

# **A CONTENT ANALYSIS OF CRITICAL THINKING REPRESENTATION IN ENGLISH TEXTBOOK FOR TWELVE GRADES**

**Rohmatika Anggraini Putri Hestrian**

([rohmatikahestrian2001@gmail.com](mailto:rohmatikahestrian2001@gmail.com))

**Sekar Lathifatul Aliyah**

([sekar9lathifatul9aliyah@yahoo.com](mailto:sekar9lathifatul9aliyah@yahoo.com))

**Pradita Lina Dewi Afifah**

([pradita.lina@gmail.com](mailto:pradita.lina@gmail.com))

**Universitas Tidar Magelang, Indonesia**

This paper discovers the representation of critical thinking in an English textbook for twelve grades, which using curriculum 2013. It is a revised edition in 2018 published by the Ministry of Education and Culture in Indonesia. Content analysis and descriptive qualitative were utilized to conduct this paper. Subsequently, the critical thinking framework created by Ilyas was applied to obtain the data. This paper aims to find out about the existence of critical thinking in the textbook to support the increase of critical thinking in students. The paper's findings showed that the textbook contained a few critical thinking elements related to the framework.

Keywords: content analysis, critical thinking, English Textbook

## **INTRODUCTION**

Language is a much prominent tool that can be utilized to still engage in communication with others. There are local language, the national language, or international language. In order to use the language, people always consider their own needs. They may use the national language or even the local language in their area. Subsequently, they will choose to use the international language to communicate with a foreigner. However, the English language becomes an international language, which is mostly learned. According to Gunantar (2016), at the global connection stage, the largest people prefer English as a communication tool commonly regarded as English as Lingua Franca. In order to learn a language, especially the English language, it will be easier if the learners are used textbooks. Because the textbook is planned to be utilized for teaching and learning, the textbook contains the guideline of learning, sources

material, and task. Hence, learning the English language by using a textbook is one of the right ways to learn.

On the other hand, one of the essential skills in learning is critical thinking. Critical thinking relates to critically thinking about a specific matter. El Soufi and See (2019) argue that critical thinking has been determined varyingly as reasoning, argumentation, critical evaluation, and higher-order thinking. On the other hand, critical thinking is aimed as craved skills to be performed in the learning phase through in the current curriculum. Thus, this paper aimed to discover the representation of critical thinking in English textbook which utilized in Indonesia. Because this aspect can support the development of students' critical thinking, the English textbook for twelve grades of the revised edition in 2013, which wrote according to the curriculum 2013, would be analyzed of representation the term of critical thinking. Subsequently, this analysis would be constructed using Ilyas's essential framework of thinking, which was built in 2015. This framework is focused on all types of questions. Subsequently, the questions comprise clarification, assumptions; reasons and evidence; viewpoints or perspectives; implications, consequences, and alternatives, questions, predictions, agreement and disagreement, summary, and conclusion. However, there was also another study that analyzed the representation of critical thinking in the textbook. Utami, Liahmad, Rusnindita (2019), with their paper entitled "Investigating the Attainability of Critical Thinking of English Textbook in Indonesia," pointed out that in developing the textbook materials, the enforcement of critical thinking elements will essentially encourage the students to be a critical thinker. Subsequently, this skill is needed to make the learners can think critically in understanding the material.

## **METHODOLOGY**

This study's methodology is used content analysis that is done by analyzing the content of English textbooks of twelve grades. The content analysis aims to investigate the textbook, whether there is critical thinking or not. Thus, this study also focuses on qualitative research. This type of research looks to describe a population without quantifiably measuring variables or looking to potential relationships between variables (Gounder, 2012). Moreover, the data will display in descriptive qualitative that utilizes qualitative data and is described descriptively.

In this article, the data source from an English textbook for twelve grades published by the Ministry of Education and Culture in Indonesia. After figuring out the head, the next step is accumulating the data. After the data all are gathered, they were analyzed one by one, dependent on Ilyas' framework theory of critical thinking.

## **FINDINGS AND DISCUSSION**

In total, there are more than 100 assignments in the English Textbook for Twelve Grades. But only six types of critical thinking were found with a small amount. They were clarification, reason and evidence, viewpoint or perspective, consequence and alternative, agreement and disagreement, and summary and conclusion, with viewpoint or perspective categories

dominating the tasks. The first is clarification. According to (Ruggiero 2012), clarity may result from clear thought, and "real" critical thinkers think clearly. The primary sort incorporates assignments that inquire understudies to clarify the meaning of words, as appeared within the passage below.

- a. What is another name for Seattle?
- b. What does friendship mean to ....
- c. Which part.../which paragraph...
- d. What do you understand about these lines?

The teacher needs to expand the clarification assignment to encourage student interpretation and to encourage their reasoning. Another clarification task that can promote more critical thinking than word clarification can be categorized as clarifying "terms." The terms referred to here are phrases or sentences. The term clarification assignment may not enhance students' essential considering aptitudes in the event that understudies don't explain their reactions in profundity. To suit this, instructors can provide more clarification assignments by inquiring more questions asking the meaning of students' responses, or challenging them to clarify their reactions, combining two basic thinking categories: clarification and reason. The next critical thinking category found within the reading material is "reason." thinking has been included as a critical thinking aptitude in nearly all primary considering scientific classifications, programs, methodologies, and tests since it is the ability that requires people to have a profound feeling some time recently thinking.

Examples of command sentences that use reason are as follows:

- a. Why do you think so?
- b. What is the goal of...?

The next example of critical thinking is "viewpoint or perspective". Concerning "viewpoint or perspective," another essential category of thinking, the reading material overwhelmingly illustrates this category compared with the others. This may be because inquiring for someone's conclusion is generally simple, even though the course readings' journalists might not intentionally include this category as an assignment to advance essential thinking. For the journalists, this consideration may be for the variation of tasks since there's no data within the books about basic considering tasks. This category of critical thinking falls into a few types. Below are some examples of the "viewpoint or perspective" found in the English Textbook for Twelve Grades.

- a. Share your ...
- b. Do you know how to...
- c. Compare your quotes with the quote in the caption.
- d. What do you think about...?
- e. Write your own...
- f. In your opinion, what...
- g. If you....., how would you...?

The next point is "consequence and alternatives." Another category of essential considering that shows up in the textbooks is "consequence and alternative." This kind of task asks understudies to propose options and specify results, as can be seen within the two selections below:

- a. Write possible responses for offering help...

There is only one example of "consequence and alternative." Another category of essential considering that shows up in the textbooks is "consequence and alternative." This kind of task asks understudies to propose options and specify results. Another sort of assignment that has a place in the category of essential considering and has the potential to advance students' necessary considering abilities is "agreement and disagreement." Agreement and contradiction errands can advance critical thinking since understudies got to clarify why they concur or disagree. In this way, this assignment is closely related to the perspective or perspective category. As has been specified, instructors need to be imaginative and essential when managing errands that can advance necessary considering. Here are examples that can be found in the book "English Textbook for Twelve Grades."

- a. Do you think the text is finished initially, or is it continued other information?

The final category is "summary and conclusion." Few assignments that have a place in this category have been found in the textbooks. A few basic considering scientific categorizations, programs, and procedures incorporate rundowns and conclusions as critical thinking exercises. This may be since summarizing and concluding require understudies to perused, analyze, and evaluate, and they have to show their rundown and conclusion clearly, which also requires apparent consideration. Most of the course readings' tasks inquire understudies to summarize the text, as appeared underneath.

- a. What would you say to.... (According to the text)
- b. What message do they express?
- c. What can you learn from this chapter?
- d. What is the text/news about?
- e. What is the text/news discussing about?

## **CONCLUSION**

Critical thinking is one of the primary things in learning. The finding shows that in the English textbook of twelve grades, some questions provide critical thinking aspects following Ilyas's framework. The result shows clarification, reason, viewpoints or perspective, consequence or alternative, agree and disagree summary, and conclusions questions. This data of analysis explained descriptively use the descriptive qualitative method by doing content analysis. Finally, in the English textbook of twelve grades, it can be concluded that the critical thinking aspects and supports the development of students' critical thinking.

## REFERENCES

- El Soufi, N., & See, B. H. (2019). Does explicit teaching of critical thinking improve critical thinking skills of English language learners in higher education? A critical review of causal evidence. *Studies in Educational Evaluation*.  
<https://doi.org/10.1016/j.stueduc.2018.12.006>
- Goundar, S. (2012). Chapter 3—Research Methodology and Research Method.
- Gunantar, D. A. (2016). The impact of English as an international language on English Language Teaching in Indonesia. *Language Circle: Journal of Language and Literature*, 10(2), 141-151.
- Ilyas, H. (2015). *Critical thinking: Its representation in Indonesian ELT textbooks and education* (Doctoral dissertation, University of York).
- Utami, Y. P., Liahmad, L., & Rusnindita, K. (2020, August). Investigating the Attainability of Critical Thinking of English Textbook in Indonesia. In *International Joint Conference on Science and Technology* (Vol. 2, No. 1, pp. 64-69).