

**THE INCORPORATION OF CRITICAL THINKING SKILLS IN EFL
LEARNING MATERIALS FOR SENIOR HIGH SCHOOL STUDENTS**



*Mencerdaskan dan
Memartabatkan Bangsa*

Sabita Annastasya Winafiasti

1202617011

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FACULTY OF LANGUAGES AND ARTS

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LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Sabita Annastasya Winafiasti
No Registrasi : 1202617011
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : *The Incorporation of Critical Thinking Skills in EFL Learning materials for Senior High School Students.*

Telah berhasil dipertahankan dihadapan dewan penguji dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

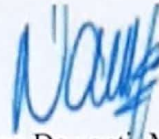
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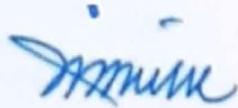
Dr. Ifan Iskandar, M.Hum
NIP. 197205141999031003

Pembimbing II



Dr. Ratna Dewanti, M.Pd
NIP. 196211071988032001

Penguji Ahli Materi



Dr. Sri Sumarni, M.Pd
NIP. 196005201985032001

Penguji Ahli Metodologi



Siti Wachidah, Ph. D
NIP. 195710041989032001

Jakarta, 21 Agustus 2021
Dekan Fakultas Bahasa dan Seni



Dr. Lihana Muliastuti, M.Pd.
NIP. 196805291992032001

LEMBAR PERNYATAAN ORISINALITAS

Yang bertanda tangan di bawah ini:

Nama : Sabita Annastasya Winafiasti

No. Registrasi : 1202617011

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : *The Incorporation of Critical Thinking Skills in EFL Learning Materials for Senior High School Students*

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Sabita Annastasya Winafiasti

NIM. 1202617011



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UNIVERSITAS NEGERI JAKARTA
UPT PERPUSTAKAAN

Jalan Rawamangun Muka Jakarta 13220

Telepon/Faksimili: 021-4894221

Laman: lib.unj.ac.id

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Nama : Sabita Annastasya Winafiasti
NIM : 1202617011
Fakultas/Prodi : Bahasa dan Seni / Pendidikan Bahasa Inggris
Alamat email : sabitannastasya@gmail.com

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ABSTRACT

Sabita Annastasya W. 2021. *The Incorporation of Critical Thinking Skills in EFL Learning Materials for Senior High School Students*. A Skripsi. Jakarta: English Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Jakarta.

In this 21st Century, critical thinking were at the top list skills and knowledge more essential for the next few years. This study discusses the incorporation of critical thinking skills in EFL learning materials for senior high school students. The aim of this study was to identify which critical thinking skills components are relevant for senior high school and describe how critical thinking skills are incorporated in English learning materials for senior high school students. This research adopts qualitative content analysis study. The source of data used in this study is EFL learning material and the amount is thirty-four, consist of textbook, module, handout, worksheet, video – teaching video, PowerPoint, and learning website. The findings showed that the indicators of critical thinking skills were incorporated in EFL learning material. Out of the seven types of learning material, textbook and module showed more incorporated of critical thinking skills. Meanwhile in learning website, handout and PowerPoint lack critical thinking skills components, only showed a few of the indicator which incorporated in it.

Keyword: *Critical Thinking Skills, EFL Learning Material, Senior High School, Content Analysis*

ABSTRAK

Sabita Annastasya W. 2021. *The Incorporation of Critical Thinking Skills in EFL Learning Materials for Senior High School Students*. Skripsi. Jakarta: Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Di abad ke-21 ini, pemikiran kritis berada di daftar teratas keterampilan dan pengetahuan yang lebih penting untuk beberapa tahun ke depan. Penelitian ini mengkaji tentang penggabungan keterampilan berpikir kritis dalam materi pembelajaran EFL untuk siswa SMA. Tujuan dari penelitian ini yaitu untuk mengidentifikasi serta mendeskripsikan komponen keterampilan berpikir kritis mana yang relevan untuk siswa sekolah menengah atas dan menganalisis bagaimana keterampilan berpikir kritis dimasukkan dalam materi pembelajaran bahasa Inggris untuk siswa sekolah menengah atas. Penelitian ini bersifat kualitatif dengan menggunakan metode studi analisis isi atau konten. Indikator dalam studi ini menggunakan hasil indentifikasi komponen berpikir kritis yang relevan untuk siswa SMA, dan sumber data yang digunakan dalam penelitian ini adalah materi pembelajaran EFL dan jumlahnya tiga puluh empat, terdiri dari buku teks, modul, handout, lembar kerja, video – video pengajaran, PowerPoint, dan website pembelajaran. Hasil penelitian ini menunjukkan bahwa indikator keterampilan berpikir kritis telah tergabung dalam materi pembelajaran bahasa Inggris. Dari ketujuh jenis bahan ajar, buku ajar dan modul lebih banyak menunjukkan keterampilan berpikir kritis. Sedangkan pada website pembelajaran, *handout* dan PowerPoint masih kurang komponen keterampilan berpikir kritis, hanya beberapa indikator yang tergabung di dalamnya.

Kata Kunci: *Keterampilan berpikir kritis, materi pembelajaran Bahasa Inggris, SMA, Metode Analisis Konten*

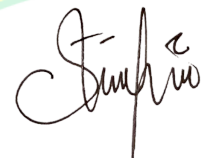
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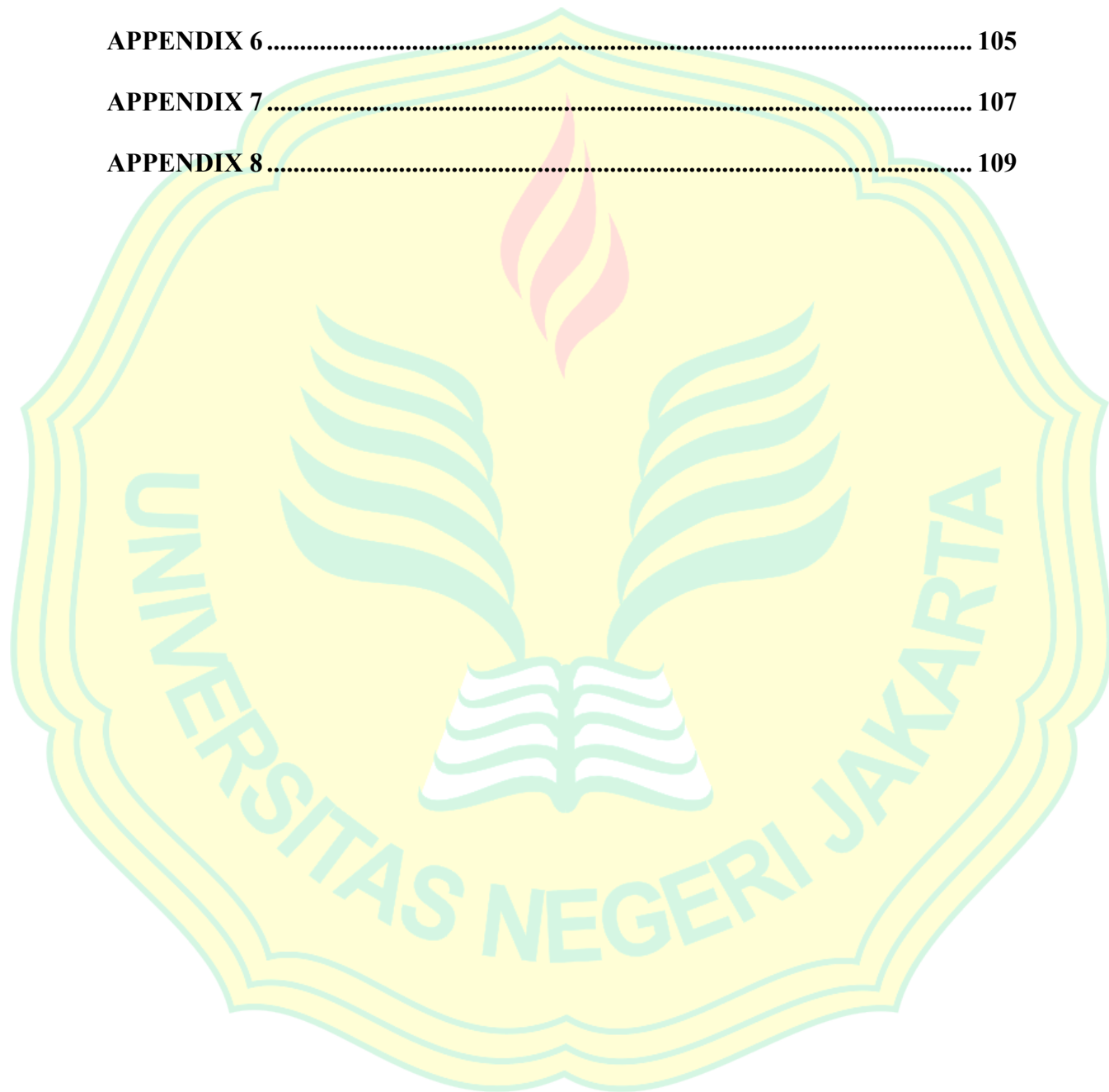
Sabita Annastasya W
1202617011

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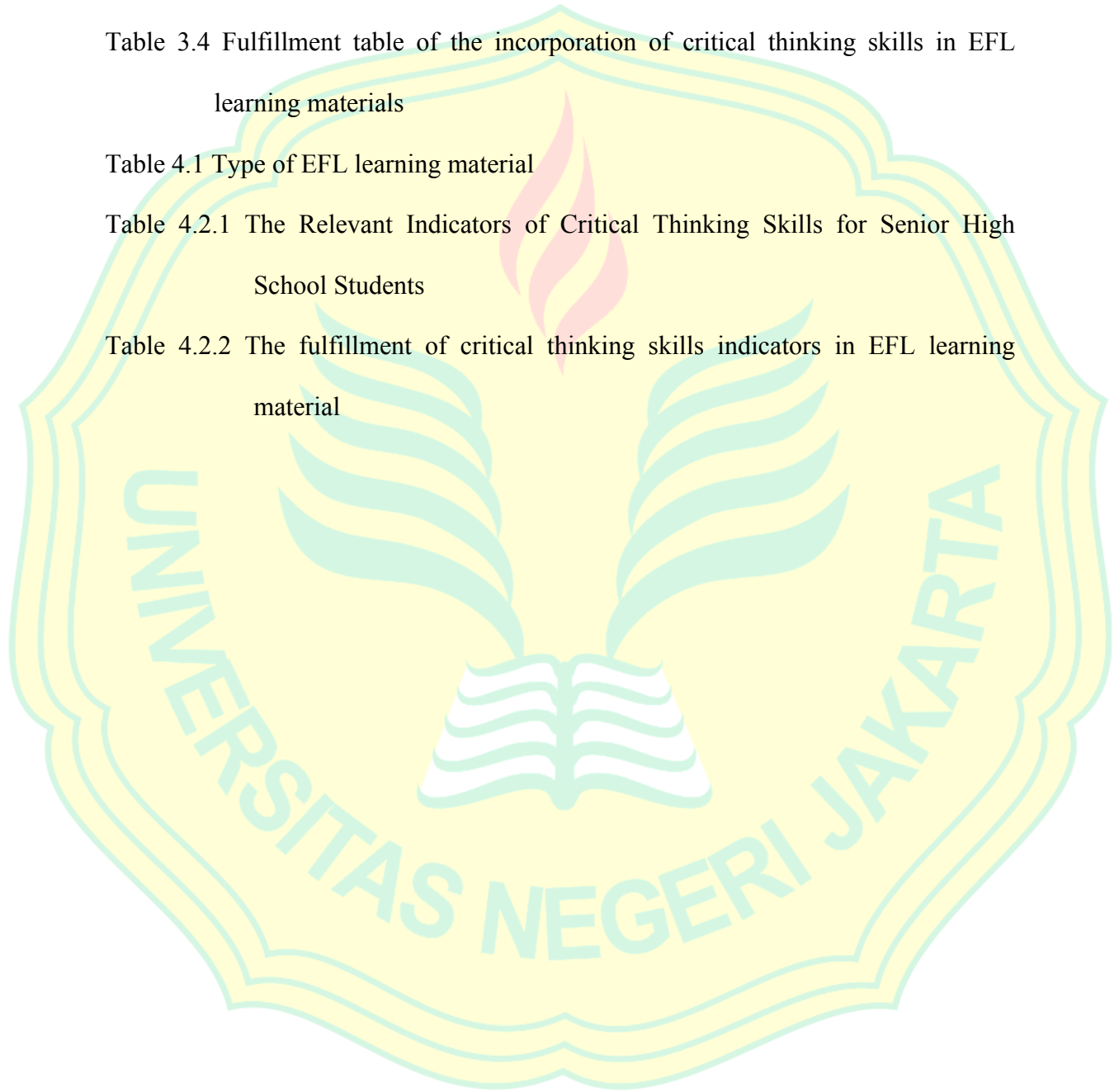
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