



Analyzing the Exercises in “Bahasa Inggris” Textbook for Eleventh Grade Based on Ilyas’ Framework of Critical Thinking

Bamanda Aulia Putri¹, Esti Kurniasih²

English Education, State University of Surabaya

e-mail : bamanda.18088@mhs.unesa.ac.id¹, estikurniasih@unesa.ac.id²

Abstrak

Tujuan dari penelitian kualitatif ini adalah menganalisa latihan yang ada didalam buku “Bahasa Inggris” untuk kelas sebelas, apakah latihan yang ada dapat membantu siswa untuk mengembangkan kemampuan berpikir kritis, atau tidak, berdasarkan Kerangka Berpikir Kritis Ilyas. Kerangka Berpikir Kritis Ilyas merupakan hasil dari meninjau, memeriksa, dan mengintegrasikan 21 program berpikir kritis, taktik, ujian, dan taksonomi. Langkah-langkah analisis isi juga diimplementasikan pada studi ini. Meskipun jenis-jenis latihan masih belum bervariasi, data dari studi ini mengungkapkan bahwa, latihan dalam buku teks tersebut telah mengimplementasikan sebagian besar kategori dalam kerangka berpikir kritis Ilyas baik pada bagian bab maupun bagian pengayaan.

Kata Kunci: *Buku Ajar, Berpikir Kritis, Latihan*

Abstract

This qualitative study aims to analyze the “Bahasa Inggris” textbook for eleventh graders’ exercises, whether it could help the students to develop their critical thinking skills or not, based on Ilyas’ Framework of Critical Thinking. Ilyas’ critical thinking framework is the outcome of reviewing, examining, and integrating 21 critical thinking programs, strategies, exams, and taxonomies. Content analysis stages was also used in this study. Although the forms of questions are still not varied, the data revealed that the exercises in the textbook have implemented most of the categories in Ilyas’ framework of critical thinking in both chapters and enrichments.

Keywords: *Critical Thinking, Exercise, Textbook*

INTRODUCTION

Textbook is one of the essential sources in the language course. The majority of language programs mainly rely on textbooks. They serve as the foundation for a large portion of the language input and practice that students receive in the classroom. They also serve as the foundation for lesson content, skill balance, and language exercise students engage in (Richards, 2015). The terms textbooks and coursebooks are interchangeable in the English language teaching world. Textbooks, are widely utilized across the country in a specific educational environment. Textbooks are developed for generic target audiences

in both English and non-English speaking nations, whereas textbooks are resources used in the classroom to teach English as a subject in a specialized educational context (Lathif, 2015).

As one of learning components, textbook plays essential roles in determining their success in the teaching-learning process (Rosyida, 2016). They also have some advantages for both teachers and learners: (1) establish program structure and a syllabus; (2) assist in standardizing education; (3) maintain quality; (4) provide a variety of learning tools; and (5) effective, which means that it enables the teacher to devote time to teach than produce the material. Richards also added that textbooks could also be used to provide teacher training for new teachers, as they provide suggestions for how to design and teach classes and forms that teachers can utilize (Richards, 2015).

Considering the essential roles of the textbook, there must be criteria for a good textbook. The criteria used in textbook selection aid in achieving learning goals and fulfilling learning requirements (Nainggolan & Wirza, 2021), also in textbook evaluation. Cunningsworth (1995) propose four criteria: (1) corresponding to the needs of the learners; (2) representing learners' current and future usage of the language; (3) considering students' requirements and helping their learning process; and (4) playing a clear function as learning support (Cunningsworth, 1995). In addition, a study by Rosyida revealed that the teachers believe that the textbook they use should be appealing and engaging for students and culturally appropriate. The textbook reflects the needs and interests of the students and has appropriate physical characteristics and authentic texts (Rosyida, 2016).

A good textbook also has to be adaptive and keep up with time. The world has developed massive progress in information and communication technology in this era. It spreads across all human life's aspects, and educational systems must consider the value of 21st-century skills such as critical thinking and problem-solving abilities, communication abilities, collaboration abilities, creativity, and innovation abilities. As a result, teachers must ensure that their students are equipped for the twenty-first century. As textbook plays a crucial role in teaching and learning, teachers use them to help students gain practical 21st-century abilities that will enable them to perform appropriately and effectively within a worldwide community of English language speakers (Rakhmawati & Priyana, 2019).

One of the most important skills that have been mentioned before in this twenty-first century is critical thinking. Critical thinking experts, Richard Paul and Linda Elder (2006), defined critical thinking as the discipline of investigating and assessing cognitive processes to strengthen them. They also stated that critical thinking is self-disciplined, self-directed, self-corrective, and self-monitored (Paul & Elder, 2006). It relates to all types of information and means that learners are genuinely engaged in knowledge production by reflecting and thinking carefully

(Saleh, 2019). For students in their academics, critical thinking is important to possess. Students with critical thinking abilities may examine the efforts of others to persuade them, allowing them to correctly justify what they say or write, determine whether or not they present a sound argument (Bowell, Cowan, & Kemp, 2020), also to accept and actively challenge information (Solihati & Hikmat, 2018). Critical thinking may be an important factor in students' success in learning languages, in this example, English. When students are critical, they can successfully acquire English abilities, listening, speaking, reading, and writing, because critical thinking allows students to express themselves freely (Irawati, 2014).

In Indonesia, the educational goal is to produce people who are capable of critical thinking, creativity, and independence. It is in line with the 2013 Curriculum, which theoretical underpinnings have been inspired by innovative methods from a variety of countries that have prioritized fostering students-centered and inquiry-based learning and 21st-century skills development (Kathryn, Anita, Dewi, & Kristiandi, 2017). So, Indonesian ELT textbooks should help students achieve their goals, and to that aim, the ELT textbook must encourage specific characteristics (Ilyas, 2017). Based on the government regulation number 32 in 2013, the government stated that the textbooks by the government could be determined as the primary source of teaching and learning after being reviewed and assessed by the National Education Standards Agency (BSNP) or a team by the minister (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2013). One of the books made based on the 2013 Curriculum by the Ministry of Education for English Language Teaching is entitled "*Bahasa Inggris*" textbook. The textbook is arranged for 10th, 11th, and 12th grade in senior high school. Previously, the book was launched in 2014, and then it was reviewed and re-launched in 2017 and 2018. The book that is being analyzed in this research is the book for 11th grade, which has eight chapters and seven enrichments, while the other two books do not include enrichments.

In the textbook, critical thinking is often associated with higher-order thinking skills, which refer to the intellectual processes in which students must activate their minds in order to understand the hidden meaning from the information presented to them, recognize the relationships between ideas, draw principles and rules, analyze and classify, generate new ideas, evaluate, and solve problems (Layliya, 2017). Therefore, the ELT textbook's exercise, activity, and the task must include the stimuli to help the students develop critical thinking skills.

The focus of this study is the exercises. Exercises include regulated, guided or open-ended practice of some language components. What makes exercises are different from tasks and activity is the form is in written form, and it is a controlled, specific practice of a particular language aspect, while tasks and activities less control the students and often in various forms, even in forms that

involve physical activity (Richards, 2017). According to the 2013 Curriculum, good exercise must be appropriate to the social values that students will acquire in daily life, be systematically arranged from the simplest to the most complex, contextual, support the acquisition of language features, use an effective and communicative language (Ulumudin, Mahdiansyah, & Joko, 2017).

Many studies have been conducted to seek this using various frameworks. Febriyani, Yunita, and Damayanti in 2020, and another research conducted by Utami, Liahmad, and Rusnindita in 2019, who calculated the composition of HOTS exercises in the book published by the Indonesian Ministry of Education, Culture, Research, and Technology, revealed that the composition of Higher Order Thinking Skill (HOTS) provided in language skill tests is lower than the composition of Lower Order Thinking Skill (LOTS) (Febriyani, Yunita, & Damayanti, 2020; Utami, Liahmad, & Rusnindita, 2019). Both of these studies used Bloom's taxonomy.

This activity of analyzing textbooks is essential to improve the learning process to fulfill students' needs and obtain the most excellent materials that can help students reach their learning goals (Cunningsworth, 1995; Ellis, 1997). However, there are still many textbook analyses using Bloom's taxonomy which is a taxonomy that was formulated long ago, in 1950 and was revised in 2001, even though there are other newer frameworks worth to be used in analyzing books, especially in analyzing the existence of critical thinking exercises in textbooks, such as Ilyas' framework of critical thinking.

Ilyas' framework of critical thinking is an original contribution of Hamzah Puadi Ilyas, Ph.D. in 2015, in generating a new framework that focuses on critical thinking in English Language Teaching. It is Ilyas' final result from analyzing, synthesizing, and examining two taxonomies, six strategies, nine programs, and four critical thinking tests (Ilyas, 2015). Ilyas, highlights similar categories shared by these 21 critical thinking theories. As a result, his classifications appear stronger and are thus employed in this study. Here are the categories in the framework that Ilyas created:

1. Questions of clarification
2. Questions that probe assumptions
3. Questions that probe reasons and evidence
4. Questions about viewpoints or perspectives
5. Question that probe implication, consequences and alternatives
6. Questions about question
7. Questions about predictions
8. Question about agreement and disagreement
9. Questions about summary and conclusion

Figure 1. Ilyas' Framework of Critical Thinking

However, more than what has been mentioned in the table that there are nine categories, which the second, third, fourth, fifth, sixth, and seventh

categories are the prioritized category based on Ilyas' lecturers' point of views. There are also two additional categories, Analysis and Interpretation. These two categories were found after Ilyas conducting a textbook analysis using his own framework, as presented in figure 1, and he found out that there were other questions that have the potential to encourage critical thinking. Nevertheless, these two additional categories are not included in the prioritized category.

To analyze the exercises in the eight chapters and seven enrichments in the "*Bahasa Inggris*" textbook for eleventh grade, based on Ilyas' Framework of Critical Thinking, the researcher formulates two research objectives, they are:

1. To analyze the "*Bahasa Inggris*" textbook's exercises included in the categories of Ilyas' Framework of Critical Thinking in the eight chapters.
2. To analyze the "*Bahasa Inggris*" textbook's exercises included in the categories of Ilyas' Framework of Critical Thinking in the seven enrichments

METHODOLOGY

The researcher used qualitative research as the research design and content analysis as the research technique, considering that the researcher expected that the result of this study is in the form of the analysis of how the exercises are presented in the "*Bahasa Inggris*" textbook for the eleventh graders of senior high school based on Ilyas' Framework of Critical Thinking. To get the data needed, which are all of the questions, instructions, sentences, and statements considered as exercises contained in the "*Bahasa Inggris*" Textbook for Eleventh Grade, published by the Indonesian Ministry of Education, Culture, Research, and Technology in 2017, the researcher used two research instruments. The first research instrument is a classification table to differentiate the exercises from tasks and activities in every chapter and enrichment in the textbook. This classification table was formed by modifying and adapting Richard's (2017) theories about the differences between exercise, task, and activity. The second research instrument is the critical thinking framework from Ilyas to help the researcher define which prioritized exercises can help students develop critical thinking and which are not, following the critical thinking framework. After all the data had been collected, the researcher analyzed the data using the analysis stages from Bengtsson in 2016, which are decontextualization, recontextualization, categorization, and compilation, known as content analysis.

RESULTS AND DISCUSSION

In chapters, there are some parts that are included. The beginning of every chapter describes the topic and the basic competence from the 2013 Curriculum that becomes the learning goals. Each chapter will have a "*Pre-Activity*" before the students are given material. They are likely to be tested on their prior knowledge and analytical skill in the text or dialogue given in the pre-activity.

Most of the questions in the chapters that can help the students to stimulate their critical thinking are in this part. Then, each chapters also have “*Building Blocks,*” “*Let's Practice,*” “*Active Conversation,*” “*Writing Connection,*” “*Lest Create/Contribute,*” and “*Formative Assessment.*”

In the enrichments part of the book has become the book's uniqueness for 11th graders, among the “*Bahasa Inggris*” textbook for 10th and 12th graders. The parts of the enrichments are “*Pre-Reading Activity,*” “*A reading activity,*” “*Post-Reading Activity,*” and “*Personal Journal Writing.*” In all enrichments, the exercises that can help the students to develop their critical thinking are in the post-reading activity, which is displayed after a text in the reading activity. They are all been analyzed using Ilyas' framework of critical thinking.

In all eight chapters and enrichments included in the textbook, there are various exercises, and they have all been analyzed using Ilyas' Framework of Critical Thinking. Here is the result of the analysis:

Questions That can be Included into Categories in Ilyas' Framework of Critical Thinking	Clarification	Assumptions	Reasons and Evidence	Viewpoints	Alternatives	Questions	Predictions	Agreements and Disagreements	Summary	Analysis	Impressions	None
Chapter I												
<i>What kind of interpersonal transaction is going on in the conversation given above? Write down your answer here</i>										√		
Chapter II												
<i>What is happening between Siti and Jane?</i>										√		
<i>What kind of conversation are they having?</i>		√										
<i>Whom do you agree with, Jane or Siti? Why?</i>			√					√				
<i>Have you witnessed bullying? Describe how you felt.</i>												√
Chapter III												
<ol style="list-style-type: none"> <i>Why do people write and send invitation?</i> <i>Why do you think invitations have become important in our society?</i> <i>(a) What kind of invitation do you think is in the excerpt above?</i> 			√									

3. (b) How can you say that Write down your thoughts here	√																		
Chapter IV																			
What is global warming?																			√
Is it a severe problem? Why?			√																
What kind of text is given above?	√																		
Chapter V																			
Discuss with your partner, what kind of letter is this and how can you say that	√	√																	
Chapter VI																			
1. What do you think is happening in the above conversation 2. Do you think smoking is dangerous? 3. Do you think it should be banned?				√															
Chapter VII																			
- Stand By Me What do you think the title "Stand by Me" means? - Invictus Invictus is a latin word that means unconquered. What does it say about the poem? - The Road Not Taken What might the two roads represent or symbolize? Make a list of possibilities and discuss with your partner?	√																		
Did the poet choose between the roads? Which road do you think he chose?	√																		
- Stand By Me Do you consider "Stand by Me" an inspirational song? Why? - Hero Who is your hero? Why? - Invictus Why do you think the poet is not frightened? Do you agree with the poet is saying? Why? or Why not? - The Road Not Taken Do you think the poet is content with his choice? Give reasons to support your answer? - Dreams What do you think the poet is saying? Do you agree? Give reasons.				√															

<ul style="list-style-type: none"> - Stand By Me Do you consider "Stand by Me" an inspirational song? Why? - We Shall Overcome Do you think you can overcome all the obstacle and live in a happy and prosperous world? - Hero Who is your hero? Why? - Invictus Do you think poems can change people? - Dreams Do you think dreams can be realized? How does the poem make you feel? What do you think the poet is saying? Do you agree? Give reasons. - The Road Not Taken Do you think the poet is content with his choice? Give reasons to support your answer. 												
<p>If you had to change the lyrics of "Stand by Me", which lyrics would you change?</p>												
<ul style="list-style-type: none"> - Invictus Do you agree with the poet is saying? Why? or Why not? - Dreams Do you agree with Langston when he says that life is like a wingless bird without dreams? Discuss! What do you think the poet is saying? Do you agree? Give reasons. 												
<ul style="list-style-type: none"> - We Shall Overcome What do you think is the theme of this song? - Hero What is the song "Hero" about? According to the song "Hero", what makes a hero? - The Road Not Taken What do you think the poem "The Road Not Taken" is about? - Dreams What do you think the poem "Dreams" is about? 												
Chapter VIII												
<p>Have you ever witnessed an earthquake? What effect did it have on you?</p>												
<p>Why are the earthquakes considered as the most deadly natural hazards?</p>												
<p>Did you notice anything specific about the way this text is written?</p>												
<p>What kind of text is this?</p>												
Enrichments 1												
<p>The story doesn't reveal how the prince was turned into a fish. What do you think might have happened?</p>												
<p>Why did the fisherman's wife keep asking her husband to go back to the fish?</p>												

6. What do you think of the fisherman's wife? Do you feel sorry for her? Or do you feel angry with her? Discuss. 8. Imagine you are the fish in the story. Can you narrate the story from his point of view?			√									
1. Did the fisherman like asking the fish for wishes? How did he feel about it? Do you think he could have done something else instead of going back to the fish again and again? 7. If you had a chance to rewrite the story, how would the story end? Write your ending of the story.				√								
Do you think the prince will stay a fish forever?						√						
4. What happened at the end of the story? Please describe. 9. What lesson did you learn from this story?									√			
Enrichments 2												
Are you aware of cyber bullying? Do you think it is worse than physical bullying? Why? Support your opinion with examples.	√											
1. Do you think bullying is a serious issue in your school? Give reasons to support your opinion. 2. Did this opinion article raise/change your awareness about bullying? Please explain. 3. Do you think it is necessary to educate people on the issue of bullying? Why? Give reasons to support your opinion. 4. Do you think bullying should be declared as a punishable crime? Give reasons to support your answer. 5. Discuss the article on bullying in a group. Does it change your perspective on bullying or not? Give reasons to support your answers. 6. Are you aware of cyber bullying? Do you think it is worse than physical bullying? Why? Support your opinion with examples.			√									
1. Do you think bullying is a serious issue in your school? Give reasons to support your opinion. 2. Did this opinion article raise/change your awareness about bullying? Please explain. 3. Do you think it is necessary to educate people on the issue of bullying? Why? Give reasons to support your opinion. 4. Do you think bullying should be declared as a punishable crime? Give reasons to support your answer. 6. Are you aware of cyber bullying? Do you think it is worse than physical bullying? Why? Support your opinion with examples.				√								
What can young people like you do to prevent or stop bullying? List at least three things you and your friends can do to prevent or stop bullying.				√								
Enrichments 3												
What is the new kind of colonialism that President Sukarno is talking about? Does it still exist? If yes, please describe in what ways. Support your answers with examples.	√											
Why did President Sukarno want everyone to be united?		√										

<p>1. Do you think politics has changed much since the time of President Sukarno?</p> <p>6. Do you think President Sukarno was able to realize his dreams and hopes? If yes, how?</p> <p>7. According to President Sukarno, peace is very important. What do you think? Discuss.</p>				√								
<p>3. What is the new kind of colonialism that President Sukarno is talking about? Does it still exist? If yes, please describe in what ways. Support your answers with examples.</p> <p>4. From this article, can you figure out President Sukarno's hopes and dreams for the world? Explain</p>										√		

Enrichments 4

<p>2. In the beginning of the play, Madame Loisel was very sad and unsatisfied. Why was she sad and unsatisfied? What did she want? Support your answer with examples from the play.</p> <p>4. Do you think she had a good time at the ball? Support your answer with examples from the play.</p> <p>5. Do you think Madame Loisel's longing for higher-class life ruined her? Support your answer with reasons.</p> <p>6. What event brought about the beginning of a new life for Monsieur and Madame Loisel? Did this event change their life for better or worse? Give reasons to support your answer.</p> <p>7. Why do you think they didn't tell Madame Forestier that they had lost the necklace? Give reasons to support your answer.</p>				√								
<p>1. What do you think of Madame Loisel? Do you know anyone who has the same personality as Madame Loisel? How are they alike? Please describe.</p> <p>4. Do you think she had a good time at the ball? Support your answer with examples from the play.</p> <p>5. Do you think Madame Loisel's longing for higher-class life ruined her? Support your answer with reasons.</p> <p>6. What event brought about the beginning of a new life for Monsieur and Madame Loisel? Did this event change their life for better or worse? Give reasons to support your answer.</p> <p>8. Did the ending of the play surprise you? What kind of ending did you expect? Explain.</p>								√				
<p>If you had a chance to rewrite the story, how would the story end? Write a new ending for the story..</p>								√				
<p>What is the moral of the story? Discuss what you learned from this story.</p>										√		

Enrichments 5

<p>1. Do you think it is important to have faith? Why? Give reasons to support your answer.</p> <p>2. Do you think it was justified on Rancho's part to consider the post office employees as a bunch of thieves? Discuss.</p> <p>3. Do you think Rancho did the right thing by asking God for help? Discuss.</p> <p>4. When people go through difficult times, they come out of difficult times stronger and more experienced. Do you think it is God's way of empowering people to fulfill the life's purpose on earth? Discuss and give reasons to support your answer.</p> <p>5. What do you think of Rancho? Do you sympathize with him and his family? Discuss.</p> <p>6. Did you anticipate that the story would end like this? What were your thoughts about the ending?</p> <p>7. We always pray to God asking for His help. Describe a time when you asked God for something but he answered your prayer in a way you had not anticipated. How did you feel? Were you happy the way things turned out to be?</p>												√
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--	--	--	--	--	--	---

<p>1. Do you think it is important to have faith? Why? Give reasons to support your answer.</p> <p>4. When people go through difficult times, they come out of difficult times stronger and more experienced. Do you think it is God's way of empowering people to fulfill the life's purpose on earth? Discuss and give reasons to support your answer.</p>		√											
<p>If you had a chance to rewrite the story, how would the story end? Write a new ending for the story..</p>				√									
<p>Enrichments 6</p>													
<p>1. The story is based on multiple themes like love, sacrifice, hope, belief and pessimism. Which one do you think is more obvious in the story? Why? Give evidence to support your answer.</p> <p>2. Why does Sue call "the last leaf" as Behrman's masterpiece? Do you think it was a masterpiece?</p> <p>3. Were you surprised at the ending of the story? Did you think it would end differently? Why?</p> <p>4. Painting the picture on the wall resulted in Mr. Behrman's death. Do you think he would still have painted the leaf if he had known that it would result in his death? Discuss and give reasons to support your answer.</p> <p>6. Why do you think Mr. Behrman made such a sacrifice? Discuss.</p> <p>10. Why do you think Johnny never noticed that the last leaf never fluttered or moved even though it was raining heavily?</p>		√											
<p>2. Why does Sue call "the last leaf" as Behrman's masterpiece? Do you think it was a masterpiece?</p> <p>3. Were you surprised at the ending of the story? Did you think it would end differently? Why?</p> <p>5. If you were in Sue's shoes, how would you have reacted to Johnny's irrational thoughts? Describe.</p> <p>7. What would you have done if you were in Mr. Behrman's place? Discuss.</p>			√										
<p>Painting the picture on the wall resulted in Mr. Behrman's death. Do you think he would still have painted the leaf if he had known that it would result in his death? Discuss and give reasons to support your answer.</p>				√									
<p>Describe Mr. Behrman's personality based on the story.</p>										√			
<p>Enrichments 7</p>													
<p>Why do we need biographies? What is their purpose?</p>		√											
<p>1. Why do we need biographies? What is their purpose?</p> <p>5. Responsibility is being accountable to God and to others as you do your duties or obligations in a faithful way. Do you think Ki Hajar Dewantara was a responsible person? How did he show it? Discuss.</p>		√											

<p>5. Responsibility is being accountable to God and to others as you do your duties or obligations in a faithful way. Do you think Ki Hajar Dewantara was a responsible person? How did he show it? Discuss.</p> <p>7. Do you think there were some significant events that changed Ki Hajar Dewantara's life? How did those events shape or change him? Discuss.</p> <p>11. What did you know about Ki Hajar Dewantara prior to reading his short biography? Did you learn anything new about him? Did anything you read changed your opinion about him?</p>				√								
<p>2. What information can we find about a person by reading a biography? Discuss.</p> <p>3. From Ki Hajar Dewantara's biography, how would you describe him?</p> <p>4. Can you find any similarities between Ki Hajar Dewantara and yourself? Describe.</p> <p>8. What kind of impact did Ki Hajar Dewantara have on people? Discuss.</p>									√			
<p>9. Ki Hajar Dewantara has had a great impact on the Indonesian struggle for freedom, and especially education. Discuss with your peers what may have been different if he had not been there.</p> <p>10. Ki Hajar made a lot of sacrifices for his country. If you were in his place, what would you do? Describe.</p>				√								

The category, that most of the chapters have is reason and evidence. This category required students to provide an explanation for the given assertion or to provide reliable proof to support their argument or perspective. Suhartoyo contends that logic and reasoning are the primary components of critical thinking. A good critical thinker, on the other hand, may avoid making false prejudices without analyzing relevant evidence and logical arguments (Suhartoyo, 2017). While in the enrichment, not only reason and evidence category found in almost every enrichment, but also viewpoints or perspectives, this founding is in line with the study by Siahaan in 2021 (Siahaan, 2021). Viewpoints or perspectives encouraged students to express their own opinions on the provided subject, as defined by Vinera and Carmen as "the way one observes the world, which determines one's creation of meaning." In their quest for comprehension, critical thinkers examine things from a variety of perspectives (Cojocariu & Butnaru, 2014). In line with the statements, Yang and Gamble (2013), who designed Holistic Critical Thinking Scoring Rubric also included interpreting evidence, explaining reasons, and providing multiple perspective. Not only that, Yang and Gamble also included explaining the assumption become one of the criteria in their scoring rubric (Yang & Gamble, 2013). So it is a good thing that the "Bahasa Inggris" textbook has implemented this kind of questions category in both chapters and enrichments.

Shahini and Riazi (2011) in their Phylosopy-Based Language Teaching (PBLT) strategies stated that the key ideas of critical thinking include clarity, which is also the same as clarification. Clarification can encourage critical thinking and has become the most prevalent category of critical thinking skills as the starting point for other critical thinking categories (Nainggolan & Wirza, 2021).

Unfortunately, the textbook does not include the clarifications category questions in every chapter, and only in chapter 7 and 8. Along with that, Shahini and Riazi also included agreement and disagreement in their strategy, but the textbook only implements it in the chapter 2 and 8. Students can deliver and refuse objects, judgements, and opinions by employing agreement and disagreement expressions. Furthermore, it makes students consider how to present a wonderful perspective in response to the preceding one, using agreement or contradiction. Students must think critically in order to agree or disagree with the viewpoints stated by other speakers, not just talk around it (Ikhsan, 2019). Another category included is conclusion, which cannot be found anywhere both in enrichments or chapters. However, the textbook has implemented alternatives, in most of the enrichments, and in chapter 7 (Shahini & Riazi, 2011).

The prediction category can be found in enrichments 1, 2, and 6, and none in the chapters. However, this category also become one of the key ideas in Swartz and Park's Thinking Skills Taxonomy, that is cited in McGregor (2007) (McGregor, 2007). Prediction is expected the critical thinkers to involves hypothesizing of "what happens next". Another category that cannot be found in both enrichments and chapters is questions category. Questions category is basically asking the students the questions like "Is this question easy or hard to answer?", and ask the students about the questions. Not many taxonomies include this kind of category, but Taxonomy of Socratic Questions includes it (R. Paul, 1990). The last that is not being primary category in Ilyas' framework of critical thinking is analysis. Ilyas stated that analysis here defined as question that makes the students read the sentences on the passages and connect them all (Ilyas, 2015). For another reseacher, Bulthuis, stated that analysis becomes one of the six cognitive thinking skills along with interpretation, evaluation and explanations. However this category is not in the primary group, the researcher found it both in enrichments and chapters. Finally, the last additional category is interpretation, which is defined as comprehending and articulating the meaning or significance of a wide range of experiences, circumstances, data, events, judgments, norms, beliefs, rules, procedures, or standards. Although questions that implement this category cannot be found in the textbook, it is included in the cognitive skills category of the core category of critical thinking by Facione (2011) (Facione, 2011).

In short, all of the categories stated by Ilyas, whether it is the prioritized, non-prioritized, or additional, have theoretical basis from other researchers. So, it can be concluded that all the categories in the framework can actually help stimulate students' critical thinking if applied to the teaching component, in this case specifically the questions on exercises in English books for eleventh grade.

CONCLUSION

From the explanation above, the “Bahasa Inggris” textbook has implemented some of the prioritized categories in the exercises included in both chapters and enrichments. The assumption, reasons and evidence, viewpoints or perspectives, implication consequences and alternatives, and prediction categories can be found in both parts. Moreover, the non-prioritized category, clarification, agreement, and disagreement, can also be found, followed by the additional category, analysis. However, a part of the categories still could not be found in any chapters or enrichment, which is the question category. Not only that, but also summary and conclusion, and interpretation types of questions could not be found. The exercises in the enrichments show that they were more varied in covering most of the framework categories than the exercises in the chapters. The students are also not given any material, so in the enrichments, the exercises are more likely to explore their opinions, position, and experience about something discussed to develop their critical thinking skills. Despite of this, the exercises in chapters that could be categorized as critical thinking stimulus type of questions based on Ilyas' framework of critical thinking can also help the students stimulate their critical thinking skill.

REFERENCES

- Bowell, T., Cowan, R., & Kemp, G. (2020). *Critical Thinking: A Concise Guide*. New York: Routledge.
- Cojocariu, V.-M., & Butnaru, C.-E. (2014). Asking Questions – Critical Thinking Tools. *Procedia - Social and Behavioral Sciences*, 128(September), 22–28. <https://doi.org/10.1016/j.sbspro.2014.03.112>
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: Heinemann Garinger.
- Ellis, R. (1997). *SLA Research and Language Teaching*. Oxford: OUP.
- Facione, P. a. (2011). Critical Thinking : What It Is and Why It Counts. In *Insight assessment*. Retrieved from <https://www.insightassessment.com/CT-Resources/Teaching-For-and-About-Critical-Thinking/Critical-Thinking-What-It-Is-and-Why-It-Counts/Critical-Thinking-What-It-Is-and-Why-It-Counts-PDF>
- Febriyani, R. A., Yunita, W., & Damayanti, I. (2020). An Analysis on Higher Order Thinking Skill (HOTS) in Compulsory English Textbook for the Twelfth Grade of Indonesian Senior High Schools. *Journal of English Education and Teaching*, 4(2), 170–183. <https://doi.org/10.33369/jeet.4.2.170-183>
- Ikhsan, M. K. (2019). Word Expressions of Agreement and Disagreement Used by The Students in Speaking Class (A Study At English Education Study Program Of Stkip Pгри Sumatera Barat). *English Education Journal (EEJ)*. Retrieved from <http://jurnal.unsyiah.ac.id/EEJ/article/view/13260>
- Ilyas, H. P. (2015). Critical Thinking: Its Representation In Indonesian ELT Textbooks And Education. Retrieved from [http://etheses.whiterose.ac.uk/12688/1/Final Thesis - Hamzah Puadi Ilyas.pdf](http://etheses.whiterose.ac.uk/12688/1/Final%20Thesis%20-%20Hamzah%20Puadi%20Ilyas.pdf)

- Ilyas, H. P. (2017). *Historical Perspective: The Development of Critical Thinking in Indonesian ELT*. 2(2), 89–102. https://doi.org/10.22236/JER_Vol2Issue2pp89-102
- Irawati, L. (2014). Critical Thinking in ELT: Theory and Practice. *English Teaching Journal: A Journal of English Literature, Language and Education*, 2(1). <https://doi.org/10.25273/etj.v2i1.721>
- Kathryn, M., Anita, R., Dewi, R., & Kristiandi. (2017). Rapid Review of Curriculum 2013 and Textbooks. In *Education Sector Analytical and Capacity Development Partnership (ACDP)*. Jakarta: Agency for Research and Development (BALITBANG), Ministry of Education and Culture.
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2013). Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Standar Nasional Pendidikan. In *Sekretariat Negara* (Vol. 2).
- Lathif, M. (2015). *An Evaluation of English Textbooks for The Eighth Graders of Junior High School* (Yogyakarta State University). Yogyakarta State University. Retrieved from <https://eprints.uny.ac.id/27140/1/SkripsiMasyhudiLathif11202241044.pdf>
- Layliya, N. (2017). AN ANALYSIS OF THE HIGHER ORDER THINKING SKILLS IN READING EXERCISES IN “BAHASA INGGRIS” TEXTBOOK FOR THE ELEVENTH GRADE OF SENIOR HIGH SCHOOL. *Undergraduate Thesis*. Retrieved from <http://digilib.umg.ac.id/gdl.php?mod=browse&op=read&id=jipptumg--nachriatul-2724&q=NACHRIATUL LAYLIYA>
- McGregor, D. (2007). *Developing thinking; developing learning: A guide to thinking skills in education*. Berkshire, England: Open University Press.
- Nainggolan, B. R., & Wirza, Y. (2021). Evaluation of an English Textbook. *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, 546(Conaplin 2020), 51–59. <https://doi.org/10.2991/assehr.k.210427.008>
- Paul, R. (1990). *Critical thinking: What every person needs to survive in a rapidly changing world*. Rohnert Park, California: Sonoma State University.
- Paul, Richard, & Elder, L. (2006). The Miniature Guide to Critical Thinking Concepts and Tools. In *Performance + Instruction* (Vol. 34). Foundation for Critical Thinking Press. <https://doi.org/10.1002/pfi.4170340606>
- Rakhmawati, D. M., & Priyana, J. (2019). A Study on 21st Century Skills Integration in the English Textbook for Senior High School. *JEES (Journal of English Educators Society)*, 4(1), 9–16. <https://doi.org/10.21070/jees.v4i1.1873>
- Richards, J. (2017). Professor Jack Richards. Retrieved from The University of Sydney website: <http://fdp.edsw.usyd.edu.au/users/jrichards>
- Richards, J. C. (2015). *The Role of Textbooks in a Language Program The Role of Textbooks in a Language Program*. (June), 1–6.
- Rosyida, E. (2016). Teachers' Perceptions Toward The Use of English Textbook. *English Education: Jurnal Tadris Bahasa Inggris*, 9(1), 43. Retrieved from <http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/418>

- Saleh, S. E. (2019). European Journal of Foreign Language Teaching CRITICAL THINKING AS A 21st CENTURY SKILL: CONCEPTIONS, IMPLEMENTATION AND CHALLENGES IN THE EFL CLASSROOM. *European Journal of Foreign Language Teaching*, 0(0), 1–16. <https://doi.org/10.5281/zenodo.2542838>
- Shahini, G., & Riazi, A. (2011). A PBLT approach to teaching ESL speaking, writing, and thinking skills. *ELT Journal*, 65(2), 170–179. Retrieved from <http://search.proquest.com/professional/docview/868420915?accountid=15181>
- Siahaan, H. S. (2021). *Manifestation of Critical Thinking Questions in The Indonesian Intermediate EFL Textbook*. Medan. Retrieved from [http://repository.umsu.ac.id/bitstream/handle/123456789/16606/SKRIPSI HALIMAH SIAHAAN.pdf;jsessionid=E7779FC8C287297CA49FB10B3549595F?sequence=1](http://repository.umsu.ac.id/bitstream/handle/123456789/16606/SKRIPSI%20HALIMAH%20SIAHAAN.pdf;jsessionid=E7779FC8C287297CA49FB10B3549595F?sequence=1)
- Solihati, N., & Hikmat, A. (2018). Critical Thinking Tasks Manifested in Indonesian Language Textbooks for Senior Secondary Students. *SAGE Open*, 8(3). <https://doi.org/10.1177/2158244018802164>
- Suhartoyo, E. (2017). The Importance of Critical Thinking Competence: An Investigation of Students' Writing Experiences. *Proceedings International Seminar on Language, Education and Culture*. Retrieved from http://sastra.um.ac.id/wp-content/uploads/2017/11/34-42-Eko-Suhartoyo_%0AEdited_layouted.pdf
- Ulumudin, I., Mahdiansyah, & Joko, B. S. (2017). *KAJIAN BUKU TEKS DAN PENGAYAAN: Kelengkapan dan Kelayakan Buku Teks Kurikulum 2013 Serta Kebijakan Penumbuhan Minat Baca Siswa* (L. H. Winingsih & Y. Wirda, Eds.). Jakar: Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, Balitbang, Kemendikbud.
- Utami, Y. P., Liahmad, & Rusnindita, K. (2019). Investigating the Attainability of Critical Thinking of English Textbook in Indonesia. *International Joint Conference on Science and Technology*, (10), 64–69.
- Yang, Y. C., & Gamble, J. (2013). Effective and practical critical thinking-enhanced EFL instruction. *ELT Journal*, 67(7). Retrieved from <http://search.proquest.com/professional/docview/1443309805?accountid=15181>