**APPENDIX**

Table 1. Reading materials analysis textbook related to recount text able to enhance students’ critical thinking

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator** | **Reading materials** | **Chapter** | **Evidence** | **Enhance Critical Thinking** |
| 1. Finding the main idea
 | My Idol | Chapter 8 | b. What is the dialog about? (page 112) | √ |
| The Battle of Surabaya  | Chapter 9 | 1. What is the passage about?

(page 124) |
| B.J Habibie | Chapter 10 | - |
| Cut Nyak Dhien | Chapter 11 | - |
| 1. Finding the detailed explicit information contextually
 | My Idol | Chapter 8 | 3. When and where was the meet-and-greet event? (page 111) | √ |
| The Battle of Surabaya | Chapter 9 | 3. Where did it happen? (page 124) |
| B.J Habibie | Chapter 10 | 3. When did Habibie receive a degree in engineering in Germany? (page. 136) |
| Cut Nyak Dhien | Chapter 11 | 4. Who was Teuku Cik Ibrahim Lamnga? (page. 147) |
| 1. Finding the detailed implicit information contextually
 | My Idol | Chapter 8 | 7. How did the fans react when Afgan sang his hit single? (page 111) | √ |
| The Battle of Surabaya | Chapter 9 | 8. How did the battle inﬂuence the national revolution at that time? (page. 124) |
| B.J Habibie | Chapter 10 | 2. Why did Habibie move to Germany?(page 136) |
| Cut Nyak Dhien | Chapter 11 | 14. When Cut Nyak Dhien was brought to Banda Aceh, was her nearsightedness getting better?(page 148) |
| 1. Finding the similar words
 | My Idol | Chapter 8 | Match the words in the left column with the synonyms on the right column. Then, compare your work to yourclassmates, (page 109) | √ |
| The Battle of Surabaya | Chapter 9 | - |
| B.J Habibie | Chapter 10 | - |
| Cut Nyak Dhien | Chapter 11 |  |
| 1. Finding the referential question
 | My Idol | Chapter 8 | - | √ |
| The Battle of Surabaya | Chapter 9 | - |
| B.J Habibie | Chapter 10 | - |
| Cut Nyak Dhien | Chapter 11 | 11. According to the text, how should an Acehnese woman respond to the death of her family member in a war?(page 148) |
| 1. Make conclusion contextually
 | My Idol | Chapter 8 | 3. Do you tell or write the events in the order they happened? (page 119) | √ |
| The Battle of Surabaya | Chapter 9 | 3. Do you tell or write the events in the order they happened? (page 131) |
| B.J Habibie | Chapter 10 | 3. Do you tell or write the events in the order they happened? (page 142) |
| Cut Nyak Dhien | Chapter 11 | 3. Do you tell or write the events in the order they happened? (page 154) |
| 1. Arrange recount text
 | My Idol | Chapter 8 | Have you ever had a holiday? What happened? How was the holiday? Write recount about your holiday. Make the outline of your story below: (page 118) | √ |
| The Battle of Surabaya | Chapter 9 | Study again the following arrangement of ideas in a recount text to help you write the recount text: (page 131) |
| B.J Habibie | Chapter 10 | **Task 3:** Rewrite the Biographical Recount (page 141) |
| Cut Nyak Dhien | Chapter 11 | 1. Do you know how to tell or write a biographical recount? (page 154) |
| 1. Contextually evaluating social functions, text structures, and language features
 | My Idol | Chapter 8 | 12. Is there something in the text that is not relevant to your life? Why? (page 112) | √ |
| The Battle of Surabaya | Chapter 9 | 12. Do you think that the information in the text is clear? (page 124) |
| B.J Habibie | Chapter 10  | 4. Do you have personal comments to end the biographical recount? (page 142) |
| Cut Nyak Dhien | Chapter 11 | 16. Had you lived close to Cut Nyak Dhien, what would you have done to support her eﬀorts in fighting against the Dutch colonialization? (page 148) |
| 1. Presenting written recount text, short and simple related to events
 | My Idol | Chapter 8 | **Task 3**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. (page 116) | √ |
| The Battle of Surabaya | Chapter 9 | 5. Can you explain the function of a recount text? (page 131) |
| B.J Habibie | Chapter 10 | 5. Can you explain the function of a recount text? (page 142) |
| Cut Nyak Dhien | Chapter 11 | 5. Can you explain the function of a recount text? (page 154) |

Table 2. Reading materials analysis textbook related to narrative text able to enhance students’ critical thinking

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator** | **Reading materials** | **Chapter** | **Evidence** | **Enhance Critical Thinking** |
| 1. Finding the main idea
 | Issumboshi | Chapter 12 | - | x |
| Malin Kundang | Chapter 13 | - |
| Strong Wind | Chapter 14 | - |
| 1. Finding the explicit information
 | Issumboshi | Chapter 12 | 1. Do you know the function of each part of a story? (page 168) | √ |
| Malin Kundang | Chapter 13 | 3. How did the merchant allow Malin Kundang to join him in the sail?(page 173) |
| Strong Wind | Chapter 14 | 3. How would Strong Wind’s sister know that the girls were lying?(page 185) |
| 1. Finding the implicit information
 | Issumboshi | Chapter 12 | - | √ |
| Malin Kundang | Chapter 13 | 10. What is the moral of the story?(page 173) |
| Strong Wind | Chapter 14 | - |
| 1. Finding the similar words
 | Issumboshi | Chapter 12 | - | x |
| Malin Kundang | Chapter 13 | - |
| Strong Wind | Chapter 14 | - |
| 1. Finding the referential questions
 | Issumboshi | Chapter 12 | 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? (page 166) | √ |
| Malin Kundang | Chapter 13 | **-** |
| Strong Wind | Chapter 14 | - |
| 1. Make conclusion contextually
 | Issumboshi | Chapter 12 | - | x |
| Malin Kundang | Chapter 13 | - |
| Strong Wind | Chapter 14  | - |
| 1. Arrange narrative text
 | Issumboshi | Chapter 12 | • Write down the results of your discussion below to make a story about Kanchil of your own (page 167) | √ |
| Malin Kundang | Chapter 13 | **Task 2:**Write the outline into a paragraph in the space below. (page 179) |
|  | Chapter 14 | - Rewrite your story. Don’t forget to include connecting words and phrases. Use clear references, too (page 191) |
| 1. Contextually evaluating social functions, text structures, and language features
 | Issumboshi | Chapter 12 | 1. Do you know the function of each part of a story? (page 168) | √ |
| Malin Kundang | Chapter 13 | 2. Do you know the type of language structure that you can use to tell a story/legend? (page 180) |
| Strong Wind | Chapter 14 | 1. Have you been able to understand the structure of a story? (page 192) |
| 1. Presenting oral and written narrative text, short and simple related to events
 | Issumboshi | Chapter 12 | **Task 2:**Work in pairs to discuss the result of your work in Task 1, and then shareit with the class. (page 163) | √ |
| Malin Kundang | Chapter 13 | 3. Can you tell or write a story/legend based on the structure of narrativetext? (page 180) |
| Strong Wind | Chapter 14 | 1. Task 3: Role play

In your groups, do the following: 1) rehearse for your performance, 2) perform in the class for maximum of 10 minutes. (page 190) |