

CRITICAL THINKING INSTRUCTION PEDAGOGY IN EFL READING
A SYSTEMATIC ANALYSIS ON A BOOK ENTITLED “EMPOWER”

A Paper

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ABSTRACT

Critical thinking (CT) skills are essential for students in the 21st century. As CT skills are implemented through reading activities, textbooks used in schools should support the CT development of students. This study aims at describing what critical thinking attitudes are built on EFL reading instruction in English textbook. We employed qualitative descriptive research designed and used thematic analysis framework to explore how Empower book builds CT instructions through reading activities throughout in the reading units. The data were gathered from the 3 reading units of the book. The book was published by Cambridge University Press & Assessment. The results showed that the EFL reading instructions in the book are built into four levels of critical thinking; namely problem solving, decision making, diagnostic reasoning, and the scientific method. The instructions utilize application, analysis, evaluation, and creation skills, which demonstrate how to empower students' higher order thinking skills (HOTS). Moreover, the instructions achieve enhanced control of active learning with effective classroom discussions using various activities. As thus, this study recommends to the call for the development of critical thinking skills over subjects, which are highly needed in the 21st century, especially in the context of the school learning in Indonesia.

Keywords: Critical Thinking (CT) instructions, EFL reading, Empower textbook, Thematic analysis

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CHAPTER I

INTRODUCTION

A. Background of the Study

The 21st century learning requires students in Indonesia to have essential abilities, including the ability to think critically, think creatively, and solve problems (Pratiwi, 2019: 128). In this digital era, students are expected to think critically to analyze and solve complex problems so that they can adapt this 21st century skills (Febrianti et al., 2021). It means that critical thinking is an important skill for students in this era.

Research has shown that many aspects of reading are related to important thinking skills (Moffet & Wagner, 1983; Pearson & Tierney, 1984; Standford & Roark, 1974) as cited as (Liaw, 2007) so the importance of reading has a relationship that can improve critical thinking skills in ESL and EFL classrooms. Therefore, textbooks used in schools should use books that are designed according to international educational standards and allow students to improve their critical thinking skills, especially in this 21st century.

The rapid development of knowledge and technology in the 21st century has not improved the ranking of Indonesian students in PISA in reading (Tohir, 2019). Therefore, the results of the Programme for International Student Assessment (PISA) assessment are valuable input to improve the quality of education in Indonesia, which will be the focus of the government to face the challenges of the 21st century. The PISA results

require in this 21st century education in Indonesia need to further improve the quality of education by supporting teaching in schools with critical thinking instruction standard.

In order to improve these standards, schools need to know about the standards of critical thinking instruction that are widely used by Organization for Economic Cooperation and Development (OECD) member countries, one of which is by using books that refer to the standard of critical thinking instruction. The book that claims to have referenced the use of these standards is the Empower book produced by Cambridge Book. The book produced by Cambridge claims to have used the international assessment (Cambridge & Thompson, 2004), which is the most common use of international standards for the improvement of critical thinking skills in education in OECD member countries.

The research on this topic was conducted by (Putri & Kurniasih, 2022). The book studied by the previous researcher was the English textbook for eleventh grade. In general, this textbook has shown the integration of critical thinking skills in it. However, the level of critical thinking skills shown is still dominated by the middle level, while the level of high-level critical thinking skills is still very rare in this investigation. Therefore, the first reason is the researcher wants to know the critical thinking instruction skills in Empower book does build students' critical thinking in Indonesian education, which is equivalent to the demands of the

21st century. The second reason in conducting this research is about there is a lack of this investigation research in Indonesia.

B. Aim of the Research

The aim of the research is to explore critical thinking instruction in a book entitled “Empower” produced by Cambridge International Book.

C. Research Question

Based on background of the study, the research question is “How does Empower book build critical thinking instructions through the reading activities.” Through this phenomenon, the researcher decides to choose this question to conduct this research.

D. Research Focus

The study focuses on exploring critical thinking instruction pedagogy through a reading unit one until three on Empower book. Critical thinking instruction here cover into four level a suggested by Ennis, (1989): Problem solving, Decision making, Diagnostic reasoning, and Scientific method

E. Operational Definition

To support this research the writer would like to explain terms related to the topic of the research, there are:

1. Critical Thinking Instruction Pedagogy

Critical Thinking Instruction Pedagogy is critical thinking teaching that focuses on making decisions about what should be done through problem solving, decision making, diagnostic reasoning and the scientific method.

(Ennis, 1993). According to Fahim & Masouleh (2012) “Critical thinking instruction is part of CT pedagogy, which is designed to facilitate the seamless integration of CT with instructional practice, thereby encouraging the development of CT aptitude and proficiency among students”.

2. EFL reading

Reading English as a Foreign Language (EFL) is the process of understanding the author's messages through reading an instruction. EFL reading in this research refers to reading activity in a book which is represented through reading unit. (Nuttal, 1982). EFL reading, according to Grabe (2009), is the capacity of English as a foreign language learner to comprehend and apply reading material in English.

3. Systematic analysis

According to Gunawan Imam (2013), systematic analysis is the methodical process of gathering information from document by classifying, decomposing, synthesizing into patterns. It also involves determining which data are significant and will be further investigated, as well as formulating conclusions that are easily understood by oneself and others.

F. Research Significance

This study is significant for teacher for several reasons. First, it provides insights to teacher or school who have not used critical thinking instruction books to use in classroom learning activities by teachers who prioritize critical thinking for students, especially in learning reading skills. Second,

it contributes to the literature on critical thinking skills in English language learning in the context make an instruction and HOTS question.

CHAPTER II

THEORETICAL FOUNDATION

A. Critical Thinking

1. Definition of Critical Thinking

One of the 21st century skills that essential and needed for life is critical thinking, Critical thinking is one of the higher order thinking skills (HOTS), along with creative thinking, problem solving, and reflective thinking. According to Chance (1986, p. 6), Critical thinking skills include factual analysis, idea generation and organization, opinion defense, comparison, inference, argument evaluation, and problem solving. Similarly, Scriven & Paul (1992), Critical thinking is defined as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action. Critical thinking, as defined by Beyer (1995) as cited as (Yin et al., 2023), is the ability to evaluate ideas, claims, arguments, and supporting data. It includes the ability to distinguish between the relevant and the irrelevant. Therefore, the purpose of critical thinking is to make reasonable judgments and decisions based on strong evidence, as well as being able to understand certain problems and situations in depth, so it is very important for one's personal, social, and professional life.

In addition Fisher (2011) Critical Thinking has been the most extensively studied notion in education, but it is still an elusive term to

define and describe, (Li, 2016) and despite its importance, there is no consensus on the definition of the construct of CT (Lin, 2018; Moore, 2011; Simpson & Courtney, 2002) According to Liaw (2007), critical thinking involves searching for meaning, making and formulating important questions, investigating assumptions, imagining alternatives, and launching different views. Critical thinking is a scientific attitude and the ability to find out something and then analyze it to make a decision (Lin, 2018, p. 2). In general, the elements or skills in critical thinking are argumentation, analysis, evaluation, inference, explanation, and interpretation.

2. Critical Instruction Pedagogy

Critical Thinking Instruction is part of CT pedagogy, which is designed to facilitate the seamless integration of CT with instructional practice, thereby encouraging the development of CT aptitude and proficiency among students”. (Fahim & Masouleh, 2012). According to Ten Dam & Volman (2004) stated that critical thinking instruction is instruction that aims to improve students' abilities to analyze, synthesize, evaluate evidence and arguments, and present opposing points of view. Therefore, students can focus themselves on higher-level cognitive skills such as analysis, evaluation, reflection, and creation.

Critical Thinking Instruction Pedagogy also uses authentic assessments that measure students' critical thinking skills and not just declarative knowledge. There are several indicators, principle and assessments of

critical thinking, according to some experts. Ennis (1989) said that “CT instruction pedagogy is critical thinking teaching that (1) *focuses on making decisions about what should be done* is the most important thing to do for students to find information by using knowledge; the more knowledge they have, the easier it will be to recognize information. (2) *Problem solving* is something students do to focus on the problem and find lots of information related to the problem so they can solve the problems they face. (3) diagnostic reasoning and (4) the scientific method or resolution to make a statement that is accompanied by a precise justification.

Making decisions is the ability to consider things in making choices using rational criteria, and evaluate the consequences of decisions taken. According to Richard Paul and Linda Elder (2006): Making decisions in critical thinking is the ability to consider all relevant information and implications, identify the values and criteria underlying the decision, and examine the assumptions and consequences of the choices made. According to Michael Scriven and Richard Paul (1987): Critical decision making is an intellectual discipline process to actively analyze, evaluate, and reconstruct the process of making decisions so that the decisions taken can be rationally justified. Therefore, making decisions in the context of critical thinking instruction emphasizes students on the analytical process of making rational decisions, considering various factors and points of view critically before taking action.

Diagnostic reasoning is the ability to identify key issues or problems and their underlying causes by considering different points of view and relevant evidence. According to Michael Scriven and Richard Paul (1987) Diagnostic reasoning involves the process of reasoning to find the root cause of a problem, identify relevant data, and evaluate the implications of the diagnosis made. According to Peter A. Facione (2015): Diagnostic reasoning is the ability to analyze information and identify plausible reasons to explain observed evidence, statements, opinions, or situations. Thus, diagnostic reasoning in critical thinking instruction emphasizes the ability to analyze in depth, ask critical questions, identify problems, identify data, analyze information, and identify reasons by considering various factors and relevant perspectives.

Problem solving is the ability to identify problems, gather and evaluate relevant information, and make rational and measurable decisions. According to Richard Paul and Linda Elder (2006): Critical thinking problem solving is the ability to formulate problems clearly, gather relevant information, identify assumptions, make reasonable judgments, and objectively evaluate alternative solutions. According to Michael Scriven and Richard Paul (1987): Critical problem solving involves a reasoning process to analyze situations, identify key issues, explore multiple perspectives, and formulate solutions that consider long-term consequences. Thus, problem solving in critical thinking instructional pedagogy emphasizes the ability to critically analyze problems, gather relevant information, consider different

points of view, and develop rational solutions by considering broader consequences and implications.

Resolution is the ability to draw conclusions that are consistent with the reasons, evidence, and judgments made previously and to consider the consequences of those decisions According to Richard Paul and Linda Elder (2006): Resolution is the ability to integrate all the components of critical thinking, such as analysis, evaluation, and inference, to make a final statement or conclusion that considers broader consequences and implications. According to Michael Scriven and Richard Paul (1987): Resolution involves the process of reaching a reasonable and justified conclusion after evaluating all relevant information, evidence, and viewpoints on an issue. Thus, resolution in the pedagogy of critical thinking instruction emphasizes the ability to make a conclusion that is reasonable, consistent with the analysis and critical evaluation that has been done, and considers the broader consequences and implications of the decision.

According to Garrison, Anderson, and Archer (2001) as cited as (Hidayah et al., 2017) identify four critical thinking skills, namely: (1) triggering event, which is quickly identifying or recognizing problems or dilemmas from one's experience; (2) exploration, which is thinking about personal and social ideas to prepare for decisions; (3) integration, which is constructing the meaning of ideas and integrating relevant information identified in the previous stage; and (4) resolution, which is proposing

solutions hypothetically or applying solutions directly to questions, dilemmas, or problems and testing ideas and hypotheses.

Critical Thinking Instruction Pedagogy must also use scaffolding, probing questions, and discussions to stimulate and challenge students' thinking processes. According to Cottrell (2017) Scaffolding and active facilitation from faculty are used in critical thinking instruction to encourage in-depth analysis, such as objective evaluation of evidence, clear argumentation, and conceptual thinking in students. Therefore, all of these approaches can encourage students to question assumptions, see issues from various perspectives, and be sensitive to the unclear.

B. EFL (English as a Foreign Language) Reading

Reading English as a foreign language (EFL) is the process of understanding the author's messages through reading an instruction. EFL reading in this research refers to reading activity in a book which is represented through reading unit. (Nuttal, 1982). EFL reading is the capacity of English as a foreign language learner to comprehend and apply reading material in English. Grabe (2009). EFL learners face the challenge of lacking critical thinking skills in reading, even though reading requires the use of CT skills including skimming, scanning, synthesizing, and summarizing. Reading has been the skill most emphasized in traditional foreign language teaching which implies close study of short passage including syntactic, semantic, and lexical analyses and translation into first language to study meaning (Susser & Robb, 1990).

Critical reading in EFL reading needs to emphasize the evaluation of ideologies, arguments, and perspectives in texts (Ko, 2013). Therefore, EFL reading instruction must encourage students to critically filter information according to the principles of critical pedagogy. According to (Ennis, 2018), "Incorporate substantial reading, writing, listening, speaking, and viewing activities into every subject, and provide feedback that enhances critical thinking skills." It means, the activity of viewing or watching audiovisual content should also be involved in critical thinking instruction and is an important part of the implementation of critical thinking.

C. Systematic Analysis

Systematic analysis is the methodical process of gathering information from document by classifying, decomposing, synthesizing into patterns (Gunawan Imam, 2013). It also involves determining which data are significant and will be further investigated, as well as formulating conclusions that are easily understood by oneself and others. According to Levy (1988) systematic analysis is the process of conducting research on any given situation, question, or phenomenon by gathering and analyzing data in a systematic manner in order to get a valid and reliable conclusion. Therefore, the researcher will use thematic analysis to conduct this investigation on the instructions in the book to be studied, in order to systematically analyze the data through the words contained in the instructions in the book.

Thematic analysis is a type of qualitative analysis. It is used to analyze classifications and present themes (patterns) related to the data. This analysis illustrates the data in great detail and relates to various themes through interpretation (Alhojailan & Ibrahim, 2012). Thematic analysis is a systematic approach to data analysis that is particularly useful for research that involves interpretation. It allows the researcher to relate the frequency analysis of a theme to the overall content, providing accuracy and complexity that enhances the meaning of the research. Qualitative research involves comprehending and gathering various aspects and data. Thematic analysis offers a chance to gain a broader understanding of a problem (Marks and Yardley, 2004).

D. Related Research

The research was conducted by (Putri & Kurniasih, 2022). The book studied by the previous researcher was the English textbook for eleventh grade. In general, this textbook has shown the integration of critical thinking skills in it. However, the level of critical thinking skills shown is still dominated by the middle level, while the level of high-level critical thinking skills is still very rare in this investigation.

The second study is researched by (Febrianti et al., 2021). This study explained that students were able to think creatively and critically and solve problems on HOTS questions, so HOTS questions can be used as a solution to improve students' critical thinking skills. This study also shows that HOTS questions are able to improve the critical thinking skills of students

from different levels of elementary, junior high, and high school. However, it is very suitable for use at the high school level. Therefore, habituation in giving problems and learning with HOTS will make students get used to thinking critically in solving problems by using creative thinking skills in finding the expected solution.

CHAPTER III

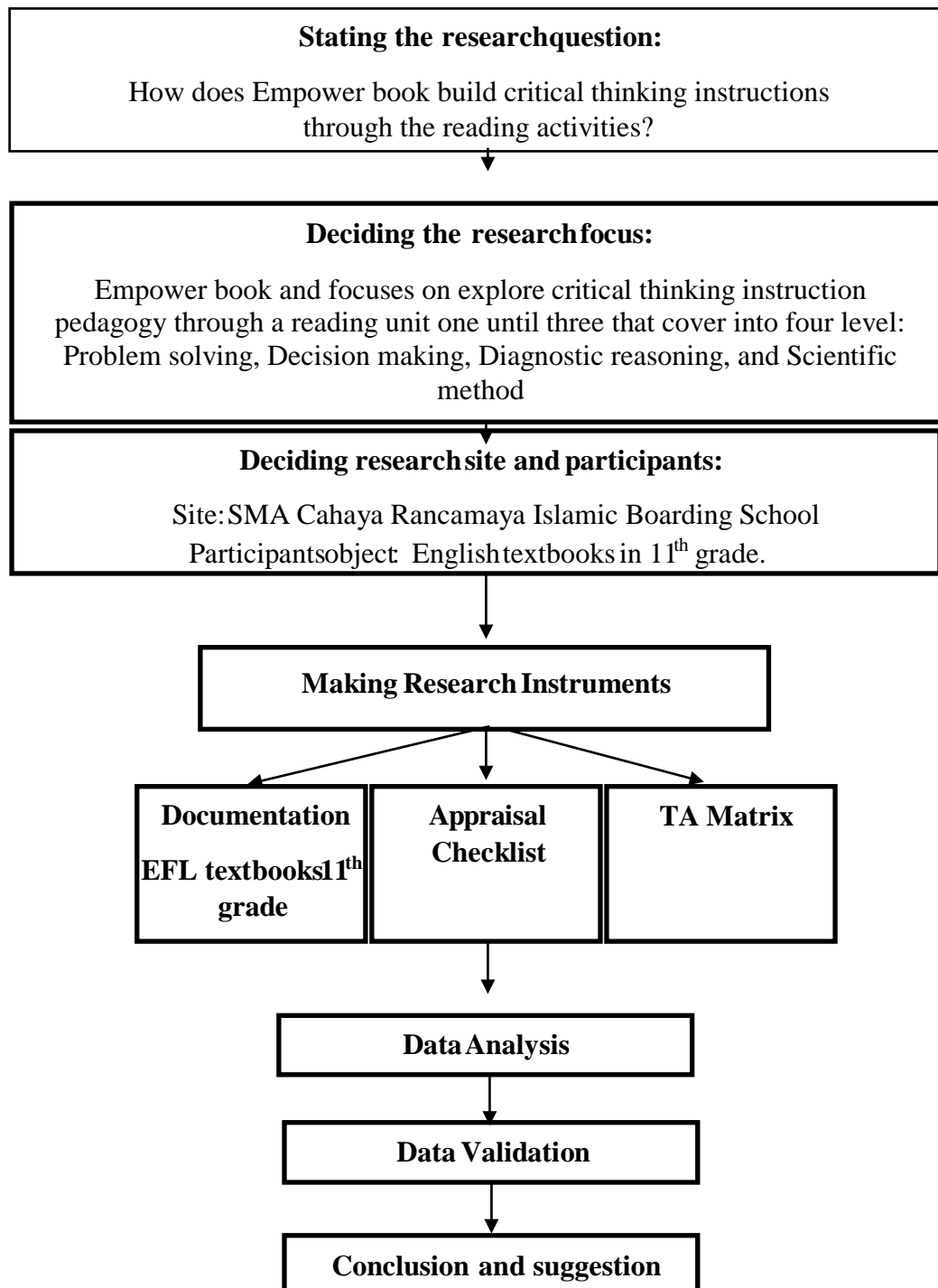
RESEARCH METHOD

A. Research Method and Design

This study aims to determine the level of critical thinking instruction and pedagogy in a book entitled Empower. The approach use in this research is a qualitative approach. "Qualitative research can be understood as an understanding of behavior, issue and phenomenon on research subjects holistically in a descriptive way, carried out intensively, and reported in detail" (Wu & Volker, 2009). The researcher will apply qualitative approach because the aims of the research are compatible with that approach.

The type of research in this study was used thematic analysis, According to (Maguire & Delahunt, 2014) Thematic analysis is the process of identifying patterns or themes within qualitative data. The theory is rooted in the situation, shaped by and remains consistent with the data and the theories derived from data collected can be analyzed systematically through the field research process.

Based on experts' explanation above, the researcher concludes that qualitative research is employed to understand and obtain in-depth information about how to analyze book in natural settings. Thus, the researcher applies descriptive method as the research design.



B. Research Site and Participants

The researcher was conducted the research on a book entitled Empower, which was published by Cambridge International Book. The researcher was chosen this book because he wants to analyze the instructions in it and because the book was produced by Cambridge, so it was claimed to be able to enhance students' critical thinking when learning English in school. Therefore, it became a reason why this book was used for teaching and learning activities at Cahaya Rancamaya Islamic Boarding School. The researcher chose this school because this school gave permission to the researcher to conduct research at the school.

C. Research Instrument

A research instrument is a medium or technique that the researcher was used to gather data. This makes the research more effective, and the results are better, more educative, organized, and comprehensive. To consider data collection, the researcher first defines the method and instruments. (Herawati & Irdiyansyah, n.d.) stated that qualitative research is the key instrument in describing and analyzing a phenomenon. (Purrohman, 2006) said that there are two main things that affect the quality of research, namely; research instrument quality and data collection quality. In qualitative research, the instrument or research tool is the researcher himself. Qualitative researchers as human instruments function to determine research

focus, select informants as data sources, collect data, assess data quality, and analyze data, separate data and draw conclusions on their findings (Sugiyono, 2010). In research, there are several elements that support the research process.

Data collection techniques in this study are using Documentation, Appraisal Checklist, and Thematic Analysis matrix. The details are as follows:

a. Documentation

The writer was used a book or document artifact as documentation. According to Sugiyono, (2010). Documentation is searching for data related to matters or variables including notes, transcripts, books, newspapers, magazine inscriptions, meeting minutes, leggers, agendas, and so on. Hasan et al., n.d., (2023) said that Documentation is a type of non-test instrument in qualitative research that is used to confirm and obtain evidence with documents, both physical and digital. The document that will be used for the research is the 11th grade EFL textbook. In this document study, there are at least two types of documents, namely personal documents and official documents (Moleong, 2021). The documents in this study was used official documents in the form of transcripts, minutes, and curriculum as mentioned above, so the researcher was gather information from document by classifying, decomposing, synthesizing into patterns. It also involves determining which data are significant and will be further investigated, as

well as formulating conclusions that are easily understood by oneself and others.

b. Appraisal checklist

Appraisal checklist is the instrument which is used by researcher for the data validation. This research uses an appraisal checklist as a technique to check and select scientific papers that can be selected and suitable for data and help researchers know the qualifications of the papers in detail. In checking the documents, the researcher adapted Treloar et al., (2000) by identifying the research design, an appropriate assessment tool is selected. it asks probing questions about the document and the way the document was chosen.

1. Context

When and where was the book written and published?

2. Purpose

Who is the intended audience for the book?

3. Genre

What genre is the book (fiction, non-fiction, academic, etc.)?

4. Discourse Structure

What main themes, arguments, or messages are supported by this structure?

5. Linguistic Style

What grammar and sentence cohesion are utilized?

Document qualification	yes	no	Explanation
Context			When and where was the book written and published
Linguistic Style			What grammar and sentence cohesion are utilized
Purpose			Who is the intended audience for the book
Genre			What genre is the book (fiction, nonfiction, academic, etc.)
Discourse Structure			What main themes, arguments, or messages are supported by this structure

Table 3.1 Artifact appraisal checklist

c. Thematic analysis matrix

Thematic Analysis Matrix is a tool used by researchers to strengthen the data to be collected. thematic analysis matrix uses the stages described by (Clarke & Braun, 2012) and developed by researcher and supervisors. these steps include: data source, example of the data, initial codes, classification and theorization, and emergent theme.

Data source	Example of the data	Initial codes	Classification and theorization	Emergent themes
Reading unit 1	The example of instruction on book	Indicator of MD PS DR R	The expression of Critical Thinking Instruction (principle of CT)	Type of CT
Explanation of Codes:	Making Decision (MD)	Problem Solving (PS)	Diagnostic Reasoning (DR)	Scientific Method (SM)

Table 3.2 Thematic Analysis Matrix

D. Research Procedure

In gathering the data, this study has been carried out by implementing several steps form documentation. The researcher was used documentation in the form of Empower books used in the teaching and learning process at

Cahaya Rancamaya High School and will analyze the Critical Thinking Instruction in the book. The level of Critical Thinking Instruction pedagogy indicators refers to (Ennis, 1993) problem solving, decision making, diagnostic reasoning and the scientific method. The data will be analyzed using thematic analysis referenced from Braun and Clarke's, (2013) as cited in Maguire & Delahunt, (2014). The data was analyzed with six stages according to the stages mentioned in the Braun and Clarke book, then the author will compare and analyze that with the instructions in the Empower book, so that researchers can find out and draw conclusions in their research that the instructions in the Empower book published by Cambridge International Book have met critical thinking standards or haven't.

E. Data Analysis

This study tests the validity of the data using credibility or the degree of trust with the triangulation technique. This technique is a datachecking technique by utilizing thematic analysis. In short, with triangulation researchers can check the findings of the research by comparing data with sources, methods, or theories (Moleong, 2021). This research uses a source triangulation technique, namely by checking through several sources (Sugiyono, 2010). The researcher will analyze and checking the data collection from instrument, Further explanations are as follows:

1. Documentation

The documents here are taken from the 11th grade EFL textbooks produced by Cambridge International Book, the data will be taken from the

documents in the form of classroom instruction which will be analyzed using thematic analysis. the stages that will be analyzed are

- 1.1. identify the instruction sentences used in the reading unit.
- 1.2. what will be identified from the instruction is the expression used in the instruction sentence.
- 1.3. the researcher will code the instruction that will be analyzed in accordance with what has been put forward by Ennis
- 1.4. the researcher will classify the data according to the principle of CT
- 1.5. back to the theory to see the relevance and alignment of what has been provided
- 1.6. the author writes and interprets it

2. Appraisal Checklist

This appraisal checklist was used to determine the relevance of the document to be used. The appraisal checklist was used in the form of a data table that provides points that will then be analyzed. these points relate to the theory and provisions that must be provided in critical instructional pedagogy and then the data will show the extent of the relevance of the document to the influence of critical instructional pedagogy. The qualifications that will be examined in this appraisal checklist are:

- 2.1. Context; When and where was the book written and published.
- 2.2. Linguistic style; What grammar and sentence cohesion are utilized.

- 2.3. Purpose; Who is the intended audience for the book.
- 2.4. Genre; What genre is the book (fiction, non-fiction, academic, etc.).
- 2.5. Relationships; Who benefits and who is disadvantaged by this discourse.
- 2.6. Discourse Structure; What main themes, arguments, or messages are supported by this structure.

3. Thematic Analysis Matrix

The data from the document was categorized into six columns of the thematic analysis matrix. The expression sentences in the critical instruction in the reading unit will be coded by applying the types of critical thinking indicators and principles. The sentences will be linked to the theory proposed by Ennis and analyzed using thematic analysis according to the steps provided by Braun and Clarck and developed by researchers and supervisors. According to Braun & Clarke's (2006) as cited Maguire & Delahunt, (2014) there are six phases of data analysis, which are:

Step 1	Identify the data sources
Step 2	Example of the data
Step 3	Search for Initial codes
Step 4	Classification and Theorization
Step 5	Refer back to the theory
Step 6	Write-up and interpretation

Table 3.3: Braun & Clarke's six-phase framework developed by researcher and supervisors for doing a thematic analysis.

From those steps, the researcher concludes and verifies the answer to the research question that had been done in displaying the data by

analyzing document data. By using thematic analysis, the data will be systematically organized and analyzed. Thematic analysis is flexible for identifying, describing, and interpreting patterns (themes) within a data set in great detail (Vaismoradi et al., 2013). In several reasons and theories that have been mentioned, this research uses Critical Thinking Instruction framework and thematic analysis to make this research strongly defined and interpreted in detail, so the researcher gets a conclusion about critical thinking instruction in Empower book.

F. Data Credibility

According to Cohen (2007) cited by Nurmawati (2018); to make qualitative research trustworthy and credible, researcher use the Triangulation Methodology. It uses the same method on different occasions or different methods on the same study object. Methodological triangulation there are three data collection techniques used to collect data.

Therefore, the researcher applies a book as document, appraisal checklist and thematic analysis matrix to collect data. By applying these three triangulation methods, a researcher hopes that the results of this research will be consistent in terms of data, because data will be collected from more than one data source.

CHAPTER IV

DATA DESCRIPTON AND ANALYSIS

A. Data Description

The researcher was conducted from February 28th to April 29th 2024 in SMA Cahaya Rancamaya. The data of this study were taken from documentation. The documentation is English text book, appraisal checklist and thematic analysis matrix.

1. Data from documentation

Documentation data was obtained by collecting data from English textbook that used by teacher in the learning process at SMA Cahaya Rancamaya. There are four criteria investigated through this research which are problem solving, making decision, diagnostic reasoning and scientific method. This research investigated how the instruction was constructed by considering that kind of aspect so the instructions in Empower book will be built the critical thinking into HOTS level. In this case the instruction in the book can improve critical thinking student's if the instructions in this book use the skills of applying, analyzing, evaluating, and creating, so that students are able to analyze the questions and instructions until they can find the answers.

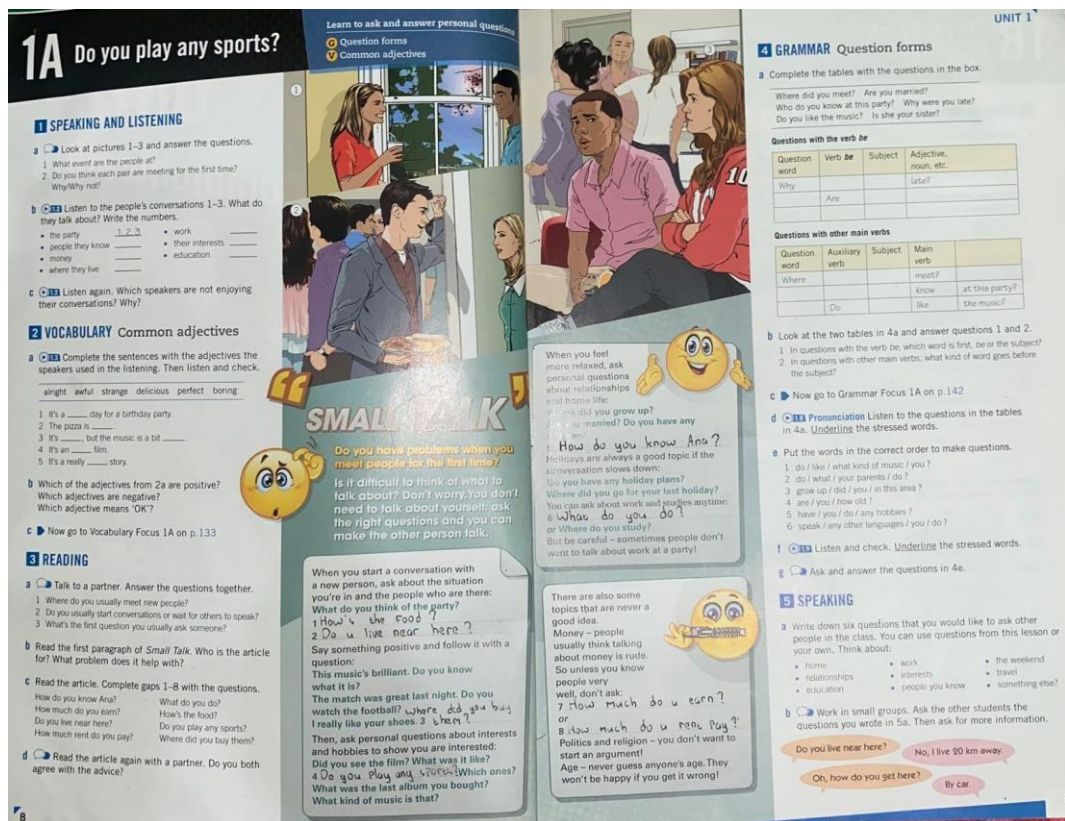



Figure 4.1 The all activities in unit 1A

From the data above, it can be seen that the author classifies books based on skills, starting from speaking and listening, vocabulary, reading, grammar and speaking. The figure 4.1 show that there are several skills, and each skill has several activities, where the activities are filling in the dots of short essays, discussing with friends, filling in blank tables, looking for vocabulary, making sentences from random words, solving problems in everyday life, listening to conversations, working in small groups, and so on. Because the researcher will focus on reading skills, the researcher will analyze the instructions in reading skills.

3 READING

a  Talk to a partner. Answer the questions together.

- 1 Where do you usually meet new people?
- 2 Do you usually start conversations or wait for others to speak?
- 3 What's the first question you usually ask someone?

b Read the first paragraph of *Small Talk*. Who is the article for? What problem does it help with?

c Read the article. Complete gaps 1–8 with the questions.

How do you know Ana?	What do you do?
How much do you earn?	How's the food?
Do you live near here?	Do you play any sports?
How much rent do you pay?	Where did you buy them?


d  Read the article again with a partner. Do you both agree with the advice?

Figure 4.2 instruction of reading activity unit 1A

In the figure 4.2 in reading section there are 4 instructions and activities in the reading section that has written on the book, those instruction are divided into four stages. Firstly, the instruction asks students to talk with the partner and answer three questions. Secondly, the instruction asks students to read the paragraph and having the small talk, then finding a solution from the problem. Thirdly, the instruction asks students to read the article and complete the gaps with the several question, and fourthly the instruction asks students to read an article and make advice for accepting or rejecting to the advice in the reading activity on the instructions.

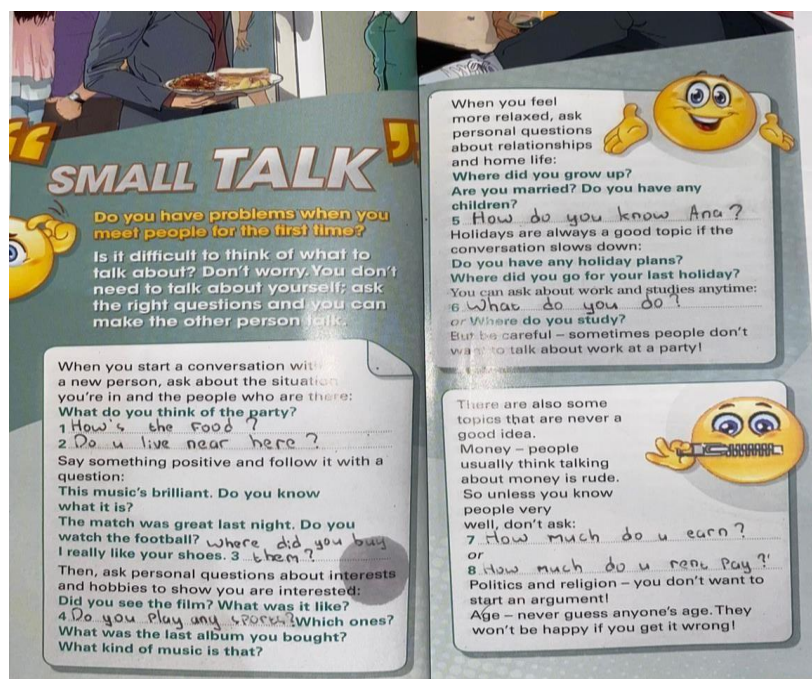


Figure 4.3 Small Talk in unit 1A

From the data above, it can be seen that this Empower book also presents a text where students must have discussions in class and invite students to become objects in the material based on the material in the text, so that learning becomes effective and can improve students' critical thinking. From the discussion text, students are also invited to solve problems if students have problems in everyday life such as “when meeting someone for the first time”.

2. Data from appraisal checklist

The researcher was used an appraisal checklist to validate the data from the documents used by using questions and statements that match the qualifications in the documents. There are five themes for checklist

the documentation which are context, language style, purpose, genre, and discourse structure.

a) Context

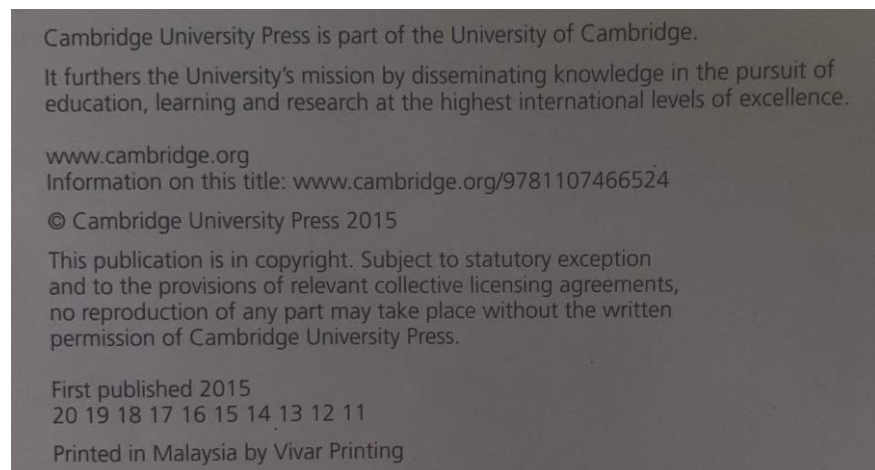


Figure 4.4 alignment of the book

From the data above it can be seen that English textbook was published by Cambridge University Press in 2015. Line two describe that the purpose of publishing this book is to advance the mission of the university of Cambridge by spreading knowledge and education at a high level of excellence.

This book has been used in schools based on the Cambridge curriculum. Somehow, Cahaya Rancamaya School that does not implementation Cambridge curriculum also has been used this book in learning activity because the book published by Cambridge University Press claimed make students compete in PISA in terms of improving critical thinking in learning.

b) Language style

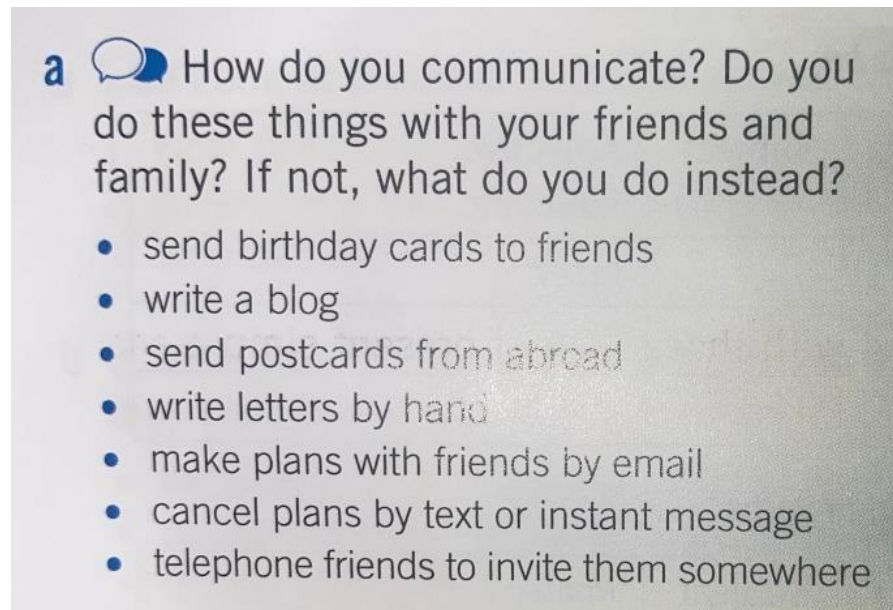
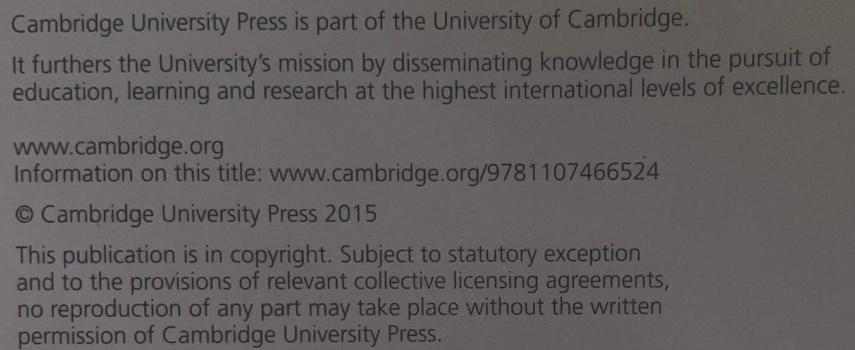


Figure 4.5 instruction of reading activity on unit 1A

From the figure 4.3 above it can be seen that One of the instructions from several instructions in the book uses language style. “How do you communicate and do you do these things with your friends and family” the keywords of “how do you communicate” it represents that is the behavior process where students are asked to align the content in the text with their daily lives process. The researcher examined the language features used in the book appropriate to the students' abilities, because the grammar used in the instructions used met the critical thinking criteria based on Ennis' theory.

c) Purpose



Cambridge University Press is part of the University of Cambridge.
It furthers the University's mission by disseminating knowledge in the pursuit of
education, learning and research at the highest international levels of excellence.

www.cambridge.org
Information on this title: www.cambridge.org/9781107466524

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Figure 4.6 alignment of the book

From the data above it can be seen that the book was published with the aim of advance the mission of the university of Cambridge by spreading knowledge and education at a high level of excellence. The book is aimed at teaching and learning in high schools that require students to apply critical thinking in learning.

d) Genre

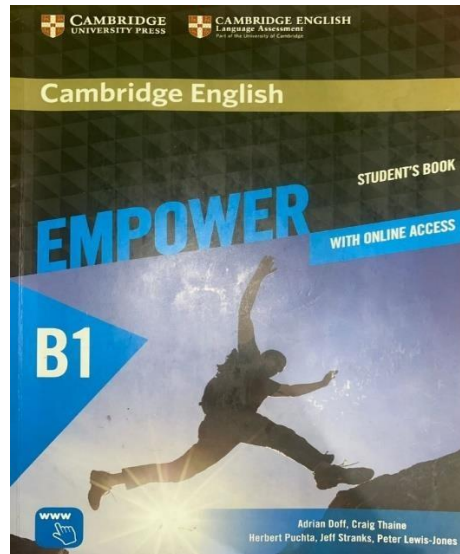


Figure 4.7 cover of the book

Empower book is included in the category of academic books because this book is used in the teaching and learning process in high school. In the teaching and learning process, textbooks are one of the learning methods used in the classroom to support the relationship between students and teachers so that Empower books have a close attachment to students to improve the quality of students, especially in critical thinking.

e) Discourse structure

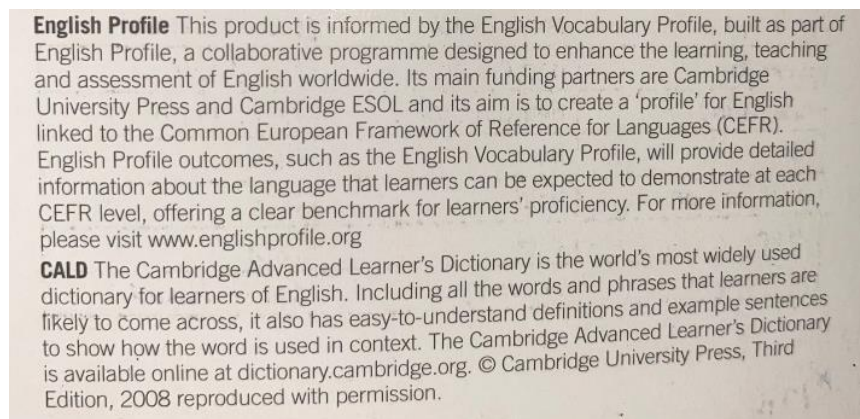
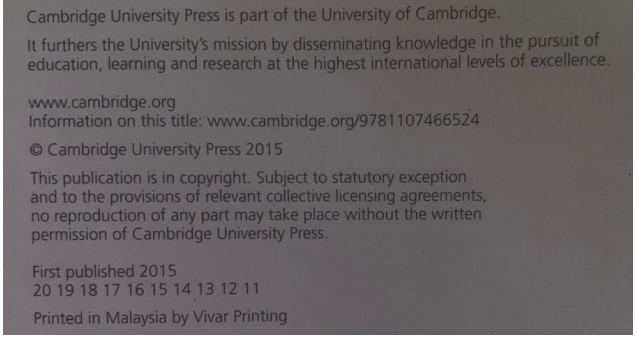
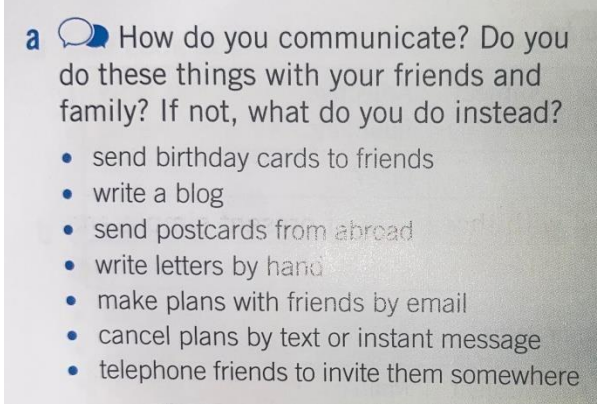
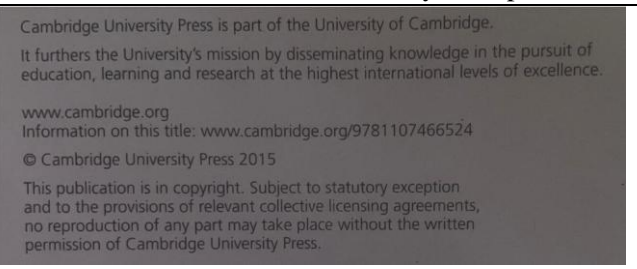


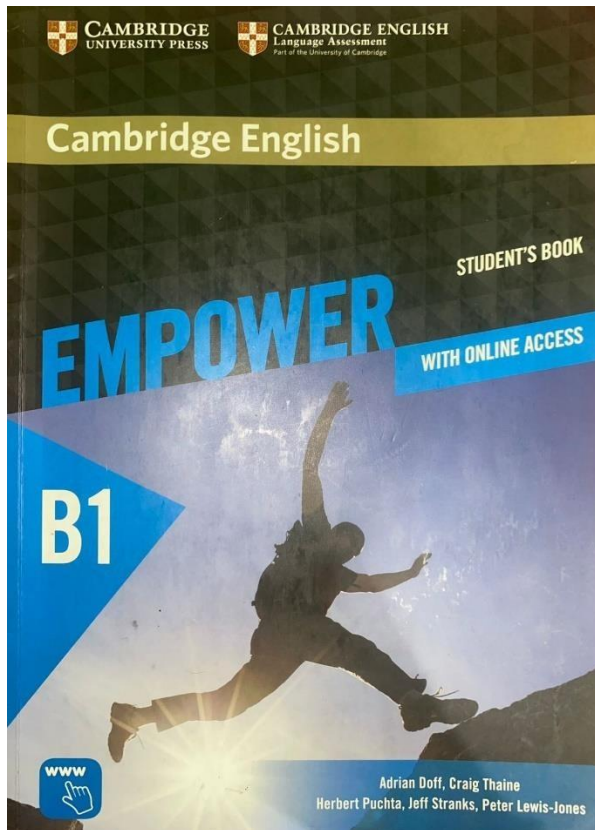
Figure 4.8 alignment of the book

From the data above it can be seen that the structure used in this book aims to improve learning and teaching related to the Common European Framework of References for Language (CEFR) so that it becomes a clear benchmark for learner proficiency.

This book uses a language structure that suits the ability of students, then the themes used in each chapter use general themes that often occur in everyday life so that they can be reached by students' abilities but the instructions used make students to improve the 4c skills in students.

**Table 4.1 Appraisal
Checklist for Documentation**

Document qualification	yes	no	Explanation
Context	√		 <p>From the data above it can be seen that English textbook was published by Cambridge University Press in 2015, and the purpose of publishing this book is to advance the mission of the university of Cambridge by spreading knowledge and education at a high level of excellence.</p>
Linguistic Style	√		 <p>From the data above it can be seen that One of the instructions from several instructions in the book uses language style, one of which in this book is the behavior process where students are asked to align the content in the text with their daily lives process.</p>
Purpose	√		 <p>from the data above it can be seen that the purpose of publishing this book is to advance the mission of the</p>

		university of Cambridge by spreading knowledge and education at a high level of excellence.
Genre	√	 <p>Empower book is included in the category of academic books because this book is used in the teaching and learning process in high school.</p>
Discourse Structure	√	<p>Corpus Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a computer database of contemporary spoken and written English, which currently stands at over one billion words. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with the University of Cambridge ESOL Examinations. Cambridge University Press has built up the CEC to provide evidence about language use that helps to produce better language teaching materials.</p> <p>English Profile This product is informed by the English Vocabulary Profile, built as part of English Profile, a collaborative programme designed to enhance the learning, teaching and assessment of English worldwide. Its main funding partners are Cambridge University Press and Cambridge ESOL and its aim is to create a 'profile' for English linked to the Common European Framework of Reference for Languages (CEFR). English Profile outcomes, such as the English Vocabulary Profile, will provide detailed information about the language that learners can be expected to demonstrate at each CEFR level, offering a clear benchmark for learners' proficiency. For more information, please visit www.englishprofile.org</p> <p>CALD The Cambridge Advanced Learner's Dictionary is the world's most widely used dictionary for learners of English. Including all the words and phrases that learners are likely to come across, it also has easy-to-understand definitions and example sentences to show how the word is used in context. The Cambridge Advanced Learner's Dictionary is available online at dictionary.cambridge.org. © Cambridge University Press, Third Edition, 2008 reproduced with permission.</p> <p>From the data above it can be seen that the structure used in this book aims to improve learning and teaching related to the Common European Framework of References for Language (CEFR) so that it becomes a clear benchmark for learner proficiency.</p>

3. Data from Thematic Analysis Matrix

The researcher was used thematic analysis matrix to find how does Empower book build critical thinking instructions through the reading activities in every instruction in reading activity from unit one till unit three. The researcher will be using the table from Braun & Clarke's six-phase framework that has developed by researcher and supervisors for doing a thematic analysis matrix.

Table 4.2 Thematic Analysis Matrix on Reading unit 1A

Data source	Example of the data	Initial codes	Classification and theorization	Emergent themes
Reading unit 1A	The example of instruction on book	Indicator of MD PS DR SM	The expression of Critical Thinking Instruction (principle of CT)	Type of CT
	Talk to a partner. Answer the question together	DR	The codes seem to access student to identify the text for answering the question Michael Scriven dan Richard Paul (1987)	Analyze the text
	Who is the article for? What problem does it help with?	PS	The codes seem to access student to solve the problem Peter A. Facione (2015)	Identifying a problem
	read the article. Complete gaps 1-8 with the question...	DR	The codes seem to access student to integrate a relevant information Peter A. Facione (2015)	Integrating relevant information
	read the article again with a	SM	The codes seem to access student	Acceptance or rejection of the

	partner. Do you both agree with the advice?		to make an own statement from data collection. Richard Paul dan Linda Elder (2006)	hypothesis
Explanation of Codes:	Making Decision (MD)	Problem Solving (PS)	Diagnostic Reasoning (DR)	Scientific Method (SM)

Based on data presented in Table 4.2 that taken from Empower textbook, there are four instructions in reading activity on unit 1A. Every instruction in reading activity was identified based on following indicators which are Making Decision (MD), Problem Solving (PS), Diagnostic Reasoning (DR), and Scientific Method (SM) as suggested by Ennis (1993). Based on the thematic analysis matrix unit 1A in reading activity consist of four instructions. The first instruction in the first activity was using phrase “talk to partner” it is to initiate the student for analyzing the text by discussing with his friends till students can answer the question. The second instruction in the second activity was using phrase “read the paragraph, what problem does it helps” it is to initiate the student for read a text and identifying a problem and solve it. The third instruction in the third activity was using phrase “complete gaps” it is to initiate the student for integrating a relevant information and complete the gaps with several question. and the last instruction in the fourth activity using phrase “do you both agree?” it is to initiate the student for acceptance or rejection an advice on reading activity.

Table 4.3 Thematic Analysis Matrix on Reading unit 1B

Data Source	Example of the Data	Initial codes	Classification and theorization	Emergent themes
Reading unit 1B	The example of instruction on book	Indicator of MD PS DR SM	The expression of Critical Thinking Instruction (principle of CT)	Type of CT
	How do you communicate? Do you do these things with your friends and family? If not, what do you do instead?	DR	The codes seem to access students to identify the process about their self and form opinion based on diagnoses Peter A. Facione (2015)	Ask critical question
	Read the introduction to the article and the line in green under each photo. What do you think the missing words are?	DR	The codes seem to access students to identify something to explain the evidence with the observed situation, Michael Scriven dan Richard Paul (1987)	Explain the evidence for the statement
	Read the article and check your answer to 1b. Answer the question ...	MD	The codes seem to access students to evaluate the decisions taken. Michael Scriven dan Richard Paul	Decision accountability

			(1987)	
	Which ideas do you agree with?	SM	The codes seem to access student to make an own statement from data collection. Richard Paul dan Linda Elder (2006)	Acceptance or rejection of the hypothesis
Explanation of Codes:	Making Decision (MD)	Problem Solving (PS)	Diagnostic Reasoning (DR)	Scientific Method (SM)

Based on data presented in Table 4.3 that taken from Empower textbook, there are four instructions in reading activity on unit 1B. Every instruction in reading activity was identified based on the following indicators which are Making Decision (MD), Diagnostic Reasoning (DR), and Scientific Method (SM) as suggested by Ennis (1993). Based on the thematic analysis matrix unit 1B in reading activity consist of four instructions. The first instruction using phrase “how do you communicate” it is to initiate the student for identifying the process about their self in daily life. The second instruction using phrase “read the article, what do you think” it is to initiate the student for identifying a text and observed a situation. The third instruction using phrase “check your answer” it is to initiate the student for evaluating the decisions has taken. The fourth instruction using phrase “which ideas do you agree?” it is to initiate the student for making their own statement on reading activity.

Table 4.4 Thematic Analysis Matrix on Reading unit 1D

Data source	Example of the data	Initial codes	Classification and theorization	Emergent themes
Reading unit 1D	The example of instruction on book	Indicator of MD PS DR SM	The expression of Critical Thinking Instruction (principle of CT)	Type of CT
	Simon is a student from England. Look at his pictures from Salamanca in Spain. What do you think he is doing there?	DR	The codes seem to access students to identify something to explain the evidence with the observed situation, Michael Scriven dan Richard Paul (1987)	Explain the evidence for the statement
	Read the emails and check your ideas in 2a. which email is to his...?	MD	The codes seem to access students to evaluate the decisions taken. Michael Scriven dan Richard Paul (1987)	Decision accountability
	Who does Simon write to about these subjects? ...	DR	The codes seem to access student to integrate a relevant information Peter A. Facione (2015)	Integrating relevant information
	Answer the question about Simon's emails.	DR	The codes seem to access student to integrate a relevant information Peter A. Facione (2015)	Integrating relevant information
Explanation of Codes:	Making Decision (MD)	Problem Solving (PS)	Diagnostic Reasoning (DR)	Scientific Method (SM)

Based on data presented in Table 4.4 that taken from Empower textbook, there are four instructions in reading activity on unit 1D. Every instruction in reading activity was identified based on the following indicators which are Making Decision (MD), Problem Solving (PS), Diagnostic Reasoning (DR), and Scientific Method (SM) as suggested by Ennis (1993). Based on the thematic analysis matrix unit 1D in reading activity consist of four instructions. The first instruction using phrase “what do you think” it is to initiate the student for identifying a text and observed a situation. The second instruction using phrase “read the emails, check your ideas” it is to initiate the student for evaluating and considering the decisions has taken. The third instruction using phrase “who does” it is to initiate the student for integrating a relevant information and answer the several question. The fourth instruction using phrase “answer the question” it is to initiate the student for answering question after integrating a relevant information on reading activity.

Table 4.5 Thematic Analysis Matrix on Reading Unit 2A

Data source	Example of the data	Initial codes	Classification and theorization	Emergent themes
Reading unit 2A	The example of instruction on book	Indicator of MD PS DR R	The expression of Critical Thinking Instruction (principle of CT)	Type of CT
	Ask and answer the question.	DR	The codes seem to access student to identify the text for answering the question Michael Scriven	Analyze the text

			dan Richard Paul (1987)	
	Read “Yes Man changed my life” and answer the question	DR	The codes seem to access student to identify the text for answering the question Michael Scriven dan Richard Paul (1987)	Analyze the text
	Read Day One and Day Two and then answer the question.	DR	The codes seem to access student to identify the text for answering the question Michael Scriven dan Richard Paul (1987)	Analyze the text
	Would you like to try water skiing? Do you think Richard will enjoy it	DR	The codes seem to access students to identify the process about their self and form opinion based on diagnoses Peter A. Facione (2015)	Ask critical question
	Can you think of a time when you were surprised you enjoyed something?	DR	The codes seem to access students to identify the process about their self and form opinion based on diagnoses Peter A. Facione (2015)	Ask critical question
Explanation of Codes:	Making Decision (MD)	Problem Solving (PS)	Diagnostic Reasoning (DR)	Scientific Method (SM)

Based on data presented in Table 4.5 that taken from Empower textbook, there are five instructions in reading activity on unit 2A. Every instruction in reading activity was identified based on the following indicators which are Making Decision (MD), Problem Solving (PS), Diagnostic Reasoning (DR), and Scientific Method (SM) as suggested by Ennis (1993). Based on the thematic analysis matrix unit 2A in reading activity consist of four instructions. The first till third instructions using a same phrase “answer a question” it is to initiate the student for answering question after integrating a relevant information on reading activity. The fourth instruction using phrase “would you like and do you think” it is to initiate a student for identifying the process about their self and making opinion based on diagnoses after read a text. The fifth instruction using phrase “can you think” it is to initiate the student for identifying the process about their self and making opinion based on diagnoses on reading activity.

Table 4.6 Thematic Analysis Matrix on Reading Unit 2B

Data source	Example of the data	Initial codes	Classification and theorization	Emergent themes
Reading unit 2B	The example of instruction on book	Indicator of MD PS DR R	The expression of Critical Thinking Instruction (principle of CT)	Type of CT
	Read the headlines and look at the pictures. What do you think	PS	The codes seem to access student to solve the problem Peter A. Facione	Identify the problem

	happened to the travelers?		(2015)	
	Which journey do you think was worse for the travelers?	DR	The codes seem to access student to integrate a relevant information Peter A. Facione (2015)	Integrating relevant information
	Think of a time you had a difficult journey. Think about your answers to these questions...	PS	The codes seem to access student to solve the problem Peter A. Facione (2015)	Make a solution
Explanation of Codes:	Making Decision (MD)	Problem Solving (PS)	Diagnostic Reasoning (DR)	Scientific Method (SM)

Based on data presented in Table 4.6 that taken from Empower textbook, there are three instructions in reading activity on unit 2B. Every instruction in reading activity was identified based on the following indicators which are Making Decision (MD), Problem Solving (PS), Diagnostic Reasoning (DR), and Scientific Method (SM) as suggested by Ennis (1993). Based on the thematic analysis matrix unit 2B in reading activity consist of three instructions. The first instruction using phrase “what happened” it is to initiate the student for solving the problem after identifying a text and observing a situation. The second instruction using phrase “which journey do you think” it is to initiate the student for identifying the text and making opinion based on diagnoses. The third instruction using phrase “think you have difficult journey and answer the

question” it is to initiate the student for identifying the process about their self-problems and answer the several question to solve it on reading activity.

Table 4.7 Thematic Analysis Matrix on Reading Unit 2D

Data source	Example of the data	Initial codes	Classification and theorization	Emergent themes
Reading unit 2D	The example of instruction on book	Indicator of MD PS DR R	The expression of Critical Thinking Instruction (principle of CT)	Type of CT
	Read Tim’s travel blog about arriving in Jakarta, √ Indonesia. Tick () the topic he does not write about ...	MD	The codes seem to access student to consider all relevant information and implications the text Richard Paul dan Linda Elder (2006)	Consider all information
	Read the blog again and answer the questions.	DR	The codes seem to access student to identify the text for answering the question Michael Scriven dan Richard Paul (1987)	Analyze the text
Explanation of Codes:	Making Decision (MD)	Problem Solving (PS)	Diagnostic Reasoning (DR)	Scientific Method (SM)

Based on data presented in Table 4.7 that taken from Empower textbook, there are two instructions in reading activity on unit 2D. Every instruction in reading activity was identified based on the following indicators which are Making Decision (MD), Problem Solving (PS),

Diagnostic Reasoning (DR), and Scientific Method (SM) as suggested by Ennis (1993). Based on the thematic analysis matrix unit 2D in reading activity consist of two instructions. The first instruction using phrase “Tick (✓) the topic” it is to initiate a student for making an objective judgment in making the right decision. The second instruction using phrase “read and answer” it is to initiate a student answering question after reading a relevant information in the text on reading activity.

Table 4.8 Thematic Analysis Matrix on Reading Unit 3A

Data source	Example of the data	Initial codes	Classification and theorization	Emergent themes
Reading unit 3A	The example of instruction on book	Indicator of MD PS DR R	The expression of Critical Thinking Instruction (principle of CT)	Type of CT
	Look at the picture. What are the people doing? How do you think they're feeling? Why?	DR	The codes seem to access student to identify the text to make a statement with the reason Michael Scriven dan Richard Paul (1987)	Collecting information
	Read about Generosity Day. Do you think it's good idea? Would you like to try it? What would you like to do?	SM	The codes seem to access student to make an own statement from data collection. Richard Paul dan Linda Elder (2006)	Acceptance or rejection of the hypothesis

	Read the Share the Love forum. Which people mention ...? What kind of help did each person	DR	The codes seem to access students to identify the text and form opinion based on diagnoses	Identifying the text
	mention?		Peter A. Facione (2015)	
	Work in pairs. Read the text again. What do the highlighted words and phrases mean?	MD	The codes seem to access student to consider all relevant information and implications the text Richard Paul dan Linda Elder (2006)	Explain the evidence for the statement
	Which writer in the forum do you think is the most generous? Why?	DR	The codes seem to access student to identify the text to make a statement with the reason Michael Scriven dan Richard Paul (1987)	Collecting information
Explanation of Codes:	Making Decision (MD)	Problem Solving (PS)	Diagnostic Reasoning (DR)	Scientific Method (SM)

Based on data presented in Table 4.8 that taken from Empower textbook, there are five instructions in reading activity on unit 3A. Every instruction in reading activity was identified based on the following indicators which are Making Decision (MD), Problem Solving (PS), Diagnostic Reasoning (DR), and Scientific Method (SM) as suggested by Ennis (1993). Based on the thematic analysis matrix unit 3A in reading activity consist of five instructions. The first instruction using phrase

“what, how and why” it is to initiate a student for collecting the information in the text after reading and analyzing a text. The second instruction using phrase “do you think it’s good idea?” it is to initiate a student for making own suggestion based on the text and they will accept or reject a hypothesis. The third instruction using phrase “which people and what kind” it is to initiate a student for identifying the text answer the question on reading activity. The fourth instruction using phrase “highlight words mean” it is to initiate student for considering the highlight and meaning it words with right answer. The fifth instruction using phrase “which most generous and why” it is to initiate student for collecting information and analyzing the text before answering a question on reading activity.

Table 4.9 Thematic Analysis Matrix on Reading Unit 3B

Data source	Example of the data	Initial codes	Classification and theorization	Emergent themes
Reading unit 3B	The example of instruction on book	Indicator of MD PS DR R	The expression of Critical Thinking Instruction (principle of CT)	Type of CT
	Read what kind of spender are you? And choose the answer (a, b, or c) which are true for you.	MD	The codes seem to access student to consider all relevant information and implications the text Richard Paul dan Linda Elder (2006)	Consider all relevant information

	Read the saving tips. Do you think saving money is easy? Why/Why not?	DR	The codes seem to access students to identify the process about their self and form opinion based on diagnoses	Ask critical question
			Peter A. Facione (2015)	
Explanation of Codes:	Making Decision (MD)	Problem Solving (PS)	Diagnostic Reasoning (DR)	Scientific Method (SM)

Based on data presented in Table 4.9 that taken from Empower textbook, there are two instructions in reading activity on unit 3B. Every instruction in reading activity was identified based on the following indicators which are Making Decision (MD), Problem Solving (PS), Diagnostic Reasoning (DR), and Scientific Method (SM) as suggested by Ennis (1993). Based on the thematic analysis matrix unit 3B in reading activity consist of two instructions. The first instruction using phrase “read and choose the text” it is to initiate a student for selecting the right answer after reading a text. The second instruction using phrase “do you think, and why” it is to initiate a student for identifying the text and making opinion based on diagnoses read a text.

Table 4.10 Thematic Analysis Matrix on Reading Unit 3D

Data source	Example of the data	Initial codes	Classification and theorization	Emergent themes
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Reading unit 3D	The example of instruction on book	Indicator of MD PS DR SM	The expression of Critical Thinking Instruction (principle of CT)	Type of CT
	Anita and her team at work support the National Trust. Read Anita's	MD	The codes seem to access student to consider all relevant information and	Consider all relevant information
	email. Why is she sending the email? √ Tick () the correct reasons.		implications the text Richard Paul dan Linda Elder (2006)	
	Read the email again and answer the question	DR	The codes seem to access student to identify the text for answering the question Michael Scriven dan Richard Paul (1987)	Analyze the text
Explanation of Codes:	Making Decision (MD)	Problem Solving (PS)	Diagnostic Reasoning (DR)	Scientific Method (SM)

Based on data presented in Table 4.10 that taken from Empower textbook, there are two instructions in reading activity on unit 3D. Every instruction in reading activity was identified consisting of the following indicators which are Making Decision (MD), Problem Solving (PS), Diagnostic Reasoning (DR), and Scientific Method (SM) as suggested by Ennis (1993). Based on the thematic analysis matrix unit 3D in reading activity consist of two instructions. The first instruction using phrase “Tick (√) the correct reasons” to initiate a student for selecting the right answer after reading a text. The second instruction using phrase “read and answer”

to initiate a student for identifying the text and answer the question based on diagnoses read a text.

B. Data Analysis

The writer analyzed the data based on the indicators taken from the principles of Critical Thinking Instruction Pedagogy by Ennis (1993) framework. In this case, the writer analyzed the reading activities on instruction build in the activities. The analysis is presented as follows.

Firstly, the researcher was analyzing of the critical thinking from English textbook entitled Empower. Based on the result of the content in Unit 1A, this book has divided the skills in Unit 1A into several parts, and each skill has several activities, where the activities are filling in the dots of short essays, discussing with friends, filling in blank tables, looking for vocabulary, making sentences from random words, solving everyday problems, listening to conversations, working in small groups, and so on. So that the activities in the content can improve students' critical thinking. According to Cottrell S (2005) as quoted by (Lismaya, 2019), students' critical thinking includes the ability to make decisions, to use logical reasoning, to construct sequences, to reason deductively and inductively, to formulate hypotheses, and to critique. It means, the instructions in this book also are suitable with Ennis, (1993) framework such as diagnostic reasoning, making decision, problem solving, and scientific method, which category is included in HOTS level in the instruction can encourage critical thinking skills.

Moreover, instructions in skills on the book have encouraged students to work through several stages of the process. The writer was analyzed the indicator of critical thinking and the expression on the instruction in reading unit are suitable with Ennis framework. The analysis shows the instructions in the unit 1A has identified using the different initial indicator which are diagnostic reasoning, problem solving, and scientific method. The first instruction using phrase “talk to partner” it is to initiate a student for analyzing the text by discussing with his friends till students can answer the question. According to Michael Scriven dan Richard Paul (1987) as cited by (Andreucci-Annunziata et al., 2023) in terms of Diagnostic Reasoning, the phrase of “talk to partner” refers to the instruction using Critical Thinking. The second instruction using phrase “read the paragraph, what problem does it helps” it is to initiate a student for read a text and identifying a problem and solve it. According to Peter A. Facione (2015) in terms of Problem Solving, the phrase of “read the paragraph, what problem does it helps” refers to the instruction using Critical Thinking. The third instruction using phrase “Complete gaps” it is to initiate a student for integrating a relevant information and complete the gaps with several question. According to Peter A. Facione (2015) in terms of Diagnostic Reasoning, the phrase of “Complete gaps” refers to the instruction using Critical Thinking. The fourth instruction using phrase “do you agree” it is to initiate a student for acceptance or rejection an advice. According to Richard Paul dan Linda Elder (2006) in terms of Scientific

Method, the phrase of “do you agree” refers to the instruction using Critical Thinking.

Usually, some instructions used in schools in reading activities only instruct students to read the text and then answer questions such as finding the main idea, main theme, etc., so the activity makes students just follow the instructions without developing and processing the text in reading activities. Therefore, the expressions of the instructions in reading activities are in accordance with Ennis' framework. In addition, to improve students' critical thinking, instructions and questions that must have critical thinking standards are indeed very necessary, but less effective if classroom learning does not apply active learning and increase classroom discussions. It lines with Michael Scriven and Richard Paul (1987) stated “A substantive conception of critical thinking requires students to engage in dialogue and discussion, questioning, carefully exploring issues, and admitting as well as attempting to explain the logic of their positions.”

Secondly, the researcher was analyzing the appraisal checklist for validating the data. The researcher was finding critical thinking standards on Empower book which is used in learning activity at Cahaya Rancamaya School by using appraisal checklist. The researcher analyzed various aspect starting from context, language style, purpose, and discourse structure in Empower book.

Meanwhile, this book can be used and become a reference for countries in PISA in the teaching and learning process because PISA was

formed in 2000 where critical thinking can already be realized in that year. The researcher examined the language features used in the book appropriate to the students' abilities, because the grammar used in the instructions used met the critical thinking criteria based on Ennis' theory namely diagnostic reasoning according to Peter A. Facione (2015).

Diagnostic reasoning is identifying the process about their self and form opinion based on diagnoses. The book is aimed at teaching and learning in high schools that require students to apply critical thinking in learning. This book uses language structures that are appropriate to the students' abilities, then the themes use European themes but are aligned with those that often occur in everyday life so that they can be reached by the students' abilities and the instructions used make students able to improve the 4C skills in students.

Thirdly, the researcher was analyzing the data from thematic analysis matrix for validating the data. The data in unit 1A as presented in Table 4.2 in reading activity the researcher was analyzed the instructions applying critical thinking framed by Ennis's theory. The analysis shows the instructions in the unit 1A has been identified using the different initial indicator which are diagnostic reasoning, problem solving, and scientific method. The first instruction using phrase "talk to partner" it is to initiate the student for analyzing the text by discussing with his friends till students can answer the question. According to Michael Scriven dan Richard Paul (1987) as cited by (Andreucci-Annunziata et al., 2023) in terms of

Diagnostic Reasoning, the phrase of “talk to partner” refers to the instruction using Critical Thinking. The second instruction using phrase “read the paragraph, what problem does it helps” it is to initiate the student for read a text and identifying a problem and solve it. According to Peter A. Facione (2015) in terms of Problem Solving, the phrase of “read the paragraph, what problem does it helps” refers to the instruction using Critical Thinking. The third instruction using phrase “Complete gaps” it is to initiate the student for integrating a relevant information and complete the gaps with several question. According to Peter A. Facione (2015) in terms of Diagnostic Reasoning, the phrase of “Complete gaps” refers to the instruction using Critical Thinking. The fourth instruction using phrase “do you agree” it is to initiate the student for acceptance or rejection an advice. According to Richard Paul dan Linda Elder (2006) in terms of Scientific Method, the phrase of “do you agree” refers to the instruction using Critical Thinking.

The data in unit 1B as presented in Table 4.3 in reading activity the researcher was analyzed the instructions applying critical thinking framed by Ennis’s theory. The analysis shows the instructions in the unit 1B has been identified using the different initial indicator which are diagnostic reasoning, making decision, and scientific method. The first instruction using phrase “how do you communicate” it is to initiate the student for identifying the process about their self in daily life. According to Peter A. Facione (2015) in terms of diagnostic Reasoning, the phrase of “how do you

communicate” refers to the instruction using Critical Thinking. The second instruction using phrase “read the article, what do you think?” it is to initiate the student for identifying a text and observed a situation.

According to Michael Scriven dan Richard Paul (1987) developed by (Andreucci-Annunziata et al., 2023) in terms of Diagnostic Reasoning, the phrase of “read the article and what do you think?” refers to the instruction using Critical Thinking. The third instruction using phrase “Check your answer” it is to initiate the student for evaluating and considering the decisions has taken. According to Michael Scriven dan Richard Paul (1987) developed by (Andreucci-Annunziata et al., 2023) in terms of Making Decision, the phrase of “Check your answer” refers to the instruction using Critical Thinking. The fourth instruction using phrase “which ideas, do you agree” it is to initiate the student for making their own statement. According to Richard Paul dan Linda Elder (2006) in terms of Scientific Method, the phrase of “which ideas, do you agree” refers to the instruction using Critical Thinking.

The data in unit 1D as presented in Table 4.4 in reading activity the researcher was analyzed the instructions applying critical thinking framed by Ennis’s theory. The analysis shows the instructions in the unit 1D has been identified using the different initial indicator which are diagnostic reasoning and making decision. The first instruction using phrase “what do you think” it is to initiate the student for identifying a text and observed a situation. According to Michael Scriven dan Richard Paul (1987) developed

by (Andreucci-Annunziata et al., 2023) in terms of Diagnostic Reasoning, the phrase of “what do you think” refers to the instruction using Critical Thinking. The second instruction using phrase “read the emails, check your ideas” it is to initiate the student for evaluating and considering the decisions has taken. According to Michael Scriven dan Richard Paul (1987) developed by (Andreucci-Annunziata et al., 2023) in terms of Making Decision, the phrase of “read the emails, check your ideas” refers to the instruction using Critical Thinking. The third instruction using phrase “who does” it is to initiate the student for integrating a relevant information and answer the several question. According to Peter A. Facione (2015) in terms of Diagnostic Reasoning, the phrase of “who does” refers to the instruction using Critical Thinking.

The fourth instruction using phrase “answer question” it is to initiate the student for answering question after integrating a relevant information. According to Peter A. Facione (2015) in terms of Diagnostic Reasoning, the phrase of “answer question” refers to the instruction using Critical Thinking.

The data in unit 2A as presented in Table 4.5 in reading activity the researcher was analyzed the instructions applying critical thinking framed by Ennis’s theory. The analysis shows the instructions in the unit 2A has been identified using the different initial indicator which is a diagnostic reasoning. The first to third instruction using phrase “answer a question” it is to initiate the student for answering question after integrating a relevant information. According to Michael Scriven and Richard Paul (1987)

developed by (Andreucci-Annunziata et al., 2023) in terms of Diagnostic Reasoning, the phrase of “answer the question” refers to the instruction using Critical Thinking. The fourth instruction using phrase “would you like and do you think” it is to initiate the student for identifying the process about their self and making opinion based on diagnoses. According to Peter A. Facione (2015) in terms of Diagnostic Reasoning, the phrase of “would you like and do you think” refers to the instruction using Critical Thinking. The fifth instruction using phrase “Can you think” it is to initiate the student for identifying the process about their self and making opinion based on diagnoses. According to Peter A. Facione (2015) in terms of Diagnostic Reasoning, the phrase of “Can you think” refers to the instruction using Critical Thinking. Furthermore, the data shows the instruction in the activity has the same type of critical thinking that taken from Expert’s theory.

The data in unit 2B as presented in Table 4.6 in reading activity the researcher was analyzed the instructions applying critical thinking framed by Ennis’s theory. The analysis shows the instructions in the unit 2B has been identified using the different initial indicator which are diagnostic reasoning and problem solving. The first instruction using phrase “what happened” it is to initiate the student for solving the problem after identifying a text and observing a situation. According to Peter A. Facione (2015) in terms of Problem Solving, the phrase of “what happened” refers to the instruction using Critical Thinking. The second instruction using

phrase “which journey do you think” it is to initiate the student for identifying the text and making opinion based on diagnoses. According to Peter A. Facione (2015) in terms of Diagnostic Reasoning, the phrase of “which journey do you think” refers to the instruction using Critical Thinking. The third instruction using phrase “think you have difficult journey and answer a question” it is to initiate the student for identifying the process about their self-problems and answer the several question to solve it. According to Peter A. Facione (2015) in terms of Problem Solving, the phrase of “think you have difficult journey and answer a question” refers to the instruction using Critical Thinking. Furthermore, the data show that every instruction that activity has the different type of critical thinking that taken from the theory from experts.

The data in unit 2D as presented in Table 4.7 in reading activity the researcher was analyzed the instructions applied critical thinking framed by Ennis’s theory. The analysis shows the instructions in the unit 2D has been identified using the different initial indicator which are making decision and diagnostic reasoning. The first instruction using phrase “Tick (✓) the topic” it is to initiate the student for making an objective judgment in making the right decision. According to Richard Paul dan Linda Elder (2006) in terms of Making Decision, the phrase of “Tick (✓) the topic” refers to the instruction using Critical Thinking. The second instruction using phrase “read and answer” it is to initiate the student answering question after reading a relevant information in the text. According to Michael Scriven dan

Richard Paul (1987) developed by (AndreucciAnnunziata et al., 2023) in terms of Diagnostic Reasoning, the phrase of

“read and answer” refers to the instruction using Critical Thinking. Furthermore, the data show that every instruction that activity has the different type of critical thinking that taken from the theory from experts.

The data in unit 3A as presented in Table 4.8 in reading activity the researcher was analyzed the instructions applying critical thinking framed by Ennis’s theory. The analysis shows the instructions in the unit 3A has been identified using the different initial indicator which are diagnostic reasoning, making decision, and scientific method. The first instruction using phrase “what, how and why” it is to initiate the student for collecting the information in the text after reading and analyzing a text. According to Michael Scriven dan Richard Paul (1987) developed by (AndreucciAnnunziata et al., 2023) in term of Diagnostic Reasoning, the phrase of “what, how and why” refers to the instruction using Critical Thinking. The second instruction using phrase “do you think its god idea” it is to initiate the student for making own suggestion based on the text. According to Richard Paul dan Linda Elder (2006) in term of Scientific Method, the phrase of “do you think its god idea” refers to the instruction using Critical

Thinking. The third instruction using phrase “which people and what kind” it is to initiate the student for identifying the text answer the question.

According to Peter A. Facione (2015) in terms of Diagnostic Reasoning, the phrase of “which people and what kind” refers to the instruction using Critical Thinking. The fourth instruction using phrase “highlight words mean” it is to initiate the student for considering the highlight and meaning it words with right answer. According to Richard Paul dan Linda Elder (2006) in terms of Making Decision, the phrase of “highlight words mean” refers to the instruction using Critical Thinking. The fifth instruction using phrase “which most generous and why” it is to initiate the student for collecting information and analyzing the text. According to Michael Scriven dan Richard Paul (1987) developed by (Andreucci-Annunziata et al., 2023) in terms of Diagnostic Reasoning, the phrase of “which most generous and why” refers to the instruction using Critical Thinking. Furthermore, the data show that every instruction that activity has the different type of critical thinking that taken from the theory from experts.

The data in unit 3B as presented in Table 4.9 in reading activity the researcher was analyzed the instructions applying critical thinking framed by Ennis’s theory. The analysis shows the instructions in reading activity unit 3B has been identified using the different initial indicator which are making decision and diagnostic reasoning. The first instruction using phrase “read and choose the answer” it is to initiate the student for selecting the right answer after reading a text. According to Richard Paul dan Linda Elder (2006) in terms of Making Decision, the phrase of “read and choose the answer” refers to the instruction using Critical Thinking.

The second instruction using phrase “do you think, and why” it is to initiate the student for identifying the text and making opinion based on diagnoses read a text. According to Peter A. Facione (2015) in terms of Diagnostic Reasoning, the phrase of “do you think, and why” refers to the instruction using Critical Thinking. Furthermore, the data show that every instruction that activity has the different type of critical thinking that taken from the expert’s theory.

The data in unit 3D as presented in Table 4.10 in reading activity the researcher was analyzed the instructions applying critical thinking framed by Ennis’s theory. The analysis shows the instructions in reading activity unit 3D has been identified using the different initial indicator which are making decision and diagnostic reasoning. The first instruction using phrase “Tick (✓) the correct reasons” it is to initiate the student for selecting the right answer after reading a text. According to Richard Paul dan Linda Elder (2006) in terms of Making Decision, the phrase of “Tick (✓) the correct reasons” refers to the instruction using Critical Thinking.

The second instruction using phrase “read and answer” it is to initiate the student for identifying the text and answer the question based on diagnoses read a text. According to Peter A. Facione (2015) in terms of Diagnostic Reasoning, the phrase of “read and answer” refers to the instruction using Critical Thinking. Furthermore, the data show that every instruction that activity has the different type of critical thinking that taken from the expert’s theory.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

This research is led by one research question: “How does Empower book build critical thinking instructions through the reading activities?”. To answer this question, the data were collected from appraisal checklist, documentation in the form of the English textbook entitled “Empower” and thematic analysis matrix. The result of the data collected through appraisal checklist, documentation, and thematic analysis matrix show that instruction on Empower book in reading activities has critical thinking.

The result of the analysis from appraisal checklist it shows the Empower book are included in the criteria that are able to improve students’ critical thinking. This book has requirements that meet these standards including language style, context, and the purpose for which the Empower book was made. In addition, this book is suitable to be investigated towards this research because the lesson was arranged coherently and has provided a variety of instruction and task

Having analyzed the above conclusion, the instructions in this Empower book prioritize how the critical thinking instruction are constructed through activities. The activities are inviting the student to discuss together, becoming objects in the text, analyzing the text, making decisions about issues in the text, thinking about problem solving when there

is a problem, and making a conclusion in accordance with critical thinking. furthermore, that this stage will be the answer how this book is able to improve critical thinking in students in accordance with Ennis' theory, namely diagnostic reasoning, decision making, problem solving, and scientific method

In addition, every unit in the instruction that used in reading activities there are some instructions in a unit that do not use the four criteria that Ennis mentioned, namely diagnostic reasoning, problem solving, decision making and scientific methods and there are only some of the four criteria. However, it does not affect the limitation of students' critical thinking because the criteria were reproduced in the instruction.

B. Suggestions

The suggestions for this research are given to teachers regarding how to create instructions using critical thinking and how to use it. This is given based on the findings examined in this research in the form;

Firstly, according to the data taken from the appraisal checklist and documentation in the form of books used in learning and instructions in the English book entitled has been found that the instructions in the book are in accordance with the critical thinking described by the Ennis framework, so it can be used in classroom learning activities by teachers who prioritize critical thinking for students, especially in learning reading skills.

Secondly, according to the data taken from the appraisal checklist and the documentation that has been analyzed using the thematic analysis matrix,

it has been found the instruction used in reading activities can build students' critical thinking, but there are still instructions in an activity not found four criteria that Ennis mentions which are diagnostic reasoning, problem solving, decision making and scientific methods. There are only some of the four criteria, so it is a suggestion for teachers to use the four criteria mentioned by Ennis in an activity, especially in reading skills.

Therefore, for the instruction developer, this can be used as a development of existing instruction to create the appropriate instruction that can be effectively implemented in the teaching learning process for student in senior high school.

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