in the speaking activities presented in specific units of the chosen English textbook.

Data and Data Sources

This study analyzes speaking activities from units 3-5 in English textbook for high school students, specifically the selected textbook from the current *Merdeka* curriculum. The units are chosen because students are currently studying the unit for Semester 2, so the difficulties and challenges can be seen clearly. Moreover, the second half of the textbook contains more complex and comprehensive materials. It makes the study richer. The data will be examined via textual outputs and pictures. The primary data source for this study is the English textbook entitled "*Bahasa Inggris: English for Change*" which is specifically designed for grade 11 high school students. Additionally, the secondary data source encompasses related theories which support this analysis. The related theories are also taken from publications and articles about GBA and deep learning principles. The study aims to enhance the materials on practical teaching approaches in English language education through a content analysis.

Techniques of Data Collection

The data collection methods employed in the investigation of the Genre-Based

Approach (GBA) and Deep Learning principles in speaking activities in the selected English textbook encompassed multiple stages.

Documentation Study

Collecting and evaluating the textbook that will be used for the research. The purpose of this phase is to identify the various types of speaking activities included in the textbook. The speaking activities are taken from Unit 3-5 of the textbook.

Content Analysis

To evaluate the implementation of Genre-based Approach and deep learning principles, particularly through speaking activities aligned with students' comprehension, preparedness, and educational outcomes. Furthermore, instrumentation is implemented to collect data using the indicators. The instruments are designed specifically for the analysis.

The following tables are used to collect the data from "*Bahasa Inggris: English for Change*" textbook.

Table 1. Data Collection Table Based on Genre-Based Approach (GBA)

Stage	Guiding Question	Availability (✓ / ✗)	Description
Building Knowledge of the Field (BKOF)	Is the content or social context introduced to the students first?		
Modeling of the Text (MOT)	1. Is a model of the spoken text provided? 2. Do students analyze or discuss the model together?		
Joint Construction of the Text (JOT)	Do students create spoken text collaboratively?		
Independent Construction of the Text (ICOT)	Are students expected to produce spoken text independently without teacher guidance?		
Linking to Related Texts (LRT)	1. Are the speaking tasks connected to other texts or genres? 2. Do the tasks relate to real-life situations or		

	authentic use of language?		
--	----------------------------	--	--

Table 2. Data Collection Table Based on Mindful Learning

Indicator	Guiding Questions	Availability (✓/✗)	Description
Variety and Novelty of Tasks	Is there a variety of tasks involved, and are they not repetitive?		
Open-Endedness	Are the tasks open-ended rather than having just one correct answer?		
Relevance	Are the tasks/activities related to the students' lives?		
Student Autonomy	Do students have the freedom/options to express themselves when speaking?		
Collaborative Dialogue	Is there group or peer interaction?		
Reflection & Metacognition	Does the book include a part where students reflect on their speaking performance?		

Table 3. Data Collection Table Based on Joyful Learning

Indicator	Guiding Questions	Availability (✓/✗)	Description
Active Student Engagement	Are students actively participating in speaking, rather than being passive?		
Relevant Context	Are the tasks based on real-world situations?		
Communicative Skills Development	Do the exercises help students speak more naturally?		
Reflection & Self-Assessment	Does the book include mid-lesson reflection?		
Use of Media & Technology	Is media or technology utilized in the tasks?		

Table 4. Data Collection Table Based on Meaningful Learning

Indicator	Guiding Questions	Availability (✓/✗)	Description
Advance Organizer	Is there an overview of the topic before the assignments?		
Progressive Differentiation	Do assignments gradually increase students' understanding?		
Integrative Reconciliation	Can the contents be used to relate new information to what they already know?		
Consolidation	Is there a final task that summarizes their skills?		

Techniques of Data Analysis

The analysis focuses on the application of the Genre-based approach (GBA) and deep learning principles in speaking activities within units 3-5 of the English textbook, utilizing various indicators of those approaches for data analysis. Initially, data will be gathered by identifying and categorizing speaking activities according to the stages of GBA and deep learning principles. The data will subsequently be distributed and analyzed in detail utilizing rubrics. To enhance the validity of the findings, data will be analyzed about pertinent theoretical frameworks and relevant national curricular standards.

Techniques for Data Validity

Several systematic data validation procedures are employed to guarantee the authenticity of the research data that examines the application of Deep Learning principles and the Genre-Based Approach (GBA) in speaking activities in the selected English textbook. First, several theories of GBA and deep learning principles are combined to strengthen theory triangulation. In order to determine whether or not the developed instruments can be used, an expert is chosen to analyze and validate the instruments. By using these several methods, the reliability of the information in the study can be seen on the combination of deep learning principles and GBA in speaking activities.

Research Ethics

Addressing the ethical issues of the research is crucial in any study that investigates the use of deep learning principles and the genre-based approach (GBA) in speaking activities in English textbook. First and foremost, it's critical to make sure that the textbook material is analyzed impartially and free of biases that can affect how the results are interpreted. Furthermore, the researcher must respect copyright and give credit to the original source of the textbook material

under analysis, especially if it includes photographs or quotes. Instead of pointing out flaws in the textbook's publisher or compiler, this study should concentrate on raising the standard of instruction. By adhering to the values of integrity and academic accountability, this study seeks to positively impact the creation of more inclusive and successful English teaching strategies.

Results

The use of the Genre-Based Approach (GBA) and deep learning principles will be revealed as a result of these discoveries in the speaking exercises that are covered in the textbook "*Bahasa Indonesia: English for Change*" textbook. Furthermore, depending on the applicable theories, a discussion will be displayed regarding the strengths and weaknesses of the speaking activities that are included in the chosen textbook.

1. The application of GBA (Genre-Based Approach) in speaking activities of *Bahasa Inggris: English for Change* textbook

This study's initial concern concerns to the application of the genre-based approach (GBA) in the speaking tasks outlined in units 3, 4, and 5 of the selected English textbook. The figure below presents the comprehensive results of speaking activities according to GBA learning stages.

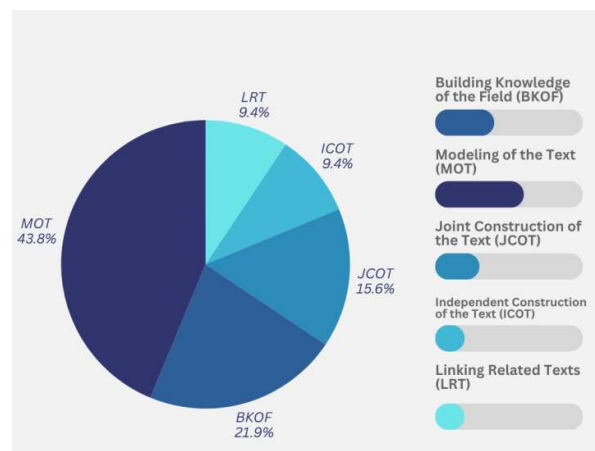


Figure 1. The Application of Genre Based Approach (GBA) in Speaking Activities of "*Bahasa Inggris: English for Change*" Textbook (Unit 3-5)

Source: Maharani, 2025

The figure above shows the total activities which include Genre-Based Approach (GBA) in speaking activities from units 3-5 in the "*Bahasa Inggris: English for Change*" textbook. There are 32 speaking activities from units 3-5. To make it

more specific, there are 7 speaking activities of Building Knowledge of the Field (BKOF) from units 3-5 (21.9%). Modeling of the Text (MOT) has the highest frequency with a total of 14 activities (43.8%) from those chosen units. Joint Construction of the Text (JCOT) has 5 activities (15.6%). Additionally, there are 3 activities for each stage in both Independent Construction of the Text (ICOT) and Linking Related Texts (LRT) (9.4%). From the findings, we can see that the most frequent is the Modeling of Text (MOT) activities.

There are seven BKOF stage tasks in the selected textbook. The accompanying figure is from the speaking activities in unit 3 (page 105) of the textbook "*Bahasa Inggris: English for Change*."

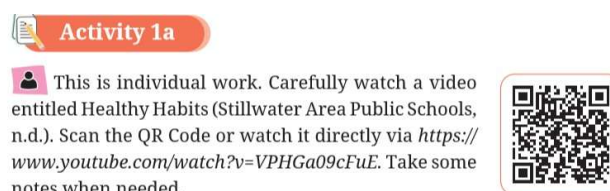


Figure 2. BKOF Activity in Unit 3

Source: "Bahasa Inggris: English for Change Textbook (Kemendikbudristek, 2022)

Based on the figure above, students must use a QR code and a YouTube link to view the "Healthy Habits" film (Stillwater Area Public Schools) as part of the activity. When students watch a movie on a subject that helps them develop their foundational understanding of what a healthy lifestyle comprises, they are exhibiting the BKOF stage. The activity also demonstrates how the book combines media and technology to present information, thereby helping to develop initial knowledge. This learning cycle is essential because the students may understand the first information through various media; it can increase students' engagement with the topic.

Modeling of the Text (MOT) is the second phase in the GBA learning cycles. During this period, students are shown and given explanations of example texts by the teachers. Before producing speaking texts independently, learners are expected to understand the language elements, structure, and social purpose of the text. Activities that can be carried out often involve giving pupils tangible examples and text structures. The highest frequency of speaking activities reflecting MOT in this phase is 17 actions from 3 units. The following figure shows the example of MOT phase from Unit 3 of this book.

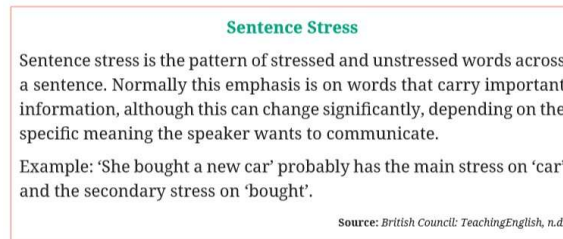


Figure 3. MOT Activity in Unit 3

Source: "Bahasa Inggris: English for Change Textbook (Kemendikbudristek, 2022)

The activity's content includes information on sentence stress. Because students are given the necessary information about the subject to strengthen their understanding before writing a piece, the MOT is reflected. By providing a resource, the instructor ultimately enhances the comprehension and aptitude of the pupils to absorb information. Additionally, this period is reflected in other activities. Therefore, the activities continue since they will complete some related tasks once they have a firm understanding of the fundamentals of sentence stress.

Students create texts in groups or pairs, accompanied by teachers, during the collaborative building phase of the text creation process. There are five JCOT speaking exercises based on the units in the chosen English textbook. While Units 4 and 5 each include two activities, Unit 3 only has one. The figure below is one example of JCOT activity of this book.

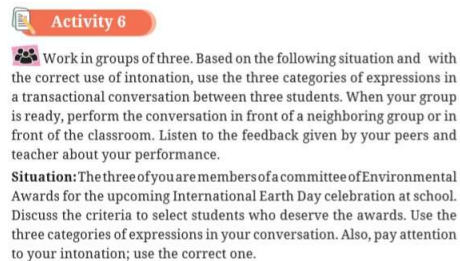


Figure 4. JCOT Activity in Unit 4 (p. 150)

Source: "Bahasa Inggris: English for Change Textbook (Kemendikbudristek, 2022)

The activity's content demonstrates the pupils' collaborative work. Students will work in groups of three and must use appropriate language for the situation to start a conversation. This activity strongly reflects the JCOT phase by encouraging students to engage in discussions with their peers. They will be able to exchange ideas, gain a deeper comprehension of the subject, and cooperatively examine various viewpoints by participating in conversations. As students build knowledge together, this contact not only encourages critical thinking but also enriches the learning process.

Independent Construction of the Text (ICOT) is the subsequent learning phase.

Students will now develop spoken materials autonomously. They can use the speaking abilities they have developed in previous educational phases for self-expression. According to the data findings, three engaging speaking exercises from three units are suitable for the ICOT phases and have been carefully crafted to enhance students' communication skills. Each unit includes a primary task designed to encourage students to express their views and utilize their creativity. The figure below is an example of ICOT stage from Unit 5.

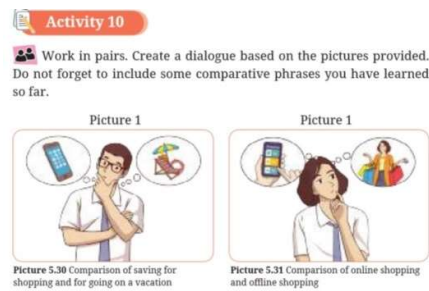


Figure 5: ICOT Activity in Unit 5

Source: "Bahasa Inggris: English for Change Textbook (Kemendikbudristek, 2022)

Activity 10 is shown on page 199 of Unit 5. As part of this activity, students must collaborate in pairs to develop a dialogue using the given images. The images relate to the present financial circumstances that pupils may encounter in the future. Additionally, they must employ appropriate comparable expressions that they have previously studied. This activity serves as an example of the ICOT stage, in which participants carefully consider two different prompts about a pertinent subject. Before sharing their perspectives with colleagues, they will have the opportunity to generate ideas in a creative setting.

The last stage of Genre-based Approach is Linking Related Texts (LRT). At this point, students investigate how the ideas they have already learned relate to novel circumstances. Later on, they will be able to apply this knowledge to previous and upcoming learning cycles, as well as to other texts in similar or comparable situations. Three initiatives from Units 3 through 5 are included in the LRT stage of the GBA's final stage. There are precisely the same number of activities—one activity in each unit. The following figure is one example of LRT phase.



Figure 6: LRT Activity in Unit 5

Source: "Bahasa Inggris: English for Change Textbook (Kemendikbudristek, 2022)

The preceding activity is taken from page 200 of Unit 5. According to the

activity above, students should compile data from multiple sources to get thorough information about financial literacy tailored to teenagers. To comprehend critical financial concepts, this step mirrors the LRT stage by seeking relevant books, articles, websites, and other pertinent materials. Students participate in critical thinking and analysis, which is the LRT stage of their learning journey, by relating these resources to the subject. To sum up, each unit has at least one action that corresponds to the LRT stage.

2. The application of Deep Learning in speaking activities of “Bahasa Inggris: English for Change” textbook

The three principles are elaborated and subdivided into particular indicators, establishing a framework for assessing speaking actions. A total of 32 speaking actions were found in Units 3-5 during the prior research. The table below displays the frequency of these speaking activities according to the indicators of each of the three deep learning principles.

Table 1. Findings of Deep Learning Principles from Units 3-5 of “Bahasa Inggris: English for Change” Textbook

Principles	Indicator	Frequency
Mindful Learning	Variety and Novelty of Tasks	4
	Open-Endedness	4
	Relevance	6
	Student Autonomy	6
	Collaborative Dialogue	7
	Reflection & Metacognition	*
Joyful Learning	Active Student Engagement	6
	Relevant Context	8
	Communicative Skills Development	8
	Reflection & Self-Assessment	1 and *
	Use of Media & Technology	4
Meaningful Learning	Advance Organizer	3
	Progressive Differentiation	19
	Integrative Reconciliation	6
	Consolidation	4

The table above indicates that each of the deep learning principles is represented by at least one activity across three chosen units. The results of 32 activities identified in units 3-5. Mindful learning encompasses a range of tasks consisting of four indicators. Open-endedness comprises four activities. Relevance in speaking activities comprises six distinct acts. The Student Autonomy has six related activities. Collaborative activities for students are present in seven

activities, whereas the last indicator, reflection and metacognition, is featured in three activities.

The reflection segment is denoted by a '*' to signify that the reflection activity is present in this book but is excluded from the activities. This book comprises two sections of reflections titled "What Have You Learned So Far?" and "A Mid-Lesson Reflection." Consequently, I solely code the availability of this segment and refrain from integrating it with the whole computation of 32 speaking activities from Units 3 to 5. In conclusion, the indicators necessitating student collaboration include the most significant number of Units 3-5, totaling seven activities.

Joyful learning has five indicators. The Active Student Engagement has six activities in total. The next indicator is for the development of communicative skills each has eight activities. Reflection and self-assessment each comprise a singular activity, situated in the "What Have You Learned So Far" and "A-Mid Lesson Reflection" sections. The integration of media and technology encompasses four activities. It can be inferred that the development of relevant context and communicative abilities occurs with the highest frequency, each comprising eight activities.

Finally, according to the meaningful learning principle, there are a total of 32 speaking activities from Units 3 to 5. Four indicators are used to analyze this principle. The advance organizer comprises three activities. Progressive differentiation yields the highest number of discoveries, with 19 activities. Integrative reconciliation comprises six activities, while consolidation consists of four related activities.

3. The strengths and weaknesses of speaking activities in the “Bahasa Inggris: English for Change” textbook based on Genre-Based Approach and Deep Learning

The existence of these stages helps students comprehend the subject before they autonomously generate spoken sentences. Within the three selected principles, activities are structured to facilitate students' comprehension of the subject, engage in collaborative practice, and eventually generate spoken texts autonomously. This sequence facilitates the progressive enhancement of students' speaking abilities. Moreover, the predominant activity identified occurred during the Modeling of Text (MOT) phase, comprising 14 activities across the three chosen units.

During the modeling phase, students receive comprehensive dialogue examples, a compilation of essential terminology, and explanation of key material, and clear directives for producing spoken texts. The three units of this textbook incorporate sentence starters and structured dialogues that help students develop confidence when composing their texts. This is consistent with the central focus of the Genre-based approach, which is guidance through interaction.

Despite each lesson in the "*Bahasa Inggris: English for Change*" textbook incorporating activities that reflect all five stages of the Genre-based approach

cycle. A significant issue is the imbalance and quality across stages. In Unit 4 (p. 150), an activity is designated as Independent Construction of Text (ICOT). Nonetheless, the activity instructions associate it with the preceding phase, Joint Construction of the Text (JCOT). This signifies a discrepancy between the activity instructions and the designated GBA phases.

Additionally, the activities are excessively controlled format, which limits students' freedom of expression, is another flaw. Instead of allowing students to express their discourse creatively, many speaking exercises cause them to follow specific dialogue patterns or answer fill-in-the-blank questions. This condition restricts the learning process as a communicatively meaningful experience and runs the risk of weakening students' autonomy in developing speaking abilities.

The findings above show the strengths and weaknesses of Genre-based Approach (GBA) from speaking activities of Units 3-5. Furthermore, the strengths and also weaknesses from deep learning principles are explained thoroughly. From a Mindful Learning perspective, several speaking exercises promote students' mindful and active engagement with language use. The activities include discussions, expressing viewpoints on specific subjects, and summarizing knowledge from both auditory and written texts.

This indicates that students are not merely memorizing but are also prompted to comprehend the context and analyze information critically. In addition to its advantages, the Mindful Learning approach has certain drawbacks. For example, some speaking exercises seem robotic and centered on restating pre-existing patterns or structures. Group conversations with almost repeating instructions are a common feature of Units 3-5 exercises. Although these activities are helpful in the early stages of learning, students' cognitive engagement may be limited if they are not complemented with lessons that require reflective or inquisitive thinking. Additionally, neither at the start of the activities nor during them do Units 3-5 offer students any guidance or provocative questions that encourage them to consider the context or substance of language use.

In the Joyful Learning principle, five indicators are found in Units 3-5. Following the analysis, speaking activities are offered in diverse and engaging layouts, including role-playing, scenario-based group conversations, and other activities that involve observing pictures, audio, or video. These activities can foster an enjoyable educational environment, enabling learners to articulate themselves more freely. It can enhance students' motivation and confidence in speaking. However, the types of activities employed tend to follow a similar pattern from unit to unit, even though Units 3-5 have a variety of entertaining tasks.

These include individual tasks that require students to respond to pertinent inquiries as well as group activities that demand them to offer something. While some picture analysis exercises provide a varied and engaging approach, many are repetitive and fail to incorporate other media or technologies. Students may

become less awed and curious about novel learning opportunities as a result. Additionally, some activities place too much emphasis on completing technical tasks without leaving enough chance for language play, creativity, or unplanned encounters that might improve the enjoyment of learning.

Within the framework of Meaningful Learning, numerous subjects addressed in the speaking exercises of Units 3-5 are intrinsically connected to students' experiences and realities, including healthy lifestyles, financial management, and environmental issues. This textbook facilitates activities that enable students to relate the contents to their viewpoints within these units. Even though the subjects discussed are generally pertinent in the context of meaningful learning, not all the activities provide students with the opportunity to make a profound connection between the content and their own experiences. There is less room for genuine expression in some tasks since they are still structured and limit students' responses to a preset format. However, the degree to which students relate emotionally and intellectually to the content they are studying is a critical component of meaningful learning. Therefore, even though Deep Learning principles have been used to design speaking exercises, there is room for improvement so that the activities not only motivate students to use language but also foster a more profound comprehension, a love of learning, and a closer bond with real-world scenarios.

Discussion

The studies mentioned above demonstrate that the MOT stage exhibits the highest frequency. This outcome corresponds with the findings of a prior analysis. Noto (2024) indicated that the Modeling of the Text (MOT) in the chosen textbook of listening assignment occurred 12 times. This illustrates that in content analysis, particularly in textbooks, the MOT stage is essential as it encompasses fundamental explanations of the information and concepts that students need to comprehend. This discovery is consistent with prior research. Yusuf (2023) discovered that educators elucidate the schematic structure of the text and its purpose to facilitate the text's attainment of its objective during the MOT stage. This indicates that this phase is essential in all stages of GBA learning, as it elucidates the content on the pertinent subject, as proven by an analysis of both textbooks and classroom exercises. The implementation of the GBA stages in the selected English textbook establishes a vital framework for enhancing students' speaking abilities through supplementary stages.

The three principles of deep learning—Mindful Learning, Joyful Learning, and Meaningful Learning—are manifested in the diverse speaking activities developed for each unit, with variations in depth and consistency. The discovery of mindful learning is consistent with several prior studies. Santi et al. (2024) reported their findings, illustrating a substantial impact of mindfulness activities on the quality of student learning. This corresponds with this study's conclusions, as mindful learning can be included in textbook, therefore facilitating the text production

process undertaken by students.

This fosters mindfulness as students not only replicate but also comprehend the text's structure. Joyful learning is attached to those three units. The findings align with some previous related studies. Sintayani and Adnyayanti (2022) conducted a study demonstrating that self-assessment positively impacts speaking performance by improving self-efficacy and awareness of strengths and shortcomings. The outcome underscored the significance of the reflection part, which can enhance students' speaking skills.

Consequently, it corresponds with the primary aim of joyful learning implementation, underscoring the importance of experiencing joy throughout the learning process. A total of 32 activities fulfill at least one criterion of meaningful learning, indicating that the speaking activities are fully aligned with this principle of deep learning, achieving a percentage of 100%. The findings support the research conducted by Sunasuan and Songserm (2021), which showed that the implementation of advanced organizers proved to facilitate comprehension of concepts, particularly for ESL students, resulting in an average post-test score of 80%.

Conclusion

There are a total of 32 activities that can be identified based on the GBA analysis of speaking activities that were conducted in Units 3-5. The concepts of deep learning were implemented methodically to achieve a comprehensive analysis of each component, utilizing specific indications to gain deeper insights and enhance comprehension. Therefore, even though the overall strategy aligns with the goals of text-based and deep learning, there is still room for improvement in the design of activities and the role that teachers play in implementing them.

To foster meaningful, engaging, and attentive genre-based learning, it is possible to draw the conclusion that the speaking exercises included in the textbook "*Bahasa Inggris: English for Change*" have proven remarkable potential. This textbook has the potential to be a valuable educational resource for teachers if they utilize it in a reflective and creative manner, providing students with a comprehensive educational experience. For educators, particularly English teachers, with opportunities for introspection and inspiration when it comes to developing learning activities, notably speaking.

Moreover, it is expected that the findings of this study will provide more insight into the significance of a learning technique for the general readership, particularly those who have an interest in language education and teaching materials. Meanwhile, the findings of this study may serve as a basis for evaluation by publishers and textbook developers, with the goal of enhancing the quality of their content creation in the future. For next researchers who want to conduct similar

studies, it is recommended for analyzing or even comparing more teaching resources with the real implementation in the classroom.

Additionally, the integration of various media or technologies can make the analysis of Genre-based approach and deep learning principles richer.

References

- Ausubel, D. (1963). *The psychology of meaningful verbal learning*. New York: Grune & Stratton.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). White Plains, NY: Longman.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford: Heinemann.
- Cunningsworth, A. (2005). *Choosing your coursebook* (Reprint edition). Oxford: Heinemann.
- Han, L. (2023). A practical study of project-based learning approach pointing to deep learning in college English teaching. *International Journal of New Developments in Education*, 5(20).
- Hayes, D. (2007). *Joyful learning: Active and collaborative learning in inclusive classrooms*. Corwin Press.
- Husnaini, H., & Sompia, S. R. (2025, June). Using the Speechway Application to Increase Students' Speaking Skills in the English Education Department at IAIN Palopo. In Proceedings of the Third International Conference on English Language Education.
- Karbalaei, A. R., & Hejazi, M. (2015). The effect of genre-based instruction on reading comprehension among Iranian EFL learners. *Journal of Language and Literature*, 6(1), 253-261.
- Krippendorff, K. (1980). *Content analysis: An introduction to its methodology*. Sage.
- Krippendorff, K. (2004). *Content analysis: An introduction to its methodology* (2nd ed.). Sage Publications.
- Kusumaningrum, (2015). Genre-based approach to promote learners' critical thinking skills. *Transformatika: Jurnal Bahasa, Sastra, dan Pengajarannya*, 11(2), 96-107.
- Langer, E. J. (1997). *The power of mindful learning*. Reading, MA: Addison-Wesley.
- Masruddin, M., & Munawir, A. (2021). the Efficacy of the Treasure Hunt Game with Luwu Local Culture Based on Teaching English Vocabulary and Introducing Cultural Heritages of Luwu at SMPIT Al Hafidz Kota Palopo. Kongres Internasional Masyarakat Linguistik Indonesia, 204-208.
- Magnusson, J. (2021). The functions of textbooks: A textbook analysis of text genres and their representation (Thesis, Jönköping University).
- Mariani, S., Faizah, S., & Mashfufah, A. (2024). Integrating deep learning theories in modern English language teaching. *Innovative Pedagogy and Education Studies*, 1(01), 01-08.
- Na, E. S., & Lee, H. W. (2019). The analysis of writing tasks in high school English

- textbooks: A process-genre based approach. *English Teaching*, 74(4), 105-129.
- Ningsih, D. W., Zaim, M., & Rozimela, Y. (2015). The implementation of genre based approach in teaching reading: A case study at SMPN 17 in Pekanbaru. *English Language Teaching (ELT)*, 3(1).
- Noto, Y. P. (2024). *The implementation of genre-based approach and differentiated instruction in listening exercises: A content analysis of the eleventh-grade English language textbook. Thesis. Universitas Negeri Surakarta.*
- Saehu, A., & Hanifah, A. (2024). Teaching English grammar through genre-based approach for students at a History of Islamic Civilization Department. *English Teaching and Linguistics Journal (ETLiJ)*, 5(1), 78-83.
- Santi, S., Andriyaningsih, A., Seneru, W., Burmansah, B., Luwiha, L., Pratama, A. S., & Suryanadi, J. (2024). Mindful learning: Mindfulness practice matters for students on the quality of learning in the classroom. *International Journal of Science and Applied Science: Conference Series* 8(2), 53-61.
- Sintayani, N. L., & Adnyayanti, N. L. P. E. (2022). The analysis of self-assessment effect on efl students' speaking performance. *Journal of Educational Study*, 2(1), 83-91. <https://doi.org/10.36663/joes.v2i1.263>
- Sunasuan, P., & Songserm, U. (2021). Using advance organizer model to influence the meaningful learning of new concepts for ESL learners in a collaborative classroom. *Arab World English Journal*, 12(3), 129-143. <http://dx.doi.org/10.24093/awej/vol12no3.9>
- Warburton, K. (2003). Deep learning and education for sustainability. *International Journal of Sustainability in Higher Education*, 4(1), 44-56.
- Yu, J. (2020). Analysis of task degree of English learning based on deep learning framework and image target recognition. *Journal of Intelligent & Fuzzy Systems*, 39(2), 1903-1914.
- Yusuf, A. F. P. (2023). *The implementation of genre based approach by the teacher at mts negeri 1 Plus Riset Manado.* Doctoral Dissertation. IAIN Manado.