

**CRITICAL THINKING SKILLS IN THE TASKS OF *WORK IN
PROGRESS* ENGLISH TEXTBOOK FOR TENTH-GRADERS: A
CONTENT ANALYSIS**



Intelligentia - Dignitas

Imelda Verista Nidi

1202621013

***A Skripsi in Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan***

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF JAKARTA

2025

LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Imelda Verista Nidi
No. Registrasi : 1202621013
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : "Critical Thinking Skills in the Tasks of *Work in Progress* English Textbook for Tenth-Graders: A Content Analysis"

Telah berhasil dipertahankan di hadapan Dewan Penguji dan diterima sebagai bagian persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan di Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

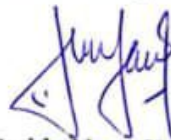
DEWAN PENGUJI

Ketua Penguji/Pembimbing I



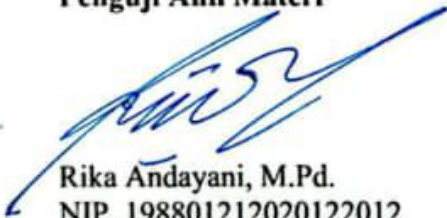
Suci Maharani, M.Pd.
NIP. 199112182022032007

Pembimbing II



Farida Nova Kurniawati, M.Pd.
NIP. 199311132024062002

Penguji Ahli Materi



Rika Andayani, M.Pd.
NIP. 198801212020122012

Penguji Ahli Metodologi



Yosafat Barona Valentino, M.Hum.
NIP. 199102132024061001

Jakarta, 31 Juli 2025

Dekan Fakultas Bahasa dan Seni



Dr. Samsi Setiadi, M.Pd.
NIP. 197710082005011002

LEMBAR PERNYATAAN ORISINALITAS

Yang bertanda tangan di bawah ini:

Nama : Imelda Verista Nidi
NIM : 1202621013
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Universitas : Universitas Negeri Jakarta

Menyatakan bahwa skripsi saya yang berjudul:

“CRITICAL THINKING SKILLS IN THE TASKS OF *WORK IN PROGRESS*
ENGLISH TEXTBOOK FOR TENTH-GRADERS: A CONTENT ANALYSIS”

adalah benar-benar hasil karya saya sendiri. Dengan ini saya menyatakan bahwa dalam skripsi ini tidak terdapat karya yang pernah diajukan untuk memperoleh gelar kesarjanaan di suatu perguruan tinggi, dan sepanjang pengetahuan saya, juga tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain, kecuali secara tertulis dicantumkan sebagai acuan dalam naskah dan disebutkan dalam daftar pustaka.

Apabila di kemudian hari terbukti bahwa pernyataan saya tidak benar, maka saya bersedia menerima sanksi sesuai ketentuan yang berlaku.

Jakarta, 31 Juli 2025

Yang menyatakan,


Imelda Verista Nidi



KEMENTERIAN PENDIDIKAN TINGGI, SAINS DAN TEKNOLOGI
UNIVERSITAS NEGERI JAKARTA
UPT PERPUSTAKAAN

Jalan Rawamangun Muka Jakarta 13220
Telepon/Faksimili: 021-4894221
Laman: lib.unj.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika Universitas Negeri Jakarta, yang bertanda tangan di bawah ini, saya:

Nama : Imelda Verista Nidi
NIM : 1202621013
Fakultas/Prodi : Bahasa dan Seni / Pendidikan Bahasa Inggris
Alamat email : imeldakeraf@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Negeri Jakarta, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

☒ Skripsi ☐ Tesis ☐ Disertasi ☐ Lain-lain (.....)

yang berjudul :

CRITICAL THINKING SKILLS IN THE TASKS OF *WORK IN PROGRESS* ENGLISH
TEXTBOOK FOR TENTH-GRADERS: A CONTENT ANALYSIS

Dengan Hak Bebas Royalti Non-Eksklusif ini UPT Perpustakaan Universitas Negeri Jakarta berhak menyimpan, mengalihmediakan, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan Universitas Negeri Jakarta, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini saya buat dengan sebenarnya.

Jakarta, 31 Juli 2025

Penulis

Imelda Verista Nidi

ABSTRACT

Imelda Verista Nidi. 2025. Critical Thinking Skills in the Tasks of *Work in Progress* English Textbook for Tenth-Graders: A Content Analysis. A Skripsi. Jakarta: English Department, Faculty of Languages and Arts, State University of Jakarta.

This study investigates how the *Work in Progress* English textbook for tenth-graders promotes critical thinking skills through its tasks using qualitative content analysis. Ilyas' (2016) critical thinking framework and Nunan's (1999) task typology were utilized to assess 111 tasks from the textbook. The findings reveal that only 24 tasks (21.62%) promote critical thinking skills. Among the indicators found, "Reasons and Evidence" appeared most frequently, while "Question" did not appear at all. Other critical thinking skills indicators appeared unevenly, reflecting inconsistent integration of critical thinking skills across the textbook's tasks. The critical thinking skills were mainly promoted in Interpersonal-Cooperating, Affective-Personalizing, and Cognitive-Predicting task types. The results suggest that the integration of critical thinking skills in this textbook does not fully support the aims of critical reasoning in the *Merdeka* Curriculum. The consistent absence of the indicator "Question" reflects that locally produced EFL textbooks inadequately promote critical thinking skills compared to a native-authored textbook. Therefore, the textbook can be improved through revision and supplemented with additional materials to further support the development of students' critical thinking skills.

Keywords: *Critical Thinking Skills; Merdeka Curriculum; EFL Textbook; Task Typology; Senior High School*

ABSTRAK

Imelda Verista Nidi. 2025. *Keterampilan Berpikir Kritis pada Tugas-Tugas dalam Buku Teks Bahasa Inggris Work in Progress untuk Siswa Kelas X: Sebuah Analisis Isi*. Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini mengkaji bagaimana buku teks Bahasa Inggris *Work in Progress* untuk siswa kelas X mengembangkan keterampilan berpikir kritis melalui tugas-tugasnya menggunakan analisis konten kualitatif. Kerangka kerja berpikir kritis Ilyas (2016) dan tipologi tugas Nunan (1999) digunakan untuk mengevaluasi 111 tugas dari buku teks tersebut. Hasil penelitian menunjukkan bahwa hanya 24 tugas (21.62%) yang mendukung pengembangan keterampilan berpikir kritis. Di antara indikator yang ditemukan, “Alasan dan Bukti” paling sering muncul, sementara “Pertanyaan” sama sekali tidak muncul. Indikator keterampilan berpikir kritis lainnya muncul secara tidak merata, mencerminkan integrasi yang tidak konsisten dari keterampilan berpikir kritis di seluruh tugas dalam buku teks. Keterampilan berpikir kritis sebagian besar dipromosikan dalam jenis tugas *Interpersonal-Cooperating*, *Affective-Personalizing*, dan *Cognitive-Predicting*. Hasil penelitian menunjukkan bahwa integrasi keterampilan berpikir kritis dalam buku teks ini belum sepenuhnya mendukung tujuan bernalar kritis dalam Kurikulum Merdeka. Konsistennya ketiadaan indikator “Pertanyaan” mencerminkan bahwa buku teks bahasa Inggris sebagai bahasa asing yang disusun oleh penulis lokal kurang memadai dalam mendorong keterampilan berpikir kritis dibandingkan dengan buku teks yang ditulis oleh penutur asli. Oleh karena itu, buku teks ini dapat disempurnakan melalui revisi dan didukung oleh materi tambahan untuk lebih mendukung pengembangan kemampuan berpikir kritis siswa.

Kata kunci: keterampilan berpikir kritis; Kurikulum Merdeka; buku teks bahasa Inggris; tipologi tugas; sekolah menengah atas

ACKNOWLEDGEMENT

All glory to the Almighty, ever-living Lord, for this thesis could not have been completed without His grace. Thank You, Heavenly Father, Lord Jesus Christ, and the Holy Spirit, for being with me through every struggle and sleepless night. Thank You for giving me strength when I needed it most. I am also grateful to Mother Mary and all the Saints in heaven for their prayers. I believe the Lord answered the hopes I prayed for also through their intercession and the faith I held on to.

In closing this chapter of my academic journey, my heart is filled with gratitude for those who supported and prayed for me. This work of words and thought would never have reached its completion without them. My deepest gratitude is extended to:

1. My beloved parents, Mrs. Yuliana Suryaningsih and Mr. Yohanes Bao Keraf, whose prayers and lifelong sacrifices have become the foundation upon which I now stand. I hope that this small milestone can be the beginning of many more to come that will honor everything they have given me. May I live in a way that continues to lift their names higher.
2. My dearest little sister, Anastasia Grazia Hunu Keraf, who has always been one of the biggest reasons I kept going. I am so grateful to have her accompanying me every day with her laughs and joyful presence.
3. Suci Maharani, M.Pd., and Farida Nova Kurniawati, M.Pd., my supportive advisors, for their endless patience and sincere guidance throughout my thesis completion process. The journey to completing this thesis was made possible only through their insightful advice, boundless support, and words of encouragement.
4. Rika Andayani, M.Pd., and Yosafat Barona Valentino, M.Hum., my thesis examiners, for their constructive feedback and valuable insights, which greatly contributed to the completion of this thesis.
5. Tara Mustikaning Palupi, M.Hum., academic advisor of 2021DB, for her unwavering care and support in continuously monitoring the academic progress of my classmates and me.
6. All lecturers of the English Language Education Study Program at Universitas Negeri Jakarta, whom I cannot mention one by one, for all the knowledge related

to the English language that have been taught over the past four years as valuable provisions for my future endeavors.

7. Lia Masitoh, the kind and dedicated administrator of the ELESF UNJ, for always guiding me through every administrative process with patience and sincerity, as well as for her continuous support throughout the completion of this thesis.
8. My *Roro Jonggrang* girls: Ila, Grace, and Gina, for always being my number one call throughout my journey in ELESF UNJ. Without them, my university days would have felt much heavier and far less fun. Our friendship means more than I can put into words.
9. My friends in ELESF UNJ: Khansa, Medina, Intan Cahyani, Nabel, Najma, Geraldo, Mia, Faisal, Indah, Intan Safitri, *Kak Isti*, Septina, Safira, and others who contributed to the journey of my study up until the completion of this thesis, whom I cannot mention one by one. They made contributions in ways that, although small to them, meant a lot to me.
10. My junior high school best friends: Gloria, Reghita, Agive, and Jessica, for always keeping in touch and supporting each other until our university days, like nothing ever changed.
11. My online friends: Fay, *Kak Muti*, *Kak Wulan*, and *Kak Kiki*, for being silent witnesses to everything I have gone through in real life and always cheering me on from afar.
12. My dear *Tannies*: Namjoon, Seokjin, Yoongi, Hoseok, Jimin, Taehyung, and Jeongguk, a.k.a the seven members of BTS, for being a steady mental support throughout my academic journey through their music and updates. They are the reason I dare to dream big, even from zero, and a constant reminder that passion and sincerity can turn small beginnings into something extraordinary.
13. All the people who contributed to this research: the textbook writers, authors of literature and books being used, participants of the preliminary survey, and others who came and went but made contributions to this study, whom I cannot mention all by name. Without their smallest participation, this thesis could not have been completed.

Lastly, to myself, for never giving up until today. Even when you had to fight the anxiety that kept you from sleeping, tried to stay up all night until morning came, and faced hurdles that forced you to rush everything. You made it. All your hard work has finally paid off with the sweetest result you can now feel. Hopefully, through this thesis, you will not only feel satisfied but also become more eager to keep learning and growing for whatever the future holds. Thank you for always giving the best of yourself, and for learning to love yourself along the way. If one day life feels heavier than ever, I hope you return to this memory and realize that the strength you need has always been within you.

May all your trials eventually end in full bloom.

Jakarta, 19 July 2025

Imelda Verista Nidi

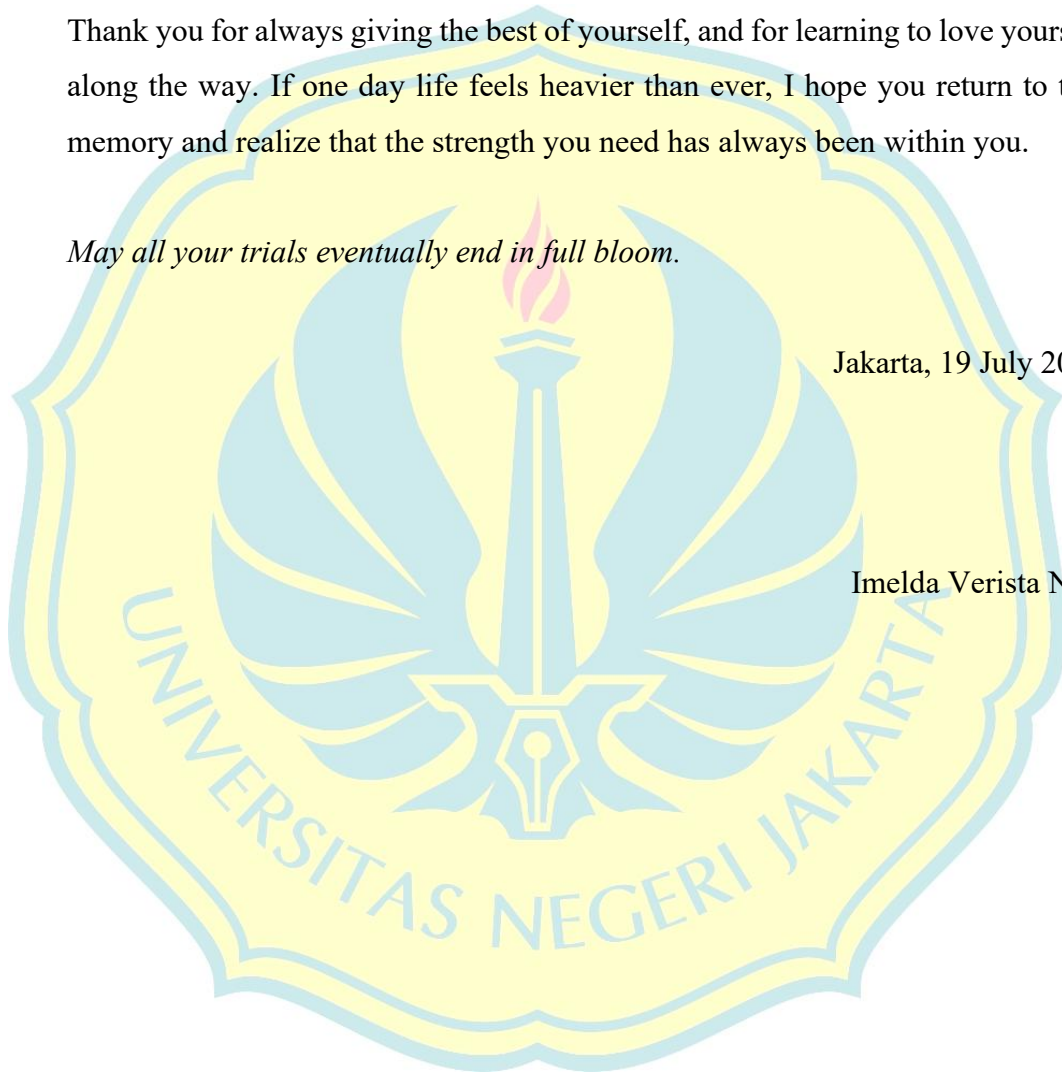


TABLE OF CONTENTS

ABSTRACT	i
ABSTRAK.....	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	vi
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
LIST OF APPENDICES	xi
CHAPTER 1 INTRODUCTION	1
1.1. Background of the Study	1
1.2. Research Question	6
1.3. Purpose of the Study.....	6
1.4. Scope of the Study.....	6
1.5. Significance of the Study.....	7
1.6. State of the Arts	8
CHAPTER 2 LITERATURE REVIEW	9
2.1. Textbooks	9
2.1.1. The Nature of Textbooks.....	9
2.1.2. English Textbooks	10
2.1.3. Tasks in English Textbooks.....	11
2.2. Critical Thinking	18
2.2.1. The Nature of Critical Thinking.....	18
2.2.2. Critical Thinking Skills	19
2.2.3. The Importance of Critical Thinking Skills.....	27
2.3. The Implementation of Critical Thinking Skills in Textbooks	31
2.4. Previous Studies	32
CHAPTER 3 METHODOLOGY	35
3.1. Research Design	35
3.2. Data and Data Source	36

3.3.	Research Instruments.....	37
3.3.1.	Ilyas' Critical Thinking Framework (2016)	37
3.3.2.	Nunan's Typology of Tasks (Nunan, 1999).....	38
3.3.3.	Table of Tasks in the Work in Progress English Textbook.....	39
3.3.4.	Table of Analysis Adapted from Nunan (1999) and Ilyas (2016).....	41
3.4.	Data Collection Procedures	43
3.5.	Data Analysis Procedures.....	43
CHAPTER 4 FINDINGS & DISCUSSIONS		45
4.1.	Findings	45
4.1.1.	Distribution of Critical Thinking Skills across Textbook Chapters	45
4.1.2.	Distribution of CTS Indicators across Chapters and Task Types.....	72
4.1.3.	Summary of Critical Thinking Skill Integration in the Textbook	82
4.2.	Discussions	83
CHAPTER 5 CONCLUSION & RECOMMENDATION		90
5.1	Conclusion.....	90
5.2	Recommendation.....	91
REFERENCES		93
APPENDICES.....		104

LIST OF TABLES

Table 2.1 Willis and Willis' Taxonomy of Tasks (2007)	12
Table 2.2 Nunan's Task Typology (1999).....	14
Table 3. 1 Example of Table of Tasks in the Work in Progress English Textbook	39
Table 3.2 Example of Table of Analysis Adapted from Nunan (1999) and Ilyas (2016)	42
Table 4.1 Proportion of Tasks Promoting Critical Thinking Skills per Chapter...	46
Table 4.2 Frequency and Types of Tasks Promoting Critical Thinking Skills in Chapter 1	47
Table 4.3 Frequency and Types of Tasks Promoting Critical Thinking Skills in Chapter 2	51
Table 4.4 Frequency and Types of Tasks Promoting Critical Thinking Skills in Chapter 3	55
Table 4.5 Frequency and Types of Tasks Promoting Critical Thinking Skills in Chapter 4	57
Table 4.6 Frequency and Types of Tasks Promoting Critical Thinking Skills in Chapter 5	59
Table 4.7 Frequency and Types of Tasks Promoting Critical Thinking Skills in Chapter 6	64
Table 4.8 Frequency of Critical Thinking Skill Indicators in the Textbook.....	73

LIST OF FIGURES

Figure 2.1 Paul-Elder’s Critical Thinking Framework (Paul & Elder, 2006).....	21
Figure 4.1 Task 1/3/B	47
Figure 4.2 Task 1/3/E	48
Figure 4.3 Task 1/1/D	49
Figure 4.4 Task 1/2/B	50
Figure 4.5 Task 1/3/B	50
Figure 4.6 Task 2/1/A	51
Figure 4.7 Task 2/3/B	52
Figure 4.8 Task 2/3/D	53
Figure 4.9 Task 2/1/C	53
Figure 4.10 Task 2/2/C	54
Figure 4.11 Task 2/3/D	54
Figure 4.12 Task 3/2/C	56
Figure 4.13 Task 3/4/B	56
Figure 4.14 Task 3/2/C	57
Figure 4.15 Task 4/3/C	58
Figure 4.16 Task 4/1/B	58
Figure 4.17 Task 5/1/C	59
Figure 4.18 Task 5/3/D	60
Figure 4.19 Task 5/5/C	61
Figure 4.20 Task 5/6	62
Figure 4.21 Task 5/5/B	63
Figure 4.22 Task 6/3/B	65
Figure 4.23 Task 6/3/A	66
Figure 4.24 Task 6/4/B	67
Figure 4.25 Task 6/2/B	68
Figure 4.26 Task 6/5	68
Figure 4.27 Task 6/1/A	69
Figure 4.28 Task 6/3/A	70
Figure 4.29 Task 6/3/B	71
Figure 4.30 Tasks Promoting CTS1	73
Figure 4.31 Tasks Promoting CTS2	75
Figure 4.32 Tasks promoting CTS3	76
Figure 4.33 Tasks Promoting CTS4	78
Figure 4.34 Tasks Promoting CTS5	79
Figure 4.35 Tasks Promoting CTS7	80

Figure 4.36 Task Promoting CTS8	81
Figure 4.37 Tasks Promoting CTS9.....	81



LIST OF APPENDICES

Appendix 1. Critical Thinking Skills Indicators Adapted from Ilyas (2016).....	104
Appendix 2. Type of Tasks Adapted from Nunan (1999)	106
Appendix 3. Example of the Table of Tasks Collection	111
Appendix 4. Example of the Table Analysis adapted from Nunan (1999) and Ilyas (2016)	112
Appendix 5. Table of Tasks Collection	113
Appendix 6. Table of Analysis	117

