



## Exploring the Manifestation of Critical Thinking in a Coursebook for Advanced Reading Class

### Mengkesplorasi Keberadaan Elemen Berpikir Kritis dalam Buku Paket untuk Matakuliah *Advanced Reading*

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#### Abstract

The purpose of this study was to explore whether *Advanced Reading*, an intensive reading coursebook in advanced level, includes elements of critical thinking, which refers to the skill, disposition, and knowledge. Critical thinking in this study refers to the thinking processes from Thomas and Lok's (2015) framework. This study adopted a qualitative approach using an evaluation checklist adapted from Thomas and Lok (2015). A deductive content analysis was used to explore the manifestation of critical thinking in the coursebook. A total of 6 units were analyzed in this study using a framework of critical thinking in higher education. The content analysis revealed that the *Advanced Reading* comprised all the critical thinking aspects in the framework. These included critical thinking skills, dispositions, and knowledge which were elaborated in the coursebook in the form of texts, activities, and tasks. Future researchers are encouraged to investigate the other level of intensive reading coursebooks in order to add more comprehensive explanation in the scholarship of critical thinking and textbook writings.

**Keywords:** critical thinking; coursebook evaluation; *Advanced Reading* coursebook

#### Abstrak

Tujuan penelitian ini adalah untuk mengeksplorasi apakah buku *Advanced Reading* telah memuat elemen berpikir kritis yang mengacu pada keterampilan, perilaku, dan pengetahuan. *Advanced Reading* merupakan salah satu buku yang digunakan di kelas membaca intensif tingkat mahir. Berpikir kritis yang dimaksud dalam penelitian ini mengacu pada kerangka berpikir Thomas dan Lok (2015) yang meliputi aspek pengetahuan, aspek keterampilan, dan aspek perilaku. Metode konten analisis digunakan untuk mengeksplorasi keberadaan elemen berpikir kritis dalam buku *Advanced Reading sebagai sumber data*. Jumlah bab yang diteliti dalam studi ini adalah sebanyak 6 unit. Data yang berupa materi di dalam buku tersebut kemudian dianalisis menggunakan sebuah kerangka berpikir yang mengacu pada standar berpikir kritis di tingkat perguruan tinggi. Kerangka berpikir tersebut adalah milik Thomas dan Lok (2015). Dari hasil analisis konten, didapatkan hasil bahwa *Advanced Reading* mencakup seluruh aspek yang menjadi standar dalam kerangka berpikir Thomas dan Lok. Hal tersebut meliputi aspek kemampuan, sikap, dan pengetahuan. Penelitian lebih lanjut diperlukan untuk menginvestigasi buku dalam kelas membaca intensif dengan level yang berbeda.

**Kata kunci:** berpikir kritis, evaluasi buku, buku *Advanced Reading*

#### 1. Introduction

The study aims to explore the manifestation of critical thinking (CT, henceforth) aspects and elements in a coursebook. Teachers' concern for critical thinking in today's ELT class seems to be increasing significantly. Tuzlukova, Al Busaidi, and Burns (2017) conducted a study on CT in language classroom at the Language Centre at Sultan Qaboos University and revealed that 96% of teachers support to include CT in their language teaching. Coursebooks as one of the main resources appear to have an important role in the process of achieving the goal of CT (Ilyas, 2015). The focus of this paper is on *Advanced Reading* class in the Department

of English, Universitas Negeri Malang. This class was selected as a case because this course implicitly sets CT as the objective of the study (Catalogue, Department of English, 2017). Furthermore, this course also using a coursebook titled *Advanced Reading* with the CT being one of the targeted purposes (Andreani, 2011).

In relation to CT, Advanced Reading class is expected to be a program which will foster students' CT when reading written texts, especially the non-fictional one. Since the development of technology and media in this era is increasing significantly, everyone can get information and access to literature easily. That phenomenon can be good for learners as well as it can be bad for some reasons. Because of the ease of access to the media, one can write, post, and share everything. Unfortunately, not every post, text, and literature are credible and accurate. As such, learners, especially in higher education, need to supply themselves with critical thinking. They have to think critically before moving further or making decision. It is important to avoid hoaxes, miscommunication, harmful propaganda, and many others. In addition, as academics, students in higher education have an obligation to produce academic work. As explained by Ilyas (2015), by having a habit formation of CT, students will be able to identify the key points in a text or literature rather than becoming distracted by less important material and able to respond to the appropriate points in a text.

In general, students should have critical thinking in academic environments as well as in their dynamic life and future workplace (Masduqi, 2006; Saadé, Morin, & Thomas, 2012). In Indonesia, there have been some policies which articulated CT for Indonesian higher education (Muniroh, 2021), there are: National Standards of Higher Education (NSHE/*Standar Nasional Perguruan Tinggi*), Indonesian Qualification Framework (IQF/*Kerangka Kualifikasi Nasional Indonesia*), ELT program learning outcomes (PLOs). Although not all the policies stated "CT" explicitly, however, it indicates that Indonesian Government already aware about the importance of CT and its role in higher education. By acquiring critical thinking in their life, students will be able to assess their thinking using appropriate intellectual tools (Masduqi, 2006); they will be able to have exact decision and solved problems using their thinking ability.

Yet, to train learners to think critically in Advanced Reading class, teachers cannot depend only on the class program. They need supporting tools to enhance students' CT. Thus, coursebooks are recommended to be an option to help teachers raise students' CT in reading. In fact, connecting CT to coursebooks and finding its manifestation is quite challenging. Although there were already several studies which discuss the issues, those cannot be automatically implemented in every coursebook nor different levels of education. The two main reasons were indicated as the factors: first, there are different conceptions about CT from many experts in different fields; and second, there are different frameworks/instruments used by researchers. Also, researchers have no absolute agreement toward definitions offered (Ilyas, 2015; Saadé et al. 2012; Tang, 2016;).

Although CT is the main term, its criteria and aspects in different fields may vary from one and others (Lai, 2011). For example, CT in education is likely to differ from CT in nursing; CT for beginners' class is probably dissimilar from CT for advanced learners. Even, CT in ELT reading class program is more diversified in various aspects compared to the CT in ELT writing, listening, and speaking program. For example, in Reading Class, teacher will emphasize the students' CT skill to think and make decision about an issue discussed in a text, while in Writing Class, teacher will encourage students to use their second language ability to write a research

paper which become useful for community, in which students should think critically. Thus, we need to mention the definition of CT in the area of our study. In common, the most popular definition was introduced by Ennis (1985) which defined critical thinking as the reflective and reasonable thinking which resulted in deciding what to believe or do. It is supported by Saadé et al. (2012) who stated that critical thinking is the way one decides and makes judgement about something based on how they see things around them. Those terminologies demonstrate the definition of critical thinking in a very general way. By adapting and combining the general definitions with the framework used in this study, researcher defined CT as follows: “Critical thinking is the way a critical thinker believes or does something in which skill, disposition, and knowledge become a set of interconnected aspects in building-up the critical thinking as the main component.”

Based on the definition, CT skill, CT disposition, and CT knowledge become the important aspect which will be discussed more in this study. Based on Thomas and Lok’s (2015) framework, here is the definition of each aspects: 1) CT skill is a part of critical thinking which has three composite subskills: reasoning, evaluation, and reflection/self-regulation; 2) CT disposition is one of critical thinking aspect which include three main subsets: attitudes, intellectual virtues, and habits of mind; 3) CT knowledge is a part of critical thinking which has three categories: general information and basic facts; specific content-based knowledge; experience.

There have been several studies investigating critical thinking in a coursebook, for example, CT elements in a coursebook (Jebbour, 2019), CT in *Ticket 2 English coursebook* (Zabihi & Pordel, 2011), CT in Iranian undergraduates coursebook, CT in Indonesian High school coursebook (Sari & Sakhiyya, 2020), and CT in Indonesia university coursebook (Ilyas, 2015). Each of the studies is conducted in different countries, with different coursebooks and level of the learners. Despite the differences mentioned between the studies, those previous research had one thing in common; they relied on Bloom’s Taxonomy criteria in the process of investigating the critical thinking elements in the coursebook. Unfortunately, some studies revealed that the Bloom’s taxonomy is not specific enough in drawing the CT, especially in education (Ilyas, 2015; Lai, 2011). Ilyas (2015) stated although Bloom’s taxonomy is already believed to be able to promote student’s CT, however, the stages lack explicitness and there are no examples of using the verbs in each stage. Thus, the methodology and instruments from the previous studies are considered as gaps and become one of the background studies of this recent research. The current study, therefore, tries to employ a different approach on this issue by using a framework offered by Thomas and Lok (2015) which focuses on CT in education, especially for advanced learners. The framework then adapted and used to analyze the coursebook.

The other rationale why the researcher conducted this recent study is because the previous studies did not cover the specific area which is being the focus area in this present study. To the best of our knowledge, this study is the first to investigate the CT aspects in intensive reading coursebook used by UM’s students, especially at the advanced level. There is only one study conducted by Andreani (2019) which analyzed the intensive reading coursebook, but with different focus and different levels. She focused on the student’s view of the coursebook contents in intermediate reading level. Discussion about CT in that study was delivered, but only as a part of an aspect in the coursebook’s material, while this present study set CT as the focus and the main issue to be analyzed.

The current study proposes an investigation of CT aspects and elements in the *Advanced Reading* coursebook using a framework by Thomas and Lok (2015), because it matches the scope of the study and the targeted level. Since the course program facilitates students to think critically about the non-fictional text, the coursebook has to support it by delivering texts, activities, and tasks which include CT aspects and elements. The focus of this study, then, is to explore whether the *Advanced Reading* coursebook which is used by English Department students in Universitas Negeri Malang includes aspects and elements of critical thinking, which refers to the skill, disposition, and knowledge. The result of the study will be of great benefit to the following: 1) Students. The result will provide the students with some knowledge on what CT aspect that they can improve using the *Advanced Reading*; 2) Teachers. The given data would guide the teachers on what to do with the coursebook. The teachers would be able to understand on how to optimize the use of coursebook to enhance student's CT; 3) Coursebook's author/designer. The given data will help the coursebook's author/designer formulate best CT coursebook for Advanced Reading Class in higher education.

This article consists of four sections. The first section is an introduction, including background of the study, state of the art, novelty, and purpose of the study. The second section is method, this section delivered the explanation of the method, instrument, and process of analysis. The third section is finding and discussion, the data collection is analyzed and interpreted in this part; theories from previous studies also included to support the discussion. The last section is conclusion, this section stated the generalization of the study and completed with the recommendations for further research.

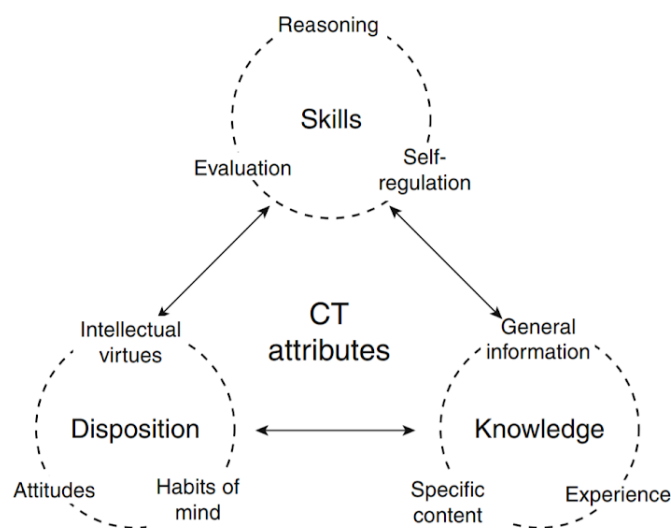
## 2. Method

This section describes the methods and research methodology of the present study. It starts with the description of the coursebook as the object of the study, continued with the explanation of the method. After that, the section followed by the explanation of the framework, a description of the instrument and closed by the process of data analysis.

This study was qualitative research by using a CT checklist adapted from Thomas and Lok (2015). The *Advanced Reading* coursebook was selected as a case. It was compiled and adapted by Andreani (2011) for internal use of English Department, Faculty of Letters, Universitas Negeri Malang. This book is used by both teachers and learners in Advanced Reading class. It includes 6 units, namely "Facts and Opinions", "Inferences", "Generalizations", "Tones", "Purposes", and "Bias". The name of those titles is the representation of the main reading theory which is discussed in that unit. Each unit consists of 1) *Explanations* about a particular reading theory, 2) *Activities* as initial exercises at the sentence and paragraph levels, 3) *Summary* of the theory and activity, and 4) *Practices* which consist of several tasks to put theory into practice. The arrangements of those parts are consistent in every unit, but each has different forms and patterns of activity and practice, based on what aspects which need to be improved. For example, in "Inference" unit, there are eight activities which drill the concept of inference and three parts of tasks which emphasize the practice of inference in texts. While in the "Generalization" unit, there are only three activities and three tasks which focus on the identification of generalization in texts.

All the units are thoroughly analyzed using deductive content analysis methods. This method is used when there is already a theory, framework, or model which exists from earlier research and can be adapted for a new context (Elo & Kyngäs, 2007). In this present study,

researcher use Thomas and Lok (2015) framework of critical thinking in higher education and then develop the framework to be an instrument which becomes fit to evaluate critical thinking elements in a coursebook. Not only providing a framework, but they also attached an instrument which can be used to assess students' performance levels and disposition. In this study, researcher only adapts the conceptual framework, not using the instrument which has been provided, because it doesn't match to be used for investigating the coursebook. Thus, to collect the qualitative data from the coursebook, the process of analysis was carried out by designing an adapted checklist. The checklist instrument includes the conceptualization of critical thinking attributes from Thomas and Lok's framework. They used three broad approaches to understanding critical thinking: philosophy, psychology, and education. Based on those three approaches, they processed it into thematic groups: skill, disposition, and knowledge. Below is the diagram of critical thinking attributes by Thomas and Lok (2015):



**Picture 1. CT Framework by Thomas and Lok (2015)**

From the diagram, we can see that CT has a role as the main component. As the core of attributes, CT is made up from different aspects: skill, disposition, and knowledge. The illustrative elements (dotted line) above should be seen as supplemented or needing to be affirmed items, not as the definition of each aspect. From the diagram above, researcher develop a checklist instrument using this blueprint (Table 1).

The *Advanced Reading* coursebook of English Department is analyzed in a process that involves three steps, (1) identification, (2) description, and (3) conclusion. In the identification step, researcher reads the targeted coursebook and classifies the type of texts and tasks based on the criteria of CT elements. Researcher should answer the yes-or-no question in the checklist instrument; it analyzes pages by pages and unit by unit. In the second step, researcher gives a description of each result of identification. When there is a checklist (v) for 'yes' answer, it indicates that the CT element is provided in the coursebook, and then the researcher gives the description in the evidence column. The evidence shows us on what unit, part, and page the CT aspect is found in the coursebook and what is/are the reason/s it supports the CT element. The last step is conclusion. In this step, researcher concludes the results from the investigation of CT elements in the *Advanced Reading* coursebook and reveals it in the finding and discussion

section. It is limited only to the CT investigation, not the evaluation of every aspect in the *Advanced Reading* coursebook, such as appearance of the book and grammar aspect.

**Table 1. Blueprint to evaluate CT in *Advanced Reading* coursebook**

Variables	Sub variables	Indicators
CT skills	Reasoning	Including texts or tasks which comprise the ability to identify, explore evidence, infer, and explain.
	Evaluation	Including texts to be analyzed, interpreted, compared, contrasted, and assessed.
	Reflection	Including texts or tasks that support a “disciplined” ability to seek out knowledge and evidence.
CT dispositions	Attitudes	Including the stimulus for being open minded and fair-minded.
	Intellectual Virtues	Including the stimulus for seeking the truth and curiosity.
	Habits of Mind	Including the cultural or trait-induced bias and tendency toward black-and-white (dichotomous) thinking.
CT knowledge	General information/basic facts	Including the stimulus to enable valid evaluation.
	Specific content-based knowledge	Including the stimulus that related to discipline-specific and contextual information.
	Experience	Including the stimulus for intellectual development and knowledge gained from life and work experiences.

### 3. Finding and Discussion

The present research was designed to explore the manifestation of critical thinking in a coursebook entitled *Advanced Reading*. The study shows that the critical thinking aspects and elements are manifested in the coursebook. The three aspects in Thomas and Lok’s framework (CT skill, CT disposition, and CT Knowledge) are delivered in various content of the coursebook. The data in Table 2 below is gained from the analysis of the coursebook. ‘Aspects’ in this context refers to the component which builds up the CT. While ‘elements’ are the subset or unit of the aspects which are necessary to be affirmed to give the boundary of critical thinking in this study. The results of the study showed that the manifestation of CT in *Advanced Reading* is varied: 44% for CT skills, 28% for CT dispositions, and 28% for CT knowledge. To obtain further information, the following parts elaborate the findings from each aspect and connect them to the related theories.

**Table 2. The results of data analysis of CT aspects and elements in *Advance Reading***

Aspects	Elements	Included (v)/ not included (x)	Frequency
CT Skills	Reasoning	v	39
	Evaluation	v	32
	Reflection	v	5
CT Dispositions	Attitudes	v	13
	Intellectual virtues	v	8
	Habits of minds	v	13
	Systematic thinking	v	15
CT Knowledge	General information or basic fact	v	8
	Specific content-based knowledge	v	6
	Experience	v	34

### 3.1. Critical Thinking Skill

The result of analysis (Table 2) shows us that the coursebook embodied all the CT skills elements in Thomas and Lok framework: reasoning, evaluation, and reflection. Reasoning skills is the most frequent element which appears 39 times in the coursebook. All the unit delivered tasks which encourage students' reasoning skill, such as identifying facts and opinions; explaining the statements of opinion; and giving proven of statements in texts. The evaluation skills appear 32 times, while the reflection skills only appear 5 times in the coursebook. Below is the explanation of each element.

In addition, some of the elements of CT skill aspects are included in several policies. The first one is the NSHE competency. Here is a part which stated some notions of CT: 1) able to perform logical, critical, systematic, and innovative thinking to develop and implement knowledge and technology, 2) able to make effective decisions in the context of problem-solving, 3) able to perform self-evaluation (Mendikbud, 2019). Muniroh (2021) stated that *logical* and *innovative* thinking (point 1) in NSHE represent CT skill. According to the result of analysis of *Advanced Reading*, *logical* itself is similar with the *reasoning* element in which the ability to think carefully is needed to make judgement. Moreover, in NSHE point 3, there is *self-evaluation* competency which related to the *reflection* element in CT skills which functioned to seek out knowledge and evidence.

Second, some of the IQF competency also draw the notions of CT skill in several points such as *problem solving* and *decision making*. The *problem-solving* competency in that context is really close with one of CT skill elements: decision making (Muniroh, 2021). Based on the Thomas and Lok (2015) framework, the decision making, is a part of the *evaluation* element where someone will have judgement about how good, useful, or successful something is. As *evaluation* element belongs to CT skill, the decision also making a part of CT skill. Third, in the ELT PLOs, Muniroh (2021) found that there are several notions of CT which stated explicitly as CT skill. There are *problem solving* and *reasoning/argument*. Both *problem-solving* and *reasoning* are already discussed.

To know more about analysis result of CT skill in *Advanced Reading*, below is the elaboration of its elements: reasoning, evaluation, and reflection. Reasoning is the process of thinking carefully to make judgment (Longman Online Dictionary, n.d.) In the reading context, reasoning skill is used to judge the text one reads. When readers have this ability, they will be able

to reason properly. Then, when they have good reasons, they will be able to decide whether the text they read is worth believing, following, and profitable to be shared. Newton (2018) supports that idea and gives an analogy of robots; when one does not have good reasoning skills, they will look like a robot which accepts information and follows one and other automatically, without doing filtering before. That is why reasoning skills are very important to be acquired by the higher students. By acquiring these skills, students will not be consumed by hoaxes which lack evidence and resources. Fortunately, this present study found that *Advanced Reading* meets the criteria in which text or tasks in the coursebook stimulate readers' reasoning skills.

Based on the indicators to evaluate CT in a coursebook (Table 1), a reasoning element's is exist in the coursebook when the texts and tasks comprise the ability to identify, explore evidence, infer, and explain. In this manner, coursebook designers need to provide readers with texts and tasks which support the ability to recognize or discover what is the nature and the origin of statements, passages, or texts. Based on the analysis, the coursebook already provided those criteria. For example, in unit 6, *Task 1* (P. 176), there is a text titled "A Letter to the Editor" which needs to be identified to know the purpose, tone, and bias of the letter. Not only doing identification, readers have to discuss and think carefully texts they have by exploring the evidence (e.g., Unit 2, p.62-63), also making inferences (e.g., unit 1, p. 30) and explanations (e.g., unit 3, p. 74). In addition, this coursebook provides a unit which specifically discusses inference topic (unit 2), because it belongs to one of non-fiction texts.

The second element in CT skill is evaluation. Masduqi (2006) various approaches or tools in critical thinking. He stated that intellectual tools that critical thinking offers are in the form of concepts and principles that enable the ability to analyze, assess, and improve thinking. That statement absolutely supports the criteria of evaluation element in Thomas and Lok (2015) framework. As stated in table 1, for supporting this element, the coursebook designer needs to provide texts or tasks to be analyzed, interpreted, assessed, compared, and contrasted.

The result of data analysis shows that the coursebook provides variables of evaluation in different types of activities and exercises. As proven, in unit 5, *Activity 4* (p. 146-148), there is a text titled "Minority Group Representation and Ownership" which needs to be analyzed in order to understand the writer's main purpose in writing the text. Then, for interpreting, in unit 4, *Task 3, Understanding writer's style* part (P. 126), number 1, there is a task which asks readers to make interpretations of some statements that the writer writes to know the writer's style. To improve the ability to assess texts, there are some texts which need to be assessed by readers, for example in unit 4, *Task 2, Extracting main ideas* part (P. 120), number 1, readers must read a passage titled "This Way for Suite Dreams", and then decide whether each paragraph refers to the writer's 'Dream Hotel' or his 'Nightmare Hotel'. The last is comparing texts and tasks. There are some types of the texts which is provided by the author, for example in unit 1, *Activity 5* (P. 9-12), there is a pair paragraph which needs to be compared because there is justified and unjustified opinion in it, while in unit 4, *Activity 1* (P. 93-94), there are two texts which need to be compared to know the differences between the author's report. Not only are the texts, but the tasks also vary. For example, in unit 1, *Task 3* (P. 30), there is an *Extracting main ideas* task, no.2, which asks the reader to choose two correct summaries of contrasting views, while in unit 4, *Activity 3* (P. 112-116), there is a task which asks readers to read some paragraphs carefully and choose the dominant tone used by the author.

The third element of CT skill is reflection. Thomas and Lok (2015) stated that reflection or self-regulation is a skill set which has roles to make critical thinkers aware about the importance of knowledge and evidence and to minimize assumption and biases. In the reading context, reflection skills are needed to foster readers' content mastery (Wirth & Aziz, 2018). By doing a reflection, readers will have more awareness of the text they read. They will not just read, but also monitor the text they read and search for the new knowledge and evidence they need. Based on those criteria, the coursebook is suggested to provide texts or tasks which will foster readers' ability to seek out knowledge and evidence. There are several texts and tasks which contain this element, for example, in unit 1, Task 2, *writing summaries* part (p. 59), there is a task which asks readers to complete a table based on the knowledge that they gain from the passage. And then in unit 4, Task 2, *Extracting main ideas* part (P. 120-121), number 2, readers have to read a passage titled "This Way for Suite Dreams", and then fill a chart according to the evidence that the readers had sought.

Referring to the findings about CT skill in *Advanced Reading*, the coursebook has rich content that helps readers to foster their CT skill. When readers succeed in doing activities related to the reasoning element, they learn how to think carefully and make judgement when reading a text. When readers afford activities related to the evaluation element, they understand how to judge the quality of a text. Furthermore, readers will have a careful thought when making judgement or decision when they can accomplish the reflection element. In addition, CT skill in *Advanced Reading* already represented the competency in Indonesia policies: NSHE, IQF, and ELT PLOs.

### 3.2. Critical Thinking Disposition

Based on the results of data analysis of CT aspects and elements in *Advanced Reading*, the coursebook fulfills all the elements of CT dispositions which includes attitudes, intellectual virtues, habit of mind, and systematic thinking. Attitudes and habits of minds have the same amount of frequency which appears 13 times. The intellectual virtues which appear 8 times are considered as the rarest element, while systematic thinking stands out as the most frequent element which appears 15 times in the coursebook. The form of systematic thinking delivered is vary such as understand the organization of opinion, using a systematic chart pattern, and a guide to help readers identify the writer's main purpose.

There are several elements in CT disposition which related to the Indonesian policies. The first is *tolerance towards the opinions of other* which included in NSHE. That competency is related to the NSHE's specific graduate attribute and connected to the notion of CT, especially the disposition aspect (Muniroh, 2021). Based on the findings of CT disposition in *Advanced Reading*, the *tolerance towards the opinions of other* is close to *attitude* element. That element consists of two subsets: *open-minded* and *fair-minded*. Furthermore, those subsets also align with ELT PLOs' competency implicitly. Besides, there is a disposition which included in ELT PLOs that is flexibility.

*The explanation of each element of CT dispositions elaborated in paragraphs below*

Attitudes in Thomas and Lok's framework are including the cognitive maturity which is for being open-minded and fair-minded. Open mindedness is the willingness to consider and accept one's ideas and opinions (Hare, 1979). The definition of this disposition looks simply, but it may be hard to practice it in real life if one already stands only on one side of opinion and

refuses others' point of view which is considered as the opposite. One who has that way of thinking is usually called close-minded. Siegel (1988) stated that open-mindedness is not the absolute condition of critical thinking, but one cannot be a critical thinker if they are close-minded. Open-mindedness is related to fair-mindedness but has a different level of disposition. One who is fair-minded not only has a willingness to accept others' ideas, but also can value them to see which is reasonable and acceptable.

The *Advanced Reading* coursebook gives room for readers to practice the attitudes disposition through several activities, such as work in groups and discuss specific issues. By working in groups, students will meet different people with their own characters, opinions, and arguments. Those aspects will encourage students to face the fact that they live in diversity and must learn how to respect and select others' opinions wisely. Fortunately, *Advanced Reading* textbook is embodied with open-minded and fair-minded elements. For example, in unit 4, Task 3, *Further Work* part (P. 129), there is a group work assignment which asks readers to use at least ten words from "The Good Picnic Guide" text (P. 124-126) and discuss which is the most important element for the perfect picnic area. That activity will develop readers' open-minded disposition because every member in that group probably has a different opinion of 'the most important element' in the issue, but here, they learn to accept their friends' opinions and arguments. In unit 1, Task 2 (P. 25), there is a *Further work* part, no.1, which asks readers to discuss specific situations of journalists which stimulate readers to be fair-minded.

The second element is intellectual virtues. This CT disposition refers to the moral goodness of understanding things and thinking intelligently (Longman Online Dictionary, n.d.). Moral goodness refers to the kindness which is acceptable in a certain environment or society (Ibeng, 2022). Not every society has the same standard of moral goodness. It does not mean that one is better or worse than another, it is only about the habits and culture in a particular place. For having a good morality in understanding things and thinking, one needs curiosity and seeking truth disposition as a part of the intellectual virtues. From the data of the result, it found that the coursebook provides a stimulus for readers to have good intellectual virtues by delivering some activities which encourage readers' curiosity and seeking truth. For example, in unit 3, Task 2 (P. 82-83), there is a *Dealing with unfamiliar words* part which encourages the reader's curiosity to guess the similar words or phrases of unfamiliar words. And then, in unit 4, Task 3, *Inferring* part (P. 124), there is a task which asks readers to seek the truth of some provided statements according to "The Good Picnic Guide" text (P. 125-126). By seeking truth, one will learn to select information they get from the text carefully to have a full understanding, relate it with the moral goodness, and avoid the untrue statements which cannot be accounted for.

The third element is the habit of the mind. Bailin, Case, Coombs, and Daniels (1999) stated that habits of mind is a crucial element in which this disposition will help one to optimize their chance to reach the standard to be a critical thinker. In this study, the habit of minds refers to the way someone usually thinks about something in their usual attitudes (Longman Online Dictionary, n.d.). This CT disposition includes cultural or trait-induced bias and tendency toward black-and-white (dichotomous) thinking (Thomas & Lok, 2015). The coursebook provides several texts and tasks to help readers to stimulate their bias and dichotomous thinking. For example, in unit 6, Activity 1 (p. 162-163), there is an exercise to understand author's bias of an advertisement titled "From Nature with Love and Technology" and in unit 3, *Task 1, Dealing with unfamiliar words* part (P.87-88) there is a task which asks readers to guess whether a

list of words are describing positive or negative qualities, it will support readers' ability to have black-and-white thinking. Furthermore, the coursebook discusses bias specifically in unit 6 because it is an important theory of non-fictional texts. Next is about systematic thinking. The coursebook supports this element by providing guidelines, outlines, and patterns to foster readers' ability to think and do something systematically. For example, in unit 4, Task 3, *Writing summaries* part (P. 128, number 2, there is a task which asks readers to write an effective summary involving presenting the main points of a passage in "The Good Picnic Guide " text (P. 124-126). The author provides step by step guidelines to complete the writing summaries task which will build readers' systematic thinking.

According to the finding above, it reveals that *Advanced reading* coursebook support the targeted CT dispositions. The three elements, including attitudes, intellectual virtues, and habits of mind are available in the form of texts, tasks, and activities. There are three dispositions which related to the Indonesian policies: open-minded, fair-minded, and flexibility. In critical thinking, dispositions cannot be separated with skills (Thomas & Lok, 2015). A study by Facione, Facione, and Giancarlo (2000) stated that having critical thinking disposition is not a guarantee that a person has critical thinking skill and vice versa. This study supports that statement and believes that although readers have a good capability in CT skill, if they cannot accept others' opinion, have no curiosity or are not systematic enough, they will not be able to be a critical thinker. Because, in real life, readers will face various people from different places and cultures, with different opinions and habits. Furthermore, in everyday life, readers will have several problems in different situations and contexts. If they only use the CT skill, they will have difficulties to solve the problem. Fortunately, the coursebook provides not only the CT skills aspect, but also CT dispositions.

### 3.3. Critical Thinking Knowledge

From the result of analysis of CT aspect in *Advanced Reading* (Table 2), CT knowledge included all the element in Thomas and Lok's framework. The elements are: General information or basic fact, specific content-based knowledge, and experience. The 'Experience' is the most frequent element which appears in the coursebook. While 'Basic fact' and 'specific content-based knowledge' appear almost the same, 6 and 8 times. In addition, there is a difference between Thomas and Lok's framework with others. In other studies, the skill and disposition aspects are commonly discussed as independent aspects, but not with knowledge. For example, in studies conducted by Ilyas (2015) the discussion of CT knowledge merges with skill aspects. While in Thomas and Lok framework, the knowledge stands independently as an aspect, not a part of CT skills nor dispositions.

Based on the analysis result, the coursebook not only provides several activities which require the use of the readers' knowledge, but also delivers new knowledge, especially about non-fictional texts and explanations related to the topic. The coursebook also stimulates the readers' previous knowledge which has been gained from their experiences and facilitates readers to develop their intellectual virtues. General information and basic facts are the foundation that critical thinkers need to have. This basic knowledge is used to enable valid evaluation. In unit 1, Part A (P.1), there is an example which stated, "The late President Soekarno was born in 1901" (line 7). Firstly, readers should have a basic knowledge about the Soekarno which is mentioned. And then, they have to cross check the data with the general information they have. This example stimulates readers to find valid evaluation of the general information.

The second element is specific content-based knowledge. This element can be found in every unit of the book. The specific knowledge here refers to the non-fiction texts at the advanced levels. This element is usually placed at the very first page, as an opening page and in the middle of a unit. For example, in unit 3, there is some contextual knowledge about non-fictional texts which are not only placed in the beginning of the unit, but also in the middle and almost in the end of the unit. The contextual knowledge is: identifying generalizations (p. 69), hasty generalizations (p. 71), acceptable qualifiers (p. 73), and metaphor and similes (p. 89).

The third element is experience. This CT knowledge refers to the knowledge that readers gain from doing something or the process of doing something. This element consists of three variables: intellectual development, knowledge from life, and cultural knowledge. For intellectual development, the coursebook mostly provides a practice of social aspects. For example, in unit 4, Task 2, *understanding writer's style* part (p. 122-123), there is a task which stimulates readers to have social intellectual development by discussing whether humorous and exaggerated descriptions in "The Way for Suite Dream" text is praising or criticizing. For the knowledge from life variables, the coursebook provides some tasks which can be answered by readers' own experience. For example, in unit 2, Task 3, *Further work* part (p. 66-67), there is a task which asks readers to work in a group and discuss criticisms about airlines. This task requires readers' experience of using airplanes or the information they have ever had related to airplane's criticisms. And the last is cultural knowledge. This knowledge is gained from readers' own cultural experience. In unit 1 (p. 4), the author gives an explanation about facts and non-facts and uses "Dangdut", the original music from Indonesia as an example.

The findings about CT knowledge in the *Advanced Reading* show that the coursebook comprises general information, specific content, and experience elements. Those elements are important in order to activate the ability to think. As Halpern (2003) stated, humans will be able to think when they have knowledge. In fact, the thinking itself needs knowledge as a core. That idea is supported by Indrasiene et al. (2021) which stated that knowledge and critical thinking are related to one another. In this context, knowledge has a role as the content which forms critical thinking. Then, it means that it is impossible to have critical thinking when someone does not have knowledge.

#### 4. Conclusion

This present study evaluates critical thinking elements in a coursebook entitled *Advanced Reading* which is used internally in the Advanced Reading course, Department of English, Universitas Negeri Malang. Jebbour (2019) conducted the same area of study using Bloom's taxonomy standard, which is considered as a non-specific framework for CT, especially in higher education. This study contributed to fill the gap by exploring the manifestation of CT in the *Advanced Reading* coursebook using a different framework which is designed for higher education. A framework of critical thinking by Thomas and Lok (2015) is employed as the basis analysis. To answer the research question, what CT elements can be found in *Advanced Reading*, the findings reveal that the coursebook manifested important CT skills, dispositions, and knowledge elements. The analysis of *Advanced Reading* demonstrated that the author is aware and already infused CT in the coursebook. Future studies can use Thomas and Lok's framework to investigate other reading coursebooks in higher education. The fact that this study targeted only one level and only in a university served as a limitation of this study. Thus, it is suggested for the future researcher to investigate other reading coursebooks at different levels which are used in higher education. Besides, a study with focus on the criteria of good critical thinking

textbook for reading course is also needed to help authors and educators optimize the books' existence as one of learning media.

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