

**Integrating Visual Thinking Strategies and Critical Thinking Skills into
Reading Materials for Ninth-Grade Students at St. Patricia School**



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THESIS

**Submitted in Partial Fulfillments of the Requirements for the Degree of
Master Program in English Language Education**

MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION

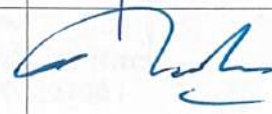
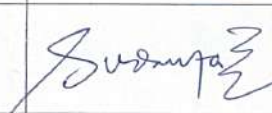
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UNIVERSITAS NEGERI JAKARTA

2026

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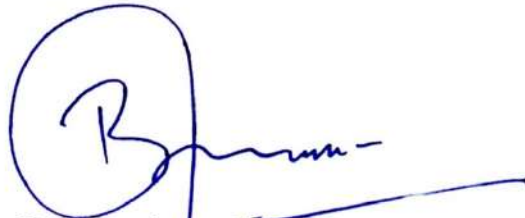


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ABSTRAK

Pramudya, Abraham A.Y (2026): *Mengintegrasikan Strategi Berpikir Visual dan Keterampilan Berpikir Kritis ke dalam Bahan Bacaan yang Diperkaya pada Siswa Kelas IX di Sekolah St. Patricia*. Tesis, Jakarta: Program Studi Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Dalam lanskap pendidikan yang terus berkembang pesat saat ini, mengembangkan kemampuan berpikir kritis pada siswa sekolah menengah sangat penting untuk mempersiapkan mereka dalam menghadapi informasi yang kompleks dan mengambil keputusan yang rasional. Studi ini bertujuan untuk mengembangkan dan mengevaluasi bahan bacaan bahasa Inggris untuk siswa kelas 9 yang mengintegrasikan Strategi Berpikir Visual (VTS) guna mengembangkan keterampilan berpikir kritis. Studi ini dilakukan di Sekolah St. Patricia di Tangerang Selatan, Indonesia, dan melibatkan siswa kelas 9 yang memiliki tingkat kemampuan bahasa Inggris CEFR A2. Desain instruksional ADDIE yang diadaptasi untuk Penelitian dan Pengembangan (R&D) kualitatif. Data dikumpulkan melalui observasi kelas, refleksi siswa, wawancara semi-terstruktur dengan pendidik dan siswa, formulir validasi ahli, dan rubrik penilaian terstruktur. Observasi berfokus pada cara siswa berinteraksi dengan sesi membaca yang diintegrasikan dengan VTS, sementara wawancara mengeksplorasi pengalaman dan persepsi peserta. Tanggapan tertulis siswa dan evaluasi guru memberikan wawasan tambahan. Data dianalisis menggunakan analisis tematik untuk mengidentifikasi pola keterlibatan siswa, perilaku berpikir kritis, dan dampak yang dirasakan dari bahan ajar yang dikembangkan. Temuan menunjukkan bahwa modul yang dikembangkan secara pedagogis valid dan layak, seperti yang dikonfirmasi oleh hasil validasi ahli (82,4% dan 98,5%) dan evaluasi guru (90%). Hasil implementasi menunjukkan peningkatan keterlibatan siswa dan peningkatan yang terukur dalam kinerja berpikir kritis, tercermin dalam skor rubrik berpikir kritis sebesar 85%. Siswa menunjukkan kemampuan yang lebih baik dalam mengidentifikasi masalah, membangun argumen logis, membenarkan interpretasi dengan bukti, dan menghubungkan ide dengan konteks kehidupan nyata. Hasil pemahaman membaca juga menunjukkan kinerja yang kuat (81,25%), terutama dalam pemahaman inferensial dan integrasi literasi ekologi. Data observasi dan wawancara lebih lanjut menunjukkan bahwa siswa menjadi lebih aktif, percaya diri, dan analitis selama diskusi visual dan tugas berbasis teks. Studi ini menemukan bahwa penggunaan Strategi Berpikir Visual bersama dengan aktivitas berpikir kritis yang terorganisir dalam program membaca yang mudah diikuti membantu meningkatkan penalaran analitis dan pemahaman membaca bagi siswa kelas sembilan yang belajar bahasa Inggris sebagai bahasa asing.

Kata Kunci: *Strategi Berpikir Visual, Berpikir Kritis, Pemahaman Membaca, Literasi Ekologi, Siswa Kelas Sembilan, Modul Instruksional, ADDIE.*

ABSTRACT

Pramudya, Abraham A.Y (2026): *Integrating Visual Thinking Strategies and Critical Thinking Skills into Reading Materials for Ninth Grade Students at St. Patricia School.*
Tesis, Jakarta: Master's Program of English language education, Faculty of Languages and Arts, State University of Jakarta.

In today's rapidly evolving educational landscape, developing critical thinking in secondary school students is essential to prepare them to deal with complex information and make rational decisions. This study aims to develop and evaluate English reading materials for ninth-grade students that integrate Visual Thinking Strategies (VTS) to develop critical thinking skills. The study took place at St. Patricia's School in South Tangerang, Indonesia, and included ninth-grade students who spoke English at the CEFR A2 level. Using the ADDIE instructional design framework adapted for qualitative Research and Development (R&D). Data were gathered via classroom observations, student reflections, semi-structured interviews with educators and pupils, expert validation forms, and structured assessment rubrics. Observations focused on how students interacted with reading sessions integrated with VTS, while interviews explored participants' experiences and perceptions. Students' written responses and teacher evaluations provided additional insights. Data were analyzed using thematic analysis to identify patterns of student engagement, critical-thinking behavior, and the perceived impact of the developed teaching materials. The findings showed that the developed module was pedagogically valid and feasible, as confirmed by expert validation results (82.4% and 98.5%) and teacher evaluation (90%). Implementation results demonstrated increased student engagement and measurable enhancement in critical-thinking performance, reflected in a critical-thinking rubric score of 85%. Students showed improved ability to identify issues, construct logical arguments, justify interpretations with evidence, and connect ideas to real-life contexts. Reading comprehension outcomes also showed strong performance (81.25%), particularly in inferential understanding and in integrating eco-literacy. Observation and interview data further revealed that students became more active, confident, and analytical during both visual discussions and text-based tasks. The study finds that using Visual Thinking Strategies along with organized critical-thinking activities in an easy-to-follow reading program helps improve analytical reasoning and reading comprehension for ninth-grade students learning English as a foreign language.

Keywords: *Visual Thinking Strategies, Critical Thinking, Reading Comprehension, Eco-literacy, Ninth-Grade Students, Instructional Module, ADDIE.*

PREFACE

All praise to God, all praise to Jesus Christ, the Most Kind and Loving, for the endless blessings and guidance that enabled me to complete this thesis entitled “Integrating Visual Thinking Strategies and Critical Thinking Skills into Reading Materials for Ninth-Grade Students at St. Patricia School.” I am truly grateful for the support and encouragement I received from many people throughout this journey. I would therefore like to express my deepest gratitude and sincere appreciation to everyone who contributed to the completion of this work.

First of all, I would like to express my deepest gratitude to my parents and their unwavering support, constant prayers, and unconditional love throughout my academic journey. Their encouragement has been my greatest source of strength. Then, I would like to thank my fiancée, Gracella Kerenhapukh, who has always been there to encourage me, pray for me, and continuously motivate me to be strong in completing this thesis.

I would also like to express my sincere gratitude to my first supervisor, Prof. Ilza Mayuni, M.A., and my second supervisor, Dr. Bambang Nur Alamsyah Lubis S.Pd., M.Hum., for all their guidance, patience, support, and continuous encouragement throughout the process of completing this thesis so that I could finish it quickly. Their guidance has played an important role in shaping my academic and research skills.

Last but not least, I would also like to express my sincere gratitude to Dr. Sudarya Permana, M.Hum., and Dr. Li. Rizdika Mardiana, M.Pd., for their valuable input and insightful advice as examiners during my previous proposal seminar. Their input has greatly contributed to the development of this research. I am also grateful to all the lecturers in the English Education Master's Program for the knowledge and inspiration they have shared during my studies.

TABLE OF CONTENTS

COVER.....	i
THE APPROVAL SHEET OF THE SUPERVISORS	ii
DECLARATION OF AUTHENTICITY	iv
ABSTRAK.....	vi
ABSTRACT	vii
PREFACE	viii
TABLE OF CONTENTS	ix
LIST OF FIGURES.....	xiii
LIST OF TABLES.....	xvi
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Research Questions	6
1.4 Purpose of the Study.....	6
1.5 Scope of the Study.....	7
1.6 Significance of the Study.....	8
1.7 Key Terms	9
1.8 State of the Art.....	10
CHAPTER II LITERATURE REVIEW	12
2.1 Visual Thinking Strategies (VTS).....	12
2.2 The Purposes of Visual Thinking Strategies (VTS).....	15
2.2.1 Cultivating Close Observation and Additional Discipline	16
2.2.2 Developing Interpretive Thinking and Evidence-Based Reasoning.....	19
2.2.3 Strengthening Multimodal and Visual Literacy	21
2.2.4 Supporting Language Development in Multilingual and EFL Contexts.....	24
2.2.5 Fostering Collaborative Dialogue and Democratic Discourse	27
2.2.6 Enhancing Metacognitive Awareness and Deep Learning.....	30
2.2.7 Empowering Students as Autonomous and Confident Thinkers.....	33
2.3 The Steps of Visual Thinking Strategies (VTS).....	36
2.4 The Role of Teachers in Visual Thinking Strategies (VTS)	40
2.5 The Benefits and Limitations of VTS	43

2.5.1 Benefits of Visual Thinking Strategies.....	44
2.5.2 Limitations of Visual Thinking Strategies	46
2.6 Critical Thinking	48
2.7 The Concept of Critical Thinking Skills	51
2.7.1 Cognitive Dimensions of Critical Thinking	52
2.7.2 Standards and Criteria for “Good” Reasoning	53
2.7.3 Dispositions That Support Skill Use	54
2.7.4 Metacognition and Self-Regulation.....	55
2.7.5 Domain Context and Information Environments	56
2.8 Critical Thinking Skills in Teaching and Learning Practice	57
2.9 Critical Thinking Framework	58
2.10 Reading.....	60
2.10.1 Cognitive and Linguistic Aspects of Reading	61
2.10.2 Metacognitive, Motivational, and Affective Aspects.....	62
2.10.3 Reading in EFL and CEFR A2 Contexts.....	63
2.10.4 Reading as Multimodal and Visual Literacy	64
2.10.5 Connecting Reading and Visual Thinking Strategies (VTS)	65
2.10.6 Reading Assessment in VTS and Critical Thinking-Integrated Reading Materials	66
2.11 General Concept of Reading	70
2.12 Reading Types	72
2.13 Teaching Reading.....	74
2.13.1 Reading as a Second Foreign Language.....	74
2.13.2 Theories of Teaching Reading.....	75
2.13.3 Principles of Teaching Reading.....	76
2.13.4 Strategies for Teaching Reading	77
2.14 Kurikulum Merdeka Belajar with Deep Learning Policy.....	81
2.15 Competency of 9th Graders Level Based on CEFR.....	83
2.16 Previous Studies	86
2.17 Conceptual Framework	87
CHAPTER III METHODOLOGY	92
3.1 Research Method and Design	92
3.2 Setting of the Research	94

3.3 Data, Data Source, and Instrument.....	94
3.4 Data Collection Procedures	100
3.5 Data Analysis.....	102
CHAPTER IV FINDINGS AND DISCUSSION	104
4.1 Analysis of Existing Ninth-Grade English Reading Practices and Material Integration	105
4.2 The Design and Development of the VTS-Critical Thinking Reading Module.....	109
4.2.1 Integration of Visual Thinking Strategies and Critical Thinking Skills in the Developed Reading Materials	116
4.3 Classroom Implementation: Observation Checklist Evidence	121
4.4 Product Evaluation: Student Perceptions, Teacher Assessment, and Outcome Indicators	123
4.4.1 Student Experience and Perception of the Module	123
4.4.2 Teacher Assessment of Practicality and Effectiveness.....	124
4.4.3 Outcome Indicators Rubric-Based Assessment.....	126
4.4.4 Synthesis of Measuring Instruments	126
4.5 Discussion.....	130
4.5.1 Interpreting the instructional gap: from “reading as decoding” to “reading as reasoning.”	130
4.5.2 VTS Functions as a bridge: Dialogic reasoning, Multimodal scaffolding, and Evidence-Based Talk.....	131
4.5.3 Systematic Integration through ADDIE: Coherence, Sequencing, and Eco-literacy as a Meaning Framework	132
4.5.4 Student Experience: Engagement, Agency, and The Social Construction of Meaning.....	133
4.5.5 Learning Outcomes: Evidence of Strengthened Visual Reasoning, Critical thinking, and Reading comprehension.	134
4.5.6 Feasibility and Quality Assurance: Expert Validation, Teacher practicality, and Revision implications	135
4.5.7 Trustworthiness through Convergence: Triangulation across Qualitative Instruments	136
CHAPTER V CONCLUSION AND SUGGESTION	139
5.1 Conclusion.....	139

5.2 Limitations.....	141
5.3 Suggestions.....	142
REFERENCES	143
APPENDICES.....	150



LIST OF FIGURES

Figure 2.1 Conceptual Framework Diagram	88
Figure 3.1 Branch's ADDIE Model	93
Figure 3.2 1 ADDIE Model Diagram	100



LIST OF TABLES

Table 2.1 Ilyas’s Framework on Critical Thinking	59
Table 2.2 Objectives of Reading According to Tarigan	71
Table 2.3 Reading Modalities and Their Pedagogical Integration in VTS-Based Instruction	72
Table 2.4 Principles of Effective Reading Instruction (Brown)	76
Table 2.5 Brown’s Eleven Practical Classroom Strategies for Teaching Reading (2004)	78
Table 2.6 Reading Competencies at CEFR A2 Level (Council of Europe, 2020)	83
Table 2.7 CEFR Indicators for Overall Reading.....	85
Table 3.1 Data Collection Matrix: Data Obtained, Data Source, and Instrument	95
Table 4.1 Summary of Needs Identified and Design Implications.....	107
Table 4.2 Module Blueprint and Embedded Skill Focus	110
Table 4.3 Detailed Summary of Assessment Instruments and Measured Performance.....	112
Table 4.4 Expert Validators’ Professional Profiles and Validation Summary	121
Table 4.5 Observation Checklist Scores Across Four Classroom Sessions.....	122

Table 4.6 Indicators Rated as “Partly Observed” During Implementation	122
Table 4.7 Aggregated Student Perception Results from 5 Students	123
Table 4.8 Overall Student Response Pattern Across 35 Indicators	124
Table 4.9 Teacher Indicators Rated “Partly” (Areas for Improvement)	125
Table 4.10 Summary of Rubric-Based Outcome Indicators	126
Table 4.11 Convergent Evidence Across Observation, Interviews, Expert Validation, and Rubric Scores.....	129
Table 4.12 Alignment Between Empirical Findings, Theoretical Foundations, and Previous Studies.....	137

