

**ANALYZING CRITICAL THINKING IN ENGLISH READING
MATERIALS USING CAMBRIDGE LIFE
COMPETENCIES FRAMEWORK**

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ABSTRACT

The research intended to analyze English reading materials in terms of critical thinking skills aspect utilizing Cambridge Life Competencies Framework for critical thinking. This research employed a content analysis study in two coursebooks. The method used to gather the data were content analysis, library research, and need analysis. While, to analyze textual data and find the most appropriate data set, the researchers employed a color-coding technique for themes and ideas. This finding revealed that two English reading textbooks accommodated 8 of the 11 components of critical thinking skills according to the Cambridge Life Competencies Framework. The eight components fall into two main parts: comprehension and analysis of concepts and arguments and evaluation of ideas and claims. However, the three components of critical thinking skills which are in one core area, namely: solving problems and making decisions have not been accommodated in all English reading materials. Thus, the study recommends that the development of English reading materials in relation to critical thinking skills that refer to Cambridge Life Competencies framework needs to be carried out so that learners are capable of thinking clearly and logically about what they desire and what they feel is the best course of action for learning reading.

Keywords: Cambridge Life Competencies Framework, Critical Thinking Skills, English Reading Materials, Seventh Graders.

A. INTRODUCTION

Although it is inevitable that the majority of the literature focuses on printed materials, the term “resources for learning language” refers to anything that can help someone learn one language, such as video recordings, flash-cards, websites, coursebooks, interactions with mobile devices, graded readers, and games (Tomlinson, 2012). Learning resources can facilitate learning and raise student accomplishment. The most effective learning resources are those that are particularly designed for the instructor, the class, and the subject being studied. There are many different types of learning resources, but they all have the same basic ability to promote student learning. All subject-specific educational materials combine text and multimedia. Teachers can use them to augment or swap out a conventional textbook, and students can use them on their own or as part of a lesson in class.

The process of learning and teaching reading cannot be separated from its materials. Reading is required for every session in order to comprehend the course materials. Reading learning has many contributions, especially in developing students' abilities in various fields. Reading activities must be formed and developed by the scaffolding in order to spark an interest that will eventually develop into a habit. In academic fields, having good reading habits helps students understand the context of a book quickly and give clear responses to the problem (Andayani & Maryam, 2018). It can be said that reading comprehension improves in students who are consistently exposed to a lot of English reading material (Yulianto et al., 2020).

Furthermore, the use of critical thinking is significant for learning reading. Heidari (2020) emphasized the crucial role that critical thinking plays in improving performance and achievement in the context of education, particularly reading ability. Additionally, the research revealed that by exposing students to a variety of assignments, they were able to increase their reading comprehension to varied degrees and strengthen their critical thinking skills (Arifin, 2020). People who use critical thinking are better able to digest information sufficiently and accurately to make sound decisions (Mohseni et. al, 2020). Critical thinking skills are believed to play an important role in reading comprehension as Din (2020) came to the conclusion that critical reading entails responding to what is read critically. It involves making a connection between the reading's subject matter and someone's own values, attitudes, and standards.

1. Critical Thinking Skills

One of the competencies is critical thinking skills. Critical thinking can be defined by identifying the processes involved in it. As stated in The Cambridge Life Competencies Framework (2020), students must be able to think critically, or at higher order of thought, in order to reason about what they want to achieve and what they believe is the best course of action. It is also seen as a necessary ability for learning in the twenty-first century. One way to improve thinking skills is through critical thinking (Apsari, 2016). A student who is adept at critical thinking may formulate pertinent questions, gather pertinent data, quickly and creatively sort it, use logic to make decisions, and draw valid conclusions (Qing, 2013)

A variety of higher- and lower-order skills, such as problem-solving skills, conducting interpretation, evaluation, identifying logical fallacies, making predictions and conclusions, assessing cause and effect, and synthesizing claims, have been included in more recent definitions (Bloom, 1984). According to Pohl (2000) as cited in Muniroh (2021), this taxonomy has been used as a technique to express qualitatively different sorts of thinking that are split into low order thinking (remembering, understanding, and implementing) and high order thinking (analyzing, evaluating, and producing). Hence, this critical thinking can be used for developing more skills, including reading. By doing so, the students will be helped in developing more balanced arguments, expressing themselves clearly, reading critically, and absorbing important information efficiently.

2. Critical Thinking Framework and Descriptors

Three elements make up the critical thinking framework developed by Thomas and Lok (2015): skills, dispositions, and knowledge. These include sets of abilities in appraisal, self-regulation, and reasoning that allow one to control prejudice. The mental habits of mind that correspond to intellectual behavior, including attitudes like open-mindedness and intellectual virtues like truth-seeking, are covered by the dispositions. Knowledge includes sets of specialized content-based knowledge pertaining to discipline-specific and contextual

information, as well as experience, which includes intellectual growth and knowledge obtained from work and life experiences. Knowledge also includes general information pertaining to fundamental facts to enable valid evaluation (Thomas & Lok, 2015). Moreover, it is stated in the Cambridge Life Competencies Framework that critical thinking has three main core areas as the following tables.

Table 1. Core Areas and Components of Critical Thinking (Cambridge, 2020)

Core Areas	Components	Code
Understanding and analyzing ideas and arguments	Identifying and classifying information	CTS 1
	Recognising patterns and relationship	CTS 2
	Interpreting and drawing inferences from arguments and data	CTS 3
Evaluating ideas and arguments	Evaluating specific information or points in an argument	CTS 4
	Evaluating arguments as a whole	CTS 5
	Drawing appropriate conclusions	CTS 6
Solving problems and making decisions	Identifying and understanding problems	CTS 7
	Identifying, gathering, and organizing relevant information	CTS 8
	Evaluating options and recommendations to come to a decision	CTS 9
	Justifying decisions and solutions	CTS 10
	Evaluating the effectiveness of implemented solutions	CTS 11

The first core is understanding and analyzing ideas and arguments which denotes to a learner's capacity to recognize patterns and relationships in data by identifying and analyzing it. This aids students in grasping concepts and arguments more thoroughly as well as in interpreting and inferring meaning from the data they are given. Evaluating ideas and arguments are related to learners' ability to assess which claims or theories they can believe in and which they should reject. It can assist students in reaching the right conclusions and building compelling arguments on their own. Meanwhile, solving problems and making decisions requires a variety of abilities, including problem identification and analysis, information gathering and evaluation, assessment of a range of options, decision-making regarding which options to adopt, and evaluation of those decisions to further refine solutions.

Several previous studies have analyzed variables related to this research. The researches linked to the analysis of English textbooks that are related to various purposes such as for career orientation (Dewi et al., 2023), related to business English (Si, 2019), and analysis related to the representation of cultural content in textbooks (Dahmardeh & Kim, 2021). There is also research that analyzes using BSNP standards (the Indonesian National Education Standards Agency in terms of the feasibility of content, presentation, language, and graphics for elementary school textbooks (Widiarti, 2021). Meanwhile, at the high school level, book analysis was carried out specifically on one of the language skills, namely speaking English in Turkey (Koral & Mirici, 2021).

Another prior studies have examined critical thinking skills in terms of English Foreign Language textbooks in Morocco. According to the study's findings, the current educational policy in Morocco aims to develop students' critical thinking abilities, but the textbooks being used, specifically GTE2, only emphasize lower order thinking abilities, particularly comprehension and application, at the expense of higher order thinking abilities that will help students both academically and professionally (Es-Salhi & Elfatihi, 2019). In more detail than that, previous research examined the critical thinking aspect of reading skills in textbooks for undergraduate level students in Slovakia (Javorcikova & Badinska, 2021) and high school level in Indonesia (Yulian, 2021). As a result, no comprehensive survey has emerged that discusses the analysis of critical thinking in textbooks for grade 7 of junior high school students in Indonesia. Moreover, the analysis indicators use the Cambridge framework. Hence, additional studies of critical thinking analysis on English reading materials are needed. This most recent study sought to determine the answers of one research question, to what extent does English reading material contain aspects of critical thinking according to the Cambridge Life Competencies Framework.

B. METHOD

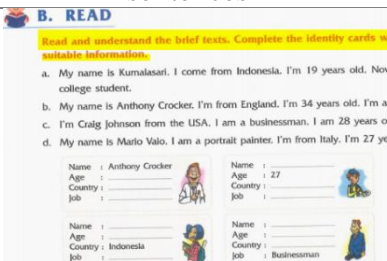
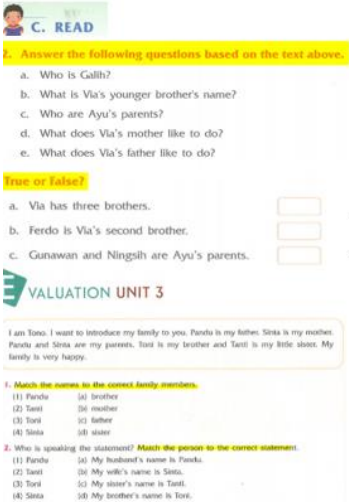
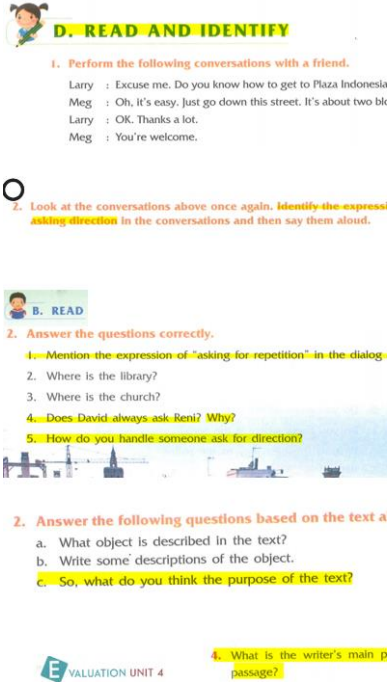
This study employed content analysis as a research design. It is employed to locate particular themes, ideas, or terms inside a set of qualitative information, for instance, text from a book. By using content analysis, the researcher quantified and identified the occurrence, importance, and linkages of these particular words, topics, or concepts. Therefore, the researcher described, identified, and analyzed the data obtained from two coursebooks of seventh graders. The data was the activity in English reading materials that indicated critical thinking skills in activating schemata, content, exercise, assignment, and assessment. The data source was the coursebook of the seventh grader. Meanwhile, the instrument was a document analysis of critical thinking descriptors from the Cambridge Life Competencies Framework. The researcher went through many steps to gather the data. Data collection methods included need analysis, library research, and content analysis. Initially, compile theories and frameworks regarding critical thinking abilities. Then, the researcher also analyzed English reading material using critical thinking skill descriptors after completing library research to collect critical thinking theory. As for data analysis, the researchers utilized color coding technique of themes and ideas to help parse existing textual data in order to find the most proper data sets.

C. FINDINGS AND DISCUSSION

1. Evaluation of Critical Thinking Techniques in the First Available Material

The researchers chose two coursebooks. The first book entitled "Interactive English" that was published by Yudistira. This book consists of 14 units and is made according to the latest curriculum, *Kurikulum Merdeka Belajar* as stated in the preface on the first page of the book. The Cambridge Life Competencies Framework's critical thinking skill descriptors were used by the researchers to examine book content in terms of critical thinking abilities. The researchers gave CTS 1-CTS 11 codes for each descriptor in every 14 book units.

Table 2. The Summary of Critical Thinking Skills in The First Existing Material

Unit	Code	Phrases or words or sentences	Justification
1	CTS 1 CTS 2 CTS 3	 <p>B. READ Read and understand the brief texts. Complete the identity cards with suitable information.</p> <p>a. My name is Kumalasari. I come from Indonesia. I'm 19 years old. Not college student. b. My name is Anthony Crocker. I'm from England. I'm 34 years old. I'm a c. I'm Craig Johnson from the USA. I am a businessman. I am 28 years o d. My name is Mario Valo. I am a portrait painter. I'm from Italy. I'm 27 ye</p> <p>Name : Anthony Crocker Name : Age : Age : 27 Country : Country : Job : Job :</p> <p>Name : Name : Age : Age : Country : Indonesia Country : Job : Job : Businessman</p>	<p>The instruction of reading section in unit 1, “<i>Read and understand the brief texts</i>” asked the students to identify the information given (CTS 1). Moreover the phrase “<i>complete the identity cards with the suitable information</i>” indicates that students may recognize patterns (CTS 2) and drawing inferences (CTS 3).</p>
2	-	-	-
3	CTS 1 CTS 2 CTS 3 CTS 4	 <p>C. READ Answer the following questions based on the text above.</p> <p>a. Who is Galih? b. What is Via's younger brother's name? c. Who are Ayu's parents? d. What does Via's mother like to do? e. What does Via's father like to do?</p> <p>True or False?</p> <p>a. Via has three brothers. <input type="checkbox"/> b. Ferdo is Via's second brother. <input type="checkbox"/> c. Gunawan and Ningsih are Ayu's parents. <input type="checkbox"/></p> <p>EVALUATION UNIT 3</p> <p>I am Toni. I want to introduce my family to you. Panda is my father. Sinta is my mother. Ferdo and Sinta are my parents. Toni is my brother and Tati is my little sister. My family is very happy.</p> <p>1. Match the names to the correct family members.</p> <p>(1) Panda (a) brother (2) Tati (b) mother (3) Toni (c) father (4) Sinta (d) sister</p> <p>2. Who is speaking the statements? Match the person to the correct statement.</p> <p>(1) Panda (a) My husband's name is Ferdo. (2) Toni (b) My wife's name is Sinta. (3) Tati (c) My sister's name is Tati. (4) Sinta (d) My brother's name is Toni.</p>	<p>“<i>Answer further questions following the text</i>” is the instruction given to the students. in unit 3 for reading task. It indicates to identify and classify information (CTS 1), interpret data (CTS 3). Meanwhile for “<i>true or false section</i>” shows to evaluate specific information in arguments (CTS 4). Then, “<i>match the name to the correct sentence</i>” indicates to recognize patterns and relationships (CTS 2).</p>
4	CTS 1 CTS 2 CTS 3 CTS 4 CTS 6 CTS 8 CTS 10	 <p>D. READ AND IDENTIFY</p> <p>1. Perform the following conversations with a friend.</p> <p>Larry : Excuse me. Do you know how to get to Plaza Indonesia Meg : Oh, it's easy. Just go down this street. It's about two bl Larry : OK. Thanks a lot. Meg : You're welcome.</p> <p>2. Look at the conversations above once again. Identify the expression asking direction in the conversations and then say them aloud.</p> <p>B. READ</p> <p>2. Answer the questions correctly.</p> <p>1. Mention the expression of “asking for repetition” in the dialog.</p> <p>2. Where is the library? 3. Where is the church? 4. Does David always ask Reni? Why? 5. How do you handle someone ask for direction?</p> <p>2. Answer the following questions based on the text a</p> <p>a. What object is described in the text? b. Write some descriptions of the object. c. So, what do you think the purpose of the text?</p> <p>EVALUATION UNIT 4</p> <p>4. What is the writer's main purpose of the passage?</p>	<p>There are four section for reading in this unit 4. Identifying and classifying information (CTS 1) is represented by the instruction “<i>read and identify</i>” Additionally, in the phrase, “<i>identify the expression of asking direction..</i>”, the students are asked to identify, gather, and organize relevant information (CTS 8). As for “<i>mention the expression of ‘asking repetition’ in the dialog ...</i>” indicates to recognize patterns and relationships (CTS 2). Moreover, “<i>Does David always ask Reni</i>” and “<i>Why?</i>” shows to evaluate specific points in the data (CTS 4) and draw inferences from the data (CTS 3) successively. The phrase “<i>how do you handle someone ask for direction?</i>” indicates students to justify decisions and solutions (CTS 10). Eventually, “<i>what is the writer's main point ...?</i>” denotes to draw appropriate conclusions (CTS 6).</p>

5
 CTS 1
 CTS 2
 CTS 4

RECOGNISE
 1. Look at the following pictures. Read the information below and complete the sentences with the correct names.

E. READ AND SPEAK
 1. Work in pairs. Read about the following things:
 1. Complete the sentences with the correct names.

A. READ
 1. Read the text carefully.
 Hello, my name is Doni. I have a baby brother. Doni. He is just one month old. I got curious about his small body.

EVALUATION UNIT 5
 The following text is for questions number 11 and 12.

In the warming up part, the reader is asked to identify and classify the information in the image (CTS 1) as requested, “*read the information below and complete the sentences with the correct name*”. The same as the following questions in the part E (read and speak) that asking to understand information. Meanwhile, the word “*match ...*” in the exercises section, indicates the students to recognize patterns and relationships (CTS 2). The T/F (*true or false*) excises in descriptive text about the baby, Doni represents the fourth critical thinking descriptors based on Cambridge, evaluating arguments as a whole (CTS 4).

6
 CTS 1
 CTS 2
 CTS 3
 CTS 4
 CTS 6
 CTS 8

C. READ AND WRITE
 1. Read the dialog below.
 Lina : Hello, is your mom OK?
 Rian : My mom is in the hospital. I had to go to the hospital.
 Lina : How is your mom?
 Rian : This doctor is very good. What about your grandmother? How?
 Lina : How about your grandmother? Are they OK?
 Rian : I like this program. The program is very good.
 Lina : Good. I'm glad you're there.
 Rian : What is your name?
 Lina : My name is Lina.
 Rian : My name is Rian.
 Lina : My name is Lina.
 Rian : My name is Rian.

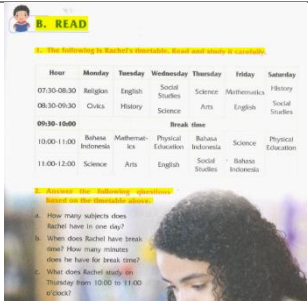

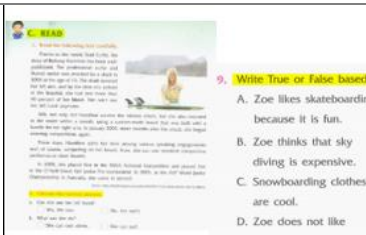



EVALUATION UNIT 6
 1. Match the person to the correct description.


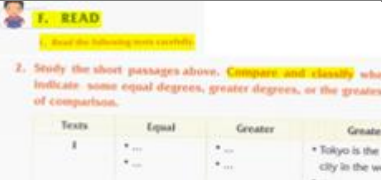
G. READ
 2. Are the statements T (True) or F (False) based on the dialog above?

E. READ AND SPEAK
 1. Work in pairs. Role play the dialog below.
 Waiter : What would you like to order?
 Dina : I'd like spaghetti, please.
 Waiter : What would you like to drink?
 Dina : Can I have tomato juice?
 Waiter : Sure. Anything else?
 Dina : That will be enough for now.
 Waiter : Okay, thank you. I'll get your food and drink.
 Dina : Thank you.

The Sunny Restaurant
 Menu:
 Fish and chips with peas £2.50
 Spaghetti with meat £3.50
 Chicken and mushroom with peas £2.50
 Beef and onion with peas £2.50
 Desserts:
 Fruit salad £1.00
 Chocolate cake £2.00
 Ice cream (vanilla or strawberry) £2.00

The questions in activity C (read and write) represent to identify (CTS 1) and to draw inferences (CTS 3). While, in evaluation unit 6, the learners are asked to match the information. It means they are supposed to recognize patterns (CTS 2). However, number 10 in evaluation unit 6, “*why did Rian offer ...*” denotes to justify decisions and solutions (CTS 10). The T/F (*true or false*) excises represents to evaluate specific information (CTS 4). The last reading material in unit 6 (read and speak) indicates to identify, gather, and organize relevant information (CTS 8).

7	CTS 1		<p>There is only one reading material section in this unit 7. This reading material asks students to read and study someone's timetable and then answer some of the questions given. This shows that the material is in accordance with identifying and classifying information (CTS 1).</p>
8	CTS 1 CTS 3 CTS 4		<p>The CTS 1 is indicated in "how does Tommy feel?" which identifies the info. The CTS 3 is indicated in the instruction "answer the following questions based on the dialog" which draws inferences from data. The CTS 4 is indicated in the True and False exercises that evaluates specific information.</p>
9	CTS 1 CTS 4		<p>The CTS 1 is represented in the instruction "choose the correct answer" that recognizes the basic arguments of a text. The CTS 4 is represented in the True and False exercises that evaluates specific information.</p>
10	CTS 1 CTS 3		<p>The CTS 1 is explained in the title and instruction "Read and Identify". The CTS 3 is explained in the learning command that asks the students to interpret based on data.</p>
11	CTS 1 CTS 2 CTS 3 CTS 4		<p>CTS 1 & CTS 2 are presented in the text and its reading guide. CTS 3 is presented when matching the info one another. CTS 4 is presented when judging whether something is true or not.</p>
12	CTS 1 CTS 3 CTS 4 CTS 5		<p>CTS 1 & CTS 3 are showed in the learning instruction that required to determine and make inferences in exercise F (reading). CTS 4 is showed in the learning instruction that required to evaluate points.</p>

			CTS 5 is showed in the Evaluation Unit 12. One of the questions lead the students to reflect arguments as a whole.
13	CTS 1 CTS 3		CTS 1 is pointed in the first part, that is <i>“now, read and study the following sentences”</i> . CTS 3 is pointed when answering the questions based on conversation given.
14	CTS 1 CTS 3		CTS 1 & CTS 2 are represented in the words <i>“compare and classify the short passages above”</i> .

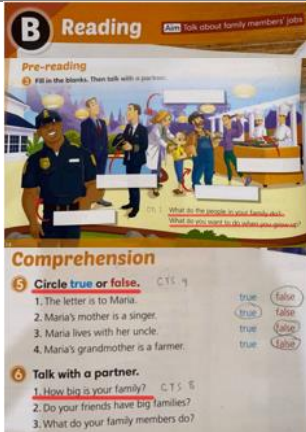
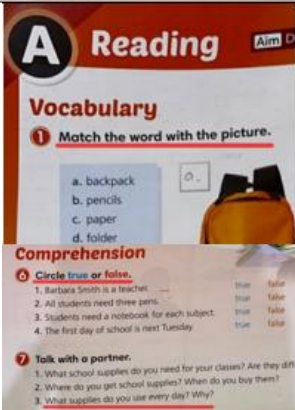
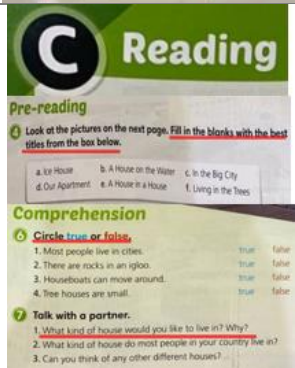

Based on Table 2. above, it is proven that not all units in learning material 1 accommodate the critical thinking descriptors made by (Cambridge, 2020). The aspects that are almost in every book unit are CTS 1, CTS 2, CTS 3, and CTS 4. While aspects not included in the entire chapters are CTS 5, CTS 6, CTS 7, CTS 8, CTS 9, CTS 10, and CTS 11, although multiple descriptors exist in some units. As the descriptors of critical thinking skills that are not included in the chapters at all are CTS 7, CTS 9, and CTS 11.

According to the data above, the first core area’s three critical thinking skill descriptions were found in almost all units. Aspects incorporated into reading exercises in the first textbook include identifying and classifying material. It is important as Willingham (2019) stated on his book that effective critical thinking requires content knowledge and steps to develop teaching content that contains critical thinking requires identification and classification skills; noticing patterns and relationships also found in the first book. Unfortunately, language teachers in these nations frequently place a higher priority on linguistic precision than on textual criticism (El Soufi & See, 2019). Even though pattern recognition and its relationships in text really support HOTS; and interpreting and drawing inferences from arguments and statistics. Ebadi and Rahimi (2018) mentioned higher-order thinking abilities including analysis, inference, appraisal, deductive reasoning, and inductive reasoning are included in critical thinking as cognitive skills. These abilities are seen to be teachable and transferable. The book also has one descriptor of critical thinking abilities in the second core area: analyzing particular pieces of information or arguments. Hence, the idea of critical thinking encompasses all types of knowledge and denotes genuine student involvement in the process of knowledge building through in-depth reflection and thought (Saleh, 2019). Eventually, several terms, phrases, clauses, and sentences used in instructions, materials, and reading tasks describe critical thinking abilities. In summary, for 8 out of 11 components, the material from Book 1 is connected with critical thinking abilities.

2. Evaluation of Critical Thinking Techniques in the Second Available Material

Furthermore, below is the result of the coursebook analysis entitled “New Frontiers” which is published by Asta publisher. This book has 10 units. The researchers used the same critical thinking skills descriptors by The Cambridge Life Competencies Framework. The 11 points (CTS 1-CTS 11) on this descriptor are used to analyze words, phrases, or sentences in job instructions or exercise problems, as well as critical thinking abilities and justifications.

Table 3. The Summary of Critical Thinking Skills in The Second Existing Material

Unit	Code	Phrases or words or sentences	Justification
1	CTS 1 CTS 4 CTS 8		The data underlined in red claims as descriptor CTS 1, CTS 4, and CTS 8.
2	CTS 2 CTS 4 CTS 5		The data highlighted in red refers to descriptor CTS 2, CTS 4, and CTS 5.
3	CTS 2 CTS 4 CTS 5		The data underlined in red claims as descriptor CTS 1, CTS 4, and CTS 5.
4	CTS 4 CTS 5 CTS 10		The data highlighted in red claims as descriptor CTS 4, CTS 5, and CTS 10.

5	<p>CTS 2 CTS 4 CTS 10</p>		<p>The data underlined in red claims as descriptor CTS 2, CTS 4, and CTS 10.</p>
6	<p>CTS 1 CTS 2 CTS 4 CTS 10</p>		<p>The data highlighted in red claims as descriptor CTS 1, CTS 2, CTS 4, and CTS 10.</p>
7	<p>CTS 4 CTS 8 CTS 10</p>		<p>The data underlined in red claims as descriptor CTS 4, CTS 8, and CTS 10.</p>
8	<p>CTS 4 CTS 10</p>		<p>The data highlighted in red claims as descriptor CTS 4 and CTS 10.</p>
9	<p>CTS 2 CTS 3</p>		<p>The data underlined in red claims as descriptor CTS 2 and CTS 3.</p>
10	<p>CTS 4 CTS 10</p>		<p>The data highlighted in red claims as descriptor CTS 4 and CTS 10.</p>

Based on Table 3. the English reading material is not fully integrated with critical thinking skills. If we look at all the units in the textbook, then the aspects of critical thinking that are not included in the whole unit are aspects 6, 7, 9 and 11. Meanwhile, other aspects are spread over the units in the book.

Aspect 1 critical thinking skills include identifying and classifying information. Units 1, 3 and 6 cover this aspect. In pre-reading unit 1, students are asked to identify the themes to be studied in the chapter by answering warm-up questions about their ambitions for the future. Meanwhile the activity in pre-reading unit 3 is classifying the titles of several paragraphs. Which is the right title to describe the contents of the paragraphs. In unit 3, aspect 1 is in the “Challenges” section. The instruction is to clearly describe the types of traditional clothes originating from various countries in the world including colors, motifs, materials, shapes, sizes, and others. From all the parts included in aspect 1, Ilyas (2016) stated that students involvement in learning critical thinking can improve the ability to identify key important points in texts or messages rather than messages that are less important.

In addition, units 2, 5, 6, and 9 have aspect 2 which recognizes patterns and relationships. In the pre-reading section (vocabulary in reading text) in unit 2, the activities carried out are matching words with picture objects. The pictures are themed objects needed for school. Further activities in unit 5 are also still matching. The difference is that students are asked to align text with pictures because the paragraph is related to pictures. Unit 6 is also exactly the same as the activities in unit 5. In the while-reading stage, recognizing patterns and relationships is very useful for understanding ideas. Moreover, aspect 2 activity in unit 9 is matching the vocabulary in the text with the simple past tense form. Meantime, Facione (2015) stated the fundamental critical thinking abilities can be separated into two groups: cognitive skills and dispositional skills. Critical thinking is said to be based mostly on cognitive abilities. It calls for the use of six skills: self-control, inference, interpretation, analysis, and evaluation. Interpretation skills as one of the six skills of categorizing, decoding significance, and clarifying meaning are considered.

Furthermore, learning materials that integrate aspect 3 of critical thinking skills are only available in unit 9 where interpretation and drawing conclusions from arguments and data are important. The activity is contained in pre-reading, where there is snippet of blogger then students are asked to draw the right conclusions from the snippet data. The ability to detect, choose what to believe, draw conclusions that are logically sound, formulate assumptions and hypotheses, and comprehend pertinent facts or the implications of this choice is known as inference (Atayeva et.al, 2019).

Learning activities that are part of aspect 4 of critical thinking skills are spread across all 10 book units, except for unit 9. This component demonstrates the necessity of evaluating certain pieces of information or argumentation. Furthermore, Pravita and Kuswandoro (2021) claimed that metacognitive processes of planning, monitoring, and evaluating can be used to categorize critical thinking in reading. This aspect 4 activity is in the form of an assessment of whether the information is true or false. All units that are integrated with aspect 4 are in the “Comprehension” section or the post-reading section. But each unit has a different theme. Unit 1 deals with the work of family members; Unit 2 describes the items you will need for school; Unit 3 reads about types of homes around the world; Unit 4 reads about modes of transport; Unit 5 reads and responds to simple texts about hobbies; Unit 6

learns about clothes worn in other countries; Unit 7 reads about street foods; Unit 8 reads about people in different time zones; and Unit 10 learns about different weather conditions. Aspect 5 of critical thinking skills is visible in units 2, 3, and 4. This aspect shows that students must be able to evaluate arguments as a whole. Someone can avoid viewing something solely from their own perspective by using critical thinking to perceive it from a wider perspective (Ilyas, 2016). Activity of aspect 5 in unit 2 is on exercise questions (post-reading activity). The students are asked to provide plausible reasons about which school equipment will be used every day and why. Then, one question in unit 3 also provides reasons for what kind of house you want to live in and why. While, unit 4 is also similar but with different theme, regarding favorite way to travel and the reasons.

Furthermore, aspect 8 of critical thinking skills include identifying, collecting, and organizing relevant information. Sari and Prasetyo (2021) also added that critical thinking is the self-control of judging something, producing interpretation, analysis, evaluation, and inference, as well as exposure using proof, concept, methodology, criteria, or context to inform a choice. This aspect is only found in units 1 and 7. Both are found in the post-reading section and the questions refer to “How” which means students are asked to explain and collect information from various valid sources to seek relevant answers.

Consequently, aspect 10 is accommodated in units 4, 5, 6, 7, 8, and 10. The skill in this aspect includes justifying decisions and solutions. Therefore, in order to solve problems and make decisions, students need to be able to think critically. This includes using reasoning and logic to decide what to believe or do based on the mechanism (Indah, 2017). This activity provides certain options that are taken by students so that they choose one of many answers as found in these units. Unit 4 presents options on attractive ways to travel for students; Unit 5 presents choices about whose hobbies are fun among several names and whose hobbies are not; Unit 6 presents choices about which type of clothing someone likes the most; Unit 7 presents choices about which street food you want to taste; Unit 8 presents choices about which places to visit, Unit 10 presents choices about why people live in cold or hot places. All answers from activities in these six aspects require justifiable reasons.

D. CONCLUSION

Based on the findings, it can be concluded that there are 8 of the 11 components of critical thinking skills using the It means that by analyzing and evaluating two English coursebooks, we can recognize the existing information and patterns from existing arguments. This will certainly greatly help to improve their critical thinking skills gradually. In addition, the data also showed that the books that do not cover three critical thinking aspects such as CTS 7 (identifying and comprehending difficulties), CTS 9 (assessing alternatives and suggestions in order to make a decision), and CTS 11 (assessing the efficacy of solutions put into practice). It indicates that the books do not accommodate the art of solving problems and making decisions so that students are only accustomed to exploring information, not questioning options and reasons why they should choose that option. In the future the researchers hopes that this research will continue with the development of teaching materials that can accommodate all aspects of critical thinking based on the framework created by Cambridge Life Competences so that the quality of critical thinking in grade 7 students begins to be gradually trained.

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