

AN ANALYSIS OF ENGLISH TEXTBOOK FOCUSING ON READING MATERIAL TO ENHANCE STUDENTS' CRITICAL THINKING IN RECOUNT TEXT AND NARRATIVE TEXT

Ardhelia Ayu Nastiti

English Education, Faculty of Language and Art, State University of Surabaya

ardhelianastiti16020084089@mhs.unesa.ac.id

Abstrak

Membaca dengan cermat adalah salah satu masalah kritis yang harus dihadapi oleh siswa di Indonesia, terutama siswa yang sedang belajar bahasa Inggris. Untuk membuat siswa menguasai bahan bacaan Bahasa Inggris, mereka membutuhkan bahan bacaan yang berkualitas sehingga mereka juga dapat meningkatkan keterampilan berpikir kritis mereka dalam membaca teks bahasa Inggris. Peneliti melakukan penelitian ini bertujuan untuk mengidentifikasi buku teks yang berfokus pada bahan bacaan tentang teks recount dan teks naratif untuk meningkatkan keterampilan berpikir kritis siswa. Penelitian ini adalah analisis dokumen dengan menganalisis buku teks bahasa Inggris untuk siswa kelas sepuluh berjudul "Bahasa Inggris" yang ditulis oleh Utami Widiat et al. diterbitkan oleh Departemen Pendidikan dan Kebudayaan Kurikulum 2013 sebagai sumber data. Dari hasil dalam penelitian ini, peneliti menyimpulkan buku teks bahasa Inggris yang terdiri dari lima belas bab, dan setiap bab memiliki masing-masing tema dan bahan. Bab yang telah dipilih oleh para peneliti tentang teks recount dan teks narasi dalam bab 8, 9, 10, 11, 12, 13, 14 dalam buku teks bahasa Inggris semua tema dan bahan sesuai dengan kompetensi dasar 3.7, 4.7 dan 3.8, 4.8 sudah sesuai dalam kurikulum 2013 dan juga dapat meningkatkan keterampilan berpikir kritis siswa. Beberapa saran diberikan kepada penulis, guru, dan peneliti berikutnya untuk mencari sumber lebih lanjut dan memberikan hasil yang lebih berguna dari analisis buku teks.

Kata Kunci: analisis buku, membaca, berpikir kritis.

Abstract

Reading is one of the important that must be mastered by students in Indonesia, especially students who are learning English. To make students master English reading material, they need good quality reading material so that they can also improve their critical thinking skills in reading English texts. The purpose of this study is to spot textbooks that concentrate on reading material about recount text and narrative text to enhance students' critical thinking skills. This study is a document analysis by analyzing an English textbook for tenth grader students titled "*Bahasa Inggris*" written by Utami Widiat et al. published by the Ministry of Education and Culture 2013 Curriculum as a data source. From the results in this study, the researcher concludes an English textbook consisting of fifteen parts, and every part has its topic and material. The chapters that have been selected by researchers about the recount text and narrative text in chapters 8, 9, 10, 11, 12, 13, 14 in English textbooks are all themes and materials according to the basic competencies 3.7, 4.7 and 3.8, 4.8 are accordance in the 2013 curriculum and can also improve students' critical thinking skills. Some suggestions are given to the authors, teachers, and subsequent researchers to look for further sources and provide more useful results from the textbook analysis.

Keywords: textbook analysis, reading, critical thinking.

1. INTRODUCTION

Textbooks have been considered an essential constituent in most EFL classes. It provides several tasks at the compatible level possible for most classes. Teacher and student need something to guide them for their plan in the teaching and learning process. Tomlinson (2003) stated that the textbook is the one that can help both the teacher and also the students to guide them. Curriculum and material also have a significant role in the teaching and learning process, especially to encourage the students' knowledge and skills. The teacher gets so much help from the textbook especially, to make the lesson plan, create some examples and also to help the teacher to focus on the language content that related to the learning materials.

In the teaching-learning process, the teacher must have the option to alleviate the students, especially the material from the textbook. Textbooks are one of the necessary media in teaching and learning activities, so textbooks must have good quality and suitable to use. The textbook is one of the written languages that can use in teaching-learning, to use the textbook as the tools it needs some review. According to Cunningsworth (1995: 74), there is some consideration to analyze reading material in a general textbook. There is a quantity of reading material, type of reading passage, how reading passages introduce in beginner students, the nature and range of exercise activities linked with the reading passage. Other than that, the quantity and type of reading are the main considerations in choosing textbooks. In short, the teacher must be careful in choosing textbooks, and it is necessary to align both syllabus objectives and reading material. Cunningsworth (1995) states that several dimensions can be considered. It consists of topic, presentation, authenticity, genre, exercise and activities. The purpose of the exercises and activities is to measure the understanding of the reader. It can be concluded that textbooks are important tools in teaching-learning. That has several criteria for selecting textbooks that are suitable among syllabus objectives, students, and reading material. So, the teacher must be carefully chosen textbook. However, not all textbooks are published suitable for the needs of students. That means the analysis of textbooks is essential to evaluate textbooks that have published. The textbook analysis will provide an evaluation, and the publisher can make a better edition. As stated by Cunningsworth (1995), an example of an effort to select an appropriate textbook is evaluating textbooks. Evaluation can be done by doing an improvement review or a more in-depth examination. According to Sheldon (1988), there are two reasons why we need to evaluate textbook. First, Textbook evaluation will help the teacher or material developer decide to choose the appropriate textbook. Next, evaluate the strengths and weaknesses of textbooks will familiarize

teachers with possibilities of deficiency and advantages. The deficiency and advantages will allow the teacher to make proper adaptation to the material for their future instructions. To find out how to textbook categorized in good quality, researchers provide several criteria from the experts.

Textbook criteria base on Cunningsworth (1995), as follows:

- 1) The textbook must be as per understudy needs. They should consider the proper plan and motivation behind the language learning program.
- 2) The textbook must incorporate (present or future) the understudy will make language. Pick a course reading that helps understudies effectively use language for their motivations successfully.
- 3) Textbook help understudies to learn in a few different ways.
- 4) The textbook must have an obvious part as help for learning like an instructor; they mediate between the objective language and understudy.

Students need good quality an English textbook to make students reach English material. Students can increase the productivity of their English skills by studying textbooks that have good quality.

In the 21st century, reading ability is one of the important skills that must be possessed by students, especially students who are learning English. English can be used as a tool to transfer many types of information from other languages, and the students will get a lot of information that they will have probably never knew before by reading. Mastery of new content, new vocabulary, various meanings, use of connotative words, and critical evaluation are used in the reading process. This time, the government has set a school curriculum named 2013 curriculum. The 2013 curriculum is an educational program formed and practiced by several schools in Indonesia.

Besides that, teaching English must be based on the 2013 curriculum. The government also provides English textbooks according to the syllabus in the 2013 curriculum. The 2013 curriculum also involves learning materials to be metacognitive, which necessitates students not only to remember and describe agreed upon material but can even predict, design, and predict. This 2013 curriculum has been used and applied in individual schools in all high schools in Indonesia. Permendikbud (2013) declared that there are two main challenges in this curriculum. Those are internal and external challenges. From the internal challenge is Indonesia's human resources larger and larger. The government responded that the 2013 curriculum builds to improve the competence of the person himself. Furthermore, global change and development act as external challenges that drive

development and the existence of the 2013 curriculum. 2013 curriculum developed from a standard-based curriculum and competency-based curriculum, that is why the difference between this curriculum and the previous one.

The core competence is an aspect of the class. Core competence is following by basic competence of subjects by the contents of the 2013 curriculum. The Ministry of Education and Culture said that students need to acquire in the classroom using the basic competencies that hold in the learning process. This basic competency will be a reference for the teacher to write syllabus and teaching-learning process.

However, the facts show that Indonesian students do not use English in their learning process properly. It causes by weaknesses of textbooks, such as lack of practice, unclear instructions, learning objectives and essential competencies that are not appropriate. It can cause students to feel bored, one of them doing reading activities. Andreas Schleicher (2018), said that the results of the PISA 2018 released by the Organization for Economic Co-operation and Development (OECD) show the ability of Indonesian students to read, getting a score of 371, far below the OECD average of 487. In 2012 UNESCO reported that the New Indonesians reading interest index reached 0.001 of that for every 1,000 Indonesians, there is only one person who has an interest in reading. It indicates that Indonesian people's interest in reading is still shallow. Hopes to increase investment in reading among students in schools were not easily realized.

According to Rogers, Gillard, Wooley, & Fiduccia (2011), reading comprehension is the process of making meaning out of the text. The purpose of making meaning is to understand what explained by the text rather than just getting the meaning of some isolated words or sentences in the text. Also, Christenbury & Kelly (1983) reported definite benefits from problems in helping students in understanding content. Through exploration, argumentation, and interaction with peers, the proper questions can help students find their own opinion and to develop critical thinking skills. R. C. Anderson (1985) explained that words that were familiar, readable quickly, and meaningful contexts. That can increase the speed of identification of words (e.g., nurses can identify more rapidly if preceded by the word doctor). Reading activities also involve the ability to decode words that are print in the key in reading. Reading also requires derived meaning, which is also stated by V. Anderson & Roit (1996), they also added that reading does not only recite words correctly but also comprehending what they mean.

In these four categories, the depth of comprehension can be evaluated by observing discussions and recording watchwords or expressions demonstrative of higher-order

thinking, such as clarification, judgment, conclusions, and strategies. In the classroom observed, the teacher uses the question primarily for assessment, with an emphasis on truth the answer, not on increasing understanding. Because of this, critical thinkers must have the ability and excellent knowledge to utilize both subject-specific and subject-neutral (logical) principles governing the assessment of reasons (Siegel, 2010).

Critical thinking is a deliberate analysis process involving original thought. Critical thinking is a process of knowledge to identify cross-disciplinary connections and find potential creative solutions to problems. Critical thinking based on specific skills, such as the ability to judge the exact reason, or weigh relevant evidence, or identify wrong arguments. Ennis (1992) states that skills related to critical thinking can be studied independently of individual disciplines, and can transfer from one mastery to another. Stobaugh, (2013, p. 2) stated that reflective thinking skill is used by the critical thinkers for problems solving and also evaluate the conditions, drawing correct conclusions, and evaluating arguments. Even, Ennis (1996) overshadow the conception of critical thinking, which is mainly based on specific skills, such as observing, inferring, generalizing, reasoning, evaluating reasoning, and it is kind.

For students, critical thinking or being critical thinkers is not easy. In the process of building students need to practice step by step and gradually. Critical thinking students must involve practice to improve habits and important thinking equipment. King et al. (1998) had been explained all thinking skills that think critically and creatively, think logically and reflective, and think about thinking metacognitive, are included of the conceptual definition of HOTS. HOTS (High Order Thinking Skills) is one of the abilities that are very important for students, especially in learning English. King, Goodson, & Rohani, (1998) informed that HOTS consists of some variety of processes of thinking, for instance metacognitive, creative, logical, reflective and critical thinking. In line with this, Ormrod (2003) mentioned that HOTS consists of three parts; they are problem-solving, critical thinking and metacognition. Nevertheless, Anderson & Krathwohl's revision Moore & Stanley, (2010) stated in Bloom's taxonomy that HOTS consist of three segments, they are creating, analyzing and evaluating.

Referring to the concept of HOTS, Widiastuti (2015: 82) states that HOTS is a thinking skill at a higher level that requires more complex thought processes including applying, analyzing, evaluating, and creating) which is supported by the ability to understand (understanding), so that: (1) able to think critically (critical thinking); (2) able to provide logical, systematic and analytical reasons (practical reasoning); (3) able to solve problems quickly

and precisely (problem-solving); (4) able to make decisions rapidly and accurately (decision making); and (5) able to create a new product based on what has been learned (creating). Therefore, the implementation of HOTS in the current 2013 curriculum is expected to be able to enhance students' critical thinking skills.

Some researchers have conducted research related to the analysis of textbooks to improve the quality of teaching materials so that they become suitable materials for teaching and learning activities. Abu Darrin (2014) conduct a study to find out whether the basic competencies in a textbook titled "English for SMA / MA and SMK / MAK Class X" published by Putra Nugraha following basic competencies in the English syllabus 2013 curriculum or not. The results of this study show the basic competencies in textbooks according to basics first semester competencies in the syllabus. That basic competencies expressed in every part of the textbook can be divided because of the main competencies. Besides, research by Agni Kusti (2014) attempted to find whether English is or not the analyzed textbooks meet the criteria of good textbooks suggested by the *Pusat Perbukuan* and whether they are relevant to the 2013 Curriculum. This research which is a content analysis contains stages: refer to the criteria for the evaluation of English textbooks issued by *Pusat Perbukuan* in 2007 and make some modifications to fit the 2013 Curriculum. Deciding subjects, it is an English textbook: Pathway to English for Senior High School Grade X. The results confirmed that Look Ahead had met the criteria well textbooks with fulfilment. Look Ahead is not relevant to the 2013 curriculum in terms of content because of the lack of text and character development and development activities. Pathway to English is related to the 2013 Curriculum because of the presentation activities and activities for character building. Mega Safitri & Peptia Asrining (2019) in their study is to know the quality of English textbook for Senior High School / MA / SMK / MAK Class X and use of Fiorella Biocchi's textbook evaluation checklist (2000). The results show that this textbook can strengthen student autonomy to learn languages and has been well designed.

Although several studies discuss textbook analysis, the researcher has not found any analysis in English textbooks published by the Ministry of Education and Culture 2017 revised edition of Class X that focuses on reading to enhance students' critical thinking skills. The other necessary thing that is needed to analyze the selected quality textbooks because the textbooks are used by several teachers in high school so that from this study English teachers can consider whether they want to develop material or not.

Therefore, there are two reasons why researchers want to analyze this textbook. First, the textbook is recommended by the national education department and use in several public and private schools. Second, there are no previous studies analyzing reading material focuses on enhancing students' critical thinking skill.

Moreover, the researcher focuses on reading material which is the exercise and activities in the textbook to enhance student's critical thinking skill on basic competencies 4.7 and 4.8 about recount texts and narrative texts in English textbooks for senior high school grade X in English textbook published by the Ministry of Education and Culture. The significant factor why the researcher chose two basic competences, which are basic competence 4.7 (*menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah*) and also basic competence 4.8 (*menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat*) is because from those basic competences the teacher is expected to be able to enhance students' critical thinking. The main reason why the researcher analyzed the exercise and activities from the textbook is that as stated by Cunningsworth (1995) that those two factors have two functions, which are to measure students' comprehension and their critical thinking toward to the text.

There is a lot of research about textbook analysis in the previous study, and also the gap exists supports the researcher to conduct the research is to answer the question. Therefore, the researcher decided to examine two research questions; those are:

1. How is the reading material from the chapters about recount text in English textbook in line with the indicators that focus on enhancing students' critical thinking?
2. How is the reading material from the chapters about the narrative text in the English textbook in line with the indicators that focus on enhancing students' critical thinking?

The results of this study expected to provide more information about the textbook, and input for teachers who use English textbook published by the Ministry of Education and Culture 2017 revised edition Class X. They will know their proper use; do they have to add some syllabus material which is not in a textbook or even skips some content in a textbook not included in the 2013 curriculum syllabus. This research expects to be addressed to textbook authors and editors to provide it input and guidelines in making the next English textbook more relevant to the 2013 curriculum. And, for other researchers can use the results of this research as a reference for further

research especially relating to the analysis of Textbooks and the compatibility between the material in the English textbook and the basic competence in the 2013 curriculum syllabus.

METHOD

To answer the research questions about how are the reading materials from the basic competence of the chapter about the recount text and narrative text able to enhance students' critical thinking skill, the researcher used a qualitative descriptive research method. As stated by Ary et al. (2010: 29), "The purpose of qualitative research is a comprehensive picture and deepness of understanding rather than numerical analysis of data". The results of this study will explain in terms of words, or as we know it qualitatively without statistical calculations.

This research is related to analyzing the English textbook published by the Ministry of Education and Culture for tenth-grade senior high school. The quality of the textbook that focuses on reading material on basic competencies about recount text and narrative text. And also, the suitability of reading material in English textbook titled "*Bahasa Inggris*" published by the Ministry of Education and Culture 2017 revised edition of Class X with basic competencies in the syllabus for 2013 to improve students' critical thinking skills. The analysis used in textbooks, one of which is to use a textbook analysis checklist that can be used for useful and practical techniques. Mukundan. et al. (2011) said that as a comprehensive set of evaluative reference criteria, the checklist provides a more detailed evaluation. Just like this, Cunningsworth (1995) also notes that the primary assistance of using a checklist is to provide an efficient and systematic way to amount specific criteria. The researcher will use a qualitative checklist for textbook analysis, which contains personal information about the quality of the textbook.

The object of the study was the English textbook for the tenth grade of senior high school. This book was written by Utami Widiati et al., published by the Ministry of Education and Culture. The materials in the textbook are arranged in chapter form. The researcher only focuses on seven chapters which are about recount texts and narrative texts in chapter 8 until chapter 14.

The instruments that the researcher uses is textbook analysis checklist. The analysis checklist was adapted by the researcher, from (*Pusat Perbukuan* 2007). The analysis textbook checklist consists of some column which are indicators which contain critical thinking was developed from the basic competence of 2013 Curriculum, reading materials, a chapter from the textbook, evidence from any kind of tasks are presented in the textbook and enhance

critical thinking columns are spaces to be checked when the researcher gained the result of the analysis.

The data of this study are reading material found in English textbooks in the second semester for tenth grade. The reading material in textbooks in the form of warmer, vocabulary builder, pronunciation practice, reading comprehension, vocabulary exercise, grammar review and reflection. Thus, the data to be analyzed in this study are reading material in accordance with basic competencies 3.7, 4.7 about recount text and 3.8, 4.8 about narrative text can enhance students' critical thinking skills according to the 2013 curriculum.

The technique that has been used in collecting data is document analysis. First, researchers obtained an English textbook entitled "*Bahasa Inggris*" for tenth-grade high school published by the Ministry of Education and Culture. Then, researchers examine the contents of textbooks, especially reading material that focuses on basic competencies about recount text and narrative texts. Then, researchers intend to collect data by reading textbooks and observing them based on available checklists. Finally, the data that has been analyzed is collected from a checklist and described in words.

There are a few stages that the researcher uses in analyzing data using the following procedures. First, the researcher investigated the reading material focus on the activities or tasks in each chapter. Second, the researcher looked for the matching of tasks with indicators to enhance critical thinking abilities. Lastly, the analysis data explained by the researcher in the form of words.

RESULT AND DISCUSSION

The result of this research is to answer two research questions. The researcher uses the same analysis checklist but still adjusts to each available data. The indicator developed by the researcher from the basic competence contains the use of operational verbs in accordance with Taxonomy Bloom revised which leads to HOTS questions to enhance students' critical thinking. The first indicator starts with the indicator (LOTS) is an indicator that focuses on C1 until C3 operational verbs. In this research, C1 until C3 operational verbs are focused about finding the main idea, finding the detailed explicit information contextually, finding the detailed implicit information contextually, finding the similar words, finding the referential question. Then, indicator (HOTS) is consist of C4 until C6. C4 operational verbs are about to focus about make conclusion contextually and arrange recount text and narrative text are used C4 operational verbs, contextually evaluating social functions, text structures, and language features are used C5 operational verbs. The last indicator is presenting written recount text and narrative text, short and simple related to events using C6 operational verbs.

Revised Bloom Taxonomy proposed by Anderson & Krathwohl (2001), on the dimensions of HOTS cognitive processes includes the process of analyzing, evaluating, and creating. The found in an English textbook for tenth grade written by Utami Widiat et al. published by Ministry of Education and Culture that there are seven chapters, four chapters discuss recount text which is in chapters 8, 9, 10, 11. After that, there are narrative texts contained in chapters 12, 13, 14.

The analysis of reading material about recount text in English textbook to enhance students' critical thinking

This section is aimed described that the result of textbook analysis on reading materials that able toward students' critical thinking was seen in table 1. The reading materials from the basic competence of Chapter 8, 9, 10, 11 about recount text able to enhance students' critical thinking skill by using table checklist that developed from the Bloom's taxonomy and indicators that able to enhance students' critical thinking. The table checklist would be going as an instrument to help the researcher gain the result of the research. The columns contain 1) Indicators which provide critical thinking were developed from the basic competence of 2013 Curriculum 2) Reading materials 3) Chapter from the textbook 4) Evidence from any kind of tasks are presented in the textbook 5) Enhance critical thinking columns are spaces to be checked when the researcher gained the result of the analysis.

Table 1. The analysis of reading material from the chapters about recount text in English textbook in line with the indicators that focus on enhance students' critical thinking. (See appendix for details)

Indicator critical thinking	Chapter 8	Chapter 9	Chapter 10	Chapter 11	Evidence
Finding the main idea	√	√	-	-	What is the passage about? (Chapter 9 page 124)
Finding the detailed explicit information contextually	√	√	√	√	When and where was the meet-and-greet event? (Chapter 8 page 111)
Finding the detailed implicit	√	√	√	√	How did the battle influence the

information contextually					national revolution at that time? (Chapter 9 page. 124)
Finding similar words	√	-	-	-	Match the words in the left column with the synonyms on the right column. Then, compare your work to your classmates (Chapter 8 page 109)
Finding the referential question	-	-	-	√	According to the text, how should an Acehnese woman respond to the death of her family member in a war? (Chapter 11 page 148)
Make conclusion contextually	√	√	√	√	Do you tell or write the events in the order they happened?
Arrange recount text	√	√	√	√	Study again the following arrangement of ideas in a recount text to

					help you write the recount text: (Chapter 9 page 131)
Contextually evaluating social functions, text structures, and language features	√	√	√	√	Is there something in the text that is not relevant to your life? Why? (Chapter 8 page 112)
Presenting written recount text, short and simple related to events.	√	√	√	√	Imagine that you once visited a place. Write the events when you were visiting the place. Use the following chart to help you. Then, take turns telling about your experiences. (Chapter 8 page 116)

Based on table.1 above it could be seen in the textbook entitled "*Bahasa Inggris*" for tenth grade written by Utami Widiat et al. published by Ministry of Education and Culture 4 chapters are discussing the feature of recount text. Each chapter namely Chapter 8 is about My Idol, Chapter 9 is about The Battle of Surabaya, Chapter 10 is about B.J Habibie, and Chapter 11 is about Cut Nyak Dhien. It is also known that all aspects of critical thinking have been presented in this textbook. In the analysis of reading materials in Chapter 8, 9, 10, 11 shows that they were in line with the 2013 curriculum. The researcher found there are four chapters are categorized as reading materials about recount text. All those chapters conform to the syllabus, and the indicators developed by the

researcher based on the curriculum to enhance students' critical thinking. It can be found in every chapter about recount text from the textbook has fulfilled because there is an exercise related to the indicators of critical thinking such as: finding the main idea; finding the explicit and implicit information; finding the similar words; finding the referential questions; make conclusion contextually; arranging recount text; evaluating social functions, text structures and language features; and presenting written short and simple recount text related to events. Although, it can also be seen in table. 1 above that each chapter about recount text has its shortcomings in fulfilling indicators of critical thinking. In chapter 8, there is no material about "Finding the referential question". In chapter 9, there are no materials about "Finding similar words" and "Finding referential questions". In chapter 10, there are no materials about "Finding the main idea", "Finding similar words" and "Finding referential questions". And in chapter 11, there are no materials about "Finding the main idea" and "Finding similar words".

The questions in chapter 8, 9, 10, 11 in the textbook entitled "*Bahasa Inggris*" for tenth grade written by Utami Widiat et al. published by Ministry of Education and Culture are able to enhance students' critical thinking. Based on the textbook, the researcher found there are several questions about the High Order Thinking Skill. It is in line with Alpindo et al. (2014), in their research, shows that giving Higher Order Thinking Skills questions helps students to improve students' critical thinking skills. The Higher Order Thinking Skills question is questions that involve abilities analyze (C4), synthesize (C5), and create (C6). Giving Higher Order Thinking Skills questions train students to hone skills thinking in solving problems (Julianingsih, Rosidin, & Wahyudi, 2017). It is also in line with Anderson & Krathwohl's revision Moore & Stanley, (2010) HOTS distribute into three elements of thinking consisting of analyzing, evaluating and creating. For example, in chapter 8, there is an instruction said "Match the words in the left column with the synonyms on the right column. Then, compare your work to your classmates" it can fulfil from the indicator about "Finding the similar words", those in the exercise from the vocabulary builder part in chapter 8 in this textbook. Another example is in the question in chapter 8 in the textbook there is one question which is "Is there something in the text that is not relevant to your life? Why?". Based on that question, the students are expected to evaluate related to the text. It is related to one of the aims from the indicator about "Contextually evaluating social functions, text structures, and language features of written recount texts related to historical events." from the basic competence about recount text which is to enhance students' critical thinking. It is also in line with as quoted

in Stobaugh, (2013, p. 2), to analyze the situation, evaluating arguments, and drawing correct conclusions critical thinkers use reflective decision making and problem-solving.

Based on those facts, the researcher concluded all the reading material about the recount text in the textbook published by the Ministry of Education and Culture mentioned above is following the syllabus of the 2013 curriculum, and some indicators can be fulfilled. Almost all of the reading material in each chapter has sufficient tasks that are expected to be able to enhance students' critical thinking skill.

The analysis of reading material about the narrative text in English textbook to enhance students' critical thinking

This section aims to illustrate that the result of the reading material from the basic competencies of Chapters 12, 13, 14 about narrative texts that can lead to students' critical thinking skills was seen in table 2. Just like the previous discussion, the researcher used a checklist of tables that would be used as instruments to help the researcher get research results. The columns contain 1) Indicators which provide critical thinking were developed from the basic competence of 2013 Curriculum 2) Reading materials 3) Chapter from the textbook 4) Evidence from any kind of tasks are presented in the textbook 5) Enhance critical thinking columns are spaces to be checked when the researcher gained the result of the analysis.

Table 2. The analysis of reading material from the chapters about the narrative text in the English textbook in line with the indicators that focus on enhance students' critical thinking. (See appendix for details)

Indicator critical thinking	Chapter 12	Chapter 13	Chapter 14	Evidence
Finding the main idea	-	-	-	-
Finding the detailed explicit information contextually	√	√	√	How did the merchant allow Malin Kundang to join him in the sail? (Chapter 13 page 173)
Finding the detailed implicit information	-	√	-	What is the moral of the story?

n contextually				(Chapter 13 page 173)
Finding similar words	-	-	-	-
Finding the referential question	√	-	-	Read the story about Issumboshi again. Talk with a partner about what you would do with the magic hammer if you were the princess. Why would you do so? (Chapter 12 page 166)
Make conclusion contextually	-	-	-	-
Arrange narrative text	√	√	√	Write the outline into a paragraph in the space below. (Chapter 13 page 179)
Contextually evaluating social functions, text structures, and language features	√	√	√	Have you been able to understand the structure of a story? (Chapter 14 page 192)
Presenting written narrative text, short and simple related to events	√	√	√	Work in pairs to discuss the result of your work in Task 1, and then share it with the class. (Chapter 12 page 163)

Based on table.2 above it could be seen in the textbook entitled "*Bahasa Inggris*" for tenth grade written by Utami Widiat et al. published by Ministry of Education and Culture 3 chapters are discussing the feature of narrative text. Each chapter namely Chapter 12 is about Issumboshi, Chapter 13 is about Malin Kundang, and Chapter 14 is about Strong Wind. It is also known that not all aspects of critical thinking have been presented in this textbook. It can be found in every chapter about the narrative text from the textbook has not fulfilled from the exercise related to the indicators developed by the researcher based on the curriculum to enhance students' critical thinking such as: finding the main idea; finding the explicit and implicit information; finding the similar words; finding the referential questions; make conclusion contextually; arranging narrative text; evaluating social functions, text structures and language features; and presenting written short and simple narrative text related to folk legends. Therefore, it still requires some development to fulfil some indicators to enhance students' critical thinking skill. It can be seen from the table. 2 that several indicators have not been fulfilled in chapters 12, 13, 14 about the narrative text.

The questions in chapter 12, 13, 14 in the textbook entitled "*Bahasa Inggris*" for tenth grade written by Utami Widiat et al. published by Ministry of Education and Culture are able to enhance students' critical thinking. One of the indicators is in indicator about "Make contextual conclusions related to social functions, text structure, and language features of simple narrative, oral and written texts related to folk legends" from the basic competence about the narrative text. That is also in line with the latest version of Bloom's taxonomy, including remembering, understanding, applying, analyzing, evaluating, and creating (Anderson & Krathwohl 2001).

The researcher also found that the reading material in the narrative text in chapter 14 combined with fill in the blank; it is a different style of text from the previous chapters about the narrative text. In chapter 14, the students are expected to fill in the blank while reading the text. It is in line with Rajendra, N (2008), he explained higher order thinking as the use of thought released to meet new challenges. That would occur when questions that had to be answered or problems that had to be solved could not be solved using the usual way with prior learned knowledge.

Each chapter is in line with some indicators provide some questions that can enhance students' critical thinking related to the narrative text. Nearly all questions about reading material assignments use explanatory questions related to HOTS from the latest version of Bloom's taxonomy. For example, in chapter 13 there is one question

for the student in the reflection part, which is "Do you know the type of language structure that you can use to tell a story/legend?". Based on that question, the students are expected to know to evaluate the impact related to the narrative text. It is related to one of the aims from the indicator about "Contextually evaluating social functions, text structures, and linguistic elements of simple narrative, oral and written texts related to the folk legend." from the basic competence about the narrative text which is to enhance students' critical thinking. It is in line with Chidozie et al. (2014) has explained that HOTS involves information analysis efforts to determine and evaluate problems and then make new ones take effect solution.

The researcher found the analysis of reading materials in chapter 12, 13, 14, are categorized as reading materials about a narrative text. All those chapters showed that they are in line with the 2013 curriculum to the syllabus to enhance students' critical thinking skill. This is done by reconsidering the indicators of competency achievement developed by the researcher based on the basic competencies of the 2013 curriculum to enhance students' critical thinking skill. Therefore, the researcher concludes that there is still a need to develop reading material to meet several indicators related to enhancing students' critical thinking skills. However, some indicators can be fulfilled by the reading material in each chapter about the narrative text in the textbook published by the Ministry of Education and Culture mentioned above is in accordance with the syllabus of the 2013 curriculum, and has sufficient tasks that are expected to be able to enhance students' critical thinking skill.

Based on the analysis above, the researcher found that almost all of the questions in Chapter 8, 9, 10, 11, 12, 13, 14 are in the form of HOTS. That HOTS involve a variety of thought application processes in complex situations. HOTS questions are the question that aims to determine the level of student understanding and to train students to think critically in reading recount texts and narrative text. Based on those facts, the researcher believed that the reading material from several chapters about recount text and narrative text in this textbook are able to enhance students' critical thinking.

CONCLUSION AND SUGGESTIONS

Conclusion

The researcher found that seven reading materials from chapter 8, 9, 10, 11, 12, 13, 14 in the textbook for tenth graders published by the Ministry of Culture and Education that conform to the syllabus 2013 Curriculum are able to enhance students' critical thinking. However, some chapters are still not fulfilled from several indicators that have been developed to enhance students' critical

thinking by the researcher based on the basic competencies of the 2013 curriculum. The researcher has also analyzed each type of questions on reading material that is in the eighth chapter to the fourteenth chapter. From the questions provided in the textbook, it can be seen some of the questions are given that can make students do the process of reading comprehension and critical thinking. In this case, students are expected to be able to do critical thinking activities in the reading process so that it can enhance students' critical thinking skills.

Suggestion

Based on this research, it would be better if carrying out further activities can be done as an action to improve existing textbooks and those that are not in accordance with the basic competencies of the 2013 curriculum. It is in accordance with reading material to enhance students' ability to think critically. Based on the data available from PISA students in Indonesia, those who are lacking in reading activities and lack the ability to think critically.

And also related to the results of this study, some advice was given to the authors who compiled and arranged the reading material in English textbooks. They should pay more attention to criteria, especially in writing and making appropriate material. For the teachers who had used or would use reading material in textbooks, they must be able to analyze textbooks that will use in the teaching and learning process of English.

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