

**Infusing Global Citizenship and Critical Thinking Skills into English
Reading Learning Materials for Eleventh Graders**



Intelligentia - Dignitas

**SITI NURUL HAPIZAH DAMANIK
1212823013**

**A Thesis Submitted in Partial Fulfilment of the Requirement for the Degree of Master
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**MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION
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ABSTRAK

Siti Nurul Hapizah Damanik (2025). Menanamkan Kewarganegaraan Global dan Keterampilan Berpikir Kritis ke dalam Materi Pembelajaran Membaca Bahasa Inggris untuk Siswa Kelas Sebelas. Tesis. Jakarta: Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Kewarganegaraan global mendorong orang untuk mengembangkan pengetahuan, keterampilan, dan nilai-nilai yang mereka butuhkan untuk terlibat dengan dunia. Konsep ini menekankan pentingnya menyadari isu-isu global, mempromosikan keadilan sosial, dan mengambil tindakan untuk menciptakan masa depan yang berkelanjutan. Tujuan dari penelitian ini adalah untuk menanamkan kewarganegaraan global dan keterampilan berpikir kritis ke dalam materi pembelajaran membaca bahasa Inggris untuk siswa kelas sebelas. Penelitian ini menggunakan metode Penelitian Desain dan Pengembangan (DDR) yang dimodifikasi oleh Richey dan Klein. Penelitian ini dilakukan dalam empat fase yang terdiri dari analisis kebutuhan, desain dan pengembangan produk, evaluasi desain, dan revisi desain. Data dikumpulkan melalui analisis dokumen dan wawancara dari guru bahasa Inggris. Temuan penelitian ini menunjukkan bahwa kewarganegaraan global dan keterampilan berpikir kritis telah dimasukkan ke dalam materi pembelajaran membaca bahasa Inggris yang ada. Namun, representasi tema kewarganegaraan global dan keterampilan berpikir kritis dalam buku teks masih terbatas, terutama dalam domain kognitif menciptakan kategori. Oleh karena itu, peneliti memasukkan kewarganegaraan global dan keterampilan berpikir kritis ke dalam materi pembelajaran membaca bahasa Inggris untuk siswa kelas sebelas. Prosedur untuk menanamkan kewarganegaraan global dan keterampilan berpikir kritis ke dalam materi pembelajaran membaca bahasa Inggris untuk siswa kelas sebelas terdiri dari analisis kebutuhan menggunakan kerangka kerja kewarganegaraan global UNESCO, dan memilih tema global yang relevan untuk berpikir kritis. Materi pembelajaran membaca bahasa Inggris dirancang berdasarkan kegiatan pra-baca, saat-baca, dan paska-baca yang selaras dengan kurikulum Merdeka dan CEFR dan berkaitan dengan isu-isu global covid-19, perubahan iklim, pajak karbon untuk mengurangi polusi, dan keadilan sosial. Evaluasi desain dilakukan oleh para ahli untuk memastikan kualitas, relevansi, dan efektivitas untuk siswa kelas sebelas. Peneliti menggunakan alat uji keterbacaan WebFX untuk menilai dan menghitung tingkat keterbacaan materi secara digital. Studi ini menyarankan agar peneliti masa depan mengembangkan materi yang mendukung pembelajaran jangka panjang dan mempersiapkan siswa untuk keterampilan abad ke-21.

Kata kunci: *Kewarganegaraan global, kemampuan berpikir kritis, tujuan pembangunan berkelanjutan, dan materi pembelajaran membaca bahasa Inggris.*

ABSTRACT

Siti Nurul Hapizah Damanik (2025). Infusing Global Citizenship and Critical Thinking Skills into English Reading Learning Materials for Eleventh Graders. Thesis. Jakarta: Master Program of English Language Education, Faculty of Language and Art, Universitas Negeri Jakarta.

Global citizenship encourages people to develop the knowledge, skills, and values that they need to engage with the world. This concept emphasizes the importance of being aware of global issues, promoting social justice, and taking action to create a sustainable future. The aim of this study is to infuse global citizenship and critical thinking skills into English reading learning materials for eleventh-graders. This study employed a modified Design and Development Research (DDR) method by Richey and Klein. The research conducted in four phases, which consist of need analysis, design and development of the product, design evaluation, and design revision. The data were collected through the document analysis and interview from English teachers. The findings of this research showed that the global citizenship and critical thinking skills have been infused into the existing English reading learning materials. However, the representation of global citizenship themes and critical thinking skills in the textbooks is still limited, especially in the cognitive domain of creating categories. Therefore, the researcher infused the global citizenship and critical thinking skills into English reading learning materials for eleventh graders. The procedure to infuse global citizenship and critical thinking skills into English reading learning materials for eleventh graders consist of needs analysis using the UNESCO global citizenship framework, and selecting relevant global themes for critical thinking. The English reading learning materials are designed based on pre-reading, while-reading, and post-reading activities that align with the Merdeka curriculum and CEFR and relate to the global issues of covid-19, climate change, carbon taxation to reduce pollution, and social justice. The design evaluation conducted by the experts to ensure quality, relevance, and effectiveness for eleventh graders. The researcher utilized the WebFX readability test tool to digitally assess and calculate the readability level of the materials. This study suggests that future researchers develop materials that support long-term learning and prepare students for 21st-century skills.

Keywords: *Global citizenship, critical thinking skills, sustainable development goals, and English reading learning materials.*

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AS THE REQUIREMENT FOR THESIS EXAMINATION**

THE SUPERVISORS

Thesis Advisor I
Dated on: 17 June 2025

Thesis Advisor II
Dated on: 18 June 2025



Prof. Dr. Muchlaas Suseno, M.Pd.
NIP 195706111985031004



Prof. Dr. Ifan Iskandar, M.Hum.
NIP 197205141999031003

Acknowledged by
The Chairperson of the Master Program of the English
Language Education, the Faculty of Languages and Arts, the State
University of Jakarta



Dr. Sudarya Permana, M.Hum.
NIP. 197404032001121004

Name : Siti Nurul Hapizah Damanik
Registration Student Number : 1212823013

DECLARATION AUTHENTICITY

I am students with the following identity

Name : Siti Nurul Hapizah Damanik

Student's Number : 1212823013

Department : Languages and Arts

Study Program : Master Program of English Language Education

I hereby declare that this research entitled “Infusing Global Citizenship and Critical Thinking Skills into English Reading Learning Materials for Eleventh Graders” submitted for the Master Program of English Language Education Study is entirely the result of my work. I fully acknowledge that certain statements and ideas in this thesis are derived from various sources, all of which have been properly cited and referenced in accordance with academic standards.

Jakarta, 12 Agustus 2025

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Fakultas/Prodi : Bahasa dan Seni/Magister Pendidikan Bahasa Inggris

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PREFACE

Only Allah SWT, the Almighty God, is worthy of the researcher's gratitude for spending the time necessary to finish this thesis, "Infusing Global Citizenship and Critical Thinking Skills into English Reading Learning Materials for Eleventh Graders." The author also expresses gratitude to a number of individuals who assisted her in finishing this thesis.

This thesis was submitted to Universitas Negeri Jakarta as a requirement for the Master Program in English Language Education. The purpose of this study is to infuse global citizenship and critical thinking skills into English reading learning materials for eleventh-grade students. It is expected that the findings and materials developed in this research will serve as valuable resources for both teachers and students in enhancing English reading skills. Furthermore, it is anticipated that this thesis will contribute to and inspire further research in the same field. The researcher acknowledges that this work is not without its limitations.

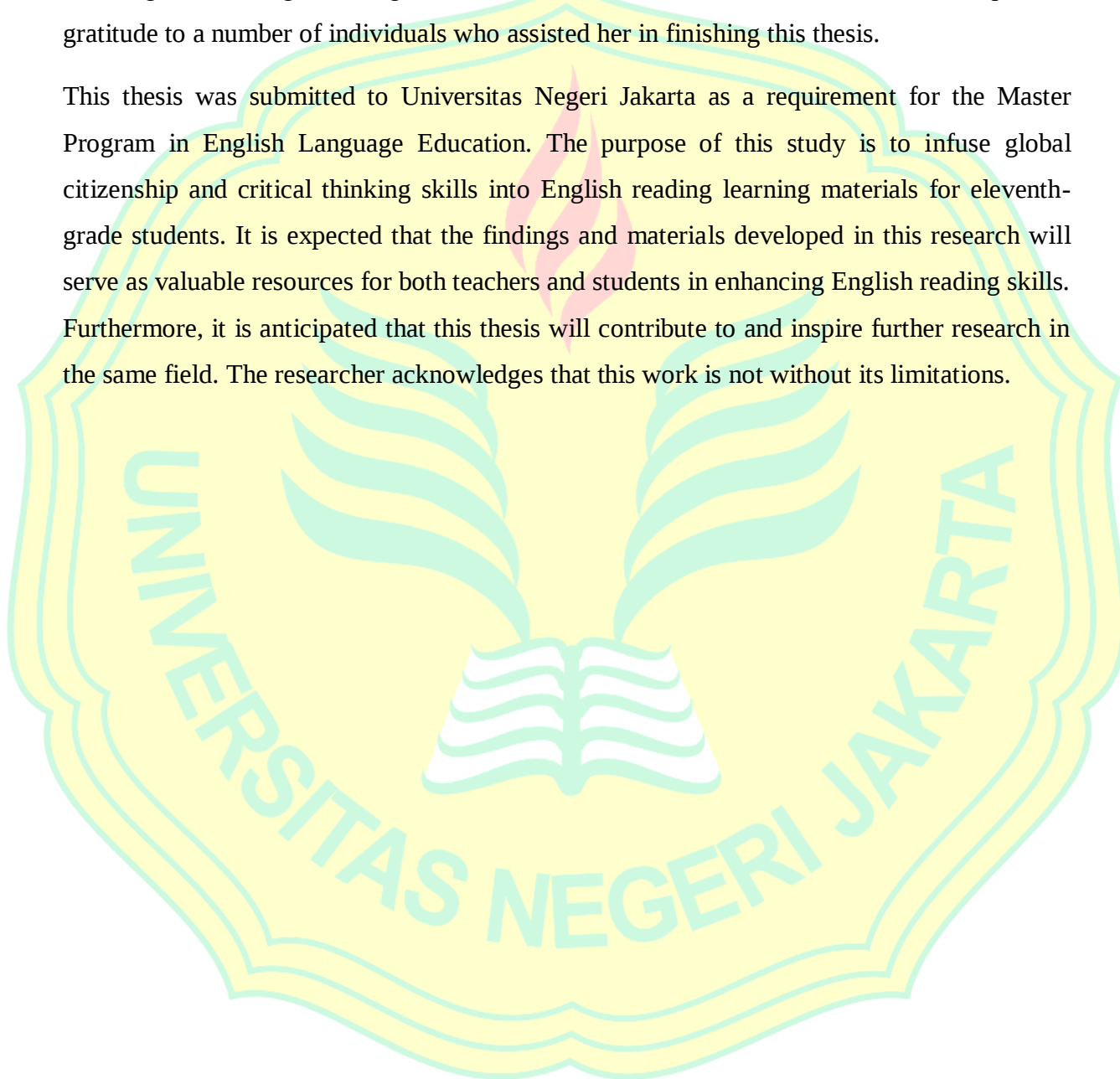


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