

**Developing Students' English Critical Thinking Guided Textbook
for Senior High School Students**

**A Thesis
Presented to the Board of Examiners
in Partial Fulfilment of the Requirements
for the Master's Degree in English Education**



by:

DWI SUWENI

2120105002

**POSTGRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH PURWOKERTO
2023**

Supervisor Approval

The student submits the thesis for examination:

Name : Dwi Suweni

ID Number : 2120105002

Department : English Education

Thesis title : Developing Students' English Critical Thinking Guided
Textbook for Senior High School Students

Supervisor's Approval:

I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is, therefore, eligible to proceed to an examination by the board of examiners of the Department of English Education, Postgraduate Program of Universitas Muhammadiyah Purwokerto

Purwokerto, 4 November 2023

Supervisor,



Asih Ernawati, Ph. D

NIK 2160219

APPROVAL OF THESIS FOR SUBMISSION

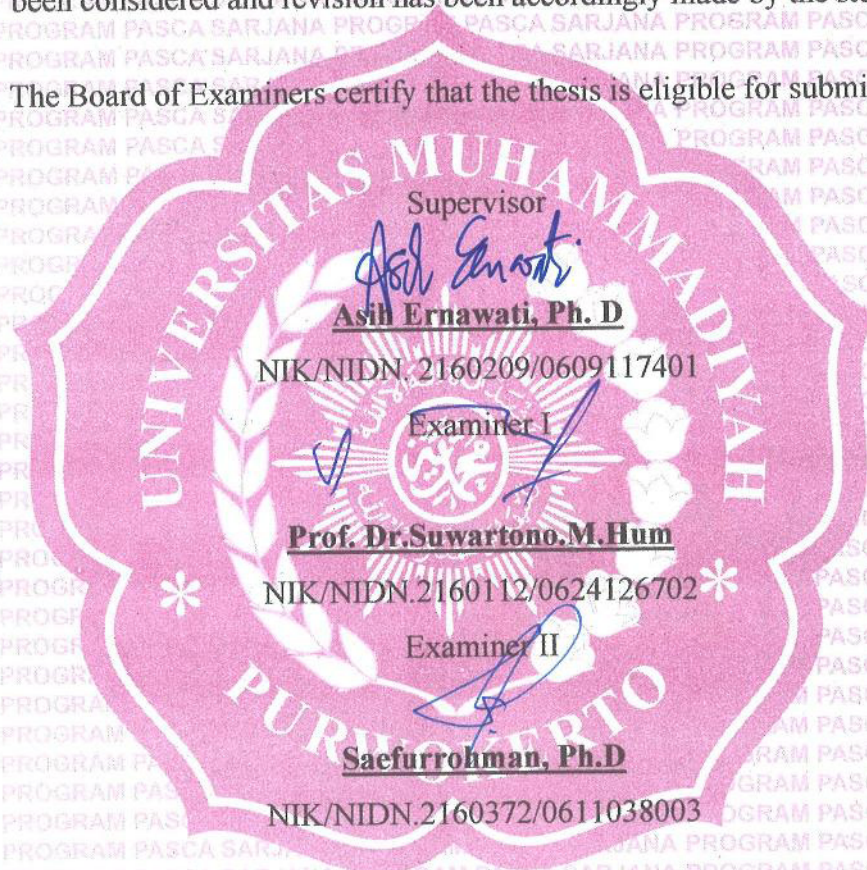
This thesis titled: **Developing Students' English Critical Thinking Guided Textbook for Senior High School Students**

by **Dwi Suweni**

has been examined by the board of examiners on **27 November 2023**

All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

The Board of Examiners certify that the thesis is eligible for submission.



Purwokerto, 25 December 2023

Postgraduate Program Director



Dr. Kuntoro, M. Hum

NIK: 2161127

APPROVAL OF THESIS FOR SUBMISSION

This thesis titled: *Developing Students' English Critical Thinking Guided Textbook for Senior High School Students*,

by *Dwi Suweni*

has been examined by the board of examiners on 27 November 2023
All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

The Board of Examiners certify that the thesis is eligible for submission.

Supervisor



Asih Ernawati, Ph. D

NIK/NIDN. 2160209/0609117401

Examiner I



Prof. Dr. Suwartono. M. Hum

NIK/NIDN. 2160112/0624126702

Examiner II



Saefurrohman, Ph.D

NIK/NIDN. 2160372/0611038003

Purwokerto, 25 December 2023

Postgraduate Program Director



Dr. H. Kuntoro, M. Hum

NIK. 2161127

STATEMENT OF AUTHORSHIP

I hereby confirm that the thesis entitled “Developing Students’ English Critical Thinking Guided Textbook for Senior High School Students” is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Purwokerto with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred to and acknowledged accordingly.

I confirm that this thesis proposal has not been submitted for the award of any previous degree in any tertiary institution in Indonesia or abroad.

Name : Dwi Suweni
ID Number : 2120105002
Department : English Education

4 November 2023




(Dwi Suweni)

PUBLICATION APPROVAL STATEMENT
THESIS FOR ACADEMIC INTEREST

As an academic community member of the Muhammadiyah University of Purwokerto and for the sake of scientific development, I, the undersigned :

Name : Dwi Suweni
NIM : 2120105002
Study program : Master of Education
Faculty : Faculty of English Education
College : Muhammadiyah University Purwokerto
Type of work : Thesis

Agreed to grant Non-exclusive Royalty-Free Right to Universitas Muhammadiyah Purwokerto for my scientific work entitled:


“DEVELOPING STUDENTS' ENGLISH CRITICAL THINKING GUIDED TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS”

along with existing devices (if needed). With this non-exclusive Royalty-Free Right. Universitas Muhammadiyah Purwokerto has the right to store, transfer media/transform, manage in the form of a database, maintain, and publish my final project while still including my name as the author/creator and as the owner of the Copyright.

I actually make this statement

Made in : Purwokerto
At the date of : December 2023
That state,




Dwi Suweni

MOTTO

Do and Finish



DEDICATION

The researcher has spent much time to finish this thesis. So, this thesis is dedicated to the readers.

Thank you for reading.



ABSTRACT

Textbooks are crucial to the teaching and learning process since they serve as the main vehicle for imparting knowledge to students. Furthermore, the goal was to assist students in developing their critical thinking skills. This study was done to create a textbook for students of senior high school students. The objectives of this study were to find out more about the needs of students, the method used to generate textbooks, and how the finished products were received by the target audience. Through needs analysis, information regarding students' needs was discovered. The information gathered through this procedure served as a guide for writing the textbook. The Borg and Gall development model's R&D stages were then used as the foundation for the textbook development process. The textbook's activities generated in the textbook were based upon D. Clusters' (2001) theory of critical thinking. Experts' judgment was used to evaluate the textbook taking into account four criteria: suitability of the content, appropriateness of the presentation, appropriateness of the language, and appropriateness of the layout. The result of this research was an English Critical Thinking Guided Textbook which was then named Go English for grade XI of senior high school.

Keywords: *Research and development, English Textbook, Critical Thinking Theory, Senior High School Students.*

ACKNOWLEDGEMENT

I pray for the completion of this thesis in the name of Allah, the Most Gracious and most Merciful One, who always grants me blessings. Our prophet Muhammad, peace be upon him, always receives shalawat and salam. He has taught us how to become decent individuals and the ideal human being.

I present my greatest appreciation to Mr. Dr.H. Eko Hariyanto, M.Si.,Ak.,CA, CPA as the director of Graduate Degree, Universitas Muhammadiyah Purwokerto, and Ms. Asih Ernawati, Ph.D. as the head of Master of English Education, Universitas Muhammadiyah Purwokerto. My sincere appreciation also goes to my advisor, Mr. Saefurrahman, Ph.D. for his supervision, advice, guidance from the very beginning of this research as well as for his patience and support for me.

I also want to thank my thesis' validators, Mr.Rudi Sarjito, M.Pd., and Mrs. Restuti Dwiningsih, S.S, M.Pd who have consistently supported me and provided valuable guidance. And I want to thank all the lecturers who have taught me a lot and encouraged me. The researcher also expresses gratitude to his buddies for their constant encouragement and drive to complete this thesis. They are all greatly appreciated.

LIST OF TABLES

- Table 3.1. Form of data collection instrument
- Table 3.2 Blueprint need analysis questionnaire for students and teachers.
- Table 3.3 Blueprint of expert judgement instrument for media expert
- Table 3.4. Blueprint instrument expert judgement for language expert
- Table 3.5. Blueprint of instrument expert judgement for material experts
- Table 3.6. Blueprint instrument of face-to-face tryouts by learners
- Table 3.7. Blueprint instrument of field trials
- Table 4.1. The result of the needs analysis questionnaire.
- Table 4.2 Common European Framework of Reference for Language skills. Global scale - (CEFR 3.3): Common Reference levels
- Table 4.3. Common European Framework of Reference (CEFR) self-assessment grids for grade XI of senior high school students
- Table 4.4 The result of expert judgement (Content Appropriateness)
- Table 4.5. The result of expert judgement (Presentation Appropriateness)
- Table 4.6. The result of expert judgement (Language Appropriateness)
- Table 4.7. The result of expert judgement (Layout Appropriateness)
- Table 4.8 The result of expert judgement (Content Appropriateness)
- Table 4.9. The result of expert judgement (Presentation Appropriateness)
- Table 4.10. The result of expert judgement (Language Appropriateness)
- Table 4.11. The result of expert judgement (Layout Appropriateness)
- Table 4.12. The evaluation obtained from expert judgement
- Table 4.13 The result of expert judgement (Content Appropriateness)
- Table 4.14. The result of expert judgement (Presentation Appropriateness)

Table 4.15. The result of expert judgement (Language Appropriateness)

Table 4.16. The result of expert judgement (Layout Appropriateness)

Table 4.17. The result of expert judgement (Content Appropriateness)

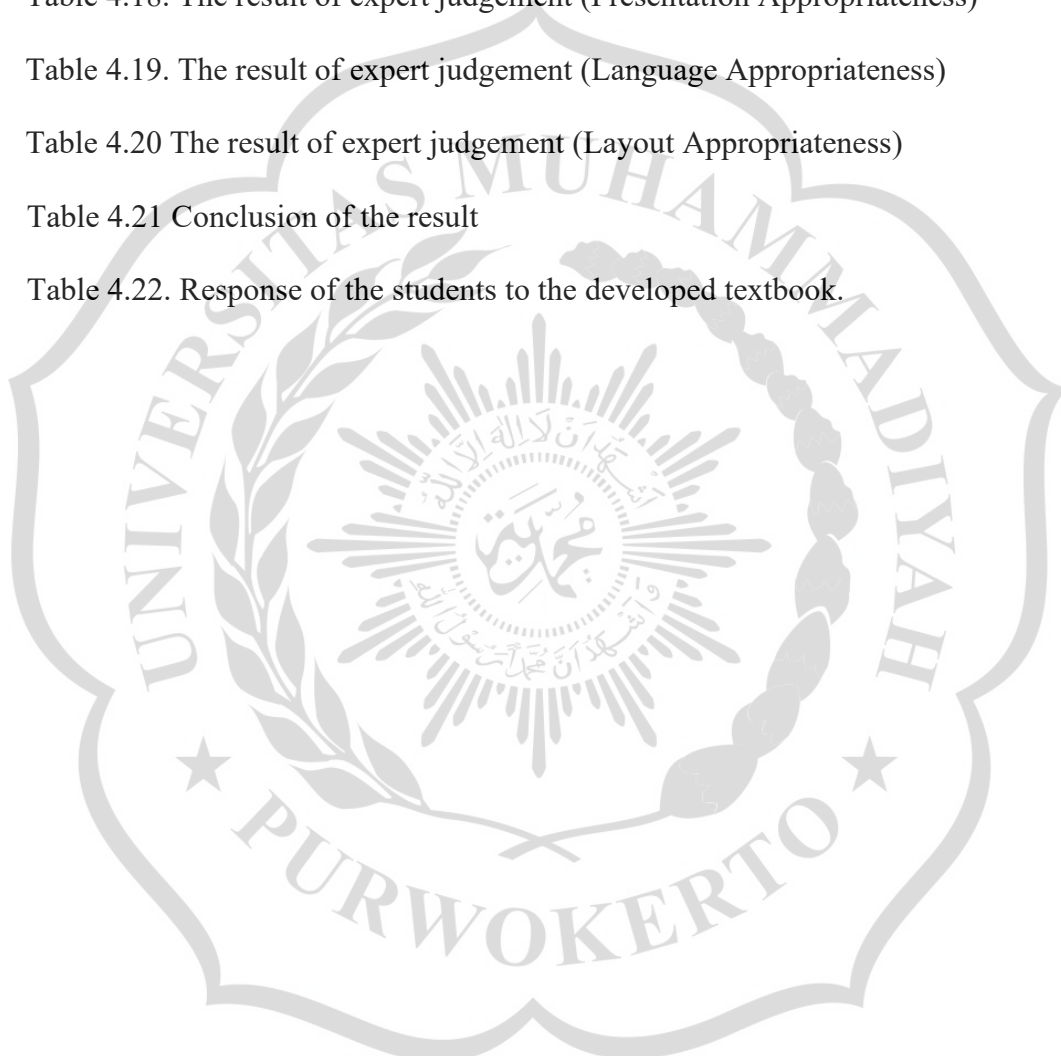
Table 4.18. The result of expert judgement (Presentation Appropriateness)

Table 4.19. The result of expert judgement (Language Appropriateness)

Table 4.20 The result of expert judgement (Layout Appropriateness)

Table 4.21 Conclusion of the result

Table 4.22. Response of the students to the developed textbook.



LIST OF FIGURES

Figure 3.1. ADDIE Model

Figure 3.2. Likert scale

Figure 4.1 The textbook cover

Figure 4.2 Example of the beginning of the unit

Figure 4.3 Example of listening activity

Figure 4.4. Example of speaking activity

Figure 4.5. Example of fun activity

Figure 4.6. Example of list of links and listening activity

Figure 4.7. Example of vocabulary and pronunciation activity

Figure 4.8. Example of writing activity

Figure 4.9. Example of list of links in unit 2

Figure 4.10. Example of another speaking activity in unit 3

Figure 4.11. Example of another writing activity in unit 3

Figure 4.12. Example of mid-term test

Figure 4.13. Example of another fun activity

Table of Contents

Supervisor Approval	ii
Approval Of Thesis For Submission.....	iii
Statement of Authorship	iv
Motto.....	v
Dedication	vi
Abstract	vii
Acknowledgment	viii
List Of Tables.....	ix
List Of Figures	xi
Table Of Content.....	xii
CHAPTER 1: INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Research Questions.....	4
1.3. Objectives of the Study.....	5
1.4. Contribution of the Study.....	5
1.5 Definition of the Term.....	6
1.6 Organization of the Study	6
CHAPTER 2: THEORETICAL REVIEW.....	8
2.1. The Importance of Textbook.....	8
2.2. Students' Critical Thinking.....	11
2.3. How Guided Textbooks Influence Students' Critical Thinking	14
2.4. Previous Study	15
CHAPTER 3: RESEARCH METHODOLOGY	22
3.1. Types of Research	22
3.2. Setting and Participant	25

3.3. Data Collection Methods.....	25
3.4. Data Analysis Methods	35
CHAPTER 4: RESEARCH FINDINGS AND DISCUSSION.....	38
4.1. Students' Needs to the Developed Textbook	38
4.2. The Stages of Textbook Development.....	43
4.3. Students' response towards the use of the developed Module.....	89
CHAPTER 5: CONCLUSION AND RECOMMENDATION	95
5.1. Conclusion	95
5.2. Recommendation.....	95
REFERENCES.....	97
APPENDICES	106
Appendix 1 Students' need questionnaire for students and teachers	106
Appendix 2 Interview guide of need analysis for students	107
Appendix 3 Interview guide of need analysis for teacher.....	108
Appendix 4 Angket respon siswa terhadap buku Go English.....	109
Appendix 5 Angket penilaian ahli (Content expert judgement)	110
Appendix 6 Angket penilaian expert judgement for media expert	111
Appendix 7 The transcript of interview	113
Appendix 8 Angket instrument of face to face	121
Appendix 9 Angket instrument of field trial	122