

**INTEGRATION OF CRITICAL THINKING IN “ENGLISH
FOR CHANGE” TEXTBOOK FOR GRADE XI:
CONTENT ANALYSIS**

THESIS

*Submitted in fulfillment of requirements for the Bachelor degree of
English Language Education Program
Faculty of Teacher Training and Education
University of Widya Gama Mahakam*



By:

ANASTASIA LAYU
NPM 2288203002

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA GAMA MAHAKAM UNIVERSITY
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PAGE OF APPROVAL

THESIS

**INTEGRATION OF CRITICAL THINKING IN “ENGLISH FOR
CHANGE” TEXTBOOK FOR GRADE XI:**

CONTENT ANALYSIS

Written and Submitted by

ANASTASIA LAYU

Has been defended on thesis examination

on April 13th, 2026

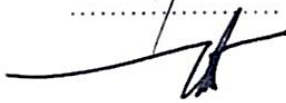
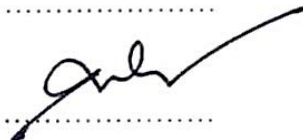
**And has fulfilled the requirements for Bachelor Degree of English Language
Education Department**

Examination Committee:

Chairman : Dr. Ariyanti, S.Pd.I, M.Pd

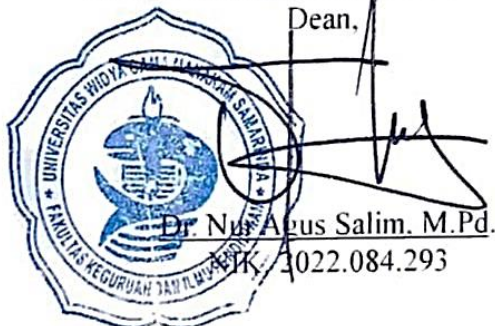
Member : 1. Dr. Abdul Rohman, M.Pd.

2. Dr. Arbain, M.Pd


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Approved by

Teacher Training and Education Faculty English Language Education Department
Dean, Head,


Dr. Nur Agus Salim, M.Pd.
NIK. 2022.084.293


Nurdin Arifin, S.Pd., M.Pd.
NIK. 2025.091.352

CURRICULUM VITAE



Anastasia Layu was born on November 10, 2002, in Keningau, Malaysia. She is the first of two children in a small family raised by Mr. Wilhelmus and Mrs. Tekla. The researcher began her formal education at SDK Tenawahang, East Flores Regency, in 2009 and graduated in 2015. Then, the author continued her education at SMP Negeri 1 Wulanggitang and completed it in 2018. Her senior high school education was taken at SMA Negeri 1 Laran tuka majoring in science and graduated in 2021. In 2022, the author continued her education to the tertiary level at Widya Gama Mahakam Samarinda University as a student of the English Language Education Study Program, Faculty of Teacher Training and Education. During her studies, the author actively joined the ESC (English Student Committee) organization related to the English Language Education study program. The researcher underwent a study period of more than three years with various memorable experiences and gained knowledge that was very useful for self-development.

DECLARATION OF AUTHORSHIP

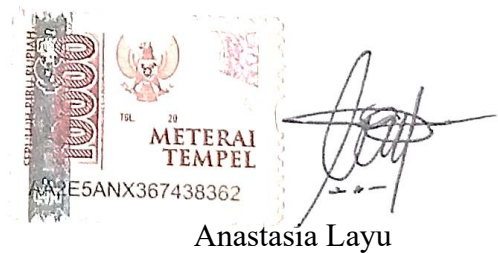
Here with I,

Name : Anastasia Layu
NPM : 2288203002
Major : English Language Education
Faculty : Teacher Training and Education
University ; Widya Gama Mahakam Samarinda
Address : Jl. Wahid Hasyim 1, Samarinda City

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ABSTRACT

Layu, Anastasia, 2026, *Integration of Critical Thinking in “Englis for Change” Textbook for Grade XI: Content Analysis*. Unpublished Thesis: English Language Education Program, Faculty of Teacher Training and Education, Widya Gama Mahakam Samarinda University. Advisor: (I) Dr. Ariyanti, S.Pd.I, M.Pd. and (II) Dr. Abdul Rohman, M.Pd.

This study aims to analyze the integration of Facione's Critical Thinking Framework in the textbook "English for Change" for grade XI of senior high school (SMA/MA). Using a qualitative descriptive content analysis approach, this study examines the frequency and distribution of six critical thinking aspects of Interpretation (INT), Analysis (ANL), Evaluation (EVA), Inference (INF), Explanation (EXP), and Self-Regulation (SRG) in learning materials and learning activities in five textbook units.

Data were collected through systematic document analysis guided by Facione's (2015) operational indicators and validated by an expert in the field of English language teaching and critical thinking.

The results showed that in Learning Materials, there were 145 occurrences with ANL dominating (44.8%), while EXP and SRG were almost absent (1.4 each), indicating significant imbalance. In Learning Activities, there were 334 occurrences with a much more even distribution across all aspects. These findings indicate that the “English for Change” textbook integrates critical thinking more comprehensively through activities than the learning materials, and the integration of CT in the Explanation and Self-Regulation dimensions in the materials still needs to be strengthened.

Keywords: *Critical Thinking Framework and EFL Textbook*

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Samarinda, April 13, 2026



Anastasia Layu
NPM: 22882 3002

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Appendix 5 Expert Statement**Error! Bookmark not defined.**

CHAPTER I

INTRODUCTION

A. Background Study

English language learning has evolved in today's education system. While the focus was once on grammar rules and translation exercises, current methods emphasize communication and a student centered approach. In Indonesia, English is taught as a foreign language, making it crucial for students in today's increasingly globalized world. Therefore, the classroom learning process is crucial to helping students improve their English skills, particularly by providing contextual learning materials, effective teaching strategies, and activities that encourage critical thinking and active language use.

In the process of learning English as a Foreign Language (EFL), students must not only be able to memorize vocabulary and grammar rules, but also develop higher-order thinking skills such as analysis and evaluation, which are integral to effective learning. This is consistent with the findings of Hidayah & Sari (2021), who showed that critical thinking skills are crucial for English learning to meet 21st-century standards. Therefore, the integration of these two skills in English learning is very important to help students to be actively involved, think deeply, and adapt to the demands of learning and everyday life in the 21st century.

As language is increasingly viewed not only as a means of communication but also as a tool for thinking, reasoning, and constructing meaning, the importance of critical thinking skills becomes increasingly clear. This aligns with the findings of Rima et al. (2024), who emphasized the crucial role of critical thinking in English language learning, highlighting its contribution to problem-solving, innovation, and the development of higher-order thinking skills.

Even today, schools still use textbooks. Minister of Education and Culture Regulation Number 8 of 2016 defines textbooks as the primary learning resource for achieving predetermined competencies (Dadang, 2016). The regulation explains that textbooks or teaching materials must be based on existing social norms and align with the values of the 1945 Constitution of the Republic of Indonesia and prevailing positive norms in society. Textbooks must adhere to government-set standards, one of which is to stimulate students' critical thinking.

In English language teaching in Indonesia, most textbooks emphasize lower-order thinking skills (LOTS) over higher-order thinking skills (HOTS). A study by Laila & Fitriyah (2022) analysed 142 textbook exercises and found that 83% involved LOT skills, while only 17% involved HOTS. This suggests that the textbooks they examined prioritize lower-order thinking skills, such as memorizing sentence patterns, vocabulary, and pronunciation, over higher-order thinking skills. This demonstrates a lack of balance in the application of critical thinking in textbooks.

There is concern among academics about critical thinking, often considered a key competency in education but not yet effectively implemented in schools. Although various educational policies emphasize the importance of developing higher-order thinking skills, classroom practice remains overly focused on completing assignments and final assessments rather than fostering students' thinking processes. As Defianty & Wilson (2022) explains, government directives to foster critical thinking have not been effectively implemented due to teachers' limited understanding of the subject.

Therefore, it can be concluded that the successful development of critical thinking skills depends heavily on teacher preparation, the quality of teaching materials, and the teaching methods used. Deep learning methods, which emphasize in-depth understanding, reflection, analysis, and conceptual linkages, have not been consistently applied in teaching. Therefore, the quality of teaching materials and the design of learning activities are key factors in fostering deep learning and the development of critical thinking skills.

Although much research on critical thinking has been conducted, most still focuses on student assessment or the effectiveness of specific teaching methods. Research that specifically examines how critical thinking skills are implemented in English textbooks, particularly the “English for Change Grade XI” textbook, and uses Facione's (2015) Critical Thinking Framework as a basis for analysing textbook content, is still rare. Several

previous researchers, such as Jamil et al. (2024; Shabrina et al., 2025; Warsono & Faridi, 2020), used Bloom's Taxonomy concept to analyse critical thinking in English textbooks. In other words, there is still a research gap that needs to be filled to determine whether the "English for Change" textbook truly supports the development of critical thinking in accordance with curriculum requirements.

In previous studies, Bloom's Taxonomy, especially its revised version, was used to classify students' cognitive processes from low to high levels, where analyzing, evaluating, and creating were categorized as Higher Order Thinking Skills (HOTS). Therefore, critical thinking is generally identified based on the extent to which questions or activities in textbooks reach the HOTS level. On the other hand, Peter Facione's critical thinking framework views critical thinking as a more specific set of skills, such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. Thus, this study remains related to previous studies because both emphasize the development of higher-order thinking, but differs conceptually in the analytical framework used to examine the integration of critical thinking in the English for Change Grade XI textbook.

This study aims to clearly and comprehensively examine how critical thinking skills are integrated into the "English for Change" Grade XI textbook based on the Facione Critical Thinking Framework. This framework consists of six main indicators: interpretation, analysis, assessment, reasoning, explanation, and self-regulation. This framework

was chosen because the Facione Framework is specifically designed to define, interpret, and measure critical thinking skills. The Facione Framework is widely used in critical thinking assessment, used by 60.2% of researchers. The study concluded that adopting the Facione Framework is appropriate because it provides a systematic, validated, and internationally recognized set of analytical indicators (Riegel & Crossetti, 2018).

B. Research Questions

Based on the description in the background above, the formulation of the problem in this research is:

- 1) How is the Facione Critical Thinking Framework integrated into the learning materials of the “English for Change” textbook?
- 2) How is the Facione Critical Thinking Framework integrated into the learning activities of the “English for Change” textbook?

C. Research Objectives

In accordance with the problem formulation above, this research will be conducted with the following objectives:

- 1) To analyze how the Facione Critical Thinking Framework is integrated into the learning materials of the “English for Change” textbook.
- 2) To examine how the Facione Critical Thinking Framework is integrated into the learning activities of the “English for Change” textbook.

D. Theoretical and Practical Significances

Taking into account the research questions and objectives, the researcher hopes that the results of this study will not only support the

learning of English teachers and students, but also make a greater contribution to the development of related theories and bring some practical benefits.

Theoretically, this study will provide information on how to use Facione's critical thinking framework as an analytical tool. Facione's framework offers a clear and detailed interpretation of critical thinking skills, including interpretation, analysis, evaluation, inference, explanation, and self-regulation, which can help researchers more systematically identify and analyze the integration of critical thinking in learning materials and activities.

Practically, the results of this study will be useful for English teachers, this study can help understand the quality of activities in textbooks and encourage teachers to add materials or activities that can train students' critical thinking.

E. Scope and Limitation

For more practical and specific reasons, the scope and limitations of this study lie in the use of Facione's critical thinking framework to qualitatively analyse the Grade XI textbook "English for Change", without directly exploring classroom learning activities. Furthermore, this analysis is interpretive and does not involve comparisons with other textbooks, data triangulation, or considerations such as attitudes or tendencies toward critical thinking.

F. Operational Definition of Key Terms

To avoid any misunderstandings about the research, the researcher presents several important key terms in this research:

- 1) Critical Thinking is the ability to think consciously and reflectively which includes understanding, analysis, assessment, drawing conclusions, explanation, and controlling the thinking process, which in this study is recognized through six cognitive skills in textbook learning activities.
- 2) Facione's Critical Thinking Framework is a thinking framework that summarizes six main critical thinking skills, namely interpretation, analysis, evaluation, inference, explanation, and self-regulation, which are used as the basis for analysis in this study.
- 3) The textbook refers to the English for Change Grade XI book published by the Ministry of Education, Culture, Research, and Technology and is used as the official English textbook for grade XI SMA/MA in 2022.
- 4) An indicator is a sign or criterion used to indicate the existence of a certain ability or concept that can be observed and measured. In short, an indicator is a sign or criterion used to indicate the existence of a certain ability or concept that can be observed and measured.

CHAPTER II

LITERATURE REVIEW

A. Critical Thinking

1. Critical Thinking Concept

Scholars from various disciplines define critical thinking (CT) differently. From a philosophical perspective, critical thinking is rooted in the Socratic tradition of questioning, which emphasizes the importance of challenging underlying beliefs and assumptions to foster deep understanding and critical thinking skills. Although Socrates is generally considered the central figure of the question-and-answer method, recent research suggests that pre-Socratic philosophers exhibited unique critical thinking and reasoning abilities, distinguishing them from earlier traditions and making them early pioneers of critical thinking.

Regarding the origin of the term "critical thinking," the Encyclopedia Britannica states that it was coined by American philosopher and educator John Dewey in his book "How We Think." According to Dewey, one should think actively and carefully, considering reasons, evidence, and consequences before accepting information (Lau, 2024). Critical thinking means not only finding answers but also applying evidence, logic, and intellectual standards in decision-making. According to Facione (2015), critical thinking is a purposeful, reflective, and reasoned thought process

used to make decisions, evaluate arguments, solve problems, and draw logical conclusions.

Elder (2022), who provides a different perspective, defines critical thinking as a conscious and controlled way of thinking in which a person seeks to improve the quality of their own thinking. In this process, thinkers not only consider a problem but also pay attention to how they think, whether their reasoning is clear, logical, fair, and supported by strong evidence. Paul and Elder emphasize that critical thinking involves using intellectual standards, such as clarity, accuracy, relevance, and fairness, to assess ideas, information, or decisions. This means that a person actively evaluates the value or truth of something with rational consideration. This view suggests that critical thinking is not a static ability, but rather a skill that is continuously developed through reflection and appropriate standard practice.

As a pedagogical approach, critical thinking is understood as a cognitive and ethical process that organizes, initiates, and connects information to guide reasoning (Barrio et al., 2025). Critical thinking is indeed a skill that can be taught and developed regularly through formal learning processes, such as providing stimulating questions, discussions, problem-solving, and reflection. It can be concluded that when teachers consistently include activities that encourage analysis, evaluation, and reasoning, students' critical thinking skills can improve significantly.

The most common critical thinking skills are defined as analysis, interpretation, evaluation, inference, and self-regulation, as identified by Ayala et al. (2024) through a systematic literature review of 29 articles. Their research findings indicate that the most prominent critical thinking skills are analysis, interpretation, evaluation, inference, and self-regulation. This finding aligns with Facione's (2015) understanding.

2. Critical Thinking Ability Indicators According to Facione

Facione's Critical Thinking Framework stems from a large study by the American Philosophical Association (APA) in the late 1980s, known as the Delphi Research Project (Facione, 1990). This study was motivated by the lack of a clear and operational agreement on the definition of critical thinking, despite the concept's long-standing use in education. To address this issue, the APA used the Delphi method, a qualitative research method that aims to reach consensus through a series of structured discussion rounds. The study involved 46 international experts from various disciplines, including philosophy, education, social sciences, and science. This diversity of backgrounds ensured that the resulting framework was not biased toward any field.

Delphi experts explain that the six critical thinking skills are interconnected and cannot be used in isolation. In practice, people typically use several skills simultaneously when thinking critically. For example, when asked to evaluate an argument, they use both evaluation and explanation skills simultaneously. When asked to analyse a text and draw

conclusions about the author's intent, they use both analysis and inference. Therefore, understanding these six skills and how they work together is crucial, especially for observing and analysing how critical thinking is applied in learning materials.

Facione's (2015) framework explains that critical thinking is built on six interrelated core cognitive skills: analysis, inference, evaluation, interpretation, explanation, and self-regulation. These six skill indicators form the basis of how someone thinks critically in understanding information and making decisions.

a Interpretation

Interpretation is the ability to understand and express the meaning or significance of various experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria. It is a fundamental skill for reading and understanding the true meaning of various forms of information or communication.

b Analysis

Analysis is the ability to break down information into smaller, more easily understood parts, including statements, questions, concepts, descriptions, or other forms of representation intended to express beliefs, judgments, experiences, reasons, information, or opinions. It involves dissecting information to understand how the parts relate to each other and form a whole.

c Inference

Inference is the ability to identify and secure the elements necessary to draw reasonable conclusions, to form conjectures and hypotheses, to consider relevant information, and to draw consequences arising from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation. It involves moving logically from what is known to what is likely true.

d Evaluation

Evaluation is the ability to judge whether a statement or information is credible, based on one's experience, situation, judgment, beliefs, or opinions. Furthermore, evaluation also means assessing the logical strength of actual or intended inferential relationships between statements, descriptions, questions, or other forms of representation. It involves weighing whether something is believable, plausible, or strong enough to be accepted.

e Explanation

Explanation is the ability to state the results of one's own reasoning. This ability encompasses evidential, conceptual, methodological, and contextual considerations. Furthermore, explanation also means conveying the thought process in the form of a convincing argument. It involves explaining not only what we think, but also why we think that way and how we arrived at our conclusions.

f Self-regulation

Self-regulation is the ability to consciously control one's own cognitive activity, the elements used in that activity, and its outcomes, particularly by applying analytical and evaluative skills to one's own inferential judgments with the intention of questioning, confirming, validating, or correcting one's thinking. It is an aspect of metacognition (thinking about thinking) that involves awareness and control of one's own mental processes.

To clarify the indicators of critical thinking, the following table presents the classification of indicators proposed by Peter A. Facione. This table is presented as is to maintain the integrity of the concepts within the framework and thus help provide a more systematic and structured understanding of the aspects of critical thinking.

This table also serves as a conceptual reference, making it easier for readers to identify and differentiate each aspect of critical thinking more clearly and purposefully. Through the presentation of well-classified indicators, each component, interpretation, analysis, evaluation, inference, explanation, and self-regulation can be understood not only as theoretical concepts but also as interrelated skills within the thinking process. Thus, this table is expected to support a more comprehensive understanding of how critical thinking is realized in the learning context.

Table 2.1 Critical Thinking Framework from Facione (2015)

Skills	Sub Skills
Interpretation	a Categorization: the ability to group or categorize information based on certain criteria.
	b Decoding significance: the ability to decipher the meaning or significance of data, events, or statements.
	c Clarifying meaning: the ability to clarify ambiguous or confusing meaning.
Analysis	a Examining ideas: the ability to examine ideas carefully and in depth
	b Detecting arguments: the ability to detect the presence and identify argument components in communication.
	c Analysing arguments: the ability to analyse the structure of an argument, including premises, conclusions, and the relationships between them.
Evaluation	a Assessing claims: the ability to assess the credibility and reliability of claims or statements.
	b Assessing arguments: the ability to assess the logical strength and validity of arguments.
Inference	a Querying evidence: the ability to question and investigate available evidence.
	b Conjecturing alternatives: the ability to propose alternatives, conjectures, or hypotheses
	c Drawing conclusion: the ability to draw logical and reasonable conclusions.
Explanation	a Stating results: the ability to clearly state the results of thinking or reasoning.
	b Justifying procedures: the ability to justify or explain the procedures and methods used.
	c Presenting arguments: the ability to present arguments systematically and convincingly.
Self-Regulation	a Self-examination: the ability to examine and reflect on one's own thought processes
	b Self-correction: the ability to correct errors or weaknesses in one's own reasoning

3. Critical Thinking in English Learning

Critical thinking is globally recognized as a critical skill for students facing 21st-century challenges. The World Economic Forum (2016) and the Ohio Department of Parentship for 21 Century Skills Ohio Department of Education (2007) both ranked critical thinking as a critical skill in the learning and innovation skills category. P21 emphasizes that critical thinking is one of four key skills known as the 4Cs: Critical Thinking, Communication, Collaboration, and Creativity. These four skills are interconnected and form the foundation of learning and innovation.

In an educational context, the relationship between critical thinking and English language learning is increasingly important because language is not only a means of communication but also a primary tool for reasoning, analysis, and building understanding. Critical thinkers consistently strive to live rationally, reasonably, and empathetically. Effective language learning must integrate critical thinking skills with higher-order thinking skills in English classes to enhance critical thinking skills and speaking performance. With proper integration, English classes can be an effective vehicle for developing the language and critical thinking skills students need in academic and social contexts.

B. Textbook

1. Textbook Concept

Textbooks are learning resources written specifically to support the learning process, containing lesson materials, conceptual explanations,

examples, exercises, and activities that are arranged in an orderly manner in accordance with the applicable curriculum. Regulation of the Minister of Education and Culture Number 8 of 2016 explains textbooks as the main learning resource in achieving established competencies. The regulation explains that textbooks must be based on existing norms in society and must be in line with the values of Pancasila, the 1945 Constitution of the Republic of Indonesia, and positive norms that apply in society. Article 3 paragraph (5) states that the contents of textbooks must fulfil various aspects of material, language, presentation of material, and graphics.

According to Tomlinson (2011), textbooks are instructional materials designed to provide meaningful learning experiences through the integration of materials, exercises, and activities relevant to students' needs. Tomlinson emphasizes that textbooks, as learning materials, must adhere to pedagogical principles that support students' comprehensive learning process. Thus, textbooks serve as a link between the curriculum and classroom learning practices.

Textbooks are supporting media in teaching and learning activities that must meet certain criteria and be made according to certain conditions. Previous studies such as Maria et al. (2024; Murtado et al., 2024; Pido et al., 2022) also argue that textbooks are very important in secondary education to convey the curriculum, build positive values, develop scientific concepts, and evaluate learning achievements, which are influenced by factors such as student perception and cognitive development. Based on the above

opinion, it can be concluded that textbooks are books that contain descriptions of subject matter or certain fields of study that are written systematically as a learning resource for teachers and students to understand the subject matter. Textbooks can be a tool for students to understand and learn the things they read so that they influence students' knowledge and certain values.

2. Textbook Functions

Textbooks, as educational resources, play a crucial role in supporting teaching activities. They provide clear instructional guidance, helping the learning process run efficiently and systematically. This significantly assists teachers and students in implementing the learning process. Textbooks play a key role in secondary education, serving as the primary medium for conveying curriculum content, fostering positive values, and developing scientific concepts (Maria et al., 2024). For less experienced teachers, textbooks can also serve as training or guidance tools, as well as a source of teaching philosophy.

In the context of Indonesian education, Pulungan (2020) points out that textbooks, as learning guides, help teachers and students effectively and accurately achieve learning objectives. Textbooks are also an important tool for developing students' knowledge, skills, and attitudes in accordance with curriculum requirements. Textbooks are the main guide that directs the material, learning activities, and achievement of expected competencies.

Strengthened by Kusuma & Fauzi (2025) In their research, mentioning the function of textbooks for educators, namely: 1) saving teaching time, 2) changing the role of educators from teachers to facilitators, 3) improving the learning process to be more effective and interactive, 4) guidelines for educators who will direct all their activities in the learning process and are the substance of competencies that must be taught to students, 5) evaluation tools for achievement and mastery of learning outcomes. While its function for students; a) students can learn without having to have educators or friends, b) students can learn anytime and anywhere they want, c) students can learn at their own pace, d) students can learn according to their own choices, e) helping students become independent learners, f) guidelines for students who will direct all their activities in the learning process and are the substance of competencies that must be learned or mastered.

In English language learning, textbooks are the primary guiding tool that helps teachers and students achieve predetermined language learning objectives. Research by Sinaga (2024) and Sutiyatno (2014) also shows that modern English textbooks typically integrate various learning methods. For example, the grammar-translation approach helps students understand and use language structures correctly; the communicative approach emphasizes the use of English in authentic contexts; and task-based learning encourages students to learn the language through meaningful activities or tasks. By

combining these three methods, textbooks have the potential to help students learn English more effectively.

Textbooks are not only teaching materials for teachers and students, but also a concrete embodiment of the curriculum. Curricula developed by governments or educational institutions are usually quite general and abstract, encompassing learning objectives, expected competencies, and teaching principles. The role of textbooks is to translate this content into learning indicators that are directly used in classroom learning activities. Therefore, textbooks serve as a bridge between curriculum planning and actual learning practices. Therefore, the quality of textbooks significantly determines the extent to which the curriculum vision is realized in learning practices.

3. Characteristics and Characteristics of a Good Textbook

Tomlinson (2011) suggests that a good textbook should encourage students to think, reflect, and communicate using language. Therefore, textbooks should not only focus on mastering basic knowledge but also emphasize the development of students' higher-order thinking skills. Textbooks should not only focus on mastering basic knowledge but also emphasize the development of students' higher-order thinking skills.

According to the National Standardization Agency (BSNP), as reported by Abdullah et al. (2022) in their research, the characteristics of a good textbook include: appropriate content, language delivery, and graphics. These characteristics are based on core and basic competencies

and consider students' cognitive development. Thus, it is hoped that textbooks will be able to support an effective learning process and help students achieve learning objectives optimally.

According to Pulungan (2020), an ideal textbook must meet the following criteria:

- a Curriculum relevance: Material is aligned with learning outcomes (CP) and content standards.
- b Clear and precise language textbooks: These textbooks utilize understanding that is appropriate to the students' developmental level, as well as the Indonesian Language and Culture Guidelines (PUEBI) and the Indonesian Language and Culture Dictionary (KBBI).
- c Systematic structure: The material is presented logically, supplemented with explanations, examples, and exercises.
- d High readability: Textbooks should have layouts, font sizes, and graphics that support comprehension.
- e Integrative values: Student textbooks must instill attitudes such as critical thinking and reciprocal cooperation in accordance with the Pancasila Student Profile.

4. English Textbook and Critical Thinking

Integrating critical thinking into English textbooks is no longer just an add-on to 21st-century education, but a necessity. The urgency of implementing these skills is evident from various interrelated perspectives.

An experimental study conducted by Zaida & Sofwan (2021) in three schools showed that integrating critical thinking into English textbooks effectively improved secondary school students' critical thinking skills, reflected in improved assessment results and increased learning engagement. The study showed that students who used this teaching model performed better than those who did not use it in critical thinking assessments.

With sensitive feedback and assistance from teachers, students also demonstrate more active engagement in the learning process. If critical thinking is not integrated into textbooks, opportunities to develop these skills in the classroom will be very limited. Fakhrillah & Suharyadi (2025) showed that the textbook "English for the Archipelago" for seventh grade focuses heavily on Lower Order Thinking Skills (LOTS), with 81% of the exercises in the instructions and 89% of the questions being LOTS, indicating the need for broader integration of Higher Order Thinking Skills (HOTS). This means that if textbooks focus on Lower Order Thinking Skills (LOTS), then classroom learning will be dominated by LOTS.

C. Review of Previous Studies

Previous research conducted by Purohit & Jayasurya (2022) examined the integration of critical thinking skills into English language learning planning through a literature review. The results showed that critical thinking is crucial for helping students develop language skills and become independent learners, but teachers still face obstacles due to lack of

training and difficulty designing critical thinking activities. A similar study was conducted by Akhmad et al. (2022), who analysed high school English textbooks using content analysis and found that few textbooks met the criteria for good textbooks. The similarities between the two studies are that both focused on English language learning at the high school level and used document analysis. The differences lie in the research focus: Purohit and Jayasurya's study emphasized the integration of critical thinking, while Akhmad's study assessed the overall quality of the textbooks.

Relevant research was also conducted by Namirah (2022) in analyzing critical thinking aspects based on the Revised Bloom's Taxonomy in the Cambridge IGCSE English as a Second Language textbook using qualitative descriptive methods and content analysis. The results showed that all aspects of critical thinking were well integrated, with analytical skills being the most dominant HOTS aspect. Meanwhile, Munawwarah et al. (2020) examined students' critical thinking skills through 21st-century skills-based learning using Facione's framework and found an increase in critical thinking abilities. Both studies are relevant to this study, but have different focuses because this study specifically analyzes the integration of critical thinking in the English for Change textbook for grade XI using Facione's (2015) framework.

D. Theoretical Framework

This study uses the “English for Change Grade XI textbook as the primary data source. This study evaluates the textbook as an input and

primary source to determine its supporting role in English learning in the classroom. A textbook is not just a collection of texts and exercises; it is a teaching tool that directly influences teacher instruction and student learning. Therefore, analysing this textbook is crucial to determine the extent to which it fosters the development of students' higher-order thinking skills, particularly critical thinking.

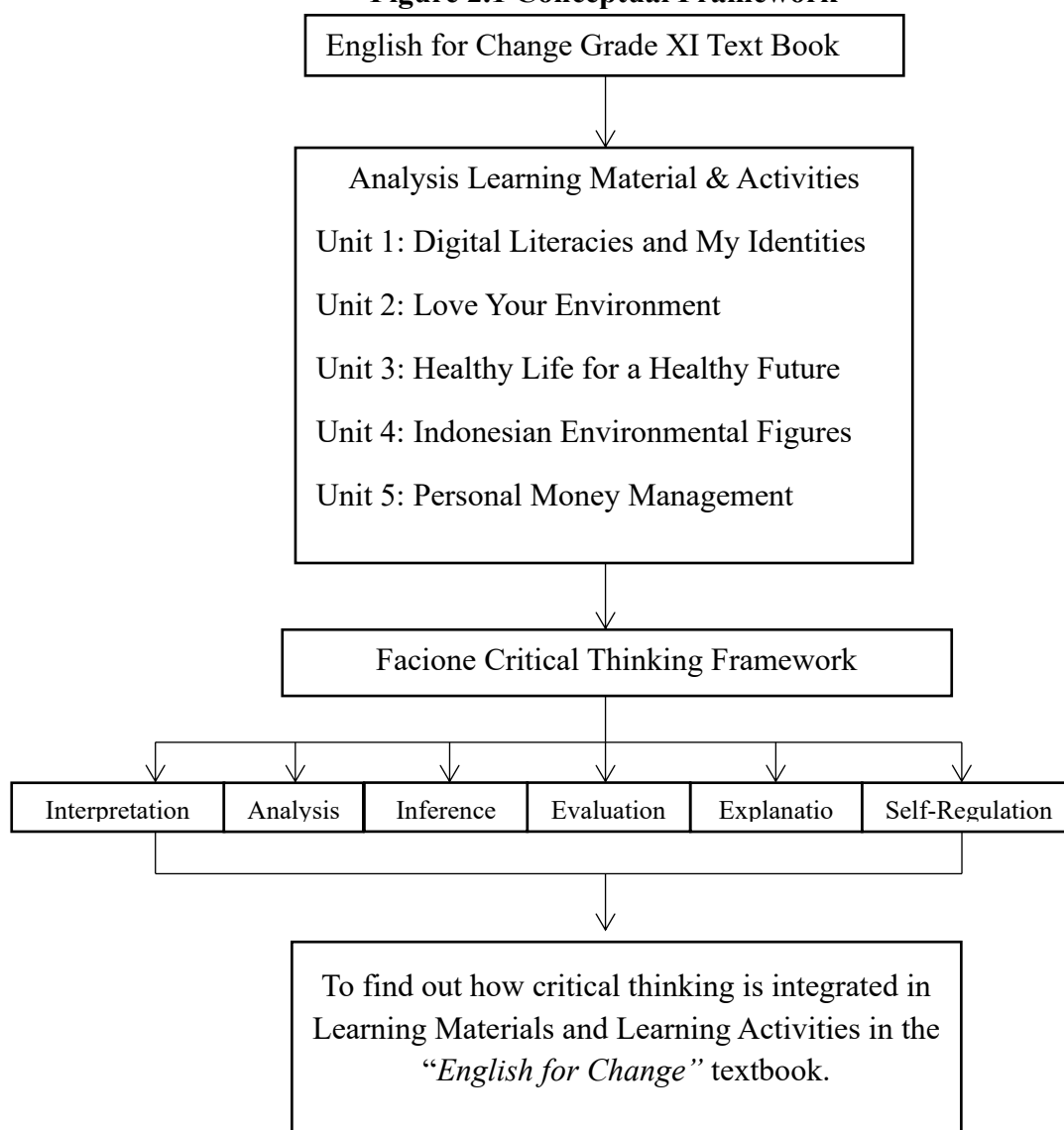
The main focus of this research is to analyze English for Change teaching materials with the concept of developing critical thinking in students. This study aims to examine how critical thinking skills are instilled through the materials, activities, and instructions contained in the textbook. Critical thinking is considered one of the essential skills to develop in English learning at the secondary school level. Therefore, analyzing this textbook is a strategic step to determine the extent to which this aspect has been integrated.

In an effort to obtain a comprehensive overview of the integration of critical thinking skills, this study was not limited to a specific unit but rather included an analysis of all units contained in the book. Each unit was analyzed to identify learning elements relevant to critical thinking skills, such as reading, speaking, listening, writing, viewing, presenting. Thus, this study provides a broader scope in evaluating the integration of critical thinking throughout the book.

The analysis in this study will be conducted using the Critical Thinking Framework developed by Facione as the main theoretical

foundation. This framework encompasses several essential components of critical thinking, such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. Each unit in the English for Change textbook will be analyzed based on these indicators to determine how learning activities encourage students to develop critical thinking skills.

Figure 2.1 Conceptual Framework



CHAPTER III

RESEARCH METHODS

A. Research Design

This research method used a qualitative approach that focuses on document analysis as primary data. According to Creswell & Creswell (2018), "qualitative research is an approach used to investigate and understand how individuals or groups give meaning to social or humanitarian issues." In the process, researchers develop research questions and necessary steps, then collect data directly in the environment where the participants are located. In line with the opinion of Isik (2025), qualitative research is research that focuses on exploring broader meanings by exploring various assumptions and perspectives through various qualitative traditions to gain a deeper understanding.

Content analysis is widely used in educational and social science research as a systematic approach to examining written materials. "Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful materials) to the contexts in which they are used" (Krippendorff, 2018). Content analysis can be applied to a variety of texts, including books, essays, interviews, and newspaper articles, to analyse meaning and relationships, thus supporting its use in various types of communication (Garwood, 2024).

In this study, the researcher used the English textbook "English for Change Grade XI" for Grade XI of Senior High School published by the Centre for Books, under the auspices of the Agency for Standards, Curriculum, and Educational Assessment (BSKAP) of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) of the Republic of Indonesia. This study aims to analyze the extent to which critical thinking skills are integrated into the English textbook "English for Change" for Grade XI and to identify the components of textbook activities that facilitate their integration.

B. Research Subject

The data source for this study was the English for Change textbook published by the Ministry of Education, Culture, Research, and Technology for senior high school students. This book was deliberately selected based on its relevance to the implementation of the Independent Curriculum and its immersive learning approach, its status as an official textbook, its comprehensive availability at the grade level studied, and its claim to integrate 21st-century skills.

Within Krippendorff's content analysis framework, texts are not viewed simply as containers of meaning, but as products of specific social contexts with specific purposes. Therefore, the selection of this textbook is considered appropriate because it allows researchers to examine how the messages, values, and expected competencies for implementation are embodied in the material. Consistent with Krippendorff (2018), content

analysis requires researchers to understand the context in which a text is produced to draw valid conclusions about its meaning.

English for Change Grade XI is the only textbook used as the data source of this research. This book was published by the Book Centre, Education Standards, Curriculum, and Assessment Agency, Ministry of Education, Culture, Research, and Technology, around 2022. This book is designed to support the achievement of English language competency in learning activities, with a focus on improving students' communicative skills through various materials and activities relevant to real-life learning contexts.

C. Data source

The data source for this study was the English for Change textbook for Grade XI. The data analyzed included all learning materials and learning activities presented in the textbook, which are categorized into the following components:

- a Reading: written texts and related activities designed to develop students' reading comprehension and critical analysis skills.
- b Listening: audio materials and listening tasks aimed at developing students' ability to understand spoken English and respond critically.
- c Writing: writing tasks and guided activities that require students to express ideas, construct arguments, and organize information logically.

- d Speaking: oral communication activities such as discussions, role plays, and presentations that encourage students to articulate and defend their ideas.
- e Viewing: activities involving visual texts such as images, videos, or multimodal materials that require interpretation and analysis.
- f Presenting: structured presentation tasks that require students to deliver information, explain ideas, and demonstrate understanding in front of others.

Secondary data in this study consist of relevant supporting literature, including theories of critical thinking, Peter A. Facione's Critical Thinking Framework (2015), and previous studies on textbook content analysis.

D. Research Instrument

The secondary data in this study consistent of relevant supporting literature, including theories on critical thinking, Facione's 2015 framework, and previous research on textbook analysis. Because this study used a content analysis method, the researcher also acted as a research instrument. As stated by Wa-Mbaleka (2020), the researcher's understanding, perspective, and interpretation are used as data collection tools in qualitative research, in line with the principle that the researcher acts as the research instrument.

The secondary data in this study are consistent with relevant supporting literature, including theories on critical thinking, Facione's 2015 framework, and previous research on textbook analysis. Because this study

employed a content analysis method, the researcher also acted as the research instrument. As stated by Wa-Mbaleka (2020), the researcher's understanding, perspective, and interpretation are used as data collection tools in qualitative research, in line with the principle that the researcher acts as the research instrument. The research data were obtained using Facione's (2015) checklist, which contains six interrelated indicators of core cognitive skills: analysis, inference, evaluation, interpretation, explanation, and self-regulation.

E. Data Collection Techniques

This research follows Bowen's qualitative research paradigm, as described in Tanto (2023) research, namely the stages or traditions of qualitative research paradigms. Here are some facts related to this research process.

1. **Perusing.** The initial stage is where researchers thoroughly read and review the units in the textbook to gain a general understanding of the structure, content, and learning approaches used. At this stage, researchers identify various textbook components such as reading texts, questions, activities, and assignments, and then analyze them further.
2. **Highlighting.** This stage involves marking sections of the document that contain or potentially contain indicators of critical thinking using a highlighter or digital marker. Researchers mark keywords that indicate critical thinking skills, such as "analyze," "evaluate," "explain," "conclude," and others.

3. **Eliciting.** This stage involves capturing and recording specific information from the highlighted sections, including quoting text, taking screenshots, and noting the context in which each element appears. All extracted information is then documented in an observation sheet for further analysis.
4. **Grouping or classifying.** This stage involves grouping the extracted data into specific categories, such as textbook component types (questions, activities, assignments). This classification makes it easier for researchers to organize the data and identify critical thinking distribution patterns.
5. **Coding.** The coding stage for each element is based on Facione's framework to identify integrated critical thinking skills. Researchers analyzed each element in detail using indicator tables and recorded coding justifications to ensure consistency and accuracy.
6. **Tabulating.** The final stage in which researchers organize the coded data into tables to calculate the frequency and percentage of occurrence of each critical thinking skill. This tabulation will produce organized and easily understood data, facilitating interpretation and drawing conclusions through distribution tables, graphs, and diagrams.

F. Data Analysis Procedures

The analysis procedure in this study was adopted from the data analysis used by Miles et al. (2014). In their study, there are four components of the data analysis stages: (a) data selection, (b) data

presentation, (c) drawing conclusions. These three stages are carried out systematically and sequentially so that the analysis process can run in depth, directed, and objectively in examining the integration of critical thinking skills in the English for Change textbook for grade XI.

- 1) **Data condensation.** At this stage, the researcher identified textbook components containing critical thinking indicators based on Facione's (2015) framework. Each data point was then coded and grouped into six critical thinking skills: interpretation, analysis, evaluation, inference, explanation, and self-regulation, using Table 3.1.
- 2) **Data Display.** Data presentation is the stage of collecting and presenting selected and coded data in a neat and easy-to-understand manner. Data is presented in the form of comparison tables between units, accompanied by narrative explanations and real-world examples from textbooks. This tabular presentation helps researchers and readers comprehensively understand the research results, both quantitatively and qualitatively.
- 3) **Drawing conclusions.** Drawing conclusions is the final stage of analysis, where the researcher summarizes the research findings to answer all research questions. Conclusions are drawn from the data that has been selected, presented, and interpreted. To ensure the validity of the results, the researcher conducts checks through triangulation, researcher also presents the study's limitations, theoretical and practical implications, and recommendations for further research.

G. Triangulation

Building credibility for this study relies on several strategies adopted from Lincoln's concept of trustworthiness (credibility, reliability, confirmability, transferability) and reinforced by Creswell & Creswell (2018) to ensure the validity and reliability of qualitative research findings. Credibility is a crucial aspect of qualitative research, equivalent to internal validity in quantitative research, demonstrating that research findings are accurate and trustworthy. The overall credibility procedures for this study are as follows:

1. Adequate engagement.

The researcher invested considerable time in repeatedly reading, studying, and analyzing each unit of the English for Change textbook to comprehensively understand the learning structure, pedagogical approach, and integration of critical thinking.

2. Source triangulation.

Researchers checked the consistency of information by analyzing various components of textbooks from all units.

3. Member Checking

The researcher has ensured that the research results are accurate, reliable, and having them validated by English education expert, and keeping complete documentation of the research process so that the findings are not merely considered to come from the researcher's personal opinion.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This study examines how Facione's critical thinking framework is involved in the English for Change textbook, focusing on two main components: Learning Materials and Learning Activities. In the Learning Materials, a total of 145 critical thinking aspects were found, with an average of 29 occurrences per unit. Analysis (ANL) was the most dominant aspect with 65 occurrences (44.8%), followed by Interpretation (INT) with 28 occurrences (19.3%), and Inference (INF) and Evaluation (EVA) with 23 occurrences each (15.9%). Meanwhile, Explanation (EXP) and Self-Regulation (SRG) aspects barely appeared, with only 2 occurrences each (1.4%). This indicates that the learning materials primarily train analytical thinking and information comprehension skills, but provide less space for reflective thinking and reasoning. In terms of language skills, Reading was the section that contained the most critical thinking, while Presenting had the lowest frequency across all units. Specifically, the results of this study are presented based on two focus problem formulations, namely related to learning materials and learning activities.

1. **Facione Critical Thinking Framework integrated into the learning materials of the “English for Change” textbook**

This section analyzes the frequency of critical thinking elements in the learning materials of all unit based on Facione's framework. This framework includes six critical thinking skills, namely Interpretation (INT), Analysis (ANL), Evaluation (EVA), Reasoning (INF), Explanation (EXP), and Self-Regulation (SRG). This analysis is based on the six language skills contained in the English for Change Grade XI textbook, namely Listening (L), Speaking (S), Reading (R), Viewing (V), Writing (W), and Presenting (P). These six language skills reflect a holistic language learning approach, where students are not only trained to understand information receptively, but are also encouraged to express and present ideas productively.

a. **Unit 1: Integration of Critical Thinking in Learning Materials**

Table 4.1 Integration of Critical Thinking in Learning Materials in unit 1

CT Facione Aspect Frequency in Learning Materials Unit 1								
No.	Skill CT	L	S	R	V	W	P	Total
1	INT	1	1	1	1	1	0	5
2	ANL	2	2	1	2	2	2	11
3	EVA	1	1	1	0	0	0	3
4	INF	1	0	3	2	1	0	7
5	EXP	0	0	1	0	1	0	2
6	SRG	0	0	0	0	0	2	2
	TOTAL	5	4	7	5	5	4	30

The table above shows the frequency of integration of Facione's critical thinking aspects in Learning Materials Unit 1 with a total of 30 occurrences. The Analysis aspect (ANL) dominates with a total of 11 occurrences spread across all language skills, including Listening (2),

Speaking (2), Reading (1), Viewing (2), Writing (2), and Presenting (2). The Inference aspect (INF) ranks second with a total of 7 occurrences, with the largest distribution in Reading (3) and Viewing (2). The Interpretation aspect (INT) appears 5 times evenly across various skills. The Evaluation aspect (EVA) only appears 3 times, while Explanation (EXP) and Self-Regulation (SRG) are each recorded 2 times. In terms of language skills, Reading has the highest frequency (7), followed by Listening, Viewing, and Writing (5), Speaking (4), and Presenting (4).

To provide a more concrete picture of the analysis results, below are some excerpts from material taken directly from Learning Materials Unit 1 of the English for Change textbook which show the integration of critical thinking aspects based on Facione's framework in each language skill.

1) *Listening*

- a) The content presents a systematic classification of language expressions based on their communicative function. This structure stimulates analytical (ANL) skills: identifying differences and similarities between categories.

(pg. 5) Classified list text containing three categories of communicative expressions: (1) Stating Opinion: 'I think...', 'I believe...', 'In my opinion...'; (2) Agreeing: 'That's right!', 'Absolutely!'; (3) Disagreeing: 'I don't agree!', 'I totally disagree!'

- b) Multi-interpretable social images invite students to categorize and interpret (INT) the forms of interaction presented visually.

(pg. 3) Multi-interpretable social images invite students to categorize and interpret the forms of interaction presented visually.

2) Speaking

- a) Students are presented with a picture as a discussion prompt and asked to discuss the cause-and-effect relationship shown in it. This activity reflects the Analysis (ANL) aspect of Facione's framework because students need to identify and develop arguments based on the visual stimulus.

(pg. 11) The explanatory text contains 3 arguments why word stress is important: (1) wrong stress makes words difficult to hear; (2) different stress changes the meaning/type of word; (3) wrong stress frustrates the listener and hinders effective communication.

- b) Science phonetic notation is a system of symbols that must be interpreted. Students must understand the phonetic signs and associate them with correct pronunciation.

(pg. 12) Three words with complete IPA transcriptions and stress marks: opinion /ə'pɪn.jən/, agree /ə'gri:/, disagree /,dɪs.ə'gri:/.

An explanation of how to read the phonetic stress marks is included.

3) **Reading**

- a) Providing limited information but rich in implied meaning. This content stimulates inference (INF): students must deduce the author's goals, values, and character from the available textual clues.

(pg. 16) Authentic Twitter post: 'My two years at Stanford taught me many things. Accounting, finance - you name it. But I also learned to shift my perspective on what leadership truly is.' (@maudyayunda, March 9, 2022). Accompanied by photos and professional descriptions: singer, actor, and educator.

- b) The 5-category taxonomy of authorial purposes with operational sub-criteria stimulates analysis: students can use this framework to systematically analyze (ANL) and classify the communicative purposes of a text.

(pg. 17) Academic texts that classify the author's 5 purposes:

(1) To persuade: to convince + invite action

(2) To inform: to provide facts + educate

(3) To entertain: to maintain interest

(4) To explain: to explain the method/process

(5) To describe: to describe in detail.

4. *Viewing*

- a) The material presents an analytical (ANL) framework for inference with identifiable components. The content stimulates analysis: students unravel the relationships between evidence, knowledge, experience, and the resulting conclusions.

(pg. 26) An academic text that defines: (1) implicit information: information that is implied, not communicated directly; (2) inference: the process of drawing conclusions based on evidence + knowledge + experience. Includes 4 keys to making valid inferences

- b) Authentic multimodal texts with implicit information about work ethic stimulate evidence-based inference (INF): students must use textual and visual clues to infer the author's attitude and dedication.

(pg. 29) Aan Mansyur's caption 'writing is painful' is reused, this time as an object of inference about the writer's work ethic. Context: group collaboration using a 4-step inference framework.

5. *Writing*

- a) Visualizing career aspirations through concrete objects encourages explanatory (EXP) skills: students must express and articulate their dream job along with relevant subject questions.

(pg. 37) Illustration of a triangular name tent with the word 'Scientist' written on it (Picture 1.13) as a model for

students to write down their career dreams. A physical object visualized to inspire language production.

- b) Photos without verbal captions can prompt inference (INF): students must deduce which aspects of the image most capture the audience's attention and what questions are most relevant to increase engagement.

(pg.36) A photograph of Indonesia's natural terraced landscape (Picture 1.12) served as a visual stimulus for creating a social media caption in the context of a 'tourism company'.

The image showcases the distinctive beauty of the terraced landscape.

6. Presenting (SRG)

- a) Presentation Guide in Unit 1 figure/diagram 1.14 externalizes metacognitive processes that are usually hidden in the mind. This stimulates self-regulation: students recognize and reflect on the self-monitoring processes that occur when creating digital content.

(pg. 39) A thought bubble diagram (Picture 1.14) that visualizes the questions that arise when creating a post: 'Any spelling mistakes?', 'Is this the best photo?', 'Does it sound OK?', 'What will they say?', 'Will they like it?'

- b) A list of transition words with explanations of their function stimulates analysis (ANL): students identify patterns of logical

relationships between transition words and the sequential meanings they contain in the context of the presentation.

(pg. 40) *A text from Miami Dade College explaining the function of transitional words as connecting ideas. Includes a list of sequential transition words: first, second, finally, hence, next, then, from here on, to begin with, last of all, after, before, as soon as, in the end, gradually.*

b. Unit 2: Integration of Critical Thinking in Learning Materials

Table 4.2 Integration of Critical Thinking in Learning Materials in unit 2

CT Facione Aspect Frequency in Learning Materials Unit 2								
No.	Skill CT	L	S	R	V	W	P	Total
1	INT	1	2	3	1	0	0	7
2	ANL	3	3	2	2	2	1	13
3	EVA	0	0	1	2	2	1	6
4	INF	2	0	0	1	0	0	3
5	EXP	0	0	0	0	0	0	0
6	SRG	0	0	0	0	0	0	0
	TOTAL	6	5	6	6	4	2	29

The table above presents the frequency of Facione's critical thinking aspects in Learning Materials Unit 2 with a total of 29 occurrences. The Analysis aspect (ANL) again dominated with a total of 13 occurrences covering all language skills. The Interpretation aspect (INT) increased to 7 occurrences, with the highest frequency in Reading (3). The Evaluation aspect (EVA) increased significantly to 6 occurrences compared to Unit 1. The Inference aspect (INF) decreased to only 3 occurrences. The Explanation (EXP) and Self-Regulation (SRG) aspects were not found at all (0). In terms of language skills, Listening, Reading, and Viewing each had

the highest frequency (6), followed by Speaking (5), Writing (4), and Presenting (2).

The following presents several excerpts from material from each language skill that reflect Facione's critical thinking aspects in Learning Materials Unit 2.

1) Listening

- a) Presents a guide text describing the five categories of senses with their respective specific techniques. The content stimulates analysis (ANL): students can identify the relationship between the types of senses, writing techniques, and the resulting descriptive effect.

(pg. 50) *An academic guide explaining writing techniques using the five senses, with writing prompts and tips for each sense. Examples: 'The sunlight is making the window glass shine' (sight); 'The cold lemon squash is freezing in my tongue' (taste). Following literary techniques such as synesthesia and onomatopoeia.*

- b) The text-free marine pollution video stimulates inference (INF): students must infer the condition of a place using the 5 senses based on visible visual evidence.

(pg. 54) *This video about the condition of ocean waste presents a realistic visual depiction of marine pollution. Students are asked to activate their senses of sight, smell (imaginative), and touch while watching.*

2) *Speaking*

- a) Presents a grammatical text with 4 hierarchical rules and a positional order table stimulating systematic analysis (ANL): students analyze the hierarchy and logic of adjective order in English.

(pg. 59) *Text from Murphy (1998) explaining: (1) the use of two or more adjectives together; (2) the difference between fact adjectives (round, wooden) and opinion adjectives (nice, beautiful); (3) opinion before fact; (4) the order of the 5 positions of fact adjectives: size, age, color, origin, material.*

- b) Examples of adjective phrases with adjective variations stimulate interpretation (INT): students understand the pattern of phrase formation and identify the meaning of each word in the context of the phrase.

(pg. 56) *The table contains 5 examples of adjective phrases: 'a clean blue ocean', 'an awful dirty scenery', 'a big trash bin', 'a lovely little village', 'a small plastic vase'. Accompanied by Listen and repeat instructions.*

3) *Reading*

- a) Contains a waste categorization infographic that can stimulate interpretation (INT): students must interpret visual symbols and categorize waste types into appropriate management systems.

(pg. 63) *Infographic/diagram showing the categories of solid waste management: PAPER, GLASS, ORGANIC, PLASTIC. Presented as a visual stimulus to build the concept of waste management.*

- b) The text contains verifiable statistical data claims. The content stimulates evaluation (EVA): students assess whether statements are true or false and identify parts of the text that support or refute the claims.

(pg. 71) *A 5-paragraph data-driven text on global plastic production (1950–2015): growth from zero to 350 million tonnes/year; 55% ends up in landfill; only 6% recycled; 8 million tonnes per year enters the ocean; China leads production (60 million tonnes).*

4) Viewing

- a) Uses abstract academic vocabulary that must be contextualized to stimulate interpretation: students interpret the meaning of technical words and relate them to the context of the text about waste management.

(pg. 75) *Tabel yang mendefinisikan 8 kosakata akademik kunci: toxic (poisonous), municipal (relating to political unit), landfills (area built by landfill), vehemently (forcibly expressed), pattern (design/model), sole (only one), haul (to move by hauling), vast (very great in size).*

- b) News texts with factual data and photos of real conditions stimulate comprehensive evaluation (EVA): students assess conditions, causes, solutions, and moral values using prior knowledge and evidence in the text.

(pg. 83) Short news text with photo of polluted beach (Picture 2.20): Indonesia is the world's second largest producer of marine pollution (10% global) Kuta Beach is in emergency condition due to 100 tons of waste per day; critical condition during rainy season; threat to tourism industry.

5) Writing (ANL)

- a) Uses a Table that classifies punctuation marks by name, symbol, and function to stimulate analysis: students analyze the functional differences between punctuation marks and identify the contexts in which they are used.

(pg. 86) Systematic table of 6 punctuation marks: (1) period/full stop (.) ends a sentence; (2) comma (,) pauses and emphasizes; (3) exclamation mark (!) emotion; (4) question mark (?) questions; (5) colon (:) introduces a list; (6) semicolon (;) connects two equal clauses.

- b) The list of 6 rules with exceptions ('usually', 'sometimes') stimulates analysis (ANL): students analyze the conditions and context of application of each rule, including understanding the exceptions.

(pg. 86) *Six rules of capitalization in English:*

(1) first word of a sentence

(2) names and proper nouns

(3) not after a colon (usually)

(4) first word of a quotation (sometimes)

(5) days/months/holidays (not seasons)

(6) most words in titles.

6) Presenting

- a) Directs students to a list of 10 tips that must be evaluated based on their strengths and weaknesses to stimulate evaluation (EVA): students assess which tips are already their strengths and which ones need to be improved.

(pg. 92) *Text from Skillsyouneed.n.d explaining 10 effective presentation tips: (1) show passion & connect; (2) focus on audience's needs; (3) keep it simple; (4) smile & eye contact; (5) start strongly; (6) 10-20-30 rule for slideshows; (7) tell stories; (8) use voice effectively; (9) use body; (10) relax, breathe, enjoy.*

- b) The 6-question guiding framework stimulates systematic analysis: students analyze the causal structure (causes, conditions, impacts, solutions) of a selected environmental problem.

(pg. 94) *Six guiding questions to describe a damaged place: (1) name of place; (2) location; (3) cause of destruction;*

(4) what you can see; (5) effects on surrounding people;
 (6) what people can do to minimize destruction. Used
 as a framework for writing descriptive text.

c. Unit 3: Integration of Critical Thinking in Learning Materials

Table 4.3 Integration of Critical Thinking in Learning Materials in unit 3

CT Facione Aspect Frequency in Learning Materials Unit 3								
No.	Skill CT	L	S	R	V	W	P	Total
1	INT	3	0	2	1	0	0	6
2	ANL	2	1	3	1	3	1	11
3	EVA	1	1	1	1	0	1	5
4	INF	0	0	1	2	1	0	4
5	EXP	0	0	0	0	0	0	0
6	SRG	0	1	0	0	0	1	2
	TOTAL	6	3	7	5	4	3	28

The table above displays the frequency of Facione's critical thinking aspects in Learning Materials Unit 3 with a total of 28 occurrences. The Analysis aspect (ANL) remains dominant with a total of 11 occurrences spread across all language skills. The Interpretation aspect (INT) appears 6 times, mostly through Listening (3) and Reading (2). The Evaluation aspect (EVA) is recorded 5 times with occurrences evenly across various skills. The Inference aspect (INF) appears 4 times, and Self-Regulation (SRG) appears 2 times in Speaking and Presenting, while Explanation (EXP) is not found (0). In terms of skills, Reading has the highest frequency (7), followed by Listening and Viewing (5).

The following presents an example of a quotation from material from each language skill that reflects Facione's critical thinking aspects in Learning Materials Unit 3.

1) *Listening*

- a) Presents a table of expressions for giving and defending opinions in two separate columns. The presentation of two categories of expressions with different functions requires students to categorize and clarify the meaning of each, reflecting the Interpretation (INT) Facione aspect.

(pg. 101) *Giving Opinion: I think... / I believe... / I feel...*

Defending Opinion: I don't think so. / It is not true that... / I don't agree with that

- b) Photos of junk food consumption stimulate inference (INT): students must infer the health impacts they will experience based on their prior knowledge of nutrition and health.

(pg. 99) A photo of a girl eating junk food. The image, without any verbal text, depicts a common unhealthy eating pattern among teenagers.

2) *Speaking (ANL)*

- a) Explains sentence stress and its function in communication. This content includes an analysis of how word stress changes the meaning of a sentence, reflecting the Analysis (ANL) Facione aspect.

(pg. 107) *“Sentence stress is the pattern of stressed and unstressed words across a sentence. Normally this emphasis is on words that carry important information, although this can change significantly,*

depending on the specific meaning the speaker wants to communicate.”

- b) Images of cycling in violation of safety rules stimulate evaluation (EVA): students must assess the risks and benefits of cycling and defend their opinions on safety-related challenges.

(pg. 109) A photo of a person cycling without a helmet serves as a stimulus for discussion about opinions and advocacy regarding cycling. The image contains elements of a safety violation.

3) Reading

- a) Presents an analytical (ANL) exposition text about the benefits of jogging with layered argumentation. This text requires students to identify structural components, main arguments, and supporting evidence in the text.

(pg. 113) “On average, jogging burns about 100 calories every mile, but it depends on your weight and the intensity of your workout. Then, jogging can keep your cardiovascular (heart pumping) in good condition.”

- b) Definitions of 5 technical medical terms stimulate interpretation (INT): students interpret the meaning of specialist terms and relate them to their health knowledge to prepare for understanding the text.

(pg. 112) *Definition table of 5 key vocabulary:*

(1) Calories : units of food energy; (2) Heart Attacks: acute episodes of coronary heart disease due to blocked arteries; (3) Strokes: sudden changes in blood supply to the brain; (4) Healthy Life: conducive to physical/mental/emotional health; (5) Workout: exercise to improve fitness.

4) Viewing

- a) Presents an infographic that classifies fruit consumption times based on their health value, stimulating evaluation (EVA): students assess their friends' fruit eating habits against the standards presented.

(pg. 122) *Infographic showing 4 categories of fruit consumption times: (1) Early Morning with an Empty Stomach (best); (2) An Hour Before Breakfast/Lunch/Dinner (good); (3) Immediately Before Bed (wrong); (4) Eating Fruit After Meal (wrong). Presented in a hierarchical visual format.*

- b) Photos of local fruits without nutritional data stimulate inference (INF): students must infer the nutritional content of each fruit based on prior nutritional knowledge to make recommendations.

(pg. 124) *Photos of various local Indonesian fruits (mango, rambutan, snake fruit, etc.) without nutritional*

information. Presented as a stimulus for discussion about nutritional content and recommendations.

5) Writing

- a) Provides an explanation of the structure and language features of analytical (ANL) exposition texts. This content outlines the components of an argument that need to be identified and understood, reflecting aspects of Analysis Facione.

(pg. 127) A text that explains 3 language features of analytical exposition: (1) Simple present tense with examples; (2) Words that express the writer's thoughts/feelings (experience, feel, know, realize, think; (3) Internal conjunctions (besides, in addition, on the other hand, as a result) and Causal conjunctions (because, due to, consequently).

- b) Photos of gardening activities stimulate inference (INF): students must draw conclusions about the health benefits of gardening based on the visual context and their own knowledge.

(pg. 130) Photos of gardening activities as a stimulus for creating graphic organizers and writing independent analytical exposition texts about the benefits of gardening for health.

6) *Presenting*

- a) Presents Public presentation photos to stimulate self-regulation (SRG): students reflect on their preparation, emotions, and tips they know for presenting in public.

(pg. 131) Photo 3.16 shows a person giving a public speech as a visual stimulus before a video about why junk food should be banned. Building the context of presenting as a communicative act.

- b) Debate rules texts that outline the structure and process of formal argument stimulate analysis: students analyze (ANL) the components of a debate, the roles of each side, and the mechanisms for resolution.

(pg. 133) Text explaining the definition and rules of debate: (1) definition of debate as an organized argument from two sides; (2) Pro (agree) vs Con (disagree); (3) the goal is to convince the opponent

d. Unit 4: Integration of Critical Thinking in Learning Materials

Table 4.4 Integration of Critical Thinking in Learning Materials in unit 4

CT Facione Aspect Frequency in Learning Materials Unit 4								
No.	Skill CT	L	S	R	V	W	P	Total
1	INT	2	0	1	0	1	0	4
2	ANL	1	2	3	2	2	2	12
3	EVA	0	0	0	1	1	0	2
4	INF	1	1	3	1	2	0	8
5	EXP	0	0	0	0	0	0	0
6	SRG	0	0	0	0	0	0	0
	TOTAL	4	3	7	4	6	2	26

The table above shows the frequency of Facione's critical thinking aspects in Learning Materials Unit 4 with a total of 26 occurrences, which is the lowest number among all units. The Analysis aspect (ANL) dominates with a total of 12 occurrences. The Inference aspect (INF) is in second place with a total of 8 occurrences, with high frequencies in Reading (3) and Writing (2). The Interpretation aspect (INT) appears 4 times, while Evaluation (EVA) is only recorded 2 times. The Explanation (EXP) and Self-Regulation (SRG) aspects do not appear at all (0). The distribution of skills shows that Reading and Writing have the highest frequencies, 7 and 6, respectively.

The following presents several excerpts from material from each language skill that reflect Facione's critical thinking aspects in Learning Materials Unit 4.

1) Listening

- a) Presents a table of expressions for starting, continuing, and ending transactional conversations in three categorized columns. This categorization of three conversational functions requires students to analyze (ANL) and clarify the contextual meaning of each expression, reflecting the Interpretation Facione aspect.

(pg. 140) “Starting: What’s new? / So, how have you been?
 Continuing: Before I forget, I wanted to talk to you
 about... / By the way... Ending: I should get going.
 It was nice talking to you.”

- b) A table classifying conversational expressions into three different pragmatic functions stimulates analysis (ANL): students identify the different functions of each category of expression and the contexts in which they are used in transactional conversations.

(pg. 140) The three-column table contains transactional conversational expressions:

(1) Starting 8+ expressions: 'What's new?', 'How was your weekend?', 'So, what do you think about...?'

(2) Continuing 6+ expressions: 'Before I forget...', 'By the way...', 'Shall we talk about...?'

(3) Ending 8+ expressions: 'I should get going', 'I have a class in a few minutes', 'Okay, I'll work on the proposal...'

2) Speaking

- a) Presents a practice table that integrates categories of expression and intonation function to stimulate analysis (ANL): students must analyze the relationship between the meaning/function of expression and grammatical intonation patterns.

(pg. 148) An exercise table that asks students to complete expressions for the categories Starting (2), Continuing (1), and Ending (1), and to mark the correct intonation (falling/upward) for each

expression. Example given: 'What's new?' Falling intonation.

- b) An illustration of a local figure nicknamed 'crazy' stimulates inference (INF): students must deduce the reasons for the nickname and build an initial impression based on the visual representation of the figure.

(pg. 145) Illustration/photo of Mr. Sadiman, an environmental figure from Wonogiri, Central Java, who is known as "crazy" by his neighbors for planting thousands of trees alone on a barren hill. Shown before the video about Mr. Sadiman.

3) Reading

- a) Presents a 6-paragraph narrative essay with a structure that can identify the main idea to stimulate analysis (ANL): students analyze the contents of each paragraph to identify the main idea, the relationship between parts, and the author's purpose.

(pg. 153) A 6-paragraph narrative essay about Laetania Belai Djandam, 19: (1) Health Sciences student in Sheffield, Indonesian environmental activist; (2) of Dayak descent from Kalimantan, supporting indigenous communities; (3) first volunteered at age 7 on the Ciliwung River; (4) seizing opportunities in activism;

(5) wanting to ensure access to a clean environment;

(6) connecting human health and the environment.

- b) Narrative essays about child characters with cause-and-effect chronology stimulate inference (INF): students deduce the main idea of each paragraph and the author's purpose from textual evidence in a Jigsaw Reading format.

(pg. 159) A 6-paragraph narrative essay about Nina, a river warrior from Gresik: Indonesia is the 3rd largest plastic producer; Nina actively cleans rivers and raises awareness in Germany; her parents are environmental activists; Nina's habits since childhood are connected to the environment; a letter to the German Chancellor; the result: Germany's plastic waste imports have decreased drastically.

4) Viewing

- a) Presents an infographic of five environmental action options that stimulates evaluation (EVA): students must evaluate and choose the three ways that are most relevant and that they can do based on their personal situation.

(pg. 165) Infographic/image 4.12 shows five ways to 'go green' (live environmentally friendly) with visual illustrations of each. It serves as a stimulus for selecting and explaining concrete actions.

- b) The WH questions visual diagram stimulates systematic analysis (ANL): students use a 6-question framework to analyze the content of Mr. Sadiman's narrative text from various dimensions.

(pg. 163) *A visual diagram in the form of a 'thinking cloud' that displays the WH question words (Who, What, Where, When, Why, Which) as a thinking framework for analyzing narrative text.*

5) **Writing**

- a) Presents authentic linear narrative texts about real characters that stimulate analysis (ANL): students analyze the sequence of events in a chronological table and identify the use of regular/irregular simple past tense.

(pg. 169) *A 2-paragraph linear narrative text about Melati and Isabel Wijsen: (1) the Bye Bye Plastic Bags campaign since 2013, a hunger strike to meet the governor of Bali, I Made Mangku Pastika, Pastika signed the 2018 styrofoam/plastic/straw ban; (2) Time magazine's 25 Most Influential Teens 2018 list, a speech at UN World Ocean Day New York 2017, the documentary 'Bigger than Us' (2019).*

- b) Narrative text with two structured chronological paragraphs stimulates analysis (ANL): students analyze events independently in a chronological table and identify regular/irregular past tense verbs.

(pg. 170) 2 paragraph narrative text about Swietenia Puspa Lestari: (1) IPB graduate, founded Divers Clean Action (DCA) 2015 with 3 volunteers, now 1,500+ volunteers; (2) founded Indonesian Youth Marine Debris (2017), Indonesia's representative at the UN Climate Change Conference Bonn 2017, convinced 700 restaurants to reduce plastic straws, entered the BBC's 100 Most Influential Women.

6) *Presenting*

- a) Presents a table of guidelines for effective presentations with seven stages and the expressions used in each stage. This content requires students to identify the function and sequence of each stage, reflecting aspects of Analysis (ANL) Facione.

(pg. 176) Table of 7 stages of presentation with expressions for each stage: (1) Greetings 'Good Morning, Ladies and Gentlemen...'; (2) Introducing presenters 'Let me introduce myself...'; (3) State the focus 'On this occasion, I would like to present...'; (4) Share main content 'First, I will explain why...'; (5) Q&A 'Anybody would like to ask?'; (6) Summary 'In conclusion...', 'To summarize...'; (7) Closing 'Thank you very much...'

- b) Narrative essays on international figures with the Introduction-Body-Conclusion paragraph structure that needs to be identified stimulate analysis: students analyze the narrative parts and their relationships.

(pg. 174) *Narrative essay on Xiye Bastida, Mexican-US teen climate activist: quote 'We are on Earth to take care of life'; organizer of Fridays For Future; born in Atlacomulco; family affected by extreme flooding in 2015; founded environmental club; lobbied for Climate Protection Act; speech at UN World Urban Forum; led NYC's first climate strike March 15, 2019; with Thunberg; documentary 'We Rise' Teen Vogue 2019.*

e. Unit 5: Integration of Critical Thinking in Learning Materials

Table 4.5 Integration of Critical Thinking in Learning Materials in unit 5

CT Facione Aspect Frequency in Learning Materials Unit 5								
No.	Skill CT	L	S	R	V	W	P	Total
1	INT	2	2	0	0	2	0	6
2	ANL	4	3	3	4	2	2	18
3	EVA	1	2	1	2	0	1	7
4	INF	0	0	0	0	1	0	1
5	EXP	0	0	0	0	0	0	0
6	SRG	0	0	0	0	0	0	0
	TOTAL	7	7	4	6	5	3	32

The table above shows the frequency of Facione's critical thinking aspects in Learning Materials Unit 5 with a total of 32 occurrences, which is the highest number compared to previous units. The Analysis aspect (ANL) dominates significantly with a total of 18 occurrences spread across

all skills. The Evaluation aspect (EVA) is in second place with a total of 7 occurrences. The Interpretation aspect (INT) appears 6 times, while Inference (INF) is only recorded once. The Explanation (EXP) and Self-Regulation (SRG) aspects are not found in this unit (0). In terms of skills, Listening and Speaking have the highest frequency (7).

The following presents several excerpts from material from each language skill that reflect Facione's critical thinking aspects in Learning Materials Unit 5.

1) *Listening*

- a) Provides an explanation of comparative degrees, including positive, comparative, and superlative degrees, along with formation rules and examples. This content requires the identification of different comparison patterns, reflecting aspects of Analysis (ANL) Facione.

(pg. 184) Text from Shrives (n.d.) explaining three levels of comparison: (1) Positive degree: no comparison (slow, beautiful; (2) Comparative degree: comparing two things with -er or more: 'The boy looks happier today', 'The hat looks more beautiful'; with examples of adjectives and adverbs.

- b) Texts about imperative sentences with concrete examples stimulate interpretation (INT): students interpret the function of imperatives in procedural texts and categorize their differences with declarative sentences.

(pg. 186) *Text from Kramer (n.d.) about imperative sentences: definition (sentences that order someone to do something, starting with a verb) and three examples: 'Go to the bank', 'Save your money', 'Buy important things only'.*

2) *Speaking*

- a) Presents comparative photos of financial data to stimulate evaluation (EVA): students evaluate financial choices (saving vs. spending, online vs. offline) and express their decisions in dialogue using comparatives.

(pg. 199) *Two comparison photos: (1) a comparison chart of saving for shopping vs. vacations (Pic 5.30); (2) a comparison of online vs. offline shopping in terms of cost, convenience, and security (Pic 5.31). Used for ICoT dialogue with comparative phrases.*

- b) A table of superlative words with specific sound patterns stimulates interpretation (INT): students identify the sound pattern /-st/ and categorize superlatives based on formation patterns (-est vs. most).

(pg. 191) *Table of 10 superlative expressions with the sound /-st/ at the end: the most talkative, the funniest, the best, the most beautiful, the most interesting, the easiest, the most important, the safest, the most popular, the most expensive.*

3) *Reading*

- a) Presents a procedural text for transferring money with 4 sequential steps to stimulate analysis (ANL): students analyze the logical relationship between steps, the reasons for each instruction, and the structure of the procedural text (imperative, sequence words).

*(pg. 201) A 4-step procedure for transferring money online:
(Step 1) Register for internet banking at the bank;
(Step 2) Log in to the online interface, find the transfer button; (Step 3) Select the source account, enter the recipient's details; (Step 4) Click 'Confirm' or 'Make payment' to finalize the transaction.*

- b) Authentic ATM procedure texts stimulate evaluation (EVA): students identify the author's writing purpose and evaluate whether the steps given are clear and safe to follow.

*(pg. 205) 7-step procedure text on how to change ATM PIN:
(1) visit the nearest ATM; (2) insert card, select language; (3) enter current PIN; (4) select 'PIN change' in the menu; (5) enter new PIN; (6) confirm new PIN; (7) verify successful change. Includes photo of ATM booth.*

4) *Viewing*

- a) Explains synthesizing and evaluating information as critical thinking skills in reading. This content analyzes the differences between these two cognitive processes, reflecting aspects of Analysis (ANL) Facione.

(pg. 210) Text that defines two critical reading strategies: (1) Synthesizing, combining background knowledge, inferences, and summaries into a new/deeper/changed understanding; (2) Evaluating, making judgments, forming opinions through evaluative questions based on 3 guides: author's evidence, facts that lead to conclusions, inferences from details

- b) The 5-dimensional banking comparative table stimulates analysis (ANL): students synthesize table information to compare two banking systems and make accurate comparative statements.

(pg. 215) Comparative table of 5 banking indicators: (1) Contact, electronic vs. face-to-face; (2) Customer Service, no queue vs. queue; (3) Cost, no cost vs. high operational costs; (4) Accessibility, anytime/anywhere vs. business hours; (5) Time, efficient vs. time-wasting.

5) *Writing*

- 1) Provides an explanation of the types of procedural texts and their characteristics. This content includes a categorization of various

forms of procedural texts that require clarification of the differences between types, reflecting the Interpretation (INT) Facione aspect.

(pg. 219) *Text that explains: (1) definition of procedural text: a collection of instructions on how to do something; (2) 4 types: how to make, build, draw, use something; (3) reasons why it is important to know the structure; (4) structure: Title/Goal, Materials, Steps.*

- 2) The image of the online motorcycle taxi ordering process stimulates inference (INF): students must infer and identify the steps involved from the visual representation to turn it into a procedural text.

(pg. 222) *An image/infographic showing the steps for ordering online transportation (such as Gojek/Grab): from opening the app to confirming the order. Used for independent procedural text writing practice.*

6) Presenting

- a) The table of presentation sentences that need to be sorted stimulates analysis (ANL): students analyze the function of each sentence and sort them based on the logic of the presentation structure learned in Unit 4.

(pg. 223) *Table of 5 sentences that need to be sorted based on the correct presentation stage: (1) 'To start with, I will describe the progress...'; (2) 'I therefore recommend the following strategies'; (3) 'I am going to talk today*

about financial literacy'; (4) 'Good afternoon, everybody'; (5) 'May I thank you all for being such an attentive audience.' (Source: EnglishClub, n.d.)

- b) A presentation mind map with elements to be completed stimulates analysis (ANL): students analyze the components of a good presentation and complete the mind map with the appropriate information.

(pg. 224) *Mind map about good presentation with two main branches:*

(1) Poster, digital vs non-digital

(2) Presentation, Good Poster (with Clear Target, Option 1 & 2 elements) and Language Competence (Fluency, etc.) as well as Dress Code and Presenter.

The first research question aims to determine how Facione's critical thinking framework is integrated into the learning materials of the "English for Change" textbook. Based on the analysis of Units 1 to 5, it was found that Facione's framework is indeed present in the learning materials, but with an uneven distribution both between aspects and between units.

Overall, from the 5 units analyzed, a total of 145 occurrences of critical thinking aspects were found in the Learning Materials. The Analysis (ANL) aspect was the most dominant aspect with a total of 65 occurrences (44.8% of the total LM), followed by Inference (INF) with 23 occurrences (15.9%), Interpretation (INT) with 28 occurrences (19.3%), and Evaluation

(EVA) with 23 occurrences (15.9%). In contrast, the Explanation (EXP) and Self-Regulation (SRG) aspects were almost absent in the learning materials, with only 2 occurrences each (1.4%). This indicates that the learning materials in this textbook focus more on the ability to identify and test arguments, as well as draw conclusions, but have not integrated the aspects of self-reflection and argument delivery proportionally.

In terms of language skills, Reading is the skill that most frequently includes aspects of critical thinking (a total of 31 occurrences across all units), which is understandable because reading texts are the primary medium for conveying information in the material. Listening and Writing also have quite significant contributions, with approximately 26 and 25 cumulative occurrences, respectively. Meanwhile, Presenting is the skill with the fewest occurrences (a total of 14 occurrences), indicating that the argument presentation dimension in the material still needs to be strengthened.

On a per-unit basis, Unit 5 had the highest total occurrences (32), while Unit 4 had the lowest (26). This pattern indicates that the integration of critical thinking into the material tends to increase in later units, as the themes become more complex. However, it is worth noting that two important aspects, EXP and SRG, are almost entirely absent from Units 2 through 5, indicating an imbalance in the coverage of critical thinking skills within the material.

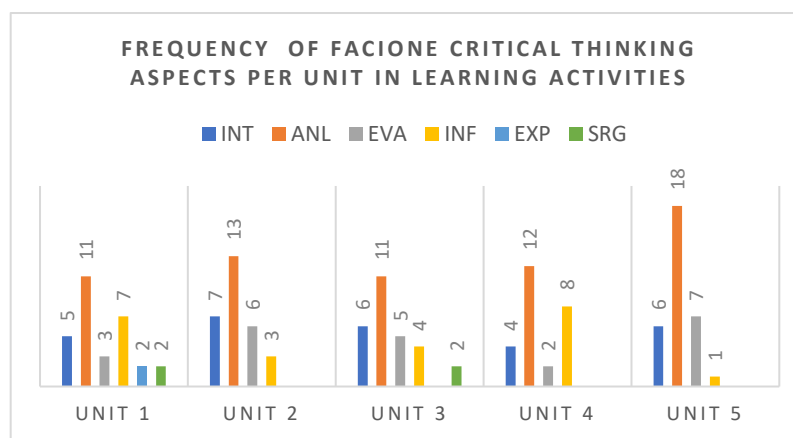
Figure 4.1 Frequency CT Aspects per Unit in LM

Figure 4.1 above visually demonstrates the dominance of the ANL aspect across all units, as seen by the consistently highest red bar. The INF aspect is relatively prominent in Units 1 and 4, while INT is fairly consistent across all units. The EXP and SRG aspects are barely visible in the graph, highlighting the minimal integration of these two aspects in the Learning Materials.

2. Facione Critical Thinking Framework integrated into the learning activities of the “English for Change” textbook

In contrast, Learning Activities demonstrate a much more comprehensive and even integration of Facione's framework, with a total of 334 occurrences across all units, with an average of 66.8 occurrences per unit more than double that of Learning Materials. All six aspects of critical thinking emerge prominently, with Analysis (ANL) remaining the highest at 87 occurrences (26.1%), followed by Self-Regulation (SRG) with 63 occurrences (18.9%), Evaluation (EVA) with 60 occurrences (18.0%), Explanation (EXP) with 43 occurrences (12.9%), and Interpretation (INT) with 41 occurrences (12.3%). This distribution suggests that the learning

activities are designed to train all aspects of critical thinking in a more balanced manner. Overall, these findings suggest that while the English for Change textbook supports the development of critical thinking, the primary role in training these six aspects is played more by Learning Activities than by Learning Materials.

This section presents the results of the analysis of the frequency of occurrence of critical thinking aspects based on Facione's framework in learning activities from Unit 1 to Unit 5. Different from learning materials, learning activities are designed to actively involve students in the critical thinking process through various activities based on 6 language skills.

a. Unit 1: Integration of Critical Thinking in Learning Activities

Table 4.6 Integration of Critical Thinking in Learning Activities in unit 1

CT Facione Aspect Frequency in Learning Activities Unit 1								
No.	Skill CT	L	S	R	V	W	P	Total
1	INT	2	1	2	2	0	1	8
2	ANL	3	3	2	1	3	2	14
3	EVA	3	2	2	1	2	1	11
4	INF	2	0	2	3	4	1	12
5	EXP	1	1	1	1	2	2	8
6	SRG	2	3	2	3	1	2	13
	TOTAL	13	10	11	11	12	9	66

The table above displays the frequency of Facione's critical thinking aspects in Learning Activities Unit 1 with a total of 66 occurrences. The Analysis (ANL) aspect dominates with a total of 14 occurrences across various skills. Self-Regulation (SRG) appears 13 times with an even distribution, indicating a strong emphasis on self-awareness. The Inference (INF) aspect is recorded 12 times with Writing (4) and Viewing (3) as the

highest skills. The Evaluation (EVA) aspect appears 11 times, while Interpretation (INT) and Explanation (EXP) each appear 8 times. In terms of skills, Listening has the highest frequency (13), followed by Writing (12), Reading and Viewing (11).

As a concrete illustration of the results of the analysis above, the following presents several excerpts from activities from each language skill that reflect Facione's critical thinking aspects in Learning Activities Unit 1.

1) *Listening*

- a) Asks students to Students carefully analyze (ANL) authentic oral conversations to identify and classify expressions according to three communicative categories.

(pg. 6) *"Carefully listen to the recording. Listen again. Complete the table by identifying the expressions for stating opinion, agreeing, and disagreeing used by the speakers."*

- b) Students take turns explaining (EXP) and defending their reasons to group members, while also listening to and responding to others' explanations.

(pg. 4) *"Now work in groups of four. Do RallyRobin. Make sure you are ready to explain the above reasons to your partner. Listen to her/him, too."*

2) *Speaking*

- a) Encourages students to interpret three arguments about the importance of word stress and classify the communicative implications (INT) of each argument.

(pg. 11) *"Carefully read the materials about word stress. Follow your teacher's instructions on what to do next."*

- b) Students monitor and correct their own pronunciation using the IPA phonetics guide as a standard, performing self-correction (SRG) independently.

(pg. 12) *"Take a look at the three words with IPA transcriptions. Now, individually, practice pronouncing each of the three words with the correct stress."*

3) *Reading*

- a) Asks students to interpret and classify different types of authorial purposes and their operational sub-criteria to build an analytical (ANL) framework.

(pg. 17) *"Carefully read the following materials about Authors' Purposes and Content Creators' Purposes. Listen to your teacher's explanation."*

- b) Students infer (INF) the author's communicative purpose from a short, authentic text, then dialogue their inferences with a partner to test and refine them.

(pg. 16) *"Discuss with your classmate through Think-Pair-Share: What might be Maudy's purpose for posting the tweet?"*

4) Viewing

- a) Observation Activity asks students to Students describe their learning experiences to a real audience through authentic social media captions, communicating (EXP) the results of their reflections publicly.

(pg. 24) *"Double check your sentences. Save them for your social media caption. Think of a photo. Post them on your social media."*

- b) Students explain their learning experiences to a real audience through authentic social media captions, communicating the results of their reflections publicly.

(pg. 24) *"Double check your sentences. Save them for your social media caption. Think of a photo. Post them on your social media."*

5) Writing

- a) Asks students to evaluate social media content using engagement criteria, choose the best, justify their choice with arguments, and then share the evaluation (EVA) results with other groups.

(pg. 31-32) *"Talk about a world-class inspiring youth. Check her/his social media and select one post that is the*

most engaging and interactive. Provide your group's explanation for the choice. Do One Stray."

- b) Students explain (EXP) the causal mechanisms of how subject questions increase engagement on social media using the understanding they have constructed.

(pg. 35) *"Complete the table: How does asking questions in captions help boost interaction? Why having subject questions can help boost engagement?"*

6) Presenting

- a) Asks students to reflect on their thinking processes and personal habits in creating digital content as a starting point for building metacognitive awareness (EXP).

(pg. 39) *"Look at the picture. Answer: 1. How does the above picture relate to you?; 2. How do you usually draft your social media posts?"*

- b) Students analyze the similarities and differences between two writing genres systematically using comparative visual representations, then verify the results of the analysis with peers.

(pg. 40) *"Answer through the Venn diagram: How does conventional writing differ from social media posts? Compare your work with a classmate."*

b. Unit 2: Integration of Critical Thinking in Learning Activities

Table 4.7 Integration of Critical Thinking in Learning Activities in unit 2

CT Facione Aspect Frequency in Learning Activities Unit 2								
No.	Skill CT	L	S	R	V	W	P	Total
1	INT	1	2	3	1	1	0	8
2	ANL	2	3	3	3	1	2	14
3	EVA	1	1	2	2	3	1	10
4	INF	2	2	0	1	1	1	7
5	EXP	3	1	1	1	2	2	10
6	SRG	2	2	2	3	2	3	14
	TOTAL	11	11	11	11	10	9	63

The table above presents the frequency of Facione's critical thinking aspects in Learning Activities Unit 2 with a total of 63 occurrences. The Analysis (ANL) and Self-Regulation (SRG) aspects equally dominate with 14 occurrences each. The Evaluation (EVA) and Explanation (EXP) aspects each appear 10 times, while Interpretation (INT) is recorded 8 times and Inference (INF) 7 times. In terms of skills, Listening, Speaking, Reading, and Viewing have the same frequency (11), indicating a fairly even distribution in this unit.

The following presents several excerpts from activities from each language skill that reflect Facione's critical thinking aspects in Learning Activities Unit 2. These excerpts illustrate how the learning activities encourage students to analyze information, make inferences, evaluate ideas, and reflect on their understanding as part of the critical thinking process.

1) *Listening*

- a) Asks students to evaluate and select the most interesting/meaningful scene from the video, then defend their choice in a group discussion using the Talking Chip format.

(pg. 47) *"Form a group of four or five. Check the National Geographic YouTube Channel about Waste. Take a note on the scene that interests you most. Discuss it with the group using Talking Chip."*

- b) Students interpret the 5 senses description guide and categorize appropriate writing techniques for each type of sense.

(pg. 48) *"Work individually. Read the following explanation of using five senses (sight, taste, touch, smell, sound) to describe a place."*

2) *Speaking*

- a) Invites students to explain (EXP) environmental awareness issues through collaborative dialogue that uses adjective phrases contextually and appropriately.

(pg. 61) *"In a group of four, write a short dialogue about environmental awareness. Choose one topic: 1. Managing waste at home; 2. Managing waste at school; 3. Managing waste in the community."*

- b) Students interpret audio dialogues and categorize each dialogue with the most appropriate location image based on linguistic descriptive clues.

(pg. 55) *"In pairs, listen to the dialogues. Decide which picture best describes the dialogue." (5 dialogues — 5 pictures: urban, mountain, beach, house, industrial area)*

3) **Reading**

- a) Asks students to analyze (ANL) word classes in texts and identify morphological relationships between nouns and adjectives, developing text-based linguistic awareness.

(pg. 66) *"Work in pairs. Some words from the text are nouns and the others are adjectives. Look at the table and complete it with appropriate words."*

- b) Students evaluate (EVA) the concepts in the text and choose 3 keywords that best represent the essence of the descriptive text based on personal judgment, then defend their choice.

(pg. 66-68) *"Work individually. Read the following text about descriptive text, and comprehend it. Now select three words that you believe are important to remind you of descriptive text. Then compare with your friend."*

4) *Viewing*

- a) Observation Activity asks students to analyze 4 photos of waste bank activities independently, then compare and contrast the results of their analysis with their partner to find similarities/differences.

(pg. 74-75) *"Work in pairs and do Pairs Compare based on the following pictures." (4 photos: waste bank queue, plastic weighing, future planning, waste sorting*

- b) Students evaluate text information at various levels: literal comprehension (1-6), program evaluation (7), inference (8), and personal application (9-10).

(pg. 77-78) *"Answer the following questions: 1. What is the text about? 2. Three sections in garbage's classification? 3-6. Text comprehension questions... 7. What would make waste bank successful? 8. What can you conclude? 9-10. Personal application questions."*

5) *Writing*

- a) Asks students to analyze authentic texts from everyday digital communications to identify punctuation errors and revise them according to proper conventions (EXP).

(pg. 90) *"Check the messages in your WhatsApp. Rewrite five short messages which ignore punctuation or do not*

use them properly. Then rewrite them again using proper punctuation marks."

- b) Students evaluate (EVA) the drastic difference in meaning caused by a single comma and articulate the importance of punctuation in written communication.

(pg. 89) "Work individually. Look at these two sentences. Are they similar in meaning, or different? Share your thoughts: 1. Let's eat grandma! 2. Let's eat, grandma."

6) Presenting

- a) Encourage students to reflect on their experiences, preparedness, and knowledge about presentations as a starting point for building self-awareness (SRG) as presenters.

(pg. 91) "Answer the questions: 1. How do you feel when you have to give a presentation? 2. What do you prepare for your presentation? 3. "

- b) Students explain (EXP) messages about environmental damage to an audience through creative posters that integrate descriptive language and persuasive messages.

(pg. 94) "Based on the information you have discussed previously, create a digital or non-digital poster."

c. Unit 3: Integration of Critical Thinking in Learning Activities

Table 4.8 Integration of Critical Thinking in Learning Activities in unit 3

CT Facione Aspect Frequency in Learning Activities Unit 3								
No.	Skill CT	L	S	R	V	W	P	Total
1	INT	2	2	3	1	1	1	10
2	ANL	3	2	4	2	5	3	19
3	EVA	2	4	3	3	0	2	14
4	INF	2	0	1	0	1	1	5
5	EXP	0	2	0	1	2	2	7
6	SRG	2	3	1	2	2	2	12
	TOTAL	11	13	12	9	11	11	67

The table above shows the frequency of Facione's critical thinking aspects in Learning Activities Unit 3 with a total of 67 occurrences. The Analysis aspect (ANL) significantly dominates with a total of 19 occurrences, especially prominent in Writing (5) and Reading (4). The Evaluation aspect (EVA) is in second place with a total of 14 occurrences, where Speaking (4) is the highest skill. Self-Regulation (SRG) is recorded 12 times with an even distribution, Interpretation (INT) 10 times, and Explanation (EXP) and Inference (INF) 7 and 5 times, respectively. In terms of skills, Speaking has the highest frequency (13).

The following presents several excerpts from activities from each language skill that reflect Facione's critical thinking aspects in Learning Activities Unit 3.

1) *Listening*

- a) Asks students to interpret (INT) the visual context of junk food consumption and communicate their descriptions and meanings to a partner.

(pg. 99) *"Work in pairs through Think-Pair-Share. Look at the picture. What can you describe about the picture? Share your answer with your classmate."*

- b) Students make 4 inferences (INF) about the health impacts of junk food consumption based on previous knowledge of nutrition and health.

(pg. 100) *Students carefully analyze the content of the audio conversation to verify the truth of each statement based on the explicit information presented.*

2) *Speaking*

- a) Encourages students to evaluate (eva) the strengths and weaknesses of their respective opinions about healthy morning routines through a dialogue that simulates a real debate.

(pg. 108) *"Work in pairs via RallyRobin. State your opinions about morning routines. Listen to your partner's challenge. Example: 'I know that drinking smoothies is good but we don't always have time...' Defend your opinion. Exchange roles."*

- b) Students evaluated (EVA) 7 health blogs, selected the best based on critical criteria, and defended their choice in an informal debate format.

(pg. 110) *"Read an article about seven healthy living blogs. Pick one that you think is the best. List down reasons."*

Tell your choice to a classmate. Be ready to defend your choice."

3) Reading

- a) Asks students to evaluate (EVA) the correctness of 5 sentences based on the content of the text, identify errors, and formulate accurate corrections based on textual evidence.

(pg. 117) "Work in pairs. Read and discuss the text, then correct the following sentences." (5 incorrect sentences about the relationship between sleep and health)

- b) Students independently (INF) conclude the main idea and the author's purpose from the text about the benefits of vegetables using the reading strategies they have learned.

(pg. 120-121) "Work individually. Read the following article. Find the main idea of the text and state what is the author's purpose in writing the article."

4) Viewing

- a) Asks students to explain (EXP) and defend recommendations for the most nutritious local fruits using a thesis and arguments based on nutritional data.

(pg. 124) "Work in pairs. Look at the picture about different fruits from Indonesia. Discuss the nutrition each fruit has. If a foreign friend wants to buy one, which will

you suggest as the most nutritious one and why? Write the thesis and arguments."

- b) Students interpret (INT) the meaning of statements about the importance of fruit and relate it to their nutritional knowledge through Think-Pair-Share.

(pg. 122) "Work in pairs. Do Think-Pair-Share. Look at the picture, and answer: 'What does the statement mean?'"

5) Writing

- a) Asks students to summarize arguments about the health benefits of gardening from visual stimuli, put them into a graphic organizer, and then develop them into an independent expository text (INF).

(pg. 130) "Work individually. Create a graphic organizer from the picture (gardening). Then write an analytical exposition text based on the graphic organizer."

- b) Students explain (EXP) arguments about a healthy lifestyle in written expository texts that go through several cycles of revision based on feedback between groups and teachers.

(pg. 130) "Develop graphic organizer into a draft of analytical exposition text using text structures and appropriate language features. Exchange with other groups for feedback. Revise based on input until draft is perfect."

6) *Presenting*

- a) Ask students to evaluate (EVA) the differences in complexity of presentations vs. debates, analyze argument-building strategies, and assess the effectiveness of different types of closings.

(pg. 133) *"Work in pairs and answer: (1) Which is more difficult, individual presentation or debate? Explain; (2) How do you construct arguments to support your ideas?; (3) What kind of conclusion is more effective, recommendation or reiteration? Explain."*

- b) Students analyze (ANL) video content and compare arguments from the video with arguments they develop themselves, identifying differences in perspective.

(pg.131) *"Work in groups of three. Write the reasons you get from the video and share your group's ideas with others." (Tabel: ideas from video vs ideas from group)*

d. Unit 4: Integration of Critical Thinking in Learning Activities

Table 4.9 Integration of Critical Thinking in Learning Activities in unit 4

CT Facione Aspect Frequency in Learning Activities Unit 4								
No.	Skill CT	L	S	R	V	W	P	Total
1	INT	1	1	1	0	1	1	5
2	ANL	5	3	5	2	4	2	21
3	EVA	2	3	2	3	2	1	13
4	INF	3	1	3	2	1	1	11
5	EXP	0	1	0	1	4	1	7
6	SRG	2	3	1	2	2	2	12
	TOTAL	13	12	12	10	14	8	69

The table above presents the frequency of Facione's critical thinking aspects in Learning Activities Unit 4 with a total of 69 occurrences, the highest along with Unit 5. The Analysis aspect (ANL) dominates very prominently with a total of 21 occurrences, which is the highest value in all activity analyses. The Evaluation aspect (EVA) appears 13 times and Inference (INF) 11 times, while Self-Regulation (SRG) appears 12 times evenly. Explanation (EXP) is recorded 7 times and Interpretation (INT) only 5 times. In terms of skills, Writing has the highest frequency (14), followed by Listening (13).

The following presents several excerpts from activities from each language skill that reflect Facione's critical thinking aspects in Learning Activities Unit 4.

1) *Listening*

- a) Ask students to make inferences (INF) about appropriate responses in conversational situations about the environment, establishing an emotional context before studying conversational expressions.

(pg. 139) "Work in pairs. Look at the picture, then discuss it by using Think-Pair-Share. Imagine you are the brother. What is your answer if your sister asked you the question?"

- b) Students interpret (INT) the pragmatic function of each expression and categorize them based on the conversation stage: starting, continuing, or ending.

(pg. 140) *"Work individually. Learn the examples of expressions for starting, continuing, and ending a transactional conversation." (Table 4.1)*

2) Speaking

- a) Asks students to evaluate (EVA) the reasons behind the nickname 'crazy' given to Mr. Sadiman, discussing different perspectives in a transactional conversation using appropriate expressions.

(pg. 146) *"Watch the video (minute 2:00-7:00). Work in groups of three. Recall expressions for starting, continuing, and ending a conversation. Prepare a conversation about Pak Sadiman focusing on why he is labeled as 'insane'. Perform in front of another group."*

- b) Students monitor their own pronunciation with correct intonation in turns, receiving immediate feedback from group members (SRG).

(pg. 149) *"Work in groups of five. Through RoundRobin, take turns to pronounce each of the expressions with the correct intonation."*

3) Reading

- a) Ask students to infer (INF) the identities of characters from descriptive clues about their activities and campaigns, building background knowledge before reading the narrative text.

(pg. 151-152) *"Work in pairs. Look at the table. There is a clue on the left and you have to guess who she/he is."*

All of them are young Indonesian environmental activists."

- b) Students consolidate and articulate the criteria for writing narrative essays based on the experience of reading and analyzing the text Laetania (SRG).

(pg. 155) "You have studied narrative essays. Write down what must be considered in writing a narrative essay."

4) Viewing

- a) Asks students to evaluate Mr. Sadiman's character and motivations from the video, then assess whether they would do the same based on their personal values (EVA).

(pg. 161) "Work in groups of four. Do Three-Step-Interview. Watch the video about Pak Sadiman. Ask:
1. What characteristics does Pak Sadiman have?
2. If you were him, would you do the same thing?
Why?"

- b) Students analyze (ANL) the 6 WH questions framework as a systematic thinking tool to extract information from narrative texts comprehensively.

(pg. 163) "Work individually. Study the following WH questions to do activity 4."

5) *Writing*

- a) Asks students to explain (EXP) the concept of linear narrative text and how to use the simple past tense regular/irregular to a partner based on the text analysis that has been carried out.

(pg. 171) *"With your partner from Activity 5, compare the completed tables. Talk about: 1) what's meant by linear narrative text; 2) how simple past tense (regular and irregular verbs) is used."*

- b) Students consolidate their understanding of the uses and characteristics of linear narrative text, articulating the reasons for using simple past tense in this genre (SRG).

(pg. 171) *"Write answers to: 1. When do we need to write a linear narrative text? 2. Why is simple past tense important in a linear narrative text?"*

6) *Presenting*

- a) Asks students to conclude concrete actions they will take in the future to save the environment and communicate them through independent poster design (SRG).

(pg. 179) *"Work individually. Create a digital or non-digital poster of your future actions to save the environment."*

- b) Students analyze (ANL) the text to identify the Introduction, Body, and Conclusion sections, understanding the macro structure of a narrative essay.

(pg. 175) *"Work in pairs. Identify the information based on the structures of a narrative essay: Introduction, Body, Conclusion."*

e. Unit 5: Integration of Critical Thinking in Learning Activities

Table 4.10 Integration of Critical Thinking in Learning Activities in unit 5

CT Facione Aspect Frequency in Learning Activities Unit 5								
No.	Skill CT	L	S	R	V	W	P	Total
1	INT	3	2	1	1	2	1	10
2	ANL	3	4	6	3	1	2	19
3	EVA	1	3	0	5	0	3	12
4	INF	2	0	1	0	1	1	5
5	EXP	1	2	2	0	4	2	11
6	SRG	2	2	2	2	2	2	12
	TOTAL	12	13	12	11	10	11	69

The table above displays the frequency of Facione's critical thinking aspects in Learning Activities Unit 5 with a total of 69 occurrences, equivalent to Unit 4. The Analysis (ANL) aspect dominates with a total of 19 occurrences, especially in Reading (6) and Speaking (4). The Evaluation (EVA) aspect appears 12 times with a prominent distribution in Viewing (5). Self-Regulation (SRG) is distributed very evenly with a value of 2 in each skill (total 12). Explanation (EXP) is recorded 11 times, Interpretation (INT) 10 times, and Inference (INF) 5 times. In terms of skills, Speaking has the highest frequency (13).

The following presents several excerpts from activities from each language skill that reflect Facione's critical thinking aspects in Learning Activities Unit 5.

1) *Listening*

- a) Asks students to analyze (ANL) the content of a video about budgeting to extract specific information about the amount, sequence, and content of each step of the procedure.

(pg. 183-184) "Work individually. Watch the video about how to set a budget. Answer the questions: 1. Mention three things you need (done: discipline, planning, prioritization); 2. How many steps to plan?; 3. First step?; 4. Last step?"

- b) Students interpret (INT) the procedural steps from the ATM video and complete the sentences with the appropriate information to build an understanding of the procedural sequence.

*(pg. 184) "Work in pairs. Do Think-Pair-Share. Watch the video about how to deposit checks through ATM. Complete the following sentences about the steps."
(5 kalimat rumpang)*

2) *Speaking*

- a) Asks students to analyze (ANL) authentic dialogues to pay attention to the use and pronunciation of superlative expressions in the context of a conversation about shopping, identifying grammatical patterns.

(pg. 190-191) "Read the dialogue in pairs. Pay attention to the pronunciation of the bold-typed phrases." (Dialog Student A & B tentang gaun online)

- b) Students interpret (INT) the contents of the audio tips and categorize them based on appropriate topics from the five choices provided.

(pg. 189) *"Listen to audio about tips to do something, then decide what each tip is about. Give a tick to the correct statement."*

3) Reading

- a) Asks students to independently explain (EXP) the ATM money deposit procedure in a written procedural text based on the video watched, integrating the genre structures learned.

(pg. 206) *"Work individually. Watch the video about how to deposit money in an ATM machine. Read carefully. Write the steps."*

- b) Students analyze (ANL) M-Banking procedure texts from authentic sources and turn them into infographics that organize the steps visually and informatively.

(pg. 207) *"Find a text about making M-Banking from a bank where you save your money. Transfer the text into an infographic." (template: freepik.com)*

4) Viewing

- a) Asks students to evaluate (EVA) video content about adolescent financial literacy, identifying new ideas that can enrich their understanding and application of financial management.

(pg. 217) *"Watch the following video to gain more ideas on your financial literacy." (Navigating Teen Life, via QR Code)*

- b) Students evaluate the difficulty level of two critical thinking strategies (synthesizing vs. evaluating) and articulate reasons based on their learning experiences (SRG).

(pg. 213) *"Which one do you think is easier to understand? Writing synthesis or making evaluation? Explain."*

5) Writing

- a) Asks students to interpret (INT) the messages and values contained in the images about good saving habits, building context before creating the poster.

(pg. 217) *"Work in pairs. Look at the following picture. What does the picture tell you? Do Think-Pair-Square."*

- b) Students explain (EXP) ways to save money in a visual poster format inspired by the water saving poster model, integrating procedural instructions with visual design.

(pg. 218) *"Work in groups of four. Look at the poster about how to save water. Then make a similar poster about how to save money (manual or using an application)."*

6) *Presenting*

- a) Students analyzing the elements of a good presentation and completing the mind map with the right information based on the presentation knowledge they have learned (EXP).

(pg. 224) *"Work in groups of four. Complete the mind map with the appropriate information." (Mind map about good presentations: Poster, Presentation, Good Poster, Language Competence)*

- b) Students evaluate (EVA) the differences between bad and good presentations from Ranjit's video, then reinforce understanding by reading 9 Dos & Don'ts of effective presentations.

(pg. 225) *"Watch a video on good and bad presentations. Answer 4 questions about Ranjit's presentations. Then read the Dos and Don'ts in Delivering a Presentation table."*

The second research question aimed to uncover how Facione's critical thinking framework was integrated into the learning activities of the "English for Change" textbook. The analysis revealed that the Learning Activities had a much broader and more even integration coverage than the Learning Materials.

Overall, a total of 334 critical thinking aspects were found in the Learning Activities across all units. This number was more than double the total number of occurrences in the Learning Materials (145), indicating that

the learning activities were designed more intensively to encourage critical thinking. The Analysis (ANL) aspect remained the most dominant with 87 occurrences (26.1%), followed by Self-Regulation (SRG) with 63 occurrences (18.9%), Evaluation (EVA) with 60 occurrences (18.0%), and Inference (INF) with 40 occurrences (12.0%). Most significant were the presence of the Explanation (EXP) aspect with 43 occurrences (12.9%) and Interpretation (INT) with 41 occurrences (12.3%), significantly higher than in the Learning Materials.

This pattern suggests that the learning activities in "English for Change" are designed to engage all aspects of Facione's critical thinking in a more balanced manner. In particular, the significant presence of Self-Regulation (SRG) in the Learning Activities reflects that the book encourages students to actively reflect on their thinking processes through various activities. Meanwhile, the minimal emphasis on Explanation (EXP) in the Learning Materials but quite prominent in the Learning Activities indicates that the skills of presenting and justifying arguments are placed more in the context of active practice than simply being presented with material.

In terms of language skills, the distribution across skills in Learning Activities is much more even. Within each unit, the difference between the skills with the highest and lowest frequencies is relatively small, indicating that the activities are designed to integrate critical thinking across skills. Speaking and Writing consistently have high frequencies, indicating that

language production-based activities are the primary means of developing critical thinking.

Figure 4.2 Frequency of CT Aspects per Unit In LA

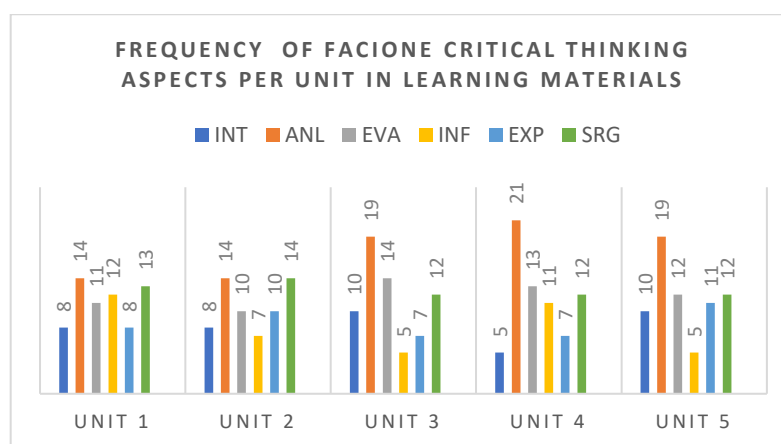


Figure 4.2 above shows a richer distribution than Graph 1. All six CT aspects are clearly present in each unit. ANL (dark blue) is consistently the highest, but other aspects such as SRG, EVA, and EXP also make visible contributions, especially in Units 3, 4, and 5. This indicates that the higher the unit, the more diverse the CT aspects are activated through learning activities.

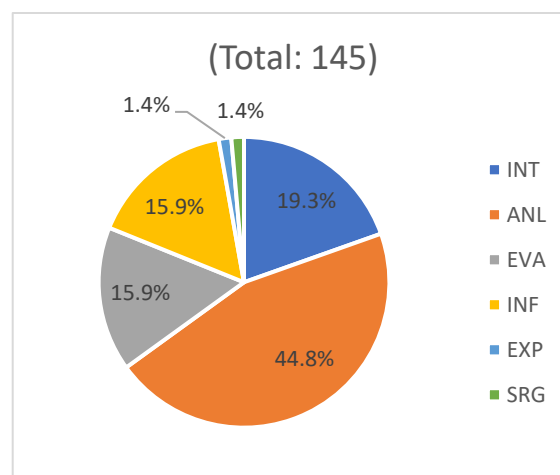
3. Patterns

a Patterns in Learning Materials

The patterns observed in the Learning Materials (LA) indicate that the material places greater emphasis on analytical thinking skills, such as understanding and analyzing information. However, the ability to explain (EXP) and self-reflect (SRG) remains significantly lacking. This means that the material focuses more on delivering content than on training students to think deeply and reflectively.

Overall, the integration of critical thinking in the Learning Materials focuses more on the analytical aspects of Analysis (ANL), Interpretation (INT), and Inference (INF). Meanwhile, the Explanation (EXP) and Self-Regulation (SRG) aspects are barely visible. This indicates that the material functions more as a means of conveying information, rather than as a means to fully practice critical thinking. There were 145 occurrences in total, with an average of 29 per unit, indicating moderate integration, but not yet widespread.

Figure 4.3 Distribution of Overall Aspects of CT Facione in LM



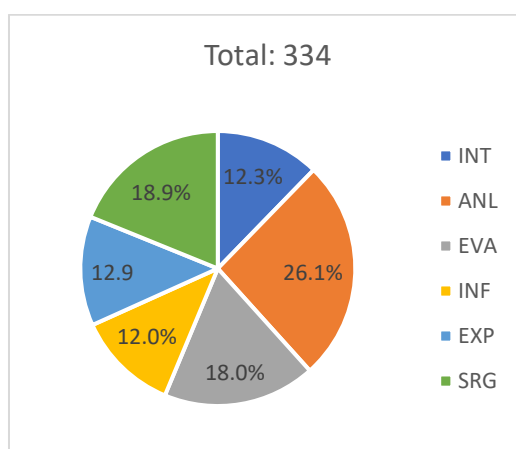
This figure shows that in the Learning Materials (LM), the distribution of critical thinking aspects is still unbalanced. Analysis (ANL) appears to be the most dominant aspect. Meanwhile, Interpretation (INT), Inference (INF), and Evaluation (EVA) appear in sufficient numbers, but not as much as ANL. On the other hand, Explanation (EXP) and Self-Regulation (SRG) appear almost entirely absent from the materials.

b Patterns in Learning Activities

The LA pattern shows that all aspects of critical thinking are being utilized more evenly. No aspects are significantly lagging behind, including EXP and SRG, which were previously almost absent in the LM. This indicates that learning activities are designed to train students to think more comprehensively, from analyzing and explaining to self-reflecting. In Learning Activities, the integration of critical thinking is much richer and more even. All aspects emerge clearly, with a total of 334 occurrences and an average of 66.8 per unit.

The higher occurrence of SRG (63 times) and EXP (43 times) compared to the materials indicates that the activities encourage students to think, explain, and evaluate themselves actively. Furthermore, the even distribution across various language skills (Listening, Speaking, Reading, Viewing, Writing, Presenting) indicates that learning is carried out comprehensively and integrated.

Figure 4.4 Distribution of Overall Aspects of CT Facione in LA



In Learning Activities (LA), the graph shows different results. The distribution of the six aspects of critical thinking appears much more balanced. Although Analysis (ANL) remains the most dominant, other aspects such as Evaluation (EVA), Self-Regulation (SRG), Interpretation (INT), Inference (INF), and Explanation (EXP) also appear in significant numbers.

B. Discussion

Based on the analysis of the Learning Materials in the English for Change textbook from Units 1 to 5, a total of 145 occurrences of critical thinking aspects were found, with an average of 29 occurrences per unit. The Analysis aspect (ANL) was the most dominant with 65 occurrences (44.8%), while the Explanation (EXP) and Self-Regulation (SRG) aspects barely appeared, with only 2 occurrences each (1.4%). In terms of language skills, Reading is the skill that contains the most elements of critical thinking. This finding is in line with research by Namirah (2022) which also showed the dominance of the analytical aspect in Cambridge IGCSE textbooks, where the analytical aspect reached 25% in the listening section and 22% in the writing section. These two results reinforce that the analysis aspect is consistently the most prominent component of critical thinking in English textbooks, both in national and international contexts.

Meanwhile, the analysis results for Learning Activities showed a much richer and more balanced integration compared to Learning Materials, with a total of 334 occurrences, or more than double the number. The six

aspects of Facione appeared proportionally: ANL (26.1%), SRG (18.9%), EVA (18.0%), EXP (12.9%), INT (12.3%), and INF (12.0%). This finding aligns with research by Munawwarah et al. (2020), which showed that well-designed learning activities can activate all aspects of students' critical thinking, with an increase of 7.53%. Furthermore, they also found that the Analyze aspect was the most dominant in the learning activities, which aligns with the results of this study. This further confirms that learning activities are the most effective means for developing students' critical thinking skills comprehensively.

The novelty of this study lies in the direct application of Facione's (2015) framework to the English for Change textbook, a practice that has not been widely used to date. The analysis encompasses two main components: Learning Materials and Learning Activities, mapped across six language skills. This approach complements Akhmad's (2022) previous research, which assessed the suitability of intermediate-level English textbooks based on eight general criteria and found that the textbooks he studied met five of them, including aspects of language skills and content. This study expands on that study by more specifically measuring the extent to which critical thinking dimensions are integrated into these two main components of the textbook, providing a more in-depth and measurable picture.

The findings of this study also have important implications for various parties. For teaching materials developers, these results demonstrate

the need to strengthen the Explanation and Self-Regulation aspects of Learning Materials so that students gain more comprehensive examples of critical thinking. For English teachers, understanding this distribution pattern can help them address gaps through additional classroom activities. This aligns with Purohit and Jayasurya (2022), who emphasized that critical thinking plays a crucial role in developing students' language skills and shaping them into independent communicators. Furthermore, teachers have a crucial role to play in ensuring that critical thinking remains integrated into learning, even if the teaching materials used do not fully support it.

Although this study has attempted to present a systematic and comprehensive analysis, there are several limitations that need to be acknowledged. This study only focuses on one textbook, namely English for Change for grade 11, so the findings cannot be generalized to other English textbooks or different grade levels. Furthermore, the analysis was conducted solely on a document basis without involving the perspectives of teachers or students, so how the critical thinking aspects are actually applied in classroom learning practices cannot be determined. Another limitation lies in the subjectivity in the coding process, where interpretations of an aspect of Facione in textbook content can potentially differ between researchers despite efforts to ensure consistency in the analysis.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study aims to analyze the integration of Facione's critical thinking framework in the "English for Change" textbook through two main focuses, namely learning materials and activities. Overall, this study shows that the English for Change textbook has integrated Facione's critical thinking framework in Learning Materials and Learning Activities, but with varying degrees of balance. In Learning Materials, integration focuses more on analytical skills and understanding, while aspects of explanation and self-reflection are still limited, thus not providing a complete critical thinking model. In contrast, Learning Activities present all aspects of critical thinking in a more complete and balanced manner. Therefore, it can be concluded that learning activities are the most important part in developing students' critical thinking skills.

This study also emphasizes the importance of a balance between materials and activities in supporting the development of critical thinking. The imbalance found indicates that students are trained more through activities than through learning materials. Therefore, strengthening the reflective and argumentative aspects of learning materials is necessary for optimal and sustainable learning. All data in this study has been validated

by experts or validators, ensuring reliable results and contributing to the development of English teaching materials and learning practices.

B. Suggestions

Based on the research findings, the following are some suggestions aimed at relevant parties in English language education practices.

1. Suggestions for Textbook Developers

Textbook developers are advised to strengthen the integration of Explanation (EXP) and Self-Regulation (SRG) aspects into the Learning Materials in the next edition or revision. These two aspects have been shown to be very minimal in the material (only 1.4% each), even though they are essential components of Facione's critical thinking framework, which supports students' ability to convey arguments systematically and reflect on their thinking processes independently. Furthermore, the distribution of critical thinking aspects also needs to be more evenly distributed across the six language skills, particularly in Presenting, which still receives the least amount of CT integration in the material.

2. Advice for English Teachers

Teachers are advised not to rely solely on the learning materials provided in textbooks, but to actively design and incorporate examples of the use of EXP and SRG aspects into classroom learning. Explicit modeling of how to present logical arguments (EXP) and how to evaluate and improve one's own thinking processes (SRG) needs to be provided before students are asked to undertake activities that require

both aspects. Furthermore, teachers can utilize Facione's framework as a tool in designing critical thinking-promoting questions that complement the material in textbooks.

3. For Further Researchers

Future researchers are advised to expand the scope of the analysis by comparing the “English for Change” textbook with other English textbooks used at the high school level, so as to obtain a broader comparative picture of the standards of critical thinking integration in English textbooks in Indonesia. Furthermore, further research can use a mixed methods approach that combines document content analysis with classroom observations and teacher interviews, to reveal how the integration of critical thinking in this textbook is actually implemented in learning practices. Similar research can also be applied to textbooks for grades 10 and 12 to obtain a more comprehensive map of critical thinking integration in a single textbook series.

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APPENDICES

Appendix 1 The textbook of English for Change Grade XI

Appendix 2 Critical Thinking Framework Checklist from Facione (2015)

No	Critical Thinking Skills	Sub-Skills	Operational Indicators in Textbooks
1	Interpretation	a Categorization b Decoding Significance c Clarifying Meaning	a Activities/questions that ask students to categorize or group information b Activities that ask students to explain the meaning of words, phrases, sentences, or symbols c Questions that ask students to identify the main idea, theme, or purpose of a text d Tasks that ask students to interpret graphs, diagrams, tables, or visual data e Activities that ask students to paraphrase or restate information in their own words
2	Analysis	a Examining Ideas b Identifying Arguments c Identify reasons and claims	a Questions that ask students to identify cause-and-effect relationships b Activities that ask students to compare and contrast information, ideas, or opinions c Tasks that ask students to identify the author's arguments, claims, or positions in a text d Activities that ask students to recognize specific assumptions,

No	Critical Thinking Skills	Sub-Skills	Operational Indicators in Textbooks
			biases, or perspectives e Questions that ask students to analyse the structure of an argument or pattern of reasoning
3	Inference	a Querying Evidence b Conjecturing Alternatives c Drawing Logically Valid	a Questions that ask students to draw conclusions from the information provided b Activities that ask students to make predictions or hypotheses based on data or evidence c Tasks that ask students to infer the implications or consequences of a situation d Activities that ask students to connect information from multiple sources to form new understandings e Questions that ask students to identify patterns, trends, or relationships that are not explicit
4	Evaluation	a Assessing Claims b Assessing Arguments	a Questions that ask students to assess the credibility of a source of information b Activities that ask students to evaluate the strengths or weaknesses of an argument

No	Critical Thinking Skills	Sub-Skills	Operational Indicators in Textbooks
			- c Tasks that ask students to evaluate an idea, solution, or decision - d Activities that ask students to critique a particular viewpoint, opinion, or perspective - e Questions that ask students to assess the relevance, accuracy, or validity of information
5	Explanation	- a Stating Results - b Justifying Procedures - c Presenting Arguments	- a Tasks that ask students to explain their reasons, justifications, or rationale - b Activities that ask students to present arguments with supporting evidence or examples - c Questions that ask students to explain their thought processes or problem-solving steps - d Tasks that ask students to construct logical, systematic, and coherent explanations - e Activities that ask students to defend their opinions or positions with strong arguments
6	Self-regulation	a Self-examination	a Activities that encourage students

No	Critical Thinking Skills	Sub-Skills	Operational Indicators in Textbooks
		b Self-correction	to reflect on their learning process b Questions that ask students to evaluate their own understanding or performance c Tasks that ask students to revise, improve, or develop their work d Activities that encourage monitoring and adjustment of learning strategies e Questions that ask students to identify strengths and weaknesses in their thinking or work

Appendix 3 Code Sheet

CODE SHEET

A. Critical Thinking Facione Framework Indicators

There are 6 indicators of critical thinking based on the Facione framework used in this study, namely:

- INT = Interpretation
- ANL = Analysis
- EVA = Evaluation
- INF = Inference
- EXP = Explanation
- SRG = Self-Regulation

B. Language Skills in English for Change Textbook

There are 6 language skills contained in the English for Change Grade XI book, namely:

- L = Listening
- S = Speaking
- R = Reading
- V = Viewing
- W = Writing
- P = Presenting

C. Units in English English for Change Textbook

- U1 = Unit 1
- U2 = Unit 2
- U3 = Unit 3
- U4 = Unit 4
- U5 = Unit 5

Appendix 4 Integration of the Facione Framework

1. Data Analysis of the Integration of the Facione Framework into Learning Materials

Data analysis of the integration of the Peter A. Facione Facione Framework into Learning Materials in the English for Change book can be accessed by readers by scanning the QR code presented below.



2. Data Analysis of the Integration of the Facione Framework into Learning Activities

Data analysis of the integration of the Peter A. Facione Facione Framework into Learning Activities in the English for Change book can be accessed by readers by scanning the QR code presented below.



Appendix 5 Expert Statement

EXPERT STATEMENT

The undersigned below:

Name : Dedi Rahman Nur

NIP / NIDN : 1128108402

Institution/Department: Universitas Widya Gama Mahakam Samarinda

Have conducted the examination, review, and analysis of the research data with the title “Integration of Facione’s Critical Thinking Framework in the Learning Materials and Learning Activities of the “English for Change” Textbook for Grade XI Senior High School” by:

Name : Anastasia Layu

NPM : 2288203002

Program : English Language Education Program

I hereby declare that the research data consists of:

- ☐ Appropriateness of the categorization of Facione’s CT aspects (INT, ANL, EVA, INF, EXP, SRG) in the Learning Materials of “English for Change”
- ☐ Appropriateness of the categorization of Facione’s CT aspects (INT, ANL, EVA, INF, EXP, SRG) in the Learning Activities of “English for Change”

Declared **VALID** / **NOT VALID**.

Furthermore, this data:

- ☐ Valid
- ☒ Valid with improvements
 - ✓ Categorization Appropriateness
 - ✓ Supporting Evidence / Justification
- ☐ Not Valid

This statement is made to be used as appropriate.

Samarinda, 2 April 2026

Validator / Expert,



Dr. Dedi Rahman Nur, S.Pd., M.Pd

NIP / NIDN: 1128108402

Note

Put a check mark (✓) in the box (□)

THESIS PROPOSAL

INTEGRATION OF CRITICAL THINKING IN “ENGLISH FOR CHANGE” TEXTBOOK FOR GRADE XI: CONTENT ANALYSIS

Written and Submitted by

ANASTASIA LAYU

Has been approved on thesis proposal

Examination Committee:

Advisor I



Dr. Ariyanti, S.Pd.I, M.Pd.
NIDN. 1128118701

Advisor II



Dr. Abdul Rohman, M.Pd.
NIDN. 0702076602

Head of
English Language Education Department



Nordin Arifin, S.Pd., M.Pd.
NIK. NIK. 2025.091.352



**LEMBAR REVISI SEMINAR PROPOSAL
UNIVERSITAS WIDYA GAMA MAHAKAM SAMARINDA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Email: fkip@uwgm.ac.id

NAMA : Anastasia Layu
 NPM : 2288203002
 PROGRAM STUDI : Pendidikan Bahasa Inggris
 JUDUL SKRIPSI : INTEGRATION OF CRITICAL THINKING IN "ENGLISH FOR
 CHANGE" TEXTBOOK FOR GRADE XI: CONTENT ANALYSIS

No	Nama Dosen dan Jabatan	Catatan Revisi	Tanda Tangan
1	Pembimbing I Dr. Ariyanti, S.Pd.I, M.Pd.	1. Select all units (Units 1 to 5) in the English for Change book as data sources for analysis. 2. Improving spelling and grammar usage.	
2	Pembimbing II Dr. Abdul Rohman, M.Pd.	1. Selecting all units (Units 1 to 5) in the English for Change book as data sources for analysis. 2. Developing a clearer and more structured theoretical framework.	
3	Penguji I Dr. Arbain, S.Pd.,M.Pd.	1. Selection of all units (Units 1 to 5) in the English for Change book as data sources for analysis. 2. Clarify Peter Facione's framework indicators and their reference sources. 3. Confirmation of the word "elements" in the research question.	

Mengetahui
Ketua Program Studi

 Dr. Ariyanti, S.Pd., M.Pd.
 NID. 2025.091.352

NB:

Lembar revisi tidak boleh menggunakan tulisan tangan kecuali tanda tangan Dosen Pembimbing dan Penguji.



LEMBAR REVISI SKRIPSI
UNIVERSITAS WIDYA GAMA MAHAKAM SAMARINDA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Email: fkip@uwgm.ac.id

NAMA : Anastasia Layu
 NPM : 2288203002
 PROGRAM STUDI : Pendidikan Bahasa Inggris
 JUDUL SKRIPSI : INTEGRATION OF CRITICAL THINKING IN “ENGLISH FOR
 CHANGE” TEXTBOOK FOR GRADE XI: CONTENT ANALYSIS

No	Nama Dosen dan Jabatan	Catatan Revisi	Tanda Tangan
1	Pembimbing I Dr. Ariyanti, S.Pd.I, M.Pd.	1. Complete the quotations from chapters 1 and 2. 2. Writing aesthetics and other writing guidelines.	
2	Pembimbing II Dr. Abdul Rohman, M.Pd.	1. Accurate amount of research data 2. Classification of the source books analyzed (books for high school level)	
3	Penguji I Dr. Arbain, S.Pd.,M.Pd.	1. Clarity of image captions used to display data. 2. A clear summary of the final research results.	

Mengetahui
Ketua Program Studi



Sardin Arifin, S.Pd., M.Pd
 NPM. 2025.091.352

NB:

Lembar revisi tidak boleh menggunakan tulisan tangan kecuali tanda tangan Dosen Pembimbing dan Penguji.