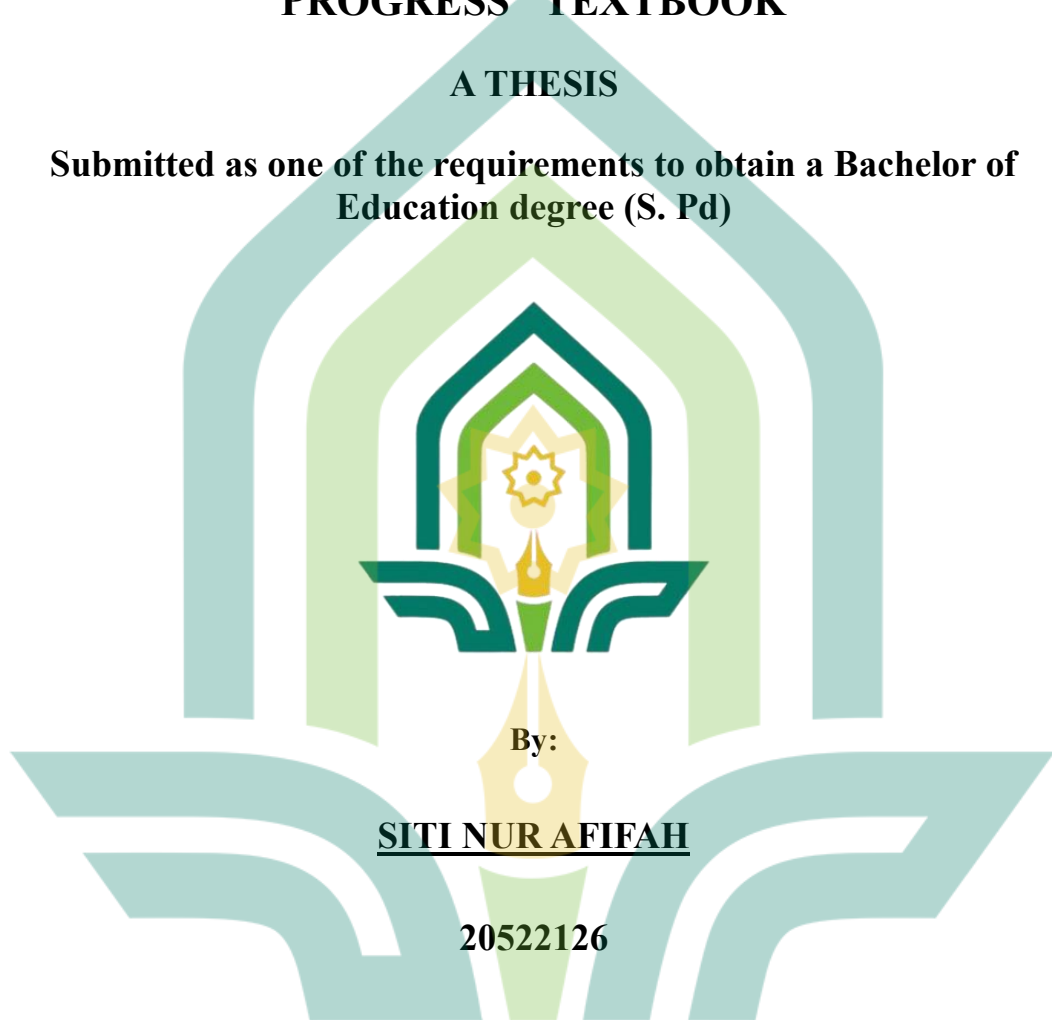


**CRITICAL THINKING SKILLS REPRESENTED IN
AN ENGLISH TEXTBOOK FOR SENIOR HIGH
SCHOOL: THE ANALYSIS OF “WORK ON
PROGRESS” TEXTBOOK**

A THESIS

**Submitted as one of the requirements to obtain a Bachelor of
Education degree (S. Pd)**



By:

SITI NUR AFIFAH

20522126

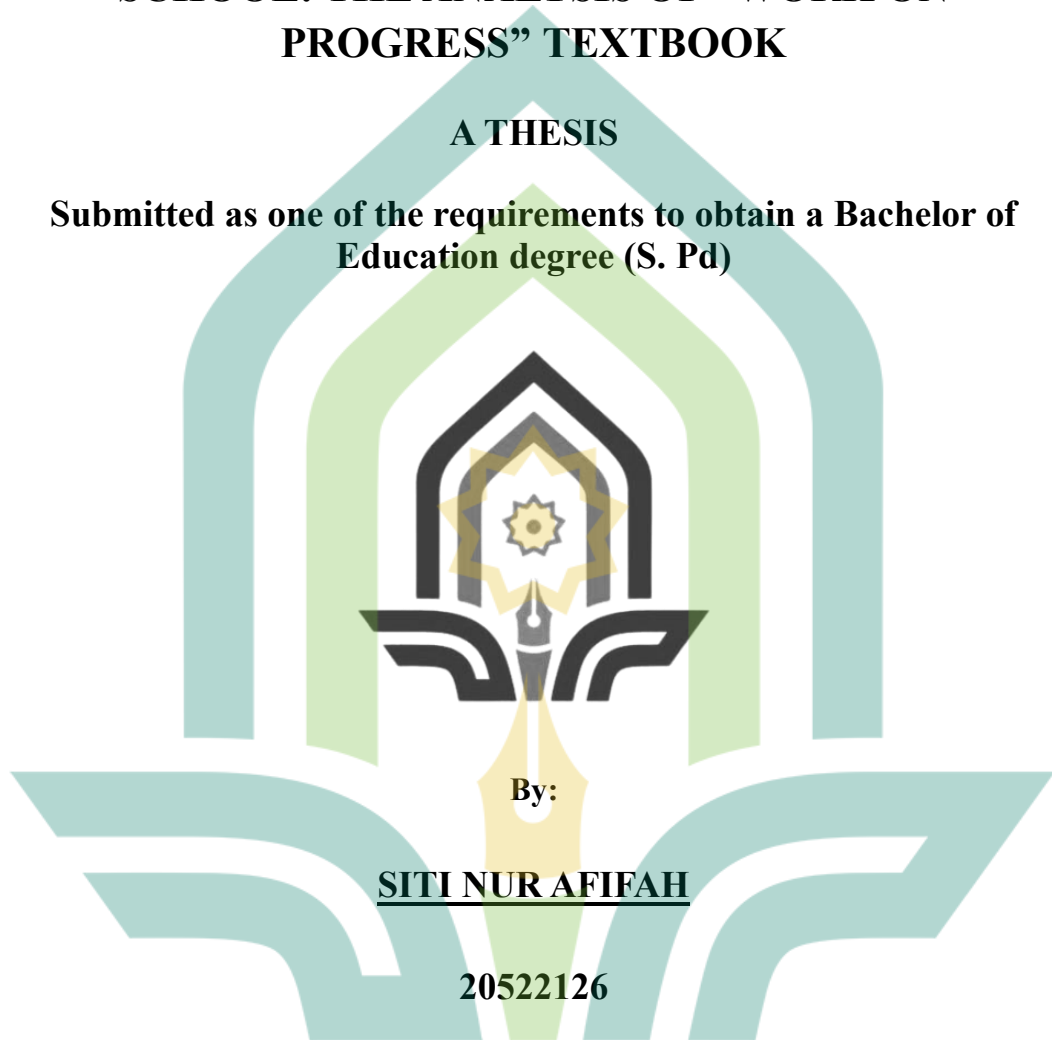
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN**

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2026

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ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL: THE ANALYSIS OF "WORK
ON PROGRESS" TEXTBOOK

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 18 Desember 2025
Pembimbing



Dr. M. An Ghufron, M.Pd
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THE ANALYSIS OF “WORK ON PROGRESS”
TEXTBOOK**

Yang telah diujikan pada hari Selasa, 3 Maret 2026 dan dinyatakan LULUS serta diterima sebagai salah satu syarat guna memperoleh Gelar Sarjana Pendidikan (S.Pd) dalam Ilmu Tadris Bahasa Inggris.

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ACKNOWLEDGMENT

By mentioning the name of Allah SWT, who has given me extraordinary opportunities and pleasure, so that I can complete my thesis well. The various support and assistance that I received from many parties encouraged me to complete this writing. Therefore, I would like to express my sincere thanks to all these parties.

1. First and foremost are your beloved parents. Through this article, I would like to express my great gratitude to my father, Mr. Muhaji, and my mother, Mrs. Nur Fadhilah. With full support, prayers, and unlimited love, I was able to complete this thesis.
2. Second to my two brothers, sister Lutfiatul Hikmah, and brother Miftahunni'am. I am very grateful for the encouragement and support that is always given. Your words of encouragement inspired me to complete this thesis step by step.
3. Third, I am very grateful to Mr. Ali Ghufron, M.Pd, always the thesis supervisor and has provided various additional knowledge in the process of writing my thesis and helped develop my knowledge while in this department.
4. Fourth, to all my friends, both students of the English Education department and other departments. Meeting friends provides valuable impressions and lessons during lectures and while writing a thesis.
5. Finally, I would like to thank myself for trying my best to complete the writing of this thesis and not giving up in every difficulty I went through.

ABSTRAK

Afifah, Siti Nur. (2026). " Critical Thinking Skills Represented in An English Textbook for Senior High School: The Analysis of 'Work on Progress' Textbook. Program studi tadris bahasa inggris. FTIK UIN K.H. Abdurrahman Wahid Pekalongan. Pembimbing Dr. Ali Ghufron. M. Pd.

Kata kunci: keterampilan berpikir kritis, buku teks bahasa Inggris, kerangka kerja Facione, Taksonomi Bloom

Kemampuan berpikir kritis merupakan kompetensi penting dalam pembelajaran bahasa Inggris di tingkat sekolah menengah atas, dan buku teks memainkan peran penting dalam memfasilitasi penerapan kemampuan ini. Studi ini bertujuan untuk menganalisis representasi kemampuan berpikir kritis dalam buku teks bahasa Inggris Work on Progress untuk siswa sekolah menengah atas. Dengan menggunakan pendekatan analisis konten kualitatif, data dikumpulkan dari aktivitas pembelajaran, pertanyaan, dan tugas yang disajikan dalam buku teks. Analisis ini dilakukan menggunakan kerangka berpikir kritis Facione (1990) dan diperkuat oleh Taksonomi Bloom yang direvisi oleh Anderson dan Krathwohl (2001). Temuan menunjukkan bahwa buku teks tersebut merepresentasikan kemampuan berpikir kritis melalui berbagai aktivitas, khususnya pertanyaan terbuka, interpretasi informasi, dan tugas yang melibatkan argumentasi atau pembentukan opini. Interpretasi dan analisis muncul sebagai kemampuan berpikir kritis yang paling dominan, sedangkan evaluasi, penilaian kredibilitas, dan pengaturan diri ditemukan kurang menonjol. Secara keseluruhan, Work on Progress cukup mendukung pengembangan kemampuan berpikir kritis siswa, meskipun perbaikan lebih lanjut diperlukan untuk mengintegrasikan komponen berpikir tingkat tinggi secara komprehensif dan merata ke dalam materi buku teks bahasa Inggris.

ABSTRACT

Afifah, Siti Nur. (2026). " Critical Thinking Skills Represented in An English Textbook for Senior High School: The Analysis of 'Work on Progress' Textbook". *Thesis*. English Education Study Program. FTIK UIN K.H. Abdurrahman Wahid. Supervisor: Dr. Ali Ghufroon, M.Pd.

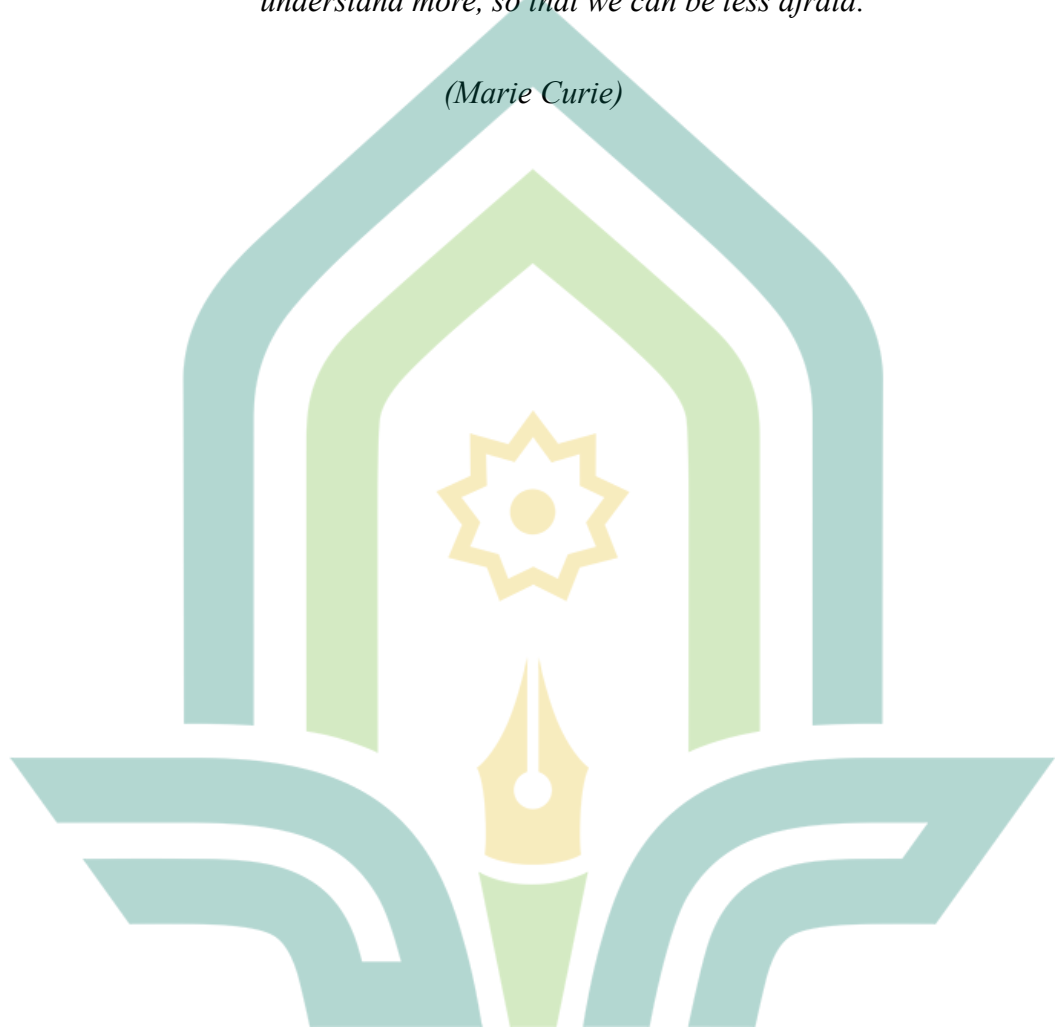
Keywords: critical thinking skills, English textbook, Facione's framework, Bloom's Taxonomy

Critical thinking skills are an important competency in English language learning at the high school level, and textbooks play a crucial role in facilitating the application of these skills. This study aimed to analyze the representation of critical thinking skills in the English textbook *Work on Progress* for high school students. Using a qualitative content analysis approach, data were collected from the learning activities, questions, and assignments presented in the textbook. This analysis was conducted using Facione's (1990) critical thinking framework and reinforced by Anderson and Krathwohl's (2001) revised Bloom's Taxonomy. The findings indicate that the textbook represents critical thinking skills through various activities, particularly open-ended questions, interpretation of information, and assignments involving argumentation or opinion formation. Interpretation and analysis emerged as the most dominant critical thinking skills, while evaluation, credibility assessment, and self-regulation were found to be less prominent. Overall, *Work on Progress* adequately supports the development of students' critical thinking skills, although further improvements are needed to integrate higher-order thinking components comprehensively and evenly into the English textbook materials.

MOTTO

“There is nothing to explain, only to understand. Now is the time to understand more, so that we can be less afraid.”

(Marie Curie)



PREFACE

Praise be to Allah SWT, who has granted me such precious and extraordinary blessings and opportunities, enabling me to complete my thesis, entitled **"Critical Thinking Skills Represented in an English Textbook for Senior High School: The Analysis of a 'Work-On-Progress' Textbook."** This research was submitted to the English Language Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, as one of the requirements for obtaining a Bachelor of Education degree. This research was made possible thanks to the support of various parties. Therefore, I would like to take this opportunity to express my deepest gratitude to:

1. The Head of the English Language Education Department and the Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan.
2. My thesis supervisor, Mr. Dr. M. Ali Ghufron, M.Pd., for his guidance and direction throughout the writing process.
3. All the lecturers in the English Language Education Department for their knowledge and lessons.
4. My beloved parents who have always been my best support system.
5. All my friends throughout my college years, from beginning to end.

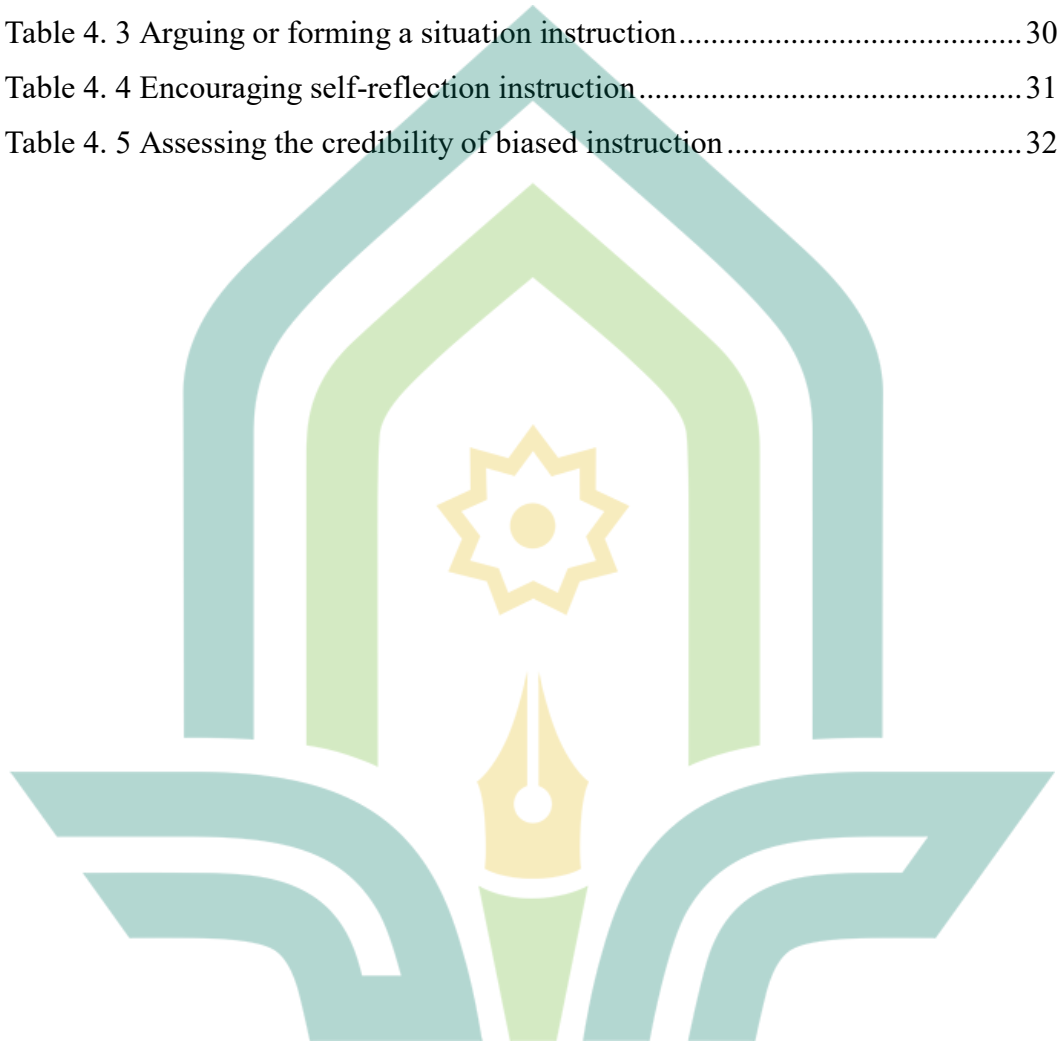
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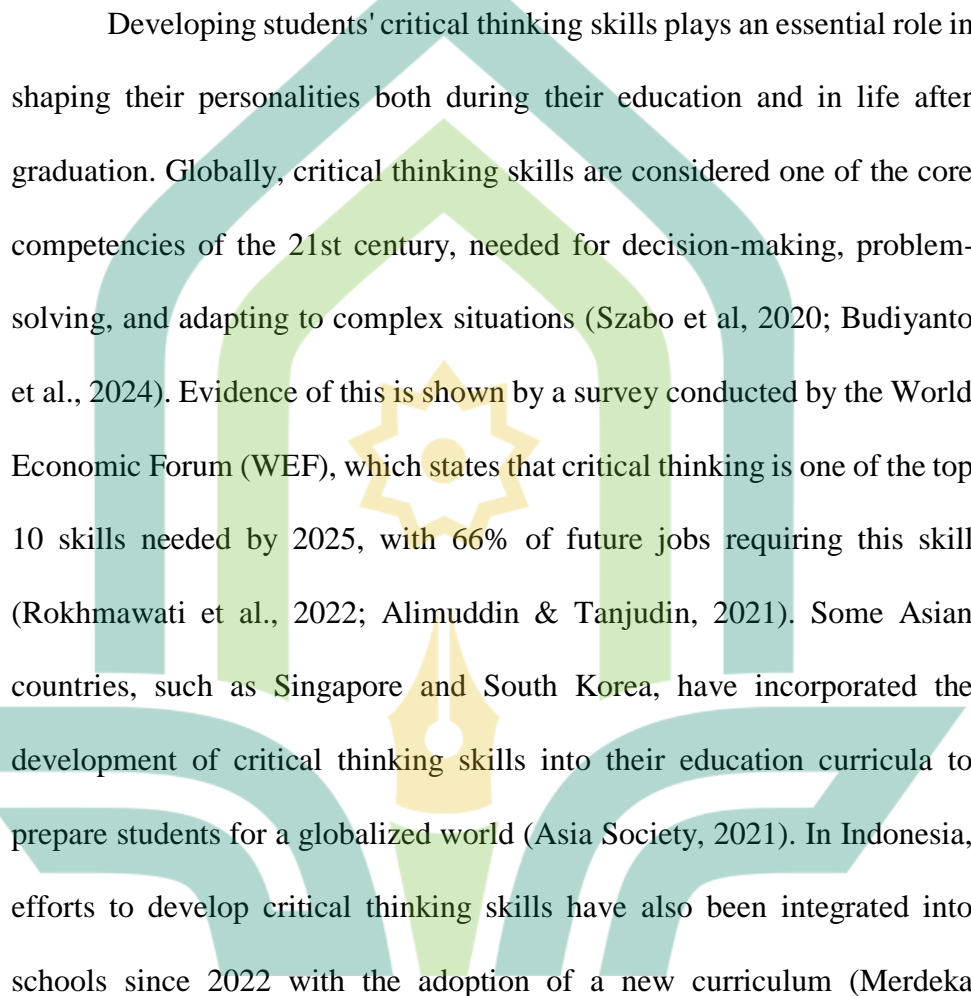
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CHAPTER I

INTRODUCTION

1.1 Background of The Study



Developing students' critical thinking skills plays an essential role in shaping their personalities both during their education and in life after graduation. Globally, critical thinking skills are considered one of the core competencies of the 21st century, needed for decision-making, problem-solving, and adapting to complex situations (Szabo et al, 2020; Budiyanto et al., 2024). Evidence of this is shown by a survey conducted by the World Economic Forum (WEF), which states that critical thinking is one of the top 10 skills needed by 2025, with 66% of future jobs requiring this skill (Rokhmawati et al., 2022; Alimuddin & Tanjudin, 2021). Some Asian countries, such as Singapore and South Korea, have incorporated the development of critical thinking skills into their education curricula to prepare students for a globalized world (Asia Society, 2021). In Indonesia, efforts to develop critical thinking skills have also been integrated into schools since 2022 with the adoption of a new curriculum (Merdeka Curriculum).

In this curriculum in Indonesia, the development of critical thinking skills is applied across various aspects of education at multiple levels, rather than focusing on just one aspect. Several aspects integrated with critical thinking development include learning activities, subjects, and learning materials (Cáceres et al., 2020). One example is the application of critical

thinking skill development in the English language subject at the senior high school level. This skill is relevant because learning English involves not only language as a communication tool but also as a means to discover and analyze information from around the world (Hidayah et al., 2017; Van, 2020). Therefore, beyond classroom activities, the development of critical thinking skills is also integrated into the English textbooks used.

The relevance of English textbooks that integrate critical thinking skill development aligns with the context of 21st-century education. Besides providing information, textbooks guide students to analyze, evaluate, solve problems, and make decisions based on the information they receive (Wijayanti & Sulikah, 2024). English textbook materials designed well can encourage students to think more deeply, ask questions, and solve problems (Zaida & Sofwan, 2015; Alkhaldi & Kayapinar, 2022). Textbooks equipped with reflective questions, case studies, and assignments that promote open discussion are examples of approaches that can help develop students' critical thinking skills (Ranbir, 2024; Ng & Jeyaraj, 2023). Thus, textbook materials can aid in developing students' critical thinking skills by providing stimuli that enable them to think critically, openly, and analytically when solving problems.

Various theories and studies discussing textbook content and critical thinking skill development have been widely studied. Among them, Piaget and Vygotsky's constructivist theory emphasizes the importance of social

interaction and hands-on experience in building understanding, which can be translated into using textbook materials that encourage active student participation in learning (Mohammed & Kinyó, 2020; Brou, 2020). Research by Ngenda et al. (2024) also shows that textbooks focusing on higher-level questions and discussions can improve students' critical thinking skills. However, although numerous studies demonstrate the effectiveness of textbooks in developing these skills, a clear gap exists in research on how English textbooks in Indonesia specifically support the critical thinking development of senior high school students. This gap requires further exploration to ensure that English textbooks truly support critical thinking and learning aligned with the needs of students in this century.

This study is unique because it examines high school English textbooks in the context of developing critical thinking skills integrated into the learning materials. Based on simple observations, the English textbooks used already incorporate activities integrated with critical thinking skills. This approach is considered important because it focuses on developing 21st-century character and competencies, including critical, creative, and collaborative thinking skills (Pulungan et al., 2024; Herianingtyas et al., 2024; Mongkau & Pangkey, 2024). This study is also relevant because, although many learning textbooks in Indonesia have been aligned to encourage students' critical thinking skills, still lack of in-depth research has been conducted to measure the extent to which high school

English actually fosters these skills (Defianty & Wilson, 2019). Therefore, this study is important for identifying the strengths and weaknesses of the textbook material used, as well as for providing recommendations that can improve and optimize the learning curriculum in Indonesia. This effort aims to ensure that the quality of Indonesian education meets the requirements and challenges of the 21st century.

1.2 Limitations of the Study

This study focuses on the critical thinking skills in the "Work on Progress" textbook for 10th-grade high school students by the Ministry of Education and Culture of the Republic of Indonesia. The researcher describes the critical thinking skills integrated in the textbook based on Facione's (1990) critical thinking framework.

1.3 Formulation of The Problem

Based on the topic to be discussed, a problem formulation is created to facilitate research, namely: How are critical thinking skills represented in the senior high school English textbook entitled 'Work on Progress'?

1.4 Aim of The Study

Following the formulation of the problem, the objective of this study is to know how the materials in the high school English textbook entitled 'Work on Progress' represent critical thinking skills.

1.5 Operational Definition

1.5.1 Critical thinking

Critical thinking, as defined in this study, refers to students' ability to analyze, evaluate, and generate ideas or arguments based on the information they obtain. Students' critical thinking skills also include the ability to select, analyze, and critically assess information from various sources (Ibragimova et al., 2024). Additionally, these skills help students create solutions to problems encountered in daily life (Raj et al., 2022). Critical thinking is increasingly emphasized in the 21st century, especially in the educational context, where adaptability and innovation are essential (Golegou et al., 2025).

1.5.2 English Textbook

The English textbook referred to is an instructional book for English learning, designed according to the regulations of the Merdeka curriculum for senior high school (SMA) levels (Mubarok et al., 2024). This textbook serves as a learning medium encompassing content such as texts, exercises, and other learning activities that support the development of students' critical thinking skills (Blyznyuk & Kachak, 2024).

1.5.3 Textbook Analysis

Textbook analysis is the process of evaluating educational materials and assessing their content and structure to identify strengths and weaknesses in language learning (Aki et al., 2024). In this study, the analysis refers to evaluating the content of English textbooks based on specific critical thinking skill indicators. This analysis includes identifying content, types of assessments, and learning activities within the textbooks related to developing critical thinking skills. The techniques used in the analysis involve identifying and evaluating text elements that can support students' critical thinking skills.

1.6 Significance of The Study

1.6.1 Theoretical use

This research can serve as a valuable source of information for curriculum developers and English textbook authors regarding the effectiveness of the presented materials to ensure alignment of critical thinking skills by Facione's theory (1990).

1.6.2 Empirical use

This study also contributes as a reference for future research focusing on textbook content analysis and developing critical thinking skills in education.

1.6.3 Practical use

In addition to providing information for textbook authors and curriculum developers, this study provides new insights into how critical thinking can be represented in English textbooks, in accordance with Facione's theory. In the context of the latest Indonesian curriculum, higher-order thinking skills are highly needed, making critical thinking skills analysis in textbooks crucial. For teachers, this study can provide recommendations for selecting content that meets students' needs. For textbook authors, this study can serve as a reference for writing future English textbooks.

1.7 Advantages of the study

This research has significant benefits in the world of education, particularly in Indonesia. Although the technology used in the learning process has advanced significantly, the use of textbooks remains necessary. Textbooks themselves serve as a reference for teachers in the learning process, ensuring a more focused delivery of the material. Therefore, this research can provide new insights into the development of

teaching materials in textbooks. This is done to ensure that textbooks remain relevant to current developments in technology.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study was conducted to identify and analyze the representation of critical thinking skills in the English textbook "Work on Progress" for 10th-grade high school students. Identification was conducted using Facione's (1990) critical thinking criteria theory in the textbook as the main theory. This was further strengthened by expert validation. This was done to obtain more accurate and appropriate results.

The findings are then based on the main theory, guided by the five principles of critical thinking in Facione's (1990) textbook. The findings are divided directly into five points for easier understanding. Among them are open-ended questions; the textbook provides a variety of open-ended questions that encourage students to consider more than one main answer. Interpreting data or situations is demonstrated through activities and instructions involving reading and text analysis skills to interpret specific information and contexts. Forming arguments and opinions is further demonstrated through assignments or instructions to discuss a topic and provide personal opinions. To encourage self-reflection, only a few activities are presented. These activities include instructions that ask students to reflect on their personal experiences and understandings. Finally, there is evaluating credibility of bias, which is the point with the

fewest activities. The activity itself analyzes the credibility or bias of two different texts or pieces of information.

All findings indicate that the English textbook "Work on Progress" adequately represents critical thinking skills. However, its application is not uniform across all units. Furthermore, Facione's (1990) critical thinking principles are not yet balanced. Overall, this book adequately meets the demands of critical thinking in 21st-century learning, as outlined in the current curriculum. However, future content improvements are needed to better implement critical thinking skills.

In this case, the English textbook "Work on Progress" can be used to support learning and develop critical thinking in English classes. To maximize its results, teachers can add various other activities that can hone students' critical thinking skills. Furthermore, teachers can modify the questions in the textbook to maximize and optimally promote higher-order thinking. This is because the success of instilling critical thinking skills in students in English classes is not solely based on the textbook, but also on the teacher's expertise in processing the textbook.

This English textbook research study contributes to the world of English learning through an analysis of the representation of critical thinking skills in the "work on progress" textbook for 10th-grade high school students. By applying Facione's (1990) critical thinking theory, this study provides an overview of the extent to which the activities in the

textbook are able to represent critical thinking skills. The results of this study are expected to be a reference for English teachers in developing teaching materials, textbook developers in compiling materials and content oriented towards critical thinking skills, and future researchers interested in critical thinking skills in the context of English as a foreign language.

5.2 Suggestion

In writing and researching this study, recommendations were made to several stakeholders to enhance their credibility. First, for English teachers, this study demonstrates that Work on Progress can be effectively used as a foundation to help develop students' critical thinking skills in language classes. Because the textbook already includes open-ended questions, data or situation interpretation, and opinion-forming tasks, teachers are encouraged to maximize these activities by expanding them and facilitating class discussions. To address the limitations of self-reflection and evaluation credibility, teachers are advised to design additional assignments such as reflective journals, student self-assessment activities, and source evaluation exercises. These strategies can help students develop higher-order thinking skills aligned with Facione's (1990) critical thinking framework.

Second, for students, this study calls for more active interaction with the tasks and learning activities in the textbook. Students should be guided not only to complete tasks to ensure their accuracy but also to reflect on the reasoning behind their answers. Actively participating in class discussions, expressing opinions supported by evidence, and absorbing information sources can help students strengthen their self-evaluation and self-processing skills. These elements are crucial for developing independent learners and responsible users of information, especially in the context of academic and digital literacy.

Third, for textbook authors and material developers, this study demonstrates the need for a more equitable balance of all components of critical thinking. Although interpretation and open-ended questions are well-represented in this textbook, future textbook revisions should include more explicit assignments. The assignments and activities included should encourage self-reflection and assess the credibility or bias of sources. One way to achieve this is by including activities such as comparing multiple texts, locating bold sources, and reflective learning directions, which can enhance the depth of critical thinking exercises, thus creating textbooks that implement higher-order thinking skills.

Finally, for future researchers, this study suggests further investigation into how assignments embedded with critical thinking skills in English textbooks are implemented in real classroom contexts. Future

studies could include classroom observations, teacher interviews, or student performance analysis to measure the effectiveness of textbook-based critical thinking activities. In addition, conducting comparative studies analyzing different textbooks or different levels of education is also highly recommended to provide broader and more concrete insights into the representation of critical thinking in English materials for foreign learners.



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