
Integration of Critical Thinking in “English for Change” Textbook for Grade XI: Content Analysis

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Abstract

This study aims to analyze the integration of Facione's Critical Thinking Framework in the textbook "English for Change" for grade XI of senior high school (SMA/MA). Using a qualitative descriptive content analysis approach, this study examines the frequency and distribution of six critical thinking aspects of Interpretation (INT), Analysis (ANL), Evaluation (EVA), Inference (INF), Explanation (EXP), and Self-Regulation (SRG) in learning materials and learning activities in five textbook units. Data were collected through systematic document analysis guided by Facione's (2015) operational indicators and validated by an expert in the field of English language teaching and critical thinking. The results showed that in Learning Materials, there were 145 occurrences with ANL dominating (44.8%), while EXP and SRG were almost absent (1.4 each), indicating significant imbalance. In Learning Activities, there were 334 occurrences with a much more even distribution across all aspects. These findings indicate that the “English for Change” textbook integrates critical thinking more comprehensively through activities than the learning materials, and the integration of CT in the Explanation and Self-Regulation dimensions in the materials still needs to be strengthened.

Keywords: Critical Thinking Framework; EFL Textbook

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1. Introduction

English language learning has evolved in today's education system. While the focus was once on grammar rules and translation exercises, current methods emphasize communication and a student centered approach. In Indonesia, English is taught as a foreign language, making it crucial for students in today's increasingly globalized world. Therefore, the classroom learning process is crucial to helping students improve their English skills, particularly by providing contextual learning materials, effective teaching strategies, and activities that encourage critical thinking and active language use.

In the process of learning English as a Foreign Language (EFL), students must not only be able to memorize vocabulary and grammar rules, but also develop higher-order thinking skills such as analysis and evaluation, which are integral to effective learning. This is consistent with the findings of Hidayah & Sari (2021), who showed that critical thinking skills are crucial

for English learning to meet 21st-century standards. Therefore, the integration of these two skills in English learning is very important to help students to be actively involved, think deeply, and adapt to the demands of learning and everyday life in the 21st century.

As language is increasingly viewed not only as a means of communication but also as a tool for thinking, reasoning, and constructing meaning, the importance of critical thinking skills becomes increasingly clear. This aligns with the findings of Rima et al. (2024), who emphasized the crucial role of critical thinking in English language learning, highlighting its contribution to problem-solving, innovation, and the development of higher-order thinking skills.

Even today, schools still use textbooks. Minister of Education and Culture Regulation Number 8 of 2016 defines textbooks as the primary learning resource for achieving predetermined competencies (Dadang, 2016). The regulation explains that textbooks or teaching materials must be based on existing social norms and align with the values of the 1945 Constitution of the Republic of Indonesia and prevailing positive norms in society. Textbooks must adhere to government-set standards, one of which is to stimulate students' critical thinking.

In English language teaching in Indonesia, most textbooks emphasize lower-order thinking skills (LOTS) over higher-order thinking skills (HOTS). A study by Laila & Fitriyah (2022) analyzed 142 textbook exercises and found that 83% involved LOT skills, while only 17% involved HOTS. This suggests that the textbooks they examined prioritize lower-order thinking skills, such as memorizing sentence patterns, vocabulary, and pronunciation, over higher-order thinking skills. This demonstrates a lack of balance in the application of critical thinking in textbooks.

There is concern among academics about critical thinking, often considered a key competency in education but not yet effectively implemented in schools. Although various educational policies emphasize the importance of developing higher-order thinking skills, classroom practice remains overly focused on completing assignments and final assessments rather than fostering students' thinking processes. As Defianty & Wilson (2022) explains, government directives to foster critical thinking have not been effectively implemented due to teachers' limited understanding of the subject.

Therefore, it can be concluded that the successful development of critical thinking skills depends heavily on teacher preparation, the quality of teaching materials, and the teaching methods used. Deep learning methods, which emphasize in-depth understanding, reflection, analysis, and conceptual linkages, have not been consistently applied in teaching. Therefore, the quality of teaching materials and the design of learning activities are key factors in fostering deep learning and the development of critical thinking skills.

Although much research on critical thinking has been conducted, most still focuses on student assessment or the effectiveness of specific teaching methods. Research that specifically examines how critical thinking skills are implemented in English textbooks, particularly the “English for Change Grade XI” textbook, and uses Critical Thinking Framework as a basis for analyzing textbook content, is still rare. Several previous researchers, such as Jamil et al. (2024; Shabrina et al., 2025; Warsono & Faridi, 2020), used Bloom's Taxonomy concept to analyse critical thinking in English textbooks. In other words, there is still a research gap that needs to be filled to determine whether the “English for Change” textbook truly supports the development of critical thinking in accordance with curriculum requirements.

In previous studies, Bloom's Taxonomy, especially its revised version, was used to classify students' cognitive processes from low to high levels, where analyzing, evaluating, and creating were categorized as Higher Order Thinking Skills (HOTS). Therefore, critical thinking is generally identified based on the extent to which questions or activities in textbooks reach the HOTS level. On the other hand, Peter Facione's critical thinking framework views critical thinking as a more specific set of skills, such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. Thus, this study remains related to previous studies because both emphasize the development of higher-order thinking, but differs conceptually in the analytical framework used to examine the integration of critical thinking in the English for Change Grade XI textbook.

This study aims to clearly and comprehensively examine how critical thinking skills are integrated into the “English for Change” Grade XI textbook based on the Facione Critical Thinking Framework. This framework consists of six main indicators: interpretation, analysis, assessment, reasoning, explanation, and self-regulation. This framework was chosen because the Facione Framework is specifically designed to define, interpret, and measure critical

thinking skills. The Facione Framework is widely used in critical thinking assessment, used by 60.2% of researchers. The study concluded that adopting the Facione Framework is appropriate because it provides a systematic, validated, and internationally recognized set of analytical indicators (Riegel & Crossetti, 2018).

Based on the description, the formulation of the problem in this research is:

- 1) How is the Facione Critical Thinking Framework integrated into the learning materials of the “English for Change” textbook?
- 2) How is the Facione Critical Thinking Framework integrated into the learning activities of the “English for Change” textbook?

Previous research conducted by Purohit & Jayasurya (2022) examined the integration of critical thinking skills into English language learning planning through a literature review. The results showed that critical thinking is crucial for helping students develop language skills and become independent learners, but teachers still face obstacles due to lack of training and difficulty designing critical thinking activities. A similar study was conducted by Akhmad & others (2022), who analyzed high school English textbooks using content analysis and found that few textbooks met the criteria for good textbooks. The similarities between the two studies are that both focused on English language learning at the high school level and used document analysis. The differences lie in the research focus: Purohit and Jayasurya's study emphasized the integration of critical thinking, while Akhmad's study assessed the overall quality of the textbooks.

Relevant research was also conducted by Namirah (2022) in analyzing critical thinking aspects based on the Revised Bloom's Taxonomy in the Cambridge IGCSE English as a Second Language textbook using qualitative descriptive methods and content analysis. The results showed that all aspects of critical thinking were well integrated, with analytical skills being the most dominant HOTS aspect. Meanwhile, Munawwarah et al. (2020) examined students' critical thinking skills through 21st-century skills-based learning using Facione's framework and found an increase in critical thinking abilities. Both studies are relevant to this study, but have different focuses because this study specifically analyzes the integration of critical thinking in the English for Change textbook for grade XI using Facione's (2015) framework.

2. Method

This research method used a qualitative approach that focuses on document analysis as primary data. According to Creswell & Creswell (2018), "qualitative research is an approach used to investigate and understand how individuals or groups give meaning to social or humanitarian issues." In the process, researchers develop research questions and necessary steps, then collect data directly in the environment where the participants are located. In line with the opinion of Isik (2025), qualitative research is research that focuses on exploring broader meanings by exploring various assumptions and perspectives through various qualitative traditions to gain a deeper understanding.

Content analysis is widely used in educational and social science research as a systematic approach to examining written materials. "Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful materials) to the contexts in which they are used" (Krippendorff, 2018). Content analysis can be applied to a variety of texts, including books, essays, interviews, and newspaper articles, to analyse meaning and relationships, thus supporting its use in various types of communication (Garwood, 2024).

In this study, the researcher used the English textbook "English for Change Grade XI" for Grade XI of Senior High School published by the Centre for Books, under the auspices of the Agency for Standards, Curriculum, and Educational Assessment (BSKAP) of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) of the Republic of Indonesia. This study aims to analyze the extent to which critical thinking skills are integrated into the English textbook "English for Change" for Grade XI and to identify the components of textbook activities that facilitate their integration.

2.1. Data source

The data source for this study was the English for Change textbook for Grade XI. The data analyzed included all learning materials and learning activities presented in the textbook, which are categorized into the following components:

- a Reading: written texts and related activities designed to develop students' reading comprehension and critical analysis skills.
- b Listening: audio materials and listening tasks aimed at developing students' ability to understand spoken English and respond critically.

c Writing: writing tasks and guided activities that require students to express ideas, construct arguments, and organize information logically.

d Speaking: oral communication activities such as discussions, role plays, and presentations that encourage students to articulate and defend their ideas.

e Viewing: activities involving visual texts such as images, videos, or multimodal materials that require interpretation and analysis.

f Presenting: structured presentation tasks that require students to deliver information, explain ideas, and demonstrate understanding in front of others.

2.2. Research Instrument

The secondary data in this study consist of relevant supporting literature, including theories on critical thinking, Facione's 2015 framework, and previous research on textbook analysis. Because this study used a content analysis method, the researcher also acted as a research instrument. As stated by Wa-Mbaleka (2020), the researcher's understanding, perspective, and interpretation are used as data collection tools in qualitative research, in line with the principle that the researcher acts as the research instrument.

The secondary data in this study are consistent with relevant supporting literature, including theories on critical thinking, Facione's 2015 framework, and previous research on textbook analysis. Because this study employed a content analysis method, the researcher also acted as the research instrument. As stated by Wa-Mbaleka (2020), the researcher's understanding, perspective, and interpretation are used as data collection tools in qualitative research, in line with the principle that the researcher acts as the research instrument. The research data were obtained using Facione (2015) checklist, which contains six interrelated indicators of core cognitive skills: analysis, inference, evaluation, interpretation, explanation, and self-regulation.

2.3. Data Collection Techniques

This research follows Bowen's qualitative research paradigm, as described in Tanto (2023) research, namely the stages or traditions of qualitative research paradigms. Here are some facts related to this research process.

1. **Perusing.** The initial stage is where researchers thoroughly read and review the units in the textbook to gain a general understanding of the structure, content, and

learning approaches used. At this stage, researchers identify various textbook components such as reading texts, questions, activities, and assignments, and then analyze them further.

2. **Highlighting.** This stage involves marking sections of the document that contain or potentially contain indicators of critical thinking using a highlighter or digital marker. Researchers mark keywords that indicate critical thinking skills, such as "analyze," "evaluate," "explain," "conclude," and others.
3. **Eliciting.** This stage involves capturing and recording specific information from the highlighted sections, including quoting text, taking screenshots, and noting the context in which each element appears. All extracted information is then documented in an observation sheet for further analysis.
4. **Grouping or classifying.** This stage involves grouping the extracted data into specific categories, such as textbook component types (questions, activities, assignments). This classification makes it easier for researchers to organize the data and identify critical thinking distribution patterns.
5. **Coding.** The coding stage for each element is based on Facione's framework to identify integrated critical thinking skills. Researchers analyzed each element in detail using indicator tables and recorded coding justifications to ensure consistency and accuracy.
6. **Tabulating.** The final stage in which researchers organize the coded data into tables to calculate the frequency and percentage of occurrence of each critical thinking skill. This tabulation will produce organized and easily understood data, facilitating interpretation and drawing conclusions through distribution tables, graphs, and diagrams.

2.4. Data Analysis Procedures

The analysis procedure in this study was adopted from the data analysis used by Miles et al. (2014). In their study, there are four components of the data analysis stages: (a) data selection, (b) data presentation, (c) drawing conclusions. These three stages are carried out systematically and sequentially so that the analysis process can run in depth, directed, and

objectively in examining the integration of critical thinking skills in the English for Change textbook for grade XI.

- 1) **Data condensation.** At this stage, the researcher identified textbook components containing critical thinking indicators based on Facione's (2015) framework. Each data point was then coded and grouped into six critical thinking skills: interpretation, analysis, evaluation, inference, explanation, and self-regulation, using Table 3.1.
- 2) **Data Display.** Data presentation is the stage of collecting and presenting selected and coded data in a neat and easy-to-understand manner. Data is presented in the form of comparison tables between units, accompanied by narrative explanations and real-world examples from textbooks. This tabular presentation helps researchers and readers comprehensively understand the research results, both quantitatively and qualitatively.
- 3) **Drawing conclusions.** Drawing conclusions is the final stage of analysis, where the researcher summarizes the research findings to answer all research questions. Conclusions are drawn from the data that has been selected, presented, and interpreted. To ensure the validity of the results, the researcher conducts checks through triangulation, researcher also presents the study's limitations, theoretical and practical implications, and recommendations for further research.

2.5. Triangulation

Building credibility for this study relies on several strategies adopted from Lincoln's concept of trustworthiness (credibility, reliability, confirmability, transferability) and reinforced by Creswell & David Creswell (2018) to ensure the validity and reliability of qualitative research findings. Credibility is a crucial aspect of qualitative research, equivalent to internal validity in quantitative research, demonstrating that research findings are accurate and trustworthy. The overall credibility procedures for this study are as follows:

- a. Adequate engagement.

The researcher invested considerable time in repeatedly reading, studying, and analyzing each unit of the English for Change textbook to comprehensively understand the learning structure, pedagogical approach, and integration of critical thinking.

b. Source triangulation.

Researchers checked the consistency of information by analyzing various components of textbooks from all units.

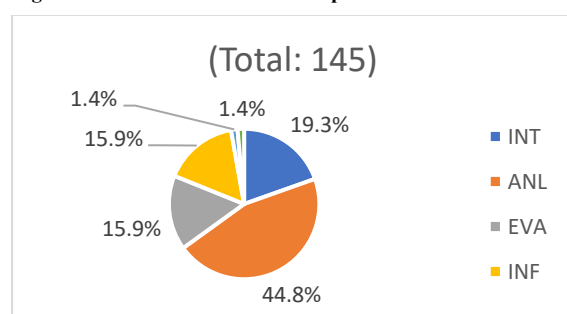
c. Member Checking

The researcher has ensured that the research results are accurate, reliable, and having them validated by English education expert, and keeping complete documentation of the research process so that the findings are not merely considered to come from the researcher's opinion.

3. Findings and Discussion

Specifically, the results of this study are presented based on two focus problem formulations, namely related to learning materials and learning activities. This study examines how Facione's critical thinking framework is involved in the English for Change textbook, focusing on two main components: Learning Materials and Learning Activities. In the Learning Materials, a total of 145 critical thinking aspects were found, with an average of 29 occurrences per unit. Analysis (ANL) was the most dominant aspect with 65 occurrences (44.8%), followed by Interpretation (INT) with 28 occurrences (19.3%), and Inference (INF) and Evaluation (EVA) with 23 occurrences each (15.9%). Meanwhile, Explanation (EXP) and Self-Regulation (SRG) aspects barely appeared, with only 2 occurrences each (1.4%). This indicates that the learning materials primarily train analytical thinking and information comprehension skills, but provide less space for reflective thinking and reasoning. In terms of language skills, Reading was the section that contained the most critical thinking, while Presenting had the lowest frequency across all units.

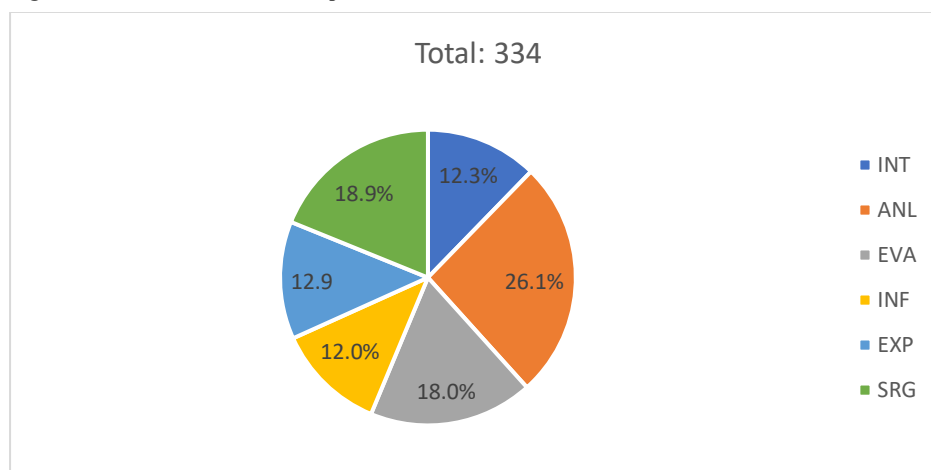
Figure 1 Distribution of Overall Aspects of CT Facione in LM



This figure shows that in the Learning Materials (LM), the distribution of critical thinking aspects is still unbalanced. Analysis (ANL) appears to be the most dominant aspect. Meanwhile, Interpretation (INT), Inference (INF), and Evaluation (EVA) appear in sufficient numbers, but not as much as ANL. On the other hand, Explanation (EXP) and Self-Regulation (SRG) appear almost entirely absent from the materials.

In contrast, Learning Activities demonstrate a much more comprehensive and even integration of Facione's framework, with a total of 334 occurrences across all units, with an average of 66.8 occurrences per unit more than double that of Learning Materials. All six aspects of critical thinking emerge prominently, with Analysis (ANL) remaining the highest at 87 occurrences (26.1%), followed by Self-Regulation (SRG) with 63 occurrences (18.9%), Evaluation (EVA) with 60 occurrences (18.0%), Explanation (EXP) with 43 occurrences (12.9%), and Interpretation (INT) with 41 occurrences (12.3%). This distribution suggests that the learning activities are designed to train all aspects of critical thinking in a more balanced manner. Overall, these findings suggest that while the English for Change textbook supports the development of critical thinking, the primary role in training these six aspects is played more by Learning Activities than by Learning Materials.

Figure 2 Distribution of Overall Aspects of CT Facione in LA



In Learning Activities (LA), the graph shows different results. The distribution of the six aspects of critical thinking appears much more balanced. Although Analysis (ANL) remains the most dominant, other aspects such as Evaluation (EVA), Self-Regulation (SRG),

Interpretation (INT), Inference (INF), and Explanation (EXP) also appear in significant numbers.

In discussion based on the analysis of the Learning Materials in the English for Change textbook from Units 1 to 5, a total of 145 occurrences of critical thinking aspects were found, with an average of 29 occurrences per unit. The Analysis aspect (ANL) was the most dominant with 65 occurrences (44.8%), while the Explanation (EXP) and Self-Regulation (SRG) aspects barely appeared, with only 2 occurrences each (1.4%). In terms of language skills, Reading is the skill that contains the most elements of critical thinking. This finding is in line with research by Namirah (2022) which also showed the dominance of the analytical aspect in Cambridge IGCSE textbooks, where the analytical aspect reached 25% in the listening section and 22% in the writing section. These two results reinforce that the analysis aspect is consistently the most prominent component of critical thinking in English textbooks, both in national and international contexts.

Meanwhile, the analysis results for Learning Activities showed a much richer and more balanced integration compared to Learning Materials, with a total of 334 occurrences, or more than double the number. The six aspects of Facione appeared proportionally: ANL (26.1%), SRG (18.9%), EVA (18.0%), EXP (12.9%), INT (12.3%), and INF (12.0%). This finding aligns with research by Munawwarah et al. (2020), which showed that well-designed learning activities can activate all aspects of students' critical thinking, with an increase of 7.53%. Furthermore, they also found that the Analyze aspect was the most dominant in the learning activities, which aligns with the results of this study. This further confirms that learning activities are the most effective means for developing students' critical thinking skills comprehensively.

The novelty of this study lies in the direct application of Facione's (2015) framework to the English for Change textbook, a practice that has not been widely used to date. The analysis encompasses two main components: Learning Materials and Learning Activities, mapped across six language skills. This approach complements Akhmad & others (2022) previous research, which assessed the suitability of intermediate-level English textbooks based on eight general criteria and found that the textbooks he studied met five of them, including aspects of language skills and content. This study expands on that study by more specifically

measuring the extent to which critical thinking dimensions are integrated into these two main components of the textbook, providing a more in-depth and measurable picture.

The findings of this study also have important implications for various parties. For teaching materials developers, these results demonstrate the need to strengthen the Explanation and Self-Regulation aspects of Learning Materials so that students gain more comprehensive examples of critical thinking. For English teachers, understanding this distribution pattern can help them address gaps through additional classroom activities. This aligns with Purohit and Jayasurya (2022), who emphasized that critical thinking plays a crucial role in developing students' language skills and shaping them into independent communicators. Furthermore, teachers have a crucial role to play in ensuring that critical thinking remains integrated into learning, even if the teaching materials used do not fully support it.

Although this study has attempted to present a systematic and comprehensive analysis, there are several limitations that need to be acknowledged. This study only focuses on one textbook, namely English for Change for grade 11, so the findings cannot be generalized to other English textbooks or different grade levels. Furthermore, the analysis was conducted solely on a document basis without involving the perspectives of teachers or students, so how the critical thinking aspects are applied in classroom learning practices cannot be determined. Another limitation lies in the subjectivity in the coding process, where interpretations of an aspect of Facione in textbook content can potentially differ between researchers despite efforts to ensure consistency in the analysis.

4. Conclusion

This study aims to analyze the integration of Facione's critical thinking framework in the "English for Change" textbook through two main focuses, namely learning materials and activities. Overall, this study shows that the English for Change textbook has integrated Facione's critical thinking framework in Learning Materials and Learning Activities, but with varying degrees of balance. In Learning Materials, integration focuses more on analytical skills and understanding, while aspects of explanation and self-reflection are still limited, thus not providing a complete critical thinking model. In contrast, Learning Activities present all aspects of critical thinking in a more complete and balanced manner. Therefore, it can be

concluded that learning activities are the most important part in developing students' critical thinking skills.

This study also emphasizes the importance of a balance between materials and activities in supporting the development of critical thinking. The imbalance found indicates that students are trained more through activities than through learning materials. Therefore, strengthening the reflective and argumentative aspects of learning materials is necessary for optimal and sustainable learning. All data in this study has been validated by experts or validators, ensuring reliable results and contributing to the development of English teaching materials and learning practices.

Based on the research findings, the following are some suggestions aimed at relevant parties in English language education practices.

1. Suggestions for Textbook Developers

Textbook developers are advised to strengthen the integration of Explanation (EXP) and Self-Regulation (SRG) aspects into the Learning Materials in the next edition or revision. These two aspects have been shown to be very minimal in the material (only 1.4% each), even though they are essential components of Facione's critical thinking framework, which supports students' ability to convey arguments systematically and reflect on their thinking processes independently. Furthermore, the distribution of critical thinking aspects also needs to be more evenly distributed across the six language skills, particularly in Presenting, which still receives the least amount of CT integration in the material.

2. Advice for English Teachers

Teachers are advised not to rely solely on the learning materials provided in textbooks, but to actively design and incorporate examples of the use of EXP and SRG aspects into classroom learning. Explicit modeling of how to present logical arguments (EXP) and how to evaluate and improve one's own thinking processes (SRG) needs to be provided before students are asked to undertake activities that require both aspects. Furthermore, teachers can utilize Facione's framework as a tool in designing critical thinking-promoting questions that complement the material in textbooks.

3. For Further Researchers

Future researchers are advised to expand the scope of the analysis by comparing the “English for Change” textbook with other English textbooks used at the high school level, to obtain a broader comparative picture of the standards of critical thinking integration in English textbooks in Indonesia. Furthermore, further research can use a mixed methods approach that combines document content analysis with classroom observations and teacher interviews, to reveal how the integration of critical thinking in this textbook is implemented in learning practices. Similar research can also be applied to textbooks for grades 10 and 12 to obtain a more comprehensive map of critical thinking integration in a single textbook series.

Declaration of Generative AI

During the preparation of this manuscript, the authors used AI-assisted tools, including ChatGPT, Grammarly, and Quill Bot, to support language editing and improve grammatical accuracy. The authors carefully reviewed and edited the output generated by these tools and take full responsibility for the content of the manuscript

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