

Creating English Textbook to Promote Students' Critical Thinking Skills for 11th Grades Majoring "Marketing" Vocational High School

Sabrina Mutiara Sari^{1*}, Siti Muawwanah², Arik Susanti³

^{1*23} Universitas Negeri Surabaya, Surabaya, Indonesia



ABSTRACT

Keywords:

English textbook
Vocational high school
Critical thinking

In the demands of 21st-century education, English has a vital role in vocational high school preparing for the professional real world. However, vocational high school students focus more practice than theory, so they do not provide opportunities for them to hone their soft skills optimally. The study aims to create student textbooks that integrate with critical thinking skills, as a companion to student practical activities. This research applies a qualitative descriptive approach according to the ASSURE model, including 1) Analyzing learners' characteristics, 2) State objectives, 3) Selecting methods, media, and materials, 4) Utilizing methods, media, and materials, 5) Requiring learner participation, 6) Evaluation and revision. The object is the textbook entitled "Let's Explore Your Social Media Marketing!" which contains 16 pages and 12 activities with some strategies to hone students' critical thinking skills. The research instrument is secondary data taken from the previous study. Textbook evaluation conducted by feedback from expert validation. The findings indicate a textbook average score of 3.63 which is an excellent category. It is concluded that the textbook can be a valuable resource for vocational high school students majoring marketing to develop their critical thinking skills and prepare them for the demands of the 21st century job market.

INTRODUCTION

In the demands of the 21st century, the use of English is increasingly important over time. English has a vital role in education, especially in vocational high schools which prepares for a professional real world. English opens up opportunities for vocational high school students to have an opportunity in the global job market competition. In the current era of globalization, English language skills are sought after in most multinational companies. Besides its benefits in the professional world, English also has benefits for students' self-development. Mastery of English can broaden students' horizons in communicating. It allows students to access information widely and communicate contextually. However, vocational high school students focus more on practice than theory, so they do not provide opportunities for them to hone their soft skills optimally. Meanwhile, one of the most crucial soft skills is critical thinking skills. When students are more involved in practical activities, they may have limitations in expressing their ideas critically. For this reason, the development of critical thinking skills can be integrated into student textbooks as a companion to student practical activities. By applying critical thinking skills, students will be more involved in learning through deep analysis, problem-solving, concluding, and the ability to argue. In addition, the involvement of critical thinking skills can create a superior generation in the future. Giving questions is a stimulus to stimulate students' thinking power (Dewanta, 2020). In addition, involving discussion and presentation can also hone students' critical thinking skills. This is in accordance with (Akihary & Apituley, 2022) that discussions were able to encourage students to think deeply and critically according to the topics being discussed in class.

And (Tarigan & Listyani, 2021) that presentation will prepare students to be able to convey a message.

According to Scriven and Paul (1987), critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. Scriven and Paul also revealed that it includes the application process, analysis, synthesis, and evaluation. (Chance's, 1986) elaborates critical thinking into analyzing facts, organizing ideas, supporting opinions, making inferences, evaluating arguments, and solving problems. The critical thinking process begins with analyzing facts, where students will identify a problem. Information from a problem can be broken down to understand its structure. Analysis can include several aspects, such as identifying keywords, understanding problem patterns, outlining relationships, and providing reasons for the assumptions underlying information. Through the analysis stage, students are able to understand cause-and-effect relationships and describe factors that influence each other in information. Moreover, it also hones students' ability to recognize the weaknesses and strengths of an argument. This process helps students discover evidence that students acquire to develop relevant evaluations. By gathering logical evidence, it can support logical and objective conclusions. Several steps that students did will support them in creating arguments and solving problems.

Textbooks are learning materials that can be a complement to the learning process of vocational high school students. Textbook provides clear activities that correspond to its objectives. Moreover, (Radic-Bojanic & Topalov, 2016), explained that the textbook aims to provide students with the necessary knowledge, language skills, and information about English and prepare them for interaction with people from other countries and different cultural backgrounds. Those benefits can help students to promote their critical thinking skills through some activities provided in the textbook.

Some previous studies have explored the implementation of critical thinking skills in vocational high schools. The research (Fitriani; etc, 2024), shows that critical thinking can be implemented by doing diagnostic tests and designing a lesson plan. (Mardatillah & Prayuda, 2024) also examined the strategies to improve the critical thinking skills of vocational school students. The results state that there are 10 strategies to improve students' critical thinking skills, such as discussion, presentation, project-based learning, question and answer, teamwork, role-playing, problem-based learning, guessing the answer, mind-mapping, and writing essays. However, those strategies mentioned in the previous studies can be summarized into a textbook that can hone critical thinking skills.

However, no research creates self-made textbooks, especially for vocational high school majors in marketing. Therefore, this research examines how to create a textbook for vocational high school majoring in marketing with the involvement of strategies to promote students' critical thinking skills. This research is intended to answer the research question related to the textbook that has been created: 1. How is the result of textbook analysis entitled "*Let's Explore Your Social Media Marketing!*".

RESEARCH METHOD

This research applies a qualitative descriptive approach as a methodology. Creswell (2015) defines qualitative research as a technique for understanding the deep meaning that individuals or groups have in a social or human context. The ASSURE model is the basis for making textbooks aimed at grade 11 vocational school students. The application of the ASSURE model aims to ensure that educational content is aligned with learner characteristics and the demands of the curriculum, thus it builds more effective learning activities. According to Theodorio (2018:2), the ASSURE model includes 6 steps, such as 1) Analyze learners' characteristics, 2) State objectives, 3) Select methods, media, and materials, 4) Utilize methods, media, and materials, 5) Requires learner participation, 6) Evaluation and revision. Those steps are outlined in the explanation below:

1. Analyze learners' characteristics

In the first stage, an analysis was carried out referring to the learning conditions and teaching materials used by students. This activity is carried out by taking secondary data from previous studies. The results of interviews related to needs analysis show that the teaching materials are still very lacking and monotonous. Most of the English class is done traditionally. The traditional learning strategies and methods implemented are not very effective in improving student learning outcomes.

2. State objectives

After examining the learner characteristics, in the second stage, learning objectives and standards are specified based on the results of the learner characteristics. This includes the competencies achieved by students after applying textbooks in their learning. This is done in order to be able to design textbooks in accordance with curriculum demands so that the objectives of this textbook are also based on the Bloom Taxonomy.

3. Select methods, media, and materials

The method of textbook implementation is text-based learning. The textbook focuses on descriptive text. The descriptive text covers themes that are as linear as those for students majoring in marketing. Based on the title of the research, the media chosen was textbooks. Meanwhile the materials, it is adapted to textbook purposes; namely to develop students'

critical thinking skills. The materials employ discussions, presentations, and questions & answers.

4. Utilize methods, media, and materials

The application of text-based learning in using textbooks is carried out by providing explanations and language features from descriptive text. Moreover, it is also equipped with a language focus which can hone students' skills in using grammar. In selecting textbooks as media, this textbook is designed based on theory (Tomlinson, 2011) which states that teaching materials must achieve an impact that makes students feel easy, develops self-confidence, and what is taught must be visualized. The textbook consists of 16 pages starting with a diagnostic test, to adapt to the 2013 curriculum. There are 12 total activities in the textbook. These activities are presented in various models, such as fill the blank, matching tables, identifying tables, presentation, and open-ended questions. Open-ended questions are the most dominant type of practice questions in textbooks. The question-and-answer method, provides opportunities for students to convey their answers, ideas, and arguments regarding the questions raised by their teacher (Mardatillah, 2024). Moreover, presentation activities will train students to be ready to provide arguments and explanations about the topics discussed (Mardatillah, 2024). The textbook is equipped with material and vocabulary related to major marketing. The presentation of descriptive text in the textbook is equipped with language focus insight so that students are able to understand the descriptive text in depth. At the end of the textbook, a student's self-reflection is presented. It is equipped with columns, where students just need to tick practically. Moreover, a glossary is also provided as a reference for students for new vocabulary whose meaning they do not yet know.

5. Requires learner participation

The 12 activities in the textbook were intended to be employed during the learning process. This stage requires active participation to interact directly with the material being studied. Some activities require students to carry out tasks in groups or individually. The results of students' reflections at the end of the textbook chapter can show the level of student participation in using this textbook. Student reflection will show which learning materials went well and what needs to be improved. Apart from that, it can also be measured through the final project, namely a presentation via video recording equipped with peer assessment. It can measure how well students understand the material that has been presented by creating a textbook entitled "*Let's Explore Your Social Media Marketing!*".

6. Evaluation and revision

In the final stage, improvements to the textbook are made based on expert validation. The validator is an expert in the field of materials development, Arik Susanti, S.Pd., M.Pd. The validation sheet covers 3 aspects of assessment, such as content, pedagogy, and layout. Those aspects involve a Likert scale with several criteria (Poor=1, Fair=2, Good=3, Excellent=4). After being assessed, revisions will be made based on suggestions from the evaluator.

RESULTS AND DISCUSSION

Table 1. result evaluation sheet

NO.	Criteria	Main Score	Category
1.	Pedagogical Features	4.0	Excellent
2.	Content and Language	3.3	Excellent
3.	Layout and Presentation	3.6	Excellent
Average score			3.63

Based on the assessment results of the validator team, the score for the Pedagogical Features assessment is 4.0, the Content and Language score is 3.3, and the Layout and Presentation score is 3.6. So, the average score for all criteria is around 3.63.

The study aimed to create a student textbook that integrates critical thinking skills for vocational high school students majoring in marketing. The textbook, titled "*Let's Explore Your Social Media Marketing!*", was designed using the ASSURE model to ensure alignment with learner characteristics and curriculum demands. The textbook includes various activities such as discussions, presentations, and questions & answers to hone students' critical thinking skills. The results of the evaluation by an expert validator showed that the textbook scored high in all criteria, with an average score of 3.63 out of 4.0.

The study demonstrates the effectiveness of the textbook in integrating critical thinking skills for vocational high school students majoring in marketing. The textbook's design, based on the ASSURE model, ensures that it is aligned with learner characteristics and curriculum demands. This approach allows the textbook to provide students with

opportunities to develop their critical thinking skills through various activities such as discussions, presentations, and questions & answers.

The results of the expert validation indicate that the textbook scored high in all criteria, with an average score of 3.63 out of 4.0. This suggests that the textbook is well-designed and effective in promoting critical thinking skills among students. The high scores for pedagogical features, content and language, and layout and presentation indicate that the textbook is well-structured and easy to use.

The study highlights the importance of integrating critical thinking skills into student textbooks, particularly for vocational high school students majoring in marketing. By incorporating activities that promote critical thinking, such as discussions, presentations, and questions & answers, the textbook helps students develop their analytical and problem-solving skills. This is crucial for students to succeed in the competitive job market and to be prepared for the demands of the 21st century.

Overall, the study demonstrates the effectiveness of the textbook in integrating critical thinking skills and its potential to improve students' critical thinking abilities. The textbook can be a valuable resource for vocational high school students majoring in marketing to develop their critical thinking skills and prepare them for the demands of the 21st-century job market.

CONCLUSION

The study aimed to create a student textbook that integrates critical thinking skills for vocational high school students majoring in marketing. The textbook, titled "LET'S EXPLORE YOUR SOCIAL MEDIA MARKETING!", was designed using the ASSURE model to ensure alignment with learner characteristics and curriculum demands. The textbook includes various activities such as discussions, presentations, and questions & answers to hone students' critical thinking skills. The results of the evaluation by an expert validator showed that the textbook scored high in all criteria, with an average score of 3.63 out of 4.0. The conclusion is that the textbook effectively integrates critical thinking skills and is well-designed to promote students' critical thinking abilities. This textbook can be a valuable resource for vocational high school students majoring in marketing to develop their critical thinking skills and prepare them for the demands of the 21st-century job market.

ACKNOWLEDGEMENTS

The author would like to acknowledge the contributions of the experts who validated the textbook, ensuring that it aligns with the learning standards and objectives of vocational high school students majoring in marketing.

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