How Do Locally Produced EFL Textbooks Endorse Critical Thinking Skills in Indonesia? A Content Analysis

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Abstract—**Critical thinking skills (CTSs) are acknowledged as essential abilities students should acquire in learning and have gained considerable attention over the past few years. Thus, the CTSs should be integrated into the curriculum and introduced to students to boost their capacity for critical thought. The current study attempts to diagnose critical thinking elements endorsed in localized EFL school textbooks as reflected within questions. A qualitative content analysis was employed by adopting Ilyas's (2016) framework of critical thinking for the analytic categories. In actuality, the questions exhibited in the EFL textbooks are only apparent in a few critical thinking criteria, such as clarification, reasons and evidence, viewpoints or perspectives, and agreement and disagreement. On the other hand, assumptions, implications, consequences and alternatives, questions, predictions, and summary and conclusion are excluded. Instructors and authors of books are recommended to consider the critical thinking features when creating lessons to help students learn effectively and develop them into well-cultivated critical thinkers.**

Index Terms—**logical reasoning ability, localized ELT textbooks, Ilyas's framework, curriculum 13**

I. INTRODUCTION

As individuals, we are not inherently predetermined to arrive at conclusive outcomes and come up with decisions about an issue. What we need to enhance decision-making of a certain concern is critical thinking (Moore & Parker, 2009). Critical thinking alludes to the meticulous and accurate thinking processes required for formulating rational interventions and generating hypotheses (Alter & Egan, 1997). The adoption of the said cognitive process can aid in discerning the truthfulness or fallaciousness of a given judgment, and outright assist in recognizing the merits and demerits of a particular line of thinking to preserve its strengths and address its weaknesses with the intent of improvement (Murawski, 2014). In light of the significance of critical thinking skills, there is widespread consensus that the cultivation of critical thinking is an essential talent in contemporary education, particularly within academic contexts (Heard et al., 2020). Instructing critical thinking skills to students is valuable and crucial (Davies, 2015) for it can raise their capacity to engage in initiatives such as observation, inference, questioning, decision-making, thoughts, and argument analysis as well (Dunn et al., 2008; Davies & Bernet, 2015; Facione, 2015). On the contrary, failing to encourage learners' critical thinking skills may impede their competence to acquire knowledge beyond basic factual grasp. Thus, it is indispensable to integrate critical thinking into the educational curriculum and pedagogical processes (Alsaleh, 2020).

In Indonesia, the incorporation of thinking skills into the teaching process has been featured in the newly revised curriculum - also known as K13. The K13 is committed to promoting scientific approaches (Nugraha & Suherdi, 2017), and fostering scientific behaviors in students. The newly revised curriculum takes up the skill objectives of observation, question, exploration, association, and communication essential for developing 21st-century skills (Kristiani et al., 2018). Accordingly, employing the curriculum could foster a culture of critical thinking (Llano, 2015). One potentially effective contributor to achieving these skills is by adopting textbooks as core learning resources (Errington & Bubna-

Litic, 2015). Textbooks are helpful resources that facilitate the acquisition of knowledge at a variety of layers and domains (Ebrahimi & Sahragard, 2004). As they allow for diverse viewpoints and perspectives, the textbooks can boost critical thinking among students by facilitating the review of various claims and the evaluation of evidence. Additionally, textbooks may act as an incentive for instructing educators and learners, representing the envisaged changes and supplying psychological aid to instructors (Kırkgöz, 2009).

In compliance with achieving the learning goals, such as the attainment of critical thinking competencies, all educational resources, including English Language Teaching (ELT) textbooks, must be adapted and aligned with the current curriculum. The government under the Ministry of Education and Culture has endorsed new ELT school textbooks. The created textbooks must be consistent with the prescribed curriculum and the emerging needs of such language learners (Takahashi, 2014). In consequence, the English language textbooks underwent substantial modifications in terms of content, pedagogical approaches, and instructional tenets. While local EFL textbooks might foster critical thinking, it has yet to widely document how thoroughly this issue has been assessed in the local EFL textbooks. For this reason, the current study sought to probe the subsequent research inquiries; (a) what particular components of critical thought are highlighted in the localized EFL schoolbooks? and (b) Under what circumstances of questions are the critical thinking facets advocated in the local EFL textbooks? This research will provide book authors and teachers with noteworthy insights on the inclusion of critical thinking principles in the development of instructional resources and their application in varied classroom activities to augment students' logical reasoning proficiencies.

II. LITERATURE REVIEW

A. ELT Textbooks as Silent Partners for EFL Learning

A textbook is a form of educational resource typically presented in printed layout and includes written text and visual elements designed to support the achievement of predetermined learning objectives. It assists in the pedagogical process as well as propagates the knowledge, skills, and attitudes outlined in the curriculum (Gebregeorgis, 2016). With respect to the ESL/EFL learning circumstances, a textbook is of significant importance in the instruction of English, particularly in nations where English is taught as a foreign language (Orfan et al., 2021), such as Indonesia. The adoption of EFL-published resources, such as textbooks, is increasingly prevalent due to their potential to facilitate classroom instruction by furnishing educators with instructional frameworks encompassing the syllabus, pedagogical approaches or methodologies, and educational resources for teaching and learning (Hanifa, 2018). As an almost universal component of English language teaching (Zohrabi et al., 2012), the textbook should not only pervade the linguistics aspects but also reflect both students' interests and teachers' views of what the students need to know (Risager & Chapelle, 2013). Thereby, incorporating sociolinguistic substances into language education is critical for the successful instruction and acquisition of languages, particularly English as a foreign language. In other words, the language learning materials presented in a textbook should be pertinent to the communicative and contextual demands of both learners and educators. Huang (2019) asserts that a communicative and contextualized textbook should own three key dimensions; contain essential and practical content relevant to the learners (content dimension), stimulate learners' curiosity and motivation to acquire the language (incentive dimension), and facilitate learners' ability to engage in social interaction and communication within their community (interaction dimension). Apart from the significance of content relevance, innovative approaches to textbook use also need to be taken into account to retain the interest and engagement of students when utilizing the books (Rowland & Barrs, 2013).

In response to the context of Indonesia, ELT textbooks are developed in alignment with the curriculum authorized by the government through the Ministry of Education and Culture. Tracing back to its trajectory, the education curriculum in Indonesia has undergone several changes, with the most current version being referred to as Curriculum 13 (K13). Within the framework of this particular curriculum system, English language textbooks prioritize the integration of local cultural facets and norms to a significant extent (Sulistiyo et al., 2021; Parlindungan et al., 2018). It was assumed that the previously adopted textbook was not applicable to the local context. What's more, given that English as a lingua franca is no longer deemed to be the sole representative of the culture of Native-speaking countries, it is imperative that ELT textbooks appropriately reflect the customs and practices of the students and instructors who harness them. The other prominent objective of creating school textbooks is to enhance students' critical thinking talents. Consequently, the locally created ELT textbook is expected to contribute to the attainment of this goal (Ilyas, 2015). The school textbook was designed electronically to offer versatility, allowing for its utilization as an e-book by both students and teachers or, instead, to be turned into a printed format (Rinekso, 2021). Moreover, the textbook was authored by Indonesian writers who hold a comprehensive understanding of the Indonesian school English classroom context, thus ensuring the appropriateness of its contents for the aforementioned context (Puspitasari et al., 2021). Therefore, this ELT material has been widely distributed and opted for as a primary learning source by schools nationwide.

B. Teaching Critical Thinking

Critical thinking skills are a fundamental prerequisite for effectively addressing and resolving complex issues. This is because they employ cautious reason while deciding whether or not a claim is truthful (Moore & Parker, 2009). Velayati et al. (2017) elucidate critical thinking as a cognitive process that involves leveraging higher-order thinking abilities such as

thorough analysis, synthesis, and reflection. Besides, being capable of critical thinking enables individuals to engage in divergent thinking, develop problem-solving skills, and cultivate cognitive abilities pertaining to causality, multiple viewpoints, proof, potential outcomes, and arguments (Halimah et al., 2020). As educators, it is incumbent upon us to instruct students in the art of critical thinking about decision-making and problem-solving (Rudd, 2006). Acquiring these skills is of utmost importance as it enables them to identify the origins of problems and effectively locate and ascertain the appropriate solutions. In other words, students should not solely recognize information; instead, they should have a progressively deeper comprehension of the process used by each academic field for generating and "think" about the news (Solihati & Hikmat, 2018; Yanchar & Slife, 2004; Chaffee, 1988). In light of this vein, Celuch and Slama (2000) argue that one of the basic attributes of learning the competence to be a skilled critical thinker is the capability to engage in self-evaluation and consistently enhance one's cognitive processes, hence when one communicates verbally or in writing, the critical thinking approach encourages awareness of the components of reasoning, such as purpose, the question at issue, assumptions, point of view, information, concepts, implications and consequences, and interpretation and conclusion. Therefore, teaching critical thinking is considered a foundational component of any educational program, for it is indispensable for effective decision-making (Carter et al., 2017). Court (1991) advocates that one of the popular methods for instructing critical thinking is through the utilization of the higher levels of Bloom's taxonomy; consequently, skills such as analysis, classification, and synthesis have been identified as essential components of critical thinking. The approach is deemed captivating due to its simplicity and practicality, whereby an individual can formulate assignments that enable learners to hone each skill sequentially. Looking closer at the essence of the skills, infusing the competence of critical thought into the learning process is paramount because it can facilitate more profound learning and drive learners to not only accept information but also scrutinize it (Solihati & Hikmat, 2018).

C. The Components of Critical Thought in ELT Textbooks

As a high-priority educational goal, critical thinking is highly recommended to integrate throughout the curriculum (Dunn et al., 2008), and taught to all different subject areas (Soe, 2021). Books, as fundamental integral constituents of curriculum and teaching of any discipline, ought to be developed and grounded on advancing higher-order (metacognitive) cognitive abilities, where critical thinking is an essential feature of a higher-order thought (Atiullah et al., 2019). According to Facione's (1990) research, critical thinking can be classified into two distinct components: critical thinking skills and critical thinking disposition. In the scope of critical thinking competencies, there exist six skills and corresponding subskills that can be acquired in formal or informal learning environments, as shown in Table 1 below.

TABLE 1
SKILLS AND SUB-SKILLS OF CRITICAL THINKING COGNITIVE

List of Critical Thinking Cognitive Skills and Sub-Skills		
	Skills	Sub-Skills
1	Interpretation	Categorization Decoding Significance Clarifying Meaning
2	Analysis	Examining Ideas Identifying Arguments Analyzing Arguments
3	Evaluation	Assessing Claims Assessing Arguments
4	Inference	Querying Evidence Conjecturing Alternatives Drawing Conclusions
5	Explanation	Stating Results Justifying Procedures Presenting Arguments
6	Self-Regulation	Self-examination Self-correction

Meanwhile, critical thinking dispositions bring attitudes, values, and beliefs into the thinking process. They constitute a crucial element in the process of critical thinking, and resistant to change, and become entrenched over a prolonged period. Rudd (2006) characterizes critical thinking disposition as engagement, innovativeness, and cognitive maturity. Engagement is the act of anticipating a scenario to apply rational thinking and having faith in one's capacity for thought, problem-solving, and decision-making. In addition, innovativeness means constantly seeking new knowledge in one's profession, personal life, and the world around them, and being intellectually curious and willing to utilize all available resources to discover the truth, even if it contradicts their personal beliefs and opinions. Furthermore, cognitive maturity refers to the capability of recognizing one's dispositions and biases when engaging in decision-making and problem-solving processes.

Critical thinking requires rigorous standards of excellence and mindful command of their use. For its rigorousness, Paul and Elder (2006) lodge eight elements of thought as denoted in the following chart.
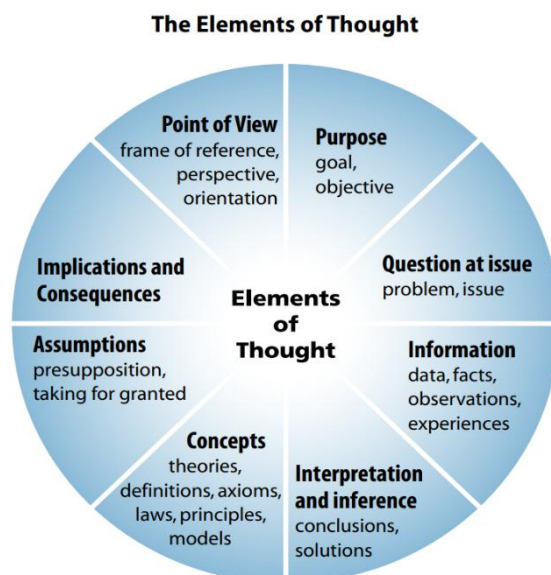
Figure 1. The Elements of Thought

Paul (2005) designates the components of cognitive processes as an understanding of and an ability to formulate, analyze, and assess the (a) problem or question at issue, (b) purpose or goal of the thinking, (c) perspectives or frames of reference, (d) assumptions made, (e) central concepts and ideas involved, (f) principles or theories used, (g) evidence, data, or reasons advanced, (h) interpretations and claims made, (i) inferences, reasoning, and lines of formulated thought, and (j) implications and consequences that follow. Similarly, to explore skills in critical thought in the instruction of English as a foreign language, as well as potentially in other academic disciplines, Ilyas' (2015) framework of critical thinking may serve as an alternative approach. The framework includes (a) clarification, (b) assumptions, (c) reasons and evidence, (d) viewpoints or perspectives, (e) implication, consequences, and alternatives, (f) questions, (g) predictions, (h) agreement and disagreement, and (i) summary and conclusion.

Questions that look for clarification may include asking students to explain or elaborate on specific words, phrases, or sentences. Additional questions may prompt students to clarify the writer's intention or the message they aim to convey in the text. Inquiries on assumptions may prompt students to identify the underlying presumptions made by the author or a given paragraph. In terms of reasons and evidence, students may be tasked with identifying the rationale and supporting evidence presented by the author to bolster their argument. Subsequently, students may be prompted to generate alternative reasons and evidence in lieu of those posited by the author. It is also possible to prompt students to make predictions regarding the potential outcomes if the proposed solution put forth by the author of the text cannot be carried out or proves unsuccessful. At such point, students can be challenged to proffer their own alternatives or provide their unique perspectives. In respect of agreement and disagreement, students can be spurred to provide reasons for their concurrence or disapproval with the author of the text. If the author fails to provide a summary of their article, students can be assigned to summarize or conclude the article and offer their own commentaries. In the end, students can share their reflections or evaluations on the article (Ilyas, 2016). Given that, a number of critical thinking literature may present distinct terms, conceptualizations, and frameworks for critical thinking. It is essential to take into account the relevance of critical thinking taxonomies with respect to the subject matter students' educational level and the educational context.

III. RESEARCH METHODOLOGY

This research deployed a content analysis to examine the components of critical thinking demonstrated through questioning, as evidenced in locally produced EFL textbooks. The adopted content analysis emphasized a qualitative approach by relying on the analytic categories in exploring the critical thinking features delineated in the school course books. More importantly, this methodology is effective for drawing consistent and reliable inferences regarding issues (Krippendorff, 1980), such as the facets of critical thinking represented within the texts of ELT educational materials. The data encompasses aspects of critical cognitive thinking skills featured in recently released Indonesian EFL textbooks for grades ten through twelve. The textbooks are regularly adopted as primary learning resources by schools throughout the country on account of their endorsement by the Indonesian Ministry of National Education. These instructional textbooks were composed on the basis of the 2013 curriculum standards as the revision of the curriculum of 2006, which mandate the integration of discourse competence in the curriculum, including English textbooks (Widodo, 2018). Likewise, educators and learners are also required to cultivate a greater degree of innovative and creative thinking to effectively engage in sound logical reasoning (Nuraeni et al., 2020). For simple retrieval, the

textbooks were laid out in digital formats and dispersed on internet-based platforms. They can be retrieved on the official website of the Ministry of Education and Culture at https://buku.kemdikbud.go.id/.

To determine the extent to which critical thinking parameters were upheld in the course books. All chapters in the books were perused and singled out questions embodying logical reasoning. The collected data were subsequently evaluated in reference to Ilyas' (2016) critical thinking framework, comprising clarification, assumptions, reasons and evidence, viewpoints or perspectives, implications, consequences and alternatives, question, predictions, agreement, and disagreement, and summary and conclusion. These analytic categories were appraised to seek the distinctions between critical thinking and non-critical thinking facets. Furthermore, the questions were subjected to coding and interpretation. In qualitative data analysis, a code is a researcher-generated concept that represents and assigns interpretative meaning to individual pieces of data. These codes are used for various analytical processes, such as identifying patterns, categorizing data, and building theory (Saldana, 2009). The data were coded based on the shared significances and interpreted by drawing and describing figures and consistencies to decipher the intended patterns as earlier mentioned categories.

IV. RESULTS

The study results revealed that the English as a Foreign Language (EFL) textbooks designed for grades 10 to 12 encompassed approximately 690 questions. The queries were reviewed by way of Ilyas' categorization scheme, which comprised the following: (a) clarifying, (b) assuming, (c) reasoning and proving, (d) giving viewpoints or perspectives, (e) containing implication, consequences, and alternatives, (f) questioning, (g) predicting, (h) agreeing and disagreeing, (i) summarizing and concluding (Ilyas, 2016). The results reveal that the books only tackle some facets of critical thinking. Of the total 690 questions, a mere 76 items, accounting for less than 12% of the whole, elicit critical thinking among students. The components encompassed elucidation, rationales and substantiation, standpoints and views, and approval and dissent. Conversely, the elements absent constituted assumptions, aftermaths and substitutes, inquiries, predictions, summaries, and inferences. The following table highlights the statistical data on the categorization of questions endorsing criticality as uncovered in the three designated local English language textbooks.

TABLE 2
THE ANALYTICAL CATEGORIES OF QUESTIONS, NUMBERS, AND PERCENTAGES

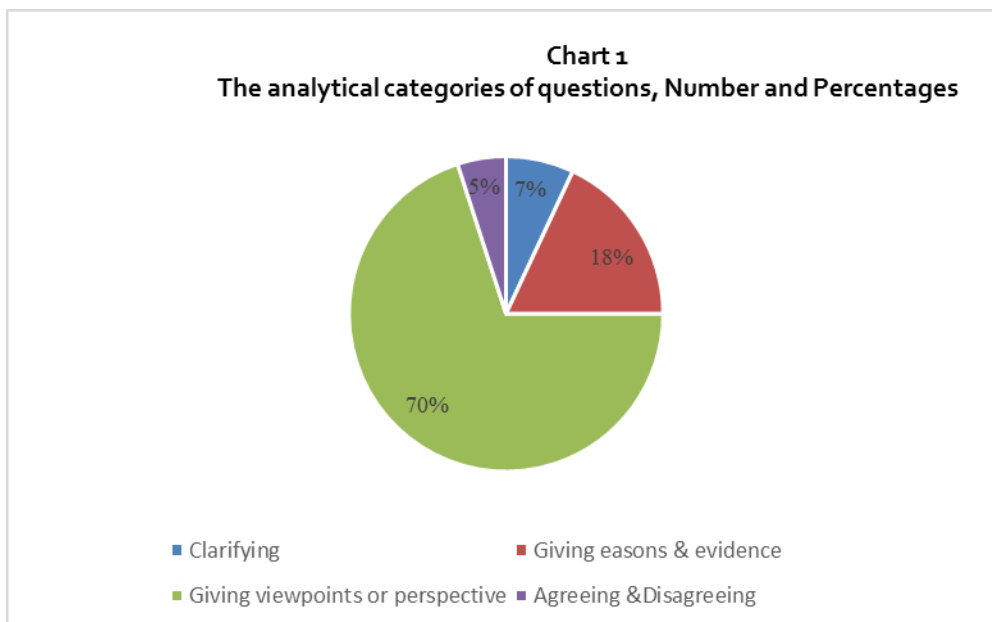| Questions	Number	Percentage
Clarifying	5	7%
Assuming	-	-
Probing reasons and evidence	14	18%
Probing viewpoints or perspectives	53	70%
Probing implications, consequences, and alternatives	-	-
Questioning	-	-
Predicting	-	-
Agreeing and disagreeing	4	5%
Summarizing and concluding	-	-
Total	76	100%

Figure 2. The Analytical Categories, Number, Percentage

Moreover, the detailed distributions of critical thinking subcategories, as well as the percentages of each book, are presented in the table below.

TABLE 3
THE ANALYTIC CATEGORIES OF QUESTIONS AND PERCENTAGE OF EACH TEXTBOOK

The analytic categories	Textbook (X) / Percentage	Textbook (XI) / Percentage	Textbook (XII) / Percentage
Clarifying	2 (9 %)	1 (3%)	2 (10%)
Assuming	-	-	-
Probing reasons and evidence	1 (5%)	12 (35%)	1 (5%)
Probing viewpoints or perspectives	19 (86%)	18 (53%)	16 (80%)
Probing implications, consequences, and alternatives	-	-	-
Questioning	-	-	-
Predicting	-	-	-
Agreeing and disagreeing	-	3 (9%)	1 (5 %)
Summarizing and concluding	-	-	-

TABLE 4
TYPES OF VIEWPOINT AND PERSPECTIVE QUESTIONS

No	Type of viewpoint or perspective questions	Number	Percentage
1	Requiring learners to go through a text before expressing views	34	64 %
2	Directing learners to look at an image and then comment on it.	1	2%
3	Prompting learners to respond to questions without any texts given (direct questions)	7	13%
4	Encouraging learners to react to questions with yes/no responses	11	21%
	Total	53	100%

TABLE 5
TYPE OF CLARIFICATION QUESTION

No	Type of clarification question	Number	Percentage
1	Demanding learners to look through a piece of text before giving clarification	5	100%

TABLE 6
TYPE OF AGREEMENT AND DISAGREEMENT QUESTION

No	Type of agreement and disagreement questions	Number	Percentage
1	Inviting learners to provide their responses to Yes/No question	4	100%

V. DISCUSSION

Of the nine components of critical thinking proposed by Illyas (2015), only four were incorporated into high school English textbooks: clarification, reasons and evidence, viewpoints and perspectives, and agreement and disagreement. The analysis revealed that viewpoints or perspectives constituted the most prevalent theme, indicating its dominant presence in the examined ELT materials. Within this particular categorization, students are prompted to express their personal viewpoints regarding the assigned inquiries and formulate interpretations. In the pursuit of comprehension, students, as critical thinkers, assess phenomena through a multitude of perspectives (Venera-Mihaela & Carmen-Elena, 2014), as represented in the excerpt below.

What is the moral of the story?
What lesson did u learn from this story?

The above-mentioned queries prescribed the students to engage in a comprehensive reading of the text prior to formulating their responses and providing their own thoughts. The response not only urges learners to seek answers in the posed material but also demands them to contemplate in order to discover the answers. Such questions are typically followed by stimuli that motivate the learners to partake in more in-depth thought (Lailly & Wisudawati, 2015). The next set of instances depicts other sorts of questions used to portray points of view.

What impression do you get when you read the word majestically?
Read the third line of paragraph two. What impression did you get after reading the description?

Similarly, the noted extracts demand students to reflect on a certain chunk of a text and afterward share what they thought about words or sentences they had read in the textbook. The stimulus that makes up the text may urge them to think critically. The proposition put forth is that the acquisition of critical thinking skills is not an innate attribute that emerges concomitantly with human physiological growth but rather necessitates a sequence of training by way of the presentation of a stimulus that entails an individual's cognitive faculties (Wahyuni, 2011).

Promoting students' perspectives or viewpoints was raised through straightforward queries as well as denoted in the below utterances.

What is corruption (in your opinion)?
In your opinion, what can prevent us from committing such a crime?

Bringing up those types of questions to students has the potential to invigorate their cognitive processes and favor discourse that may enable the cultivation of dialogic critical thinking. Dialogic critical thinking is essential for teaching students to broaden their understanding beyond what they may have already thought - to generate a sense and social justice (Benesch, 1999). In addition, it is noteworthy that Yes/No interrogatives can also advocate for significant features evoking viewpoints and perspectives.

Is it very common to change plastic waste into valuable things? Why do you think so?

Are you aware of cyberbullying? Do you think it is worse than physical bullying? why? Support your opinion with examples

While responding to yes/no questions, students need to convey what they think about the prior comments they produced. Nevertheless, concise queries that ask for only a Yes or No response do not stimulate learners to engage in higher-level cognitive processes (Hamiloglu & Temiz, 2012). As this sort of inquiry only seeks a yes or no response and does not appear to be a tough process, it is also termed as a 'polarity question,' with the two poles being yes and no (Mahmood, 2013). He also argued that in order to avoid stating yes or no in response to a question, indirect replies are used to rationalize a current predicament. Another way for dodging straight answers to such queries is to embed them with Why inquiries at the end since they challenge learners to take a step back and ponder more analytically (Ilyas, 2015). Such a way of evaluating arguments can be endorsed through the support of pictures. The pictures enclosed with the questions are arranged to be stimuli to provoke pupils to explore their views, as exemplified below.

What do you think about the picture? Is the man happy? What does this man symbolize?

The prompt induces students to observe the image and perceive the implied meaning generated within it. Thereby, critical thinking could be referred to as an organized process of adeptly comprehending, applying, and evaluating specific information obtained via various means such as observing, reflecting, and reasoning (Heidari, 2020).

Reasons and evidence were another distinct critical thought emphasized in the textbooks for intermediate English language learners. In this section, students were counseled to come up with rationales for their responses or to substantiate their claims with pertinent evidence. Thinking involves reasoning, and a shred of evidence incorporates factual information, views, and items that can be worked with to provide verification. In other words, the inclusion of evidence is advisable to bolster the arguments put forth. According to Suhartoyo (2017), critical thinking is primarily composed of logic and reasoning. An adept critical thinker is capable of circumventing the formation of fallacious biases by taking into account pertinent evidence and logical rationales. What's more, reasoning empowers the learners to explore multiple perspectives and individual growth potential (Tang et al., 2020). The following are examples of queries that fall within this particular type.

Is there something in the text that is not relevant to your life? Why?

Do you think education is a right or a privilege? Support your opinion with reasons and examples.

Which one do you think is more obvious in the story? Why? Give evidence to support your answer.

The deliberate use of reason in determining if a claim is valid is referred to as one of the critical thinking abilities (Moore & Parker, 2009). The questions advocate for students to disgorge the reasons or justifications with their own thoughts and ideas as the answers are not explicitly addressed in the texts. Nonetheless, the ideas communicated should be pertinent to the context of the text; accordingly, they need to look over the material or content provided in the assigned texts before proposing their rationale and pieces of evidence. Alongside, pupils need to be engaged with a stimulus to inspire them to come up with logical and more acceptable notions (Lailly & Wisudawati, 2015). In addition to the form of questions previously outlined, quires that embrace evidence and reasoning can additionally be composed of open and closed questions, display and reference questions, and yes/no questions (Farahian & Rezaee, 2012).

The third category of critical thinking recognized was clarification. Clarification is a fundamental critical-thought skill and becomes the building block for all other critical-thinking categories. It contributes to encouraging criticality and is touted as the most prominent subcategory of critical thinking traits (Nainggolan & Wirza, 2020). Clarification is the method for attaining a deeper and clearer grasp of a certain notion, idea, or statement through critical thinking. It entails dissecting a complex argument or issue into smaller and more digestible bits, then carefully evaluating each component to determine the true intent. As shown in the extracts below, textbooks also include questions that ask for clarification.

What does the phrase 'the crown of the palace' imply?

What do you understand about these lines: "Make a little space make a better place ..."

In such instances, the learners are charged with clarifying words or clauses and presenting contextually appropriate interpretations. Still, if students are not pushed to elaborate on their responses or if they already grasp the significance of the utterances, such questions will not spark deep thought. Thereupon, clarification involves not just the identification of concepts but also the development of clear and precise definitions and the ability to distinguish between different uses of the same word (Paul & Elder, 2006). In critical thinking, effective clarification necessitates asking questions, looking for evidence and examples, validating assumptions, and evaluating different viewpoints. What matters most is actively engaging with the information instead of merely accepting it. For that reason, teachers call for extending clarifying exercises to foster students' interpretation that encourage their reasoning.

The final classification of analytical thinking uncovered in the intermediate EFL instructional materials used in Indonesia corresponds to agreement and disagreement. Within the realm of critical thinking, an agreement is reached

when a claim is acknowledged as being true or correct on the basis of a logical argument, supporting evidence, or personal convictions. It comprises confessing that a conclusion or argument is sound and consistent with one's principles and views. Contrarily, disagreement in critical thinking alludes to the rejection of a claim as false or inaccurate that relies on rational reasons and individual beliefs. Instead of asserting facts, agreement, and disagreement include the statement of judgment or opinion as a sort of affirmation and denial (Ikhsan, 2019).

Do you agree with what the poet is saying? Why? Why Not?

What do you think the poet is saying? Do you agree? Give reasons. (xi)

Aside from proposing their quick replies mentioning agreement or denial (yes/no), students are challenged to back up their assertions with plausible explanations in the questions. The Yes/No questions oriented on agreement and disagreement, coupled with subsequent 'Why' questions, can strengthen analytical skills Even it can provoke dialogical critical thinking when the discourse surpasses the surface level (Ilyas, 2015). It designates that instead of merely talking about something, students are indispensable to engage in critical analysis to agree or disagree with other speakers' viewpoints.

VI. CONCLUSION

The current study has ascertained the constituent components of critical thinking advocated in domestically created English as a Foreign Language (EFL) course materials designed for students in grades X-XII. The fact is that the portion of critical thinking variables in the textbooks is inconsiderable. It signifies that English textbooks fail to address all critical thinking parameters. Following Ilyas's framework of critical thinking, 76 out of 690 questions inspire students to think critically, while the remaining leaves a gap in critical thinking practices. The assignments that denote reasoning constituents include viewpoints or perspectives, reasons and evidence, and agreement and disagreement.

Given its pivotal role in pedagogy, maintaining an equal number of higher and lower-order thinking skills is of the utmost importance for effective instruction, particularly in language acquisition (Soe, 2021). The inclusion of critical thinking demands in localized ELT textbooks is claimed to considerably enhance students' capacity for thought. It is a crucial gear for learners to be equipped with in order to interpret information wisely and evaluate its truthfulness, and enable them to be more literate and tackle problems (Nainggolan & Wirza, 2020). Likewise, by practicing thinking skills from ELT textbooks, learners may enhance their engagement and learning independence. Critical thinking activities are based on the language tasks and skills covered in ELT textbooks including grammar, vocabulary, pronunciation, reading, listening, speaking, and writing. For the sake of improving its efficacy, educators may incorporate the critical thinking approach, emphasizing the scrutiny, deployment, and assessment of information over rote memorization within more comprehensive frameworks of critical thought or in tandem with other critical thinking techniques (Yanchar & Slife, 2004).

Due to the limited number of chapters examined in the EFL textbooks, additional research into critical thinking and course materials is required to investigate the components of critical thinking in other EFL textbooks and non-language textbooks. Furthermore, because textbooks play an essential part in the learning process, there should be alignment between learning objectives, materials, and practice exercises to accommodate both lower-order and higher-order thinking (Irafahmi et al., 2018). Indonesian textbooks may assist students in improving their critical thinking abilities. The findings from the study regarding the degree to which critical thinking has been embedded in textbooks may offer input for policymakers or textbook writers to carefully consider the portion of critical thinking (Solihati & Hikmat, 2018).

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