Research Article

A Content Analysis of Critical Reading Skills and Reading Passages in Critical Reading Textbook

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A B S T R A C T

The purpose of this research is to analyze the compatibility between the critical reading skills and the reading passages in the textbook with the syllabus and global Sustainable Development Goals (SDG) topics. The method used in this research was a qualitative descriptive method that utilized the critical reading textbook as a sample. The sample of the research was taken by using a checklist and the result of the research will be shown by percentages. The results find that the textbook has 100% compatibility with all of the criteria in the syllabus and has only 47.05% compatibility with the SDGs topics. It means that this textbook is recommended to be used as one of the teaching references in critical reading courses but the authors are suggested to construct some adjustments so that students will get the latest reading material as the times change which is related to SDGs in order to foster the students' awareness, empathy, and compassion in facing global issues.

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INTRODUCTION

One of the many items that is most frequently used in the teaching and learning process is the textbook. It is one of the knowledge sources that is the simplest to acquire and serves as one of many tools to help students acquire distinct subject concepts (Pusporini, 2009). Textbooks should fit the needs, interests, and abilities of the students as well as the teacher. They should also be appropriate for the official public teaching curriculum or assessment.

These days, it is simple to print many textbooks and to provide them to schools for a fair price. Unfortunately, there hasn't been much research done on the caliber of these publications up until now. Ironically, a lot of teachers adopt books without knowing whether they can actually use them or not, which is directly proportionate to this

reality. It is advised to do a textbook content analysis in order to create teaching materials that are appropriate for the current developmental demands. An essential part of educational research and curriculum development is the analysis of textbook content. It provides a methodical framework for assessing the ideas, organization, and teaching techniques found in textbooks.

In order to make sure that textbooks meet educational standards and objectives, this study supports educators, researchers, and policymakers. For instance, an analysis of high school English language arts textbooks by Applebee and Langer (2013) revealed that they frequently lacked depth in fostering critical thinking and thorough reading abilities. This kind of knowledge can influence curriculum design changes, ensuring that textbooks successfully support learning objectives for students. Additionally, textbook content analysis is a useful technique for spotting

biases, errors, or content gaps and can help create educational resources that are more inclusive and fairer (Sleeter & Zavala, 2018).

For the purpose of encouraging efficient and comprehensive learning experiences, it is crucial to confirm that an English reading book corresponds with the curriculum. The major ideas, themes, and skills envisioned by the educational framework are easier for children to understand when the reading material closely follows the curriculum (Smith, 2017). By ensuring that the curriculum's specific subject matter and learning objectives are covered, this alignment makes sure that students are exposed to it, giving their studies a purpose and relevance. For instance, a reading list that closely follows the curriculum content in a literature class guarantees that students study texts that are relevant to the course's learning objectives, such as comprehending different literary genres and evaluating narrative devices (Jones, 2019).

For a number of reasons, it is crucial to analyze the material in a critical reading textbook. Students need to develop the essential skill of critical reading in order to properly assess, analyze, and interpret textual content. To help students develop these vital skills, it is therefore imperative to guarantee the quality and relevance of the information within such a textbook (Bean, 2011). Critical reading textbook content analysis aids educators and curriculum designers in determining whether the subject matter adheres to academic standards and objectives. It guarantees that the book addresses the crucial facets of critical reading, including recognizing bias, assessing the evidence, and coming to well-informed conclusions. In order to promote inclusion and equality in education, educators can assess the material to see if the textbook offers a balanced representation of many viewpoints and subjects (Sleeter & Zavala, 2018). Additionally, content analysis assists in detecting any biases, errors, or gaps in the textbook's information. It makes sure that the information is not unintentionally endorsing any one ideology or point of view, which is essential in critical reading where students should learn to approach texts with a critical and objective mentality. This examination helps to provide instructional materials of the highest caliber that facilitate effective teaching and learning in the area of critical reading.

The subjects of the reading passages should also be taken into account when examining critical reading content. For effective instruction of students on how to examine, evaluate, and think critically about different forms of content, a critical reading textbook must have the appropriate themes for reading texts. To aid students in acquiring a diverse range of critical reading abilities, themes should include a variety of subjects, genres, and

viewpoints. To engage students in fruitful dialogues and critical analysis, literature should also address current events and practical issues (Nelson, 2013). A critical reading textbook can equip students to use their critical thinking abilities in a variety of circumstances by covering a wide range of topics, improving their reading and thinking skills (Lombardi, 2007).

In line with Indonesia's commitment to achieving the 17 Sustainable Development Goals, which cover a variety of development-related topics like education, health, environmental resilience, gender equality, and many more, critical reading textbooks should address current events and real-world issues. Since then, the Indonesian government has made an effort to incorporate the SDGs into its ongoing national development plans and policies. On September 25, 2015, during the UN Sustainable Development Summit held at the UN Headquarters in New York, Indonesia formally endorsed the Sustainable Development Goals (SDGs). This adoption was a component of a global initiative to ratify the 17 SDGs found in the 2030 Agenda for Sustainable Development (United Nations General Assembly, 2015). Due to the Sustainable Development Goals (SDGs) multifaceted significance in developing literate global citizens, fostering cross-disciplinary understanding, challenging students to think critically and creatively in addressing complex global problems, and preparing the next generation for significant roles in addressing global challenges, it is crucial to introduce students to reading materials about the SDGs. The SDGs cover a wide range of difficult global issues, such as tackling climate change and ending poverty. Students are challenged to think critically about the underlying causes and potential remedies when they interact with these objectives. They must conduct data analysis, evaluate the effects of policy, and take into account how interrelated social, economic, and environmental elements are. Their capacity to assess information, make wise judgments, and develop creative solutions to real-world problems is sharpened by this critical thinking process. Students who are exposed to SDGs materials are also better prepared for a variety of careers in disciplines that are concerned with sustainability, including environmental science, international development, and public policy (Deloitte, 2020).

The content analysis is related to certain earlier investigations. Using Bloom's revised taxonomy, Sucipto and Cahyo (2019) looked into a content analysis of the reading exercises in "Bright 2," an English textbook for Indonesian junior high school students in grade VIII. They discovered that out of the 145 reading activities in the textbook, the cognitive processes of "analyze" and "apply" accounted for the majority of the reading activities (27% and 21%, respectively). Meanwhile, this textbook's

classification of higher and lower cognitive processes is based on a score of 49% for higher-order thinking skills and 51% for lesser ones. A second study by Al-Zou'bi and Smadi (2023) titled "A Content Analysis of the English Reading Text's Appropriateness in the Pupil's Book of Action Pack Six in Jordan" examines the Action Pack Six reading materials to ascertain how much of it is appropriate for the level and context of the learners. All of the reading materials in the textbook under investigation were analyzed using a content analysis research tool. The reading materials in Action Pack Six are appropriate for the student's level and setting, according to the content analysis, and the highest percentage of them are articles.

Depending on the circumstances, this research specifically analyses the relevance of the Critical Reading textbook content based on two categories, the alignment of the skills discussed in the textbook with the syllabus and the relevance of reading text in the textbook to the SDGs topics. While there has been significant research conducted on content analysis of critical reading skills and reading passages in educational contexts, there is a notable research gap in the intersection of this analysis with syllabus alignment and Sustainable Development Goals (SDGs). Specifically, there is a need for research that explores how the content of critical reading skills and passages aligns with the objectives of both the curriculum

The lines between critical and non-critical reading have been drawn very clearly. Non-critical reading, according to Yu (2015), concentrates on linear tasks to enable textual recognition. It seeks to understand a text logically as a systematic framework made up of facts, concepts, and the author's viewpoints. Critical reading, on the other hand, is an analytical activity in which a reader carefully examines a text in order to spot any textual structures that cover the book's information, values, presumptions, and language usage. A reader is involved in complete interpretation and evaluation of a book while reading critically. Critical reading is also described by Wang and Gierl (2011:169) as "reading skills that involve a higher level of thinking in which the reader uses a questioning attitude, logical analysis, and inference to judge the worth of what is read".

The ability to acquire and to demonstrate a higher-level reading skill is demanded of students at the university level. Reading is a crucial component of their academic life. Students will examine pertinent books to support their logical arguments prior to giving a presentation on a particular topic and producing an academic paper (Rohmah, 2018). Therefore, the emphasis of the reading class activity should be on having strong critical reading skills. However, according to a Wallace (2003) analysis, children did not have enough exposure to critical reading. The following factors contributed to it: insufficient time allotted, big class sizes, teacher expertise, and students'

reading habits. Wallace made the more significant observation that reading course continued to place emphasis on the text's surface organization. A text is only understood at the semantic level.

Younger kids can develop critical thinking skills through critical reading. According to Commeyras (2003), reading provides a foundation for ideas and elicits a variety of reaction, hence it is closely tied to one's comprehension, written evidence, and background knowledge. Making pupils aware of the sub-skills of critical reading and giving them the task of identifying these sub-skills in actual texts are two ways to assist them in reading critically. There are eight groups of essential critical reading sub-skills that students must acquire in order to be critical readers, according to an examination of the seventeen questions above (Pardede, 2007). Identifying fact from opinion is the first skill, and it proposes that students determine if an author's opinions are justified or not. The second ability, interpreting word connotations, aids students in determining whether the text is attempting to convince or persuade its audience. Finding the author's point of view is the third skill, and it requires pupils to recognize the author's objectives or biases. Recognizing flawed and erroneous thinking is the fourth skill, which trains pupils to be alert and not be duped by this thinking in a text. Detecting Propaganda Devices, the sixth skill instructs students on how to spot various propaganda tactics when reading text. Making inferences is the sixth skill, which teaches students how to decipher the meaning of a text.

The Sustainable Development Goals (SDGs) were created in September 2015 in New York. The Millennium Development Goals (MDGs), which had an unsatisfactory balance when they expired last year, are replaced and expanded by the Sustainable Development Goals (SDGs) (Ferranti, 2019). The 169 linked targets and the 17 Sustainable Development Goals (SDGs) declared by the Summit are the outcome of a two-year process of public engagement and multi-stakeholder involvement. The SDGs are an ambitious move toward concrete targets for sustainable development covering all facets of sustainability and every sector of society. They consist of 17 goals that cover all facets of sustainability (Fleming, Wise, Hansen, & Sams, 2017). According to the definition given above, the SDGs are a set of written strategies that are concrete goals for sustainable development that address all facets of sustainability and every sector of society. There are several older research that are connected to SDG applications. As modular building blocks for SDG achievement, Sachs, Schmidt-Traub, Mazzucato, Messner, Nakicenovic, and Rockström (2019) introduce six SDG Transformations: (1) education; (2) health; (3) energy decarbonization and sustainable industry; (4) sustainable food; (5) sustainable cities and communities; and (6) the digital revolution for sustainable development. Each

Transformation identifies key investments and regulatory issues and calls for specific government agencies to take action in collaboration with business and civil society. Therefore, while respecting the established institutions of government, changes may be implemented.

The quality of education is the fourth SDG. According to some, this is a crucial tenet of sustainable development. In order to provide students with the information and abilities needed to advance these SDGs, the Educational Program for Sustainable Development (ESD) was created (United Nations, 2017). Therefore, promoting sustainable development calls for a significant educational component. The contribution of high-quality education to the Sustainable Development Goals (SDGs) was examined by Nazar, Chaudhry, Ali, & Faheem (2018), they claimed that the education agenda has raised the bar by establishing goals that guarantee students will enroll in and complete their education as well as that the caliber of their education will foster a more agile environment that will improve the quality and speed of decision-making and intuitive thinking. Such students would be able to live better lives, which would have an impact on the community's sustainable growth.

However, direction is required for the integration of sustainable development into educational processes. The research by Chatzifotiou (2006) and Abozaied (2018) stated that featured interviews with English instructors and underlined the urgent need for advice on how to teach Education for Sustainable Development (ESD) supports this line of thinking. As a result, supporting SDGs calls for an ESD strategy. In order to include and apply the SDGs in a classroom environment, ESD specifically describes the learning goals (United Nations, 2017).

The Sustainable Development Goals (SDGs) and critical thinking have a complex and advantageous relationship. The SDGs involve intricate global problems that need creative solutions, analytical thinking, and problem-solving techniques. The Sustainable Development Goals (SDGs) cover a broad spectrum of interrelated problems such as poverty, inequality, climate change, and sustainable development. Individuals must exercise critical thought, consider things from numerous angles, and come up with original ideas in order to accomplish these aims. Assessing the underlying causes of global difficulties, coming up with effective solutions, and weighing the potential effects of various courses of action all require the use of critical thinking (Facione, 1990). By encouraging people to challenge presumptions, take into account other points of view, and assess the evidence, the SDGs promote critical thinking. People can contribute more effectively to the SDGs' attainment and develop into knowledgeable

global citizens capable of tackling difficult issues by critically analyzing the SDGs' complexity (Elder & Paul, 2008).

Reading passages exposing SDGs subjects is advised given the significance of SDGs in enhancing pupils' critical thinking. Students' understanding of interrelated global concerns is increased when they are exposed to SDGs literature, cultivating a sense of duty as engaged global citizens (UNESCO, 2017). Additionally, texts with SDGs themes offer valuable content for language development, boosting English vocabulary, comprehension, and communication abilities (Nunan, 2001). The SDGs include a wide range of subjects, each with its own unique terminology. Students who read literature with SDGs themes come across a wide range of terms and concepts from the fields of sustainable development, economics, environmental science, and social justice. Their vocabulary will grow as a result of this exposure. Additionally, reading about the SDGs inspires students to analyze difficult problems and take into account alternative solutions, developing critical thinking abilities (Mora & Dornyei, 2010). Global issues like poverty, inequality, climate change, and environmental sustainability are all addressed by the SDGs. To comprehend these problems' underlying origins and the elements that contribute to them, a thorough level of study is needed. The potential for fostering global awareness, critical thinking, and socially responsible attitudes among students makes it vital for educators to incorporate reading materials with Sustainable Development Goals (SDGs) topics into students' critical reading books.

A textbook is a compilation of the facts, ideas, and rules related to a particular subject or course. It's typically prepared by one or more professors, teachers, or education specialists who are experts in their respective fields (Del Campo & Miranda, 2016). One of the various types of instructional materials used in education is the textbook. Typically, textbooks are brief, well-organized, and heavily condensed (McKean, 2008).

Every sort of educational institution, including public schools, colleges, and language schools worldwide, uses textbooks in their language classes. In some situations, teachers have the freedom to select the textbooks they want to use (Rahimpour & Hashemi, 2011). A textbook can be of great value to teachers because it gives the course an overall organization or structure, a list of topics from which the course's contents can be chosen, a set number of activities and advice on how to teach, information on additional reading, sources of information, audiovisual aids, and other tools, as well as other teaching materials and tools (Callahan & Clark, 1983). As a result, it is essential to assess the textbook to see if it complies with the requirements, preferences, and guiding principles of

language acquisition in order to decide whether it is suitable for students.

According to Tomlinson (2003), material evaluation is the process of determining the worth of a collection of educational resources. An evaluation places a focus on the requirements of the materials' users and offers judgments regarding their effects. Sheldon in Tomlinson (2003) adds that material evaluation is fundamentally a rule-of-thumb activity and that no clear formula, grid, or system will ever provide a concrete yardstick, which is in addition to Tomlinson's earlier statement. According to Tomlinson (2003), evaluating a textbook or a set of learning materials entails determining the worth of the resources or the users of the materials by passing judgment on their impact. Another reason for evaluation is to pinpoint specific strengths and weaknesses in already used course texts so that their best features can be utilized, and their weaker aspects can be reinforced by adaptation or by adding content from other texts.

There are various standards by which textbooks can be judged. The first set of standards is the Kerangka Kualifikasi Nasional Indonesia (KKNI), which is a set of standards applied by the institution. These standards concern the success of profile learning graduates. According to Presidential Decree No. 08 in 2012, the existence of this KKNI is anticipated to alter how competence is evaluated so that it is no longer solely based on a diploma but instead takes into account the nationally recognized qualifying framework as a basis for acknowledging an individual's educational accomplishments in general (whether formal, non-formal, or informal), in a transparent and accountable manner. Some EFL experts have suggested an additional criterion. Using a QFD, Chen and Chen (2001) suggested evaluating technical textbooks. The process entails the following six steps: identification of the product, gathering input from internal and external customers, documentation of customer requirements, course planning at the house of quality, textbook evaluation planning at the house of quality, identification of the items that have been decided upon for textbook evaluation, and finally conducting the evaluation of several textbooks. Wong (2009) provided an evaluation checklist that can ensure that textbooks are examined from a variety of perspectives. The checklist's emphasis was on linguistic substance, cultural and real-world information, assistance for teachers, unambiguous student guidance, and practical considerations that affect the evaluation and choice of textbooks. These four perspectives—linguistic and other content, learner needs, teacher assistance, and practical considerations—are all taken into account during the evaluation. (syllabus) and the broader societal goals represented by the SDGs.

METHOD

This research employed a descriptive qualitative method known as document or content analysis, which focuses on examining and evaluating printed material (Ary, Jacobs, & Sorensen, 2010). UNINDRA PGRI lecturers' Critical Reading textbook served as the study's primary source of data. The alignment of the material was the area on which this research's examination was focused. The skills' adherence to the curriculum and the reading passages' applicability to SDGs subjects are two components of the content analysis that are separated. A checklist is the name of the data collection tool. The first set of information is gathered by comparing the critical reading skills included in the textbook with the syllabus and providing a checklist if the skill is consistent. The second set of information is gathered by finding the frequency of reading passages that match the topics of SDGs. The checklist served as a tool to direct the researcher in determining how the information and reading passages in the textbook aligned. Each item on the checklist underwent analysis. The final result will be displayed as a percentage and was calculated using this formula:

$$\frac{X}{Y} = 100\% \qquad\qquad (1)$$

X = the total of criteria points which were met in a critical reading textbook
Y = the total of criteria points in the syllabus.

The score criteria for the first data are depicted from the table below:

Table 1. Score Criteria for Content Analysis of Critical Reading Skills and The Reading Passages on Critical Reading Textbook.

Range	Criteria
10 – 28	Least covered
28 – 46	Less covered
46 – 64	Half covered
64 – 82	Mostly covered
82 - 100	Fully covered

RESULTS AND DISCUSSION

The first result shows the relevance of the material in the critical reading textbook to the critical reading syllabus which is created by the critical reading lecturer's coordinator.

Table 2. The Relevance of the Material in Critical Reading Textbook to Syllabus

No	Syllabus	Alignment YES	Alignment NO	Material in the Textbook
1	• Determining facts and opinions.	√		Distinguishing Fact from Opinion A. Statement of Opinion B. Statement of fact C. C. Justified and Unjustified Opinions
2	• Determining denotations and connotations of words in a paragraph • Determining tone and mood	√		Interpreting Connotation of Words: A. Denotations and Connotations (Positive and negative denotation) B. Tone and Mood
3	• Identifying facts and opinions in a reading text. • Identifying denotation and connotation of words in a reading text	√		Reading Text 1: Can ASEAN become a world-class destination for study?
4	• Determining the author's point of view. • Determining subjective and objective point of view.	√		• Discovering the Author's Point of View • Inferring the Main Idea
5	• Identifying the author's point of view in a reading passage.	√		Reading Text 2: Hopes high Permanent ban on forest, peatland clearance will stop deforestation
6	• Determining the type of mistakes and oversights in the author's way of thinking in a reading text, advertisement, speech and others	√		Detecting Crooked and Fallacious Thinking: a. Either-or Assumption b. Talking "What is' to be 'What Ought' c. Jumping from a Non-Inclusive Proposition to an Inclusive Conclusion d. Supposing the Whole to be Like the Parts e. Asking False Questions of Taking What Are Mere Coincidences to be the Causes Transitional Sentences f. Emphatic Sentences g. Concluding Sentences
7	• Identifying the types of propaganda devices. • Discriminating emotion and propaganda.	√		Detecting Propaganda A. What is Propaganda? B. Propaganda Devices 1. Name calling 2. Glittering Generalities 3. Transfer 4. Testimonial 5. Plain Folks 6. Card Stacking 7. Band Wagon C. Propaganda and Emotion
8	• Identifying the types of propaganda in a reading text.	√		Reading Text 3: City to boost development of parks to reduce air pollution
9	• Making inferences in a reading text.	√		Making Inferences: • Using Terms of Qualification. • Considering Word Choice • Considering Details of Support
10	• Analyzing the reading text based on critical reading skills.	√		Reading Text 4: Indonesia's higher education: A sleeping giant?
11	• Recognizing some aspects of critical reading.	√		Other Aspects of Critical Reading A. The Author's Competence B. The Author's Intention C. The Author's Attitude D. Author's Bias E. The Time of Publication of the Material F. The Policies of Publication of The Target Readers
12	• Identifying aspects of	√		Critical Reading in Action: Grey

critical reading in a reading text.	Sky, Black Sea, Plastic Land: It's time to Leave behind Expansive, Extractive Industry

From Table 1, we can see that all materials in critical reading cover all of the criteria points in the syllabus. The compatibility percentage of the whole textbook material to the academic lesson plan is found by summing all the percentages of these 12 chapters and taking the mean percentage among them. To find the total critical materials compatibility percentage of textbook to academic lesson plan, the researcher uses this formulation.

$$\frac{X}{Y} = 100\%$$

$$\frac{12}{12} = 100\% = 100\%$$

X = the total of criteria points which were met in a critical reading textbook
Y = the total of criteria points in the syllabus.

Therefore, the writer found the compatibility percentage from all 12 chapters is 100%. It means the textbook has 100% similarity with the syllabus and is categorized as Fully Covered. This percentage is included in the similarity patterns between critical reading skills in the textbook to the syllabus.

The analysis of the critical reading textbook found that the critical reading skills contained in the textbook has fulfilled all of the points and skills in the syllabus. The conformity between the textbook and the syllabus is important since textbooks should convey two important pedagogic functions: a curricular aspect, creating a progression in a certain subject taught to students, and a conceptual aspect, embodying the development of cognitive structures in the learner (Dharma & Aristo, 2018). The former is reflected primarily in the selection of content and the sequencing of topics to be included in the textbook; the latter guides the presentation of this content, the tasks for students included in the book, and the guidance provided for teachers in teacher guides. The integration of these critical reading skills in a textbook is very important since it is an essential ability in times of advanced technology and the widespread expansion of information when each individual needs to be a critical reader to uncover bias, prejudice, faulty reasoning, misinformation, and illogical conclusions presented in texts. Therefore, the integration of these skills in a textbook is needed so that the students are not only able to comprehend the text but they also have the ability to distinguish between facts and opinions, judgments and inferences, and objective and subjective impressions. Realizing the importance of this skill, the critical reading

syllabus is arranged based on the student's needs and also some critical reading literature. In line with this, Inal (2006) found out that the most crucial concept is that textbooks should be suitable for institutions' aim for the language program. Owing to the fact that there have been differences in objectives within every educational institution, there might be significant divergences in need. Such divergences then should be noticed well and hence the textbook should be adapted.

The second result shows the frequency of critical reading passages in the textbook that match with the topics of Sustainable Development Goals (SDGs).

Table 3. The Relevance of Critical Reading Material to Sustainable Development Goals (SDGs) Topics.

No	Sustainable Development Goals	Reading Passages Found in The Textbook	Number Of Frequency
1	No Poverty	Unit 8 Reading Text p. 111-112 about "Poverty"	1
2	Zero Hunger	Reading Passage p. 46; "Food Production vs Population."	1
3	Good Health and well Being	Unit 1 p. 12 about "The effect of smoking cigarettes to our health".	1
4	Quality Education	Unit 1 Text 3 p. 9 about "Teaching Immigrant Children"	1
5	Gender Equality		0
6	Clean Water and Sanitation		0
7	Affordable and Clean Energy		0
8	Decent Work and Economic Growth		0
9	Industry, Innovation and Infrastructure		0
10	Reduced Inequalities		0
11	Sustainable Cities and Communities	Unit 3 Reading Text entitled "What a Mess You've Made."	1
12	Responsible Consumption and Production.	Unit 1 Reading Text on page 5-7: Organic dan Conventional Agriculture Reading in Action, Passage 4 on page 134 about	2

13	Climate Action.	"Animal Species in Brazil."	0
14	Life Below Water.		0
15	Life on Land	Reading Passage on page 16: Tragedy at the Circus; Circus Safe for Animals."	2
16	Peace, Justice and Strong Institutions.	Unit 2 Reading Text about "Scorpions" Unit 7 p. 97: "Gun and Batter"	1
17	Partnership for the Goals		0

From Table 2, it was revealed that the reading passages in the critical reading textbook haven't covered all the topics in the Sustainable Development Goals (SDGs). From 17 topics of SDGs, it only covers eight topics, No Poverty, Zero Hunger, Good Health and Well Being, Quality Education, Sustainable Cities and Communities, Responsible Consumption and Production, Life on Land, and Peace, Justice and Strong Institutions. Responsible Consumption and Production and Life on Land goals have been covered by two reading texts while the other goals have only been covered by one reading text. To find the total of critical reading passages compatibility percentage to Sustainable Development Goals (SDGs), the researcher uses this formulation.

$$\frac{X}{Y} = 100\%$$
$$\frac{8}{17} = 100\% = 47.05\%$$

X = the total of criteria points which were met in a critical reading textbook
Y = the total of criteria points in Sustainable Development Goals (SDGs).

Therefore, the writer found the compatibility percentage from all 17 topics of SDGs is 47.05%. It means the reading text in the critical reading textbook only covers 47.05% of topics from SDGs. Based on the score criteria, the result is categorized as Half Covered.
Based on the result, it is found out that the reading passages which are existed in the textbook only half covered the whole goals of Sustainable Development Goals (SDGs). There are only eight goals that are covered from 17 goals namely, *No Poverty, Zero Hunger, Good Health and Well Being, Quality Education, Sustainable Cities and Communities, Responsible Consumption and Production,*

Life on Land, and Peace, Justice and Strong Institutions. From this finding, it is proven that this textbook still lacks of SDGs content. This is similar to the analysis of several language textbooks that show the lack of ESD-related focus in their content (Jodoin & Singer, 2019; Al-Jamal & Al-Omari, 2014; Gebregeorgis, 2016). This is very unfortunate since the students should be informed about the global issues and challenges faced by this planet so that they can learn empathy and compassion, and be inspired to take action (Bakalar, 2018; Weeks, 2018). As Risager (2020) states that language textbooks are not only tools for learning a specific language, they also serve as windows to the world. Similarly, Jodoin and Singer (2019) argue that the content in EFL textbooks is amenable to promoting ESD; thus, SDG-informed content can be used as a resource to provide meaningful and authentic practices. Therefore, although the main aim of the textbooks is to improve English language skills, the textbooks could still benefit from weaving further SDGs into the content to foster sustainability competencies (Jodoin & Singer, 2019). Thus, incorporating a variety of SDGs in each grade-level textbook could foster in students a holistic view of ESD.

The results also demonstrate that *Responsible Consumption and Production* (SDG 12) and *Life on Land* (SDG 15) were the subject covered in the textbooks the most frequently. These two goals are significant for students since they promote a holistic understanding of sustainability. Students learn that environmental, social, and economic dimensions are interconnected and should be considered together for achieving sustainable development. By incorporating SDG 12 and SDG 15 into education, students become responsible and active global citizens. They learn about their role in promoting sustainable development, making responsible choices as consumers, and taking action to minimize waste, conserve resources, and protect the environment. This knowledge empowers students to contribute to a more sustainable and equitable society (UNESCO, 2027). The findings also showed that the other emphasized SDGs were *No Poverty* (SDG 1), *Zero Hunger* (SDG 2), *Good Health and Well-Being* (SDG 3), *Quality Education* (SDG 4), *Sustainable Cities and Communities* (11), and *Peace, Justice and Strong Institutions* (SDG 16). These highlight precautions taken for natural disasters, educational quality, and pollution. It is also in parallel with Mohammadnia and Moghadam's study (2019) where they analyzed Iranian EFL textbooks in terms of sustainable content and pointed out that sustainability themes were not distributed equally. As there is often a symbiotic relationship between syllabus and textbooks, considering the amount of representation of SDGs in the high school EFL syllabus, it is unlikely to find a variety of SDGs in the textbooks. Thus, it is significant

to say that there is a noticeable absence of many SDGs in critical reading textbooks.

CONCLUSION

It is concluded that the Critical Reading textbook utilized for fourth-semester students has been pertinent to the most recent syllabus based on the elaboration from the prior findings and discussions. It has complied with all of the points for critical reading skills outlined by Sparks, Johnson, and Kurland in Pardede, 2007). It is advised that the textbook should be used as one of the learning resources, particularly in critical reading courses, either core or supplementary, in the setting of EFL.

According to the analysis, only eight of the 17 Sustainable Development Goals— *No Poverty, Zero Hunger, Good Health and Well Being, Quality Education, Sustainable Cities and Communities, Responsible Consumption and Production, Life on Land, and Peace, Justice and Strong Institutions*—are covered by the textbook. The overall SDG compatibility rate is therefore 47.05% across all 17 subjects. The findings also show that the most commonly covered topic in textbooks was *Responsible Consumption and Production* (SDG 12) and *Life on Land* (SDG 15). This conclusion will serve as the basis for the authors' evaluation of a wide range of SDGs in order to cultivate global awareness, critical thinking, and socially responsible attitudes among students.

There are some suggestions highlighted based on the research findings. First, after utilizing this book, there needs to be a textbook evaluation based on what lecturers and students think of it. The results of this evaluation will help to elevate the standard of the textbook material. Next, all of the Sustainable Development Goals (SDGs) subjects should be used by authors in order to highlight the problems and challenges that our planet faces. This will help students become more aware of other people and develop their empathy and compassion for others. Since this faculty's students will eventually become teachers, they should be the ones to explain the SDGs to the students and be the first to know something about them. Moreover, in order to help the student develop their cognitive, socioemotional, and behavioral domains and hone their critical reading skills, authors should think about developing more engaging and communicative activities.

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