

THE INCORPORATION OF CRITICAL THINKING IN EFL LEARNING
MATERIAL FOR JUNIOR HIGH SCHOOL STUDENTS



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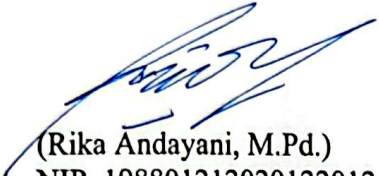
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ABSTRACT

Vima Baity Jannah. 2025. *The Incorporation of Critical Thinking in English Learning Materials for Junior High School Students.* Skripsi. Jakarta: English Language Education Study Program, Faculty of Language and Art, Universitas Negeri Jakarta.

The 21st century has brought significant changes to various aspect of people's lives, particularly in communication, learning, economy, and production. These changes have created a demand for new skills, commonly referred to as 21st century skills. One crucial aspect of these skills is critical learning skills, which have become essential across every field of life. Critical thinking plays a vital role in analyzing our experiences, studies, and even job prospects. This study aims to examine the incorporation of critical thinking into English learning material for junior high school students and how it is represented. The English learning material analyzed in this study is in terms of questions and instructions from a textbook for 7th grade entitled "English for Nusantara" published by the Ministry of Education, Culture, Research, and Technology of Indonesia. Using a qualitative research method with a content analysis approach, the study utilizes indicators of critical thinking including revised Bloom's Taxonomy (2001) and activities for teaching critical thinking from Jebbour's (2019). The result showed that the tasks in the textbook incorporate the critical thinking skills and some activities for teaching critical thinking. However, there is a need for further refinement related to debate and problem-solving as well as questions and instructions aimed at enhancing skills in analyzing, evaluating, and creating.

Keyword: Critical Thinking, EFL Learning Materials, Content Analysis

ABSTRAK

Vima Baity Jannah. 2025. *Penggabungan Berpikir Kritis dalam Materi Pembelajaran Bahasa Inggris untuk Siswa Sekolah Menengah Pertama*. Skripsi. Jakarta: Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni.

Abad ke-21 telah membawa perubahan yang signifikan dalam berbagai aspek kehidupan masyarakat, terutama dalam komunikasi, pembelajaran, ekonomi, dan produksi. Perubahan ini telah menciptakan permintaan akan keterampilan baru, yang biasa disebut sebagai keterampilan abad ke-21. Salah satu aspek penting dari keterampilan ini adalah keterampilan belajar kritis, yang telah menjadi penting di setiap bidang kehidupan. Berpikir kritis memainkan peran penting dalam menganalisis pengalaman, studi, dan bahkan prospek pekerjaan. Penelitian ini bertujuan untuk meneliti penggabungan pemikiran kritis di dalam materi pembelajaran bahasa Inggris untuk siswa sekolah menengah pertama dan bagaimana hal tersebut direpresentasikan. Materi pembelajaran bahasa Inggris yang dianalisis dalam penelitian ini berupa pernyataan dan instruksi dari buku pelajaran untuk kelas 7 SMP yang berjudul “English for Nusantara” yang diterbitkan oleh Kementerian Pendidikan, Kebudayaan dan Riset Teknologi Indonesia. Menggunakan metode penelitian kualitatif dengan pendekatan analisis konten, penelitian ini memakai indikator berpikir kritis yang meliputi Taksonomi Bloom yang telah direvisi (2001) dan aktivitas berpikir kritis dari Jebbour (2019). Hasil penelitian menunjukkan bahwa tugas-tugas dalam buku teks ini menggabungkan keterampilan berpikir kritis, mendorong disposisi berpikir kritis, dan berbagai kegiatan untuk mengajarkan berpikir kritis. Namun, masih diperlukan penyempurnaan lebih lanjut terkait aktivitas seperti debat dan pemecahan masalah, serta pernyataan dan instruksi yang bertujuan untuk meningkatkan keterampilan dalam menganalisis, mengevaluasi, dan mencipta.

Kata kunci: Berpikir Kritis, Materi Pembelajaran Bahasa Inggris, Analisis Konten

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Jakarta, January 2025

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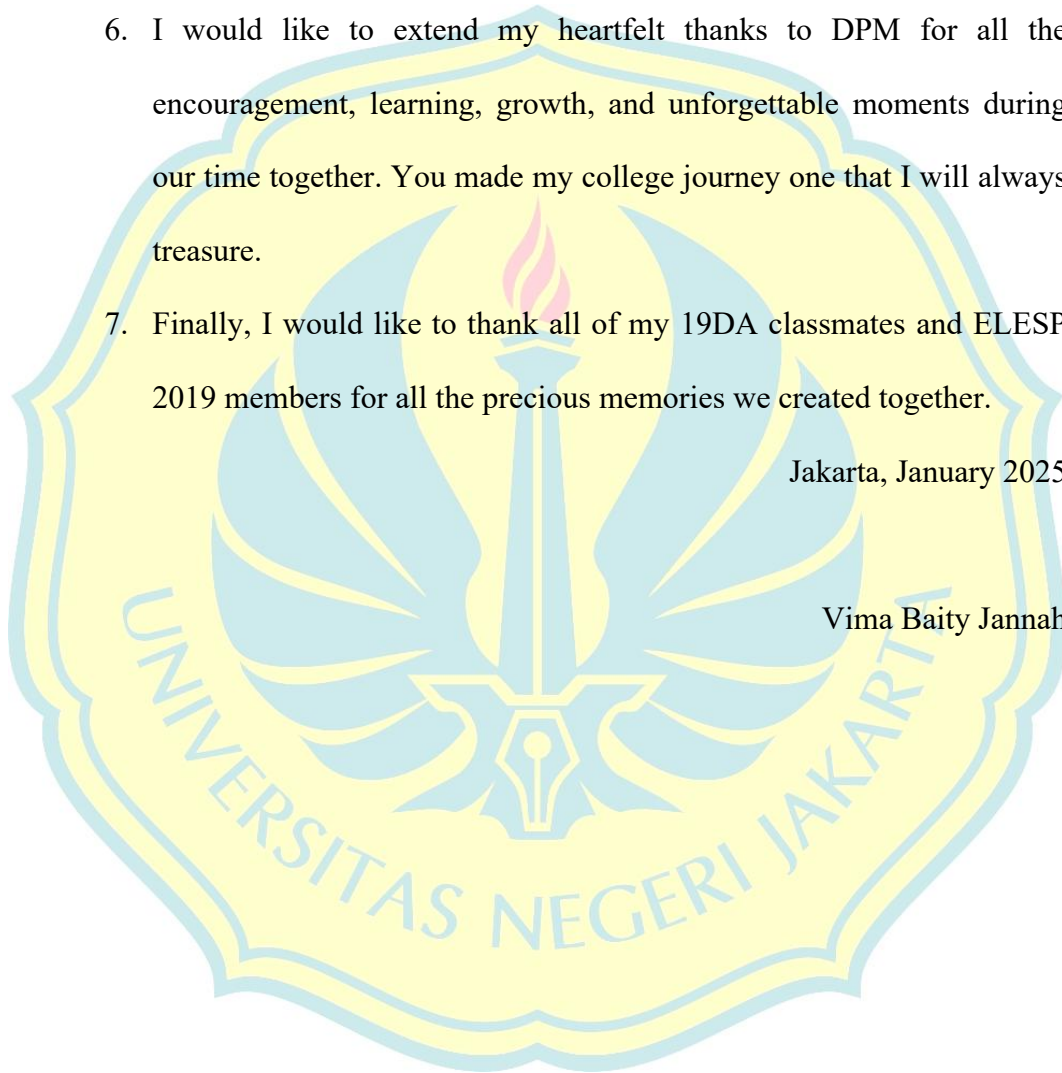
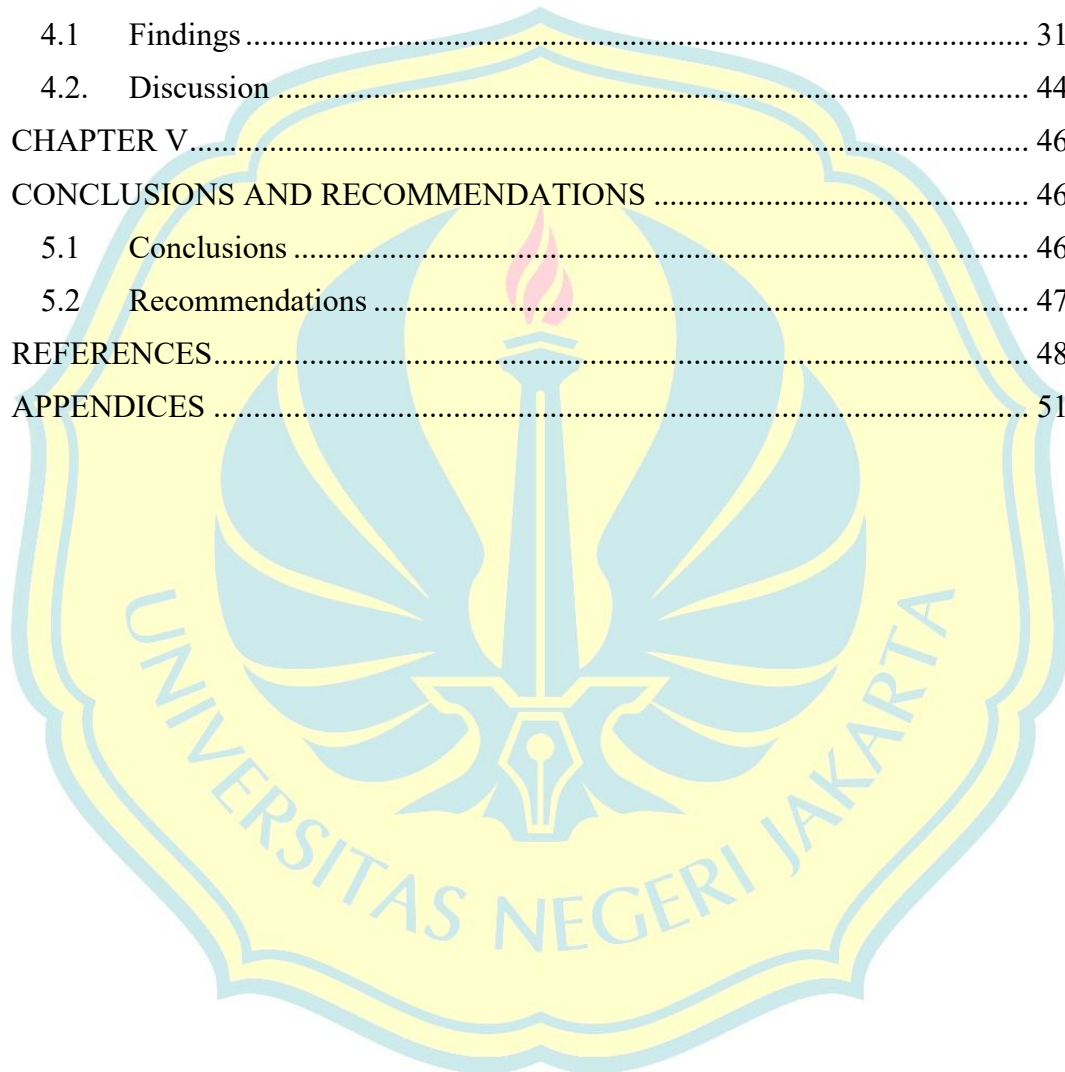


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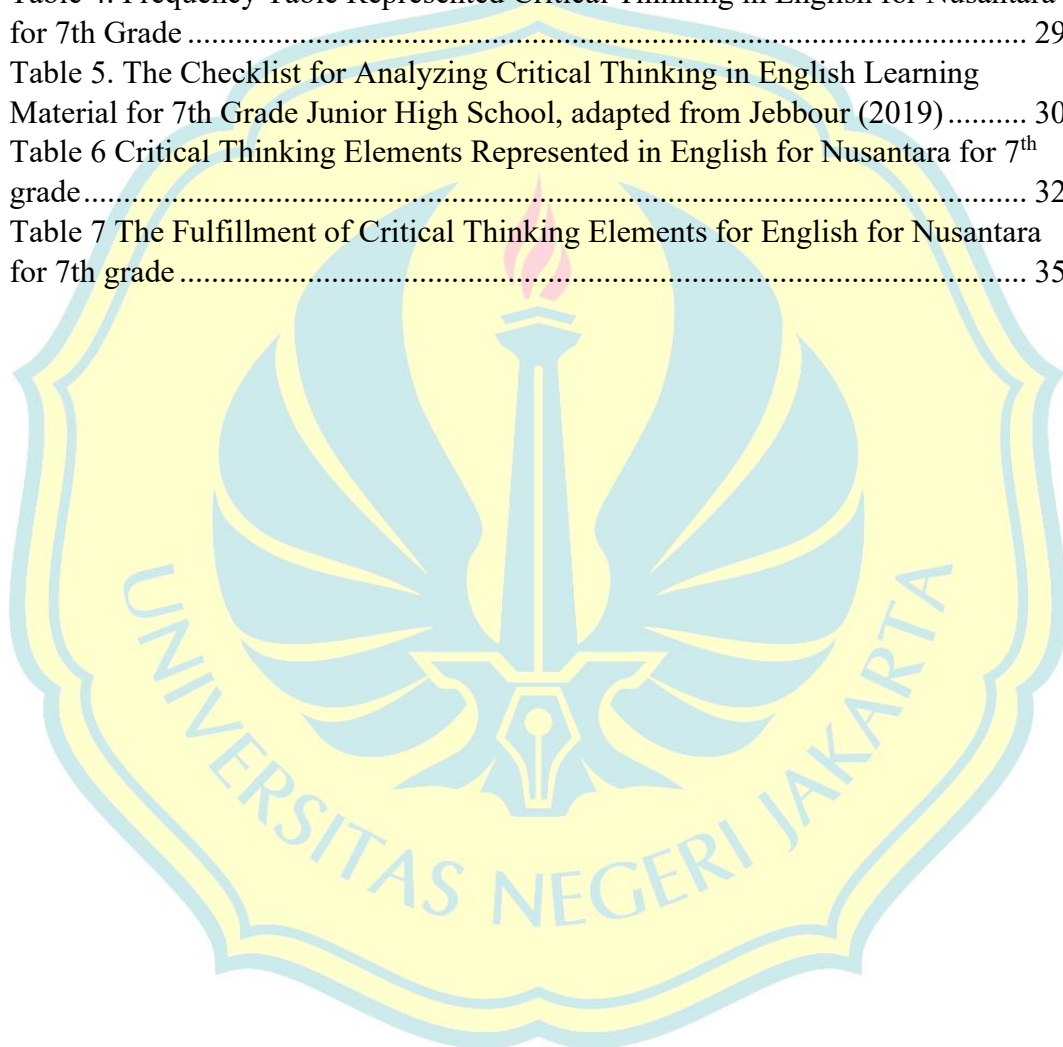
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