

**DEVELOPING ENVIRONMENT-BASED READING MATERIALS  
INFUSED WITH CRITICAL THINKING SKILLS FOR 10<sup>TH</sup>  
GRADE STUDENTS**



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**A Thesis Proposal in Partial Fulfillment of the Requirements for the Degree of  
Master Program of English Language Education**

**MAGISTER PROGRAM OF ENGLISH LANGUAGE EDUCATION**

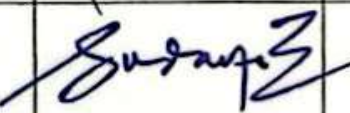
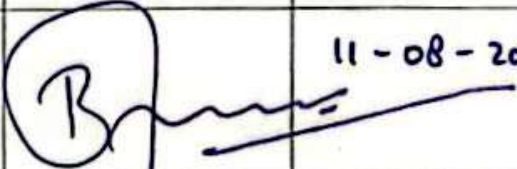
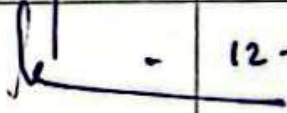
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## ABSTRACT

The increasing demand for meaningful English language learning highlights the importance of reading materials that support not only language development but also the cultivation of critical thinking skills through authentic and contextualized learning experiences. This study aimed to develop environment-based English reading materials infused with critical thinking skills for 10<sup>th</sup>-grade students. Employing Design and Development Research (DDR), the study consisted of four phases: analysis, design, development, and evaluation. The analysis phase examined existing English reading materials using adapted indicators of environment-based learning and critical thinking skills, supported by interviews with English teachers. The findings revealed that existing materials integrated environmental issues and critical thinking skills only to a limited extent, indicating the need for more systematic and contextualized reading material. Guided by these findings, a prototype module was developed based on environment-based learning principles, critical thinking skills indicators, the principles of effective reading materials development, *Kurikulum Merdeka* Phase E, and CEFR B1 descriptors. The developed prototype consists of three chapters focusing on the mangrove Forests, Plastic pollution in marine life, and reducing plastic waste at school through descriptive, explanatory, and expository texts. The prototype was subsequently evaluated through expert validation and readability testing. The validation results indicated that the developed reading materials were pedagogically valid and appropriate for 10<sup>th</sup>-grade students, while the readability results demonstrated that the texts were suitable for learners at the intended proficiency level. In conclusion, the study provides a practical framework for developing environment-based English reading materials that promote reading comprehension, critical thinking skills, and environmental awareness simultaneously.

**Keywords:** *Critical thinking skills, Environment-based learning, Reading materials.*

## ABSTRAK

Meningkatnya kebutuhan akan pembelajaran Bahasa Inggris yang bermakna menegaskan pentingnya bahan ajar membaca yang tidak hanya mendukung pengembangan kompetensi berbahasa, tetapi juga mengembangkan keterampilan berpikir kritis melalui pengalaman belajar yang autentik dan kontekstual. Penelitian ini bertujuan untuk mengembangkan bahan ajar membaca bahasa Inggris berbasis lingkungan yang terintegrasi dengan keterampilan berpikir kritis bagi siswa kelas X. Penelitian ini menggunakan metode *Design and Development Research* (DDR) yang meliputi empat tahap, yaitu analisis, perancangan, pengembangan, dan evaluasi. Pada tahap analisis, peneliti menganalisis bahan ajar membaca bahasa Inggris yang telah ada menggunakan indikator pembelajaran berbasis lingkungan dan keterampilan berpikir kritis yang telah diadaptasi, serta didukung oleh hasil wawancara dengan guru bahasa Inggris. Hasil analisis menunjukkan bahwa bahan ajar yang digunakan masih mengintegrasikan isu-isu lingkungan dan keterampilan berpikir kritis secara terbatas, sehingga diperlukan pengembangan bahan ajar yang lebih sistematis dan kontekstual. Berdasarkan temuan tersebut, dikembangkan sebuah prototipe modul yang mengacu pada prinsip-prinsip pembelajaran berbasis lingkungan, indikator keterampilan berpikir kritis, prinsip pengembangan bahan ajar membaca yang efektif, Kurikulum Merdeka Fase E, serta deskriptor CEFR level B1. Prototipe yang dikembangkan terdiri atas tiga bab yang berfokus pada pengurangan sampah plastik, kampanye lingkungan, dan pengelolaan sampah melalui teks deskripsi, eksplanasi, dan eksposisi. Selanjutnya, prototipe tersebut dievaluasi melalui validasi ahli dan uji keterbacaan. Hasil validasi menunjukkan bahwa bahan ajar yang dikembangkan valid secara pedagogis dan sesuai untuk siswa kelas X, sedangkan hasil uji keterbacaan menunjukkan bahwa teks yang dikembangkan sesuai dengan tingkat kemampuan membaca peserta didik yang menjadi sasaran. Secara keseluruhan, penelitian ini menghasilkan suatu kerangka praktis dalam pengembangan bahan ajar membaca bahasa Inggris berbasis lingkungan yang mampu mendukung pengembangan kemampuan membaca, keterampilan berpikir kritis, serta kesadaran lingkungan secara terpadu.

**Kata kunci:** Keterampilan berfikir kritis, pembelajaran berbasis lingkungan, bahan ajar membaca Bahasa Inggris.

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Jakarta, 17 Agustus 2026



(Anggria Jelita Furba)

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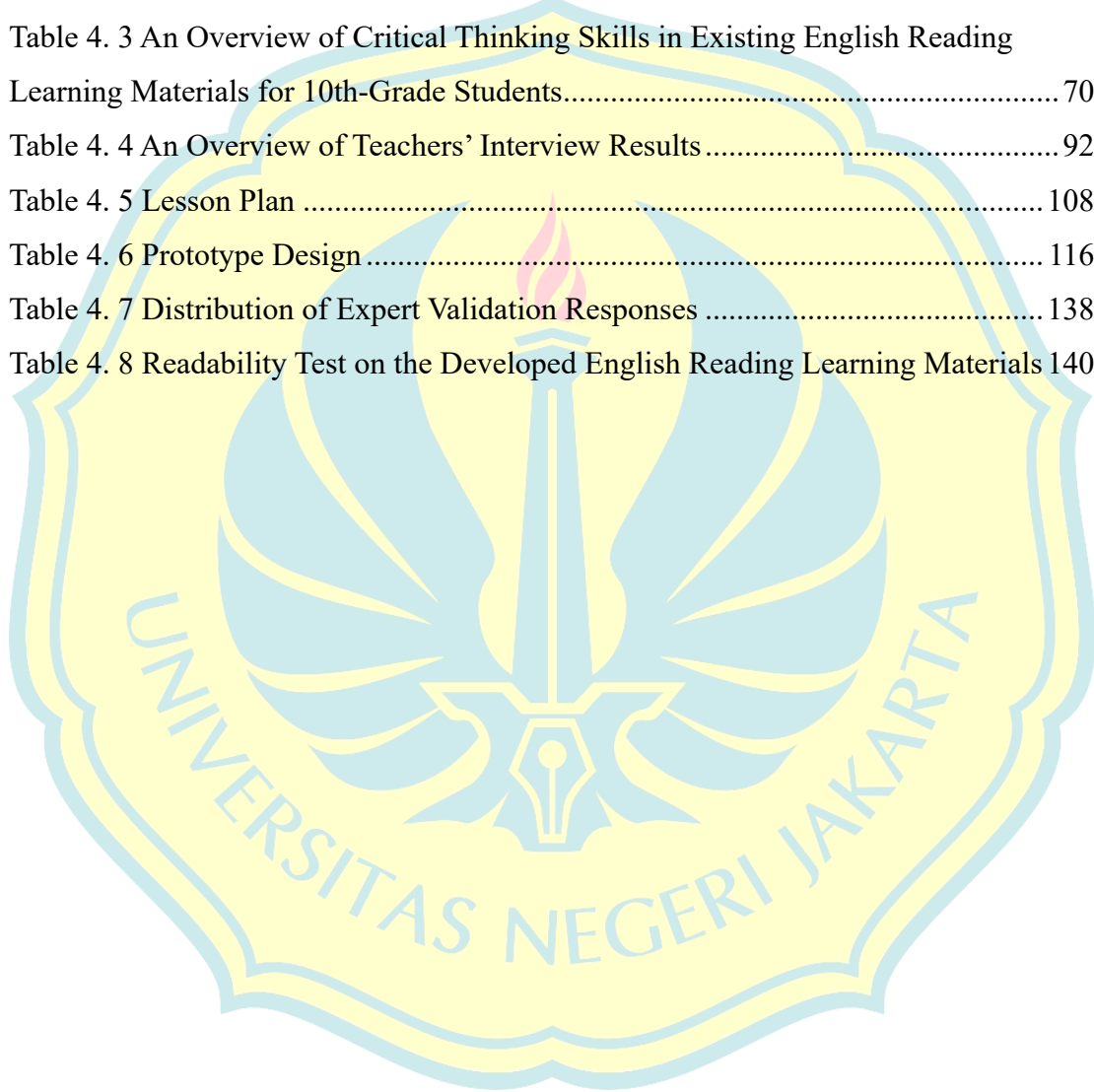
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