

**AN INVESTIGATION OF STUDENTS' EXPERIENCES OF CRITICAL
READING COURSE IN ENGLISH LANGUAGE EDUCATION
DEPARTMENT**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfilment of the Requirements the Obtain the *Sarjana Pendidikan*
Degree in English Language Education**



Written by

Iisara Pitri

(18322056)

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL
SCIENCES UNIVERSITAS ISLAM INDONESIA**

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APPROVAL SHEET

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By

Iisara Pitri

18322056



Approved on 2022

By

Supervisor

(Banatul Murtafi'ah S.Pd., M.Pd.)

NIP: 193220102

RATIFICATION SHEET
AN EFL PRE-SERVICE TEACHER’S TEACHING ANXIETY AND THE
COPING STRATEGIES DURING TEACHING PRACTICUM

By:

Iisara Pitri

18322056

Defended before the Board Examiner on 2022 and Declared Acceptable

Board Examiner

Chairperson : Banatul Murtafi’ah, S.Pd., M.Pd

First Examiner : Astri Hapsari, S.S., M.TESOL

Second Examiner : Rizki Farani, S.Pd., M.Pd

Yogyakarta,

Department of English Language Education

Faculty of Psychology and Social-Cultural Sciences

Islamic University of Indonesia

Head Department

Irma Windy Astuti, S.S., M.Hum

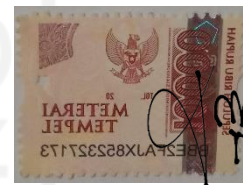
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, August 20th 2022

The writer,



Iisara Pitri
18322056

الجمهورية الإسلامية الإندونيسية

MOTTO

“Success and failure are both part of life. Both are not permanent.”

(Unknown)

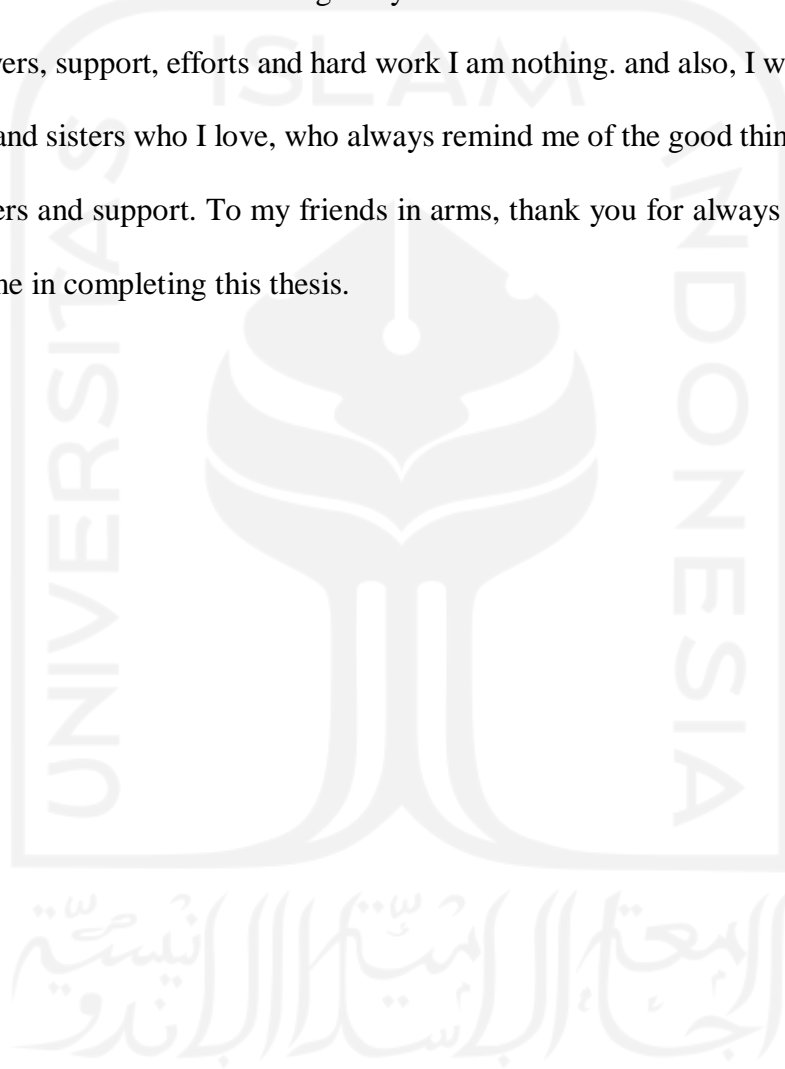
"Life is not about how fast you run or how high you climb, but how well you bounce."

(Vivian Komori)



DEDICATION

In the name of Allah SWT. All praise and gratitude for giving me the strength and patience to finish this thesis on time. I dedicate this thesis to my beloved parents for all the kindness and all the things they have done while I was in this world. Without their prayers, support, efforts and hard work I am nothing. and also, I want to thank my brothers and sisters who I love, who always remind me of the good things, suggestions and prayers and support. To my friends in arms, thank you for always supporting and helping me in completing this thesis.



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This research may be far from perfect, therefore constructive criticism and suggestions are highly expected in order to improve this research. The author hopes that this final project can be useful for the readers.

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An Investigation of Students' Experiences of Critical Reading Course in English Language Education Department

Abstract

This study aims to determine the views of English Language Education students towards critical reading courses, including the most difficult part in critical reading courses, and how they overcome the problem. The data were collected by interviewing two participants. This study uses qualitative as the research method while the analysis used was thematic analysis. The results of this study indicate that both respondents said that the most difficult thing in the critical reading course was understanding the author's intention. Both participants used several strategies to overcome problems in critical reading such as; previewing, questioning to understand and remembering, evaluating an argument, outlining and summarizing, contextualizing, comparing and contrasting related reading. The results of this study suggest that the next research should find out about critical reading strategies used by lecturers to teach students, and observe the lecturers on how they attract students' attention to critical reading

Keywords: critical reading experiences, English department



CHAPTER I

INTRODUCTION

1.1 Background to the Study

Critical reading is essential in language learning. Anuar and Sidhu (2017) mention that critical reading is something that needs to be studied, especially in the academic field because by reading critically students will find it easier to understand certain subject areas. In addition, critical reading can also encourage students to analyse the features of the reading text and make students understand the meaning of the language text from the writers (Kumagai & Iwasaki, 2013). Anuar and Sidhu (2017) added that critical reading is not only about understanding the text, but also for determining the truth of facts and their interpretations.

In addition, in the context of the English Education Study Program, critical reading is also important because with critical reading students can complete an important role in their studies, in short, by reading critically, students are able to establish judgments and conclusions, analyze facts and opinions and recognize the author's purpose or point of view (Anuar & Sidhu, 2017).

Because of the need to improve critical reading as a skill that must be mastered by students, many studies have investigated critical reading. For example, Anuar and Sidhu (2017) conducted this study at a graduate school at a public university in Malaysia (EFL Context) with the aim of examining students' reading comprehension and using a total of thirty graduate students from social science and humanities

backgrounds who were surveyed and the data were collected using a questionnaire, and the main finding of this study is to show that postgraduate students have moderate readiness in understanding academic critical reading skills. Another study conducted by Fernando and Bandara (2020) aims to improve critical reading skills through the SQ4R (Survey, Question, Read, Rectice, Review, Reflect), a strategy used to develop reading comprehension skills along with critical thinking among students from the Civil Engineering department.

Compared to previous studies, this research differs in several ways. This research focuses more on students' views on critical reading courses, which covers the difficult part of taking a critical reading class and the way they overcome those difficulties. Although a number of studies on teaching critical reading have been conducted, only a few have looked at how English Education students investigate critical reading. The majority of research on critical reading only focuses on developing critical reading skills and strategies in critical reading (e.g., Khamkhong (2018). Therefore, this paper tries to discuss investigating the critical reading of students in the Department of English Education.

1.2 Identification of the Problem

In the English Education department, reading courses have several courses including intensive reading, extensive reading, critical reading, and academic reading. In this study, to identify the problems related to reading courses in the English Education department, the researcher conducted the preliminary interview.

Preliminary interviews were conducted with three students who had taken reading courses. As a result, they face several challenges when it comes to reading such as:

a. Intensive reading is reading to learn, the difficulties are:

There are some difficulties in intensive reading. The first is that it is boring, especially when reading to learn something. The second is the difficulty in understanding the content of the text, and the technique is serious in that it must be able to understand or deepen what we read. Lastly, it is difficult to understand the important ideas in the content of the reading.

b. Extensive reading is learning to read, the difficulties are:

In contrast to intensive reading, extensive reading does not have many difficulties. Some of the students felt happy and liked doing extensive reading because the technique is fun in reading without thinking about the knowledge in the reading, and when reading extensively, students feel happy because they read a topic they like.

c. Critical reading is reading critically or giving opinions about what we read. The difficulties are:

In critical reading, the first difficulty is understanding the meaning of the content of the text, second, understanding the context of the author's purpose and testing the ability to think critically, third, understanding sentences that are difficult to understand, and fourth analysing a reading text and giving a clear opinion from the results of the analysis.

- d. Academic reading is a reading activity that focuses on reading material in the academic field.

In reading academic texts, the difficulties are: 1) having to read the text over and over again in order to understand the material that focuses on academics and education; 2) often seeing unfamiliar words so it is difficult to understand; and 3) not enjoying and feeling bored because reading things they don't like.

1.3 Limitation of the Problem

Based on problem identification above, and because of practical constraints, this study only focuses on investigating students' experiences of critical reading course.

1.4 Formulation of the Problem

This study was conducted to investigate students' experiences on critical reading in a Department of English Education, their difficulty and ways to overcome the difficulties in learning critical reading courses. Consequently, the current study attempts to answer the following problems

1. What is the students' experiences on critical reading?
2. What are the obstacles and difficulties encountered when doing critical reading?
3. What strategies do they use to overcome the difficulties?

1.5 Objectives of the Study

The current study, attempts to investigate:

1. Students' experiences of critical reading while attending critical reading classes.
2. The obstacles and difficulties encountered when doing critical reading.
3. Strategies used by students in overcoming critical reading difficulties.

1.6 Significances of the Study

The results of this study will bring benefits to:

1. For students, because this research can make students aware of what critical reading really is and how to overcome problems in critical reading courses.
2. For lecturers, because after the teacher reads this research, the teacher can know what the students are feeling, the difficulties and the students' abilities in understanding the contents of the text.

CHAPTER II

LITERATURE REVIEW

2.1 Reading

Reading is needed by students when learning English since it is an important part of the learning process and thus helps us understand the text easily. As stated by Yuliandari (2016), reading is an important ability in the learning process. Grabe and Stoller (2013) define reading as a student's skill in capturing the meaning of the text of the book being read and explaining the information contained in the text of the book correctly. Grabe and Stoller (2013), mentioned that there are 5 processes when someone is reading a text in a book including: 1) memorizing; 2) studying the text; 3) rauding (the combination of reading and auding); 4) skimming; and 5) scanning. Among those five processes, the one that is often carried out is mostly the rauding process, where this process is something that is quite easy for them to understand because it uses simple reading techniques and ordinary reading.

a) Type of reading

There are several types of reading, including extensive reading, critical reading, and intensive reading. Extensive reading, where extensive reading is reading independently, volunteering, and reading what we like and choosing our own reading materials, therefore by reading extensively, students will get more benefits (Ng, Renandya & chong, 2019). Similarly, Ferdila (2014) said that using extensive reading methods will increase the benefits and skills of students in reading, while the benefits

of extensive reading are making students think about reading which is actually a fun activity, adding students' vocabulary knowledge, increasing students' understanding. in reading, and also helps increase students' motivation in reading, and besides that extensive reading also helps teachers to make the learning atmosphere in the classroom more enjoyable.

On the other hand, there is another type of reading, i.e., critical reading where it is one of the skills in reading as said by Kadir, Subki and Ismail (2014) that a teacher must teach to students not only to read but emphasize students on critical reading skills, where critical reading it is important and will help students in analysing, evaluating, commenting on what they have read. Kadir, Subki and Ismail (2014) added that teachers should teach reading skills to students (one of which is critical reading skills) because these skills will be useful for them in the future, especially when they graduate school and continue to a higher level.

The next type is intensive reading. Intensive reading is reading with short texts and when students are reading intensively it is usually supervised directly by the teacher or instructor. The purpose of this intensive reading is to help students easily get the right meaning of the reading, to improve students' reading skills, for example in identifying the main purpose of reading, knowing the purpose of the content of the reading, and expanding students' vocabulary and grammar knowledge (Richards & Renandya, 2002). Of the several types of reading mentioned above, the only focus is on critical reading.

2.2 Critical Reading

a) Definition

Critical reading is a skill towards what we read. Din (2020) identifies critical reading as reading by commenting on what has been read, in other words, critical reading is reading while understanding a reading that is outside the words in the reading. Din (2020) also argues that critical reading is also not just looking at facts in reading or remembering a reading but critical reading is a holding goal within the readers themselves, using their own knowledge of reading skills to export the reading more broadly and effectively.

Another definition states that critical reading is conveying reading from the reader's prior knowledge in understanding the content of the reading and this schema theory applies traditional concepts as the main skills, namely skills in intelligence and attitude (Lyman & Collins, 1990). Similarly, Kadir, Subki and Ismail (2014) state that critical reading is a skill that can help students to analyse, compile, and understand what they have read, when they understand the content of the reading, they will see the cause and effect and compare the text with their thoughts so that the reading can be said to be critical, with other meanings critical reading will be used before thinking critically.

b) Subskills or Topics for Critical Reading

Reading, especially critical reading, is often seen as a difficult and challenging skill to learn, especially for ESL students (Anuar & sidhu, 2017). Therefore, many studies discuss the skills that students must master in critical reading as stated by Din

(2020) including: 1) understand meaning in context, 2) make inferences, 3) understand the author's approach, 4) suggest titles which are suitable. Manaren, et al. (2015) added more skills, such as: 5) debate the results of reading, 6) make reliable conclusions about the content of the text, 7) distinguish main ideas and subordinate ideas, 8) correct the way of arguing, 9) master a lot of vocabulary.

c) Importance of Critical Reading

Anuar and Sidhu (2017) define critical reading as something that needs to be studied, especially in the academic field, because by reading critically students will find it easier to understand certain subject areas. In addition, critical reading can also encourage students to analyse the features of the reading text and make students understand the meaning of the language text from the writers (Kumagai & Iwasaki, 2013). Anuar and Sidhu (2017) added that critical reading is not only about understanding the text, but also for determining the truth of facts and their interpretations.

In another study, which said that critical reading skills were very important to be mastered by students so that students could eventually plan to become someone who can think critically, and when students graduate and continue to a level that is more like college or work, they will face situations that have already occurred. They usually get at school like this critical reading (Kadir, Subki, & Ismail, 2014).

d) Strategies to Overcome Difficulties or Problems in Critical Reading

To be a good critical reader, it requires a good strategy. According to Sousa (2014), a good critical reader applies seven strategies when they read critically, the nine strategies are: 1) previewing; 2) contextualizing; 3) questioning to understand and remembering; 4) challenges to the student's belief and values 5) evaluating an argument; 6) outlining and summarizing; and 7) comparing and contrasting related reading.

2.3 Critical Reading in English Department

In the English Education department, reading is one of the skills that students must have, especially critical reading. Most critical reading in higher education must be developed because in English education, it is considered that students who have skills in critical reading are needed so that students can analyse, synthesize, and evaluate academic texts (Bosley, 2018).

According to El-Hindi (1997) says that critical reading in college is also related to metacognitive aspects where the reader must understand the content of the conversation in the text, the reader is asked to speak with the book, respond to the book, asking questions, making predictions, forming mental connections with books and experiences, assuming, and constructing new knowledge.

2.4 Review of Relevant Study

Several studies on critical reading have been conducted. Because the need to improve critical reading is a skill that must be mastered by students and many studies have developed various versions of critical reading. For example, Anuar and Sidhu (2017) conducted a study at a graduate school at a public university in Malaysia (EFL Context) with the aim of examining students' reading comprehension and using a total of thirty graduate students from social science and humanities backgrounds who were surveyed and data were collected using a questionnaire, and the main finding of this study is to show that postgraduate students have moderate readiness in understanding academic critical reading skills.

Another study from Fernando and Bandara (2020) who conducted research to improve critical reading skills through the SQ4R Strategy used to develop students' reading comprehension skills along with critical thinking. Semester Four Civil Engineering undergraduates were chosen as the sample group and experimental approach; therefore, the purpose of this study was to assist students in improving students' reading skills so that they can carry out investigations using research-based knowledge. The results of the test study showed that there was a significant increase from pre-test to post-test of the experimental group, this is showing that the SQ4R strategy in reading skills is effective to use.

Compared to previous studies, this research differs in several ways, namely this research focuses more on students' views on critical reading courses, which is the difficult part of taking critical reading.

2.5 Theoretical Framework

Theoretical framework of critical reading in the English Language Education Department.

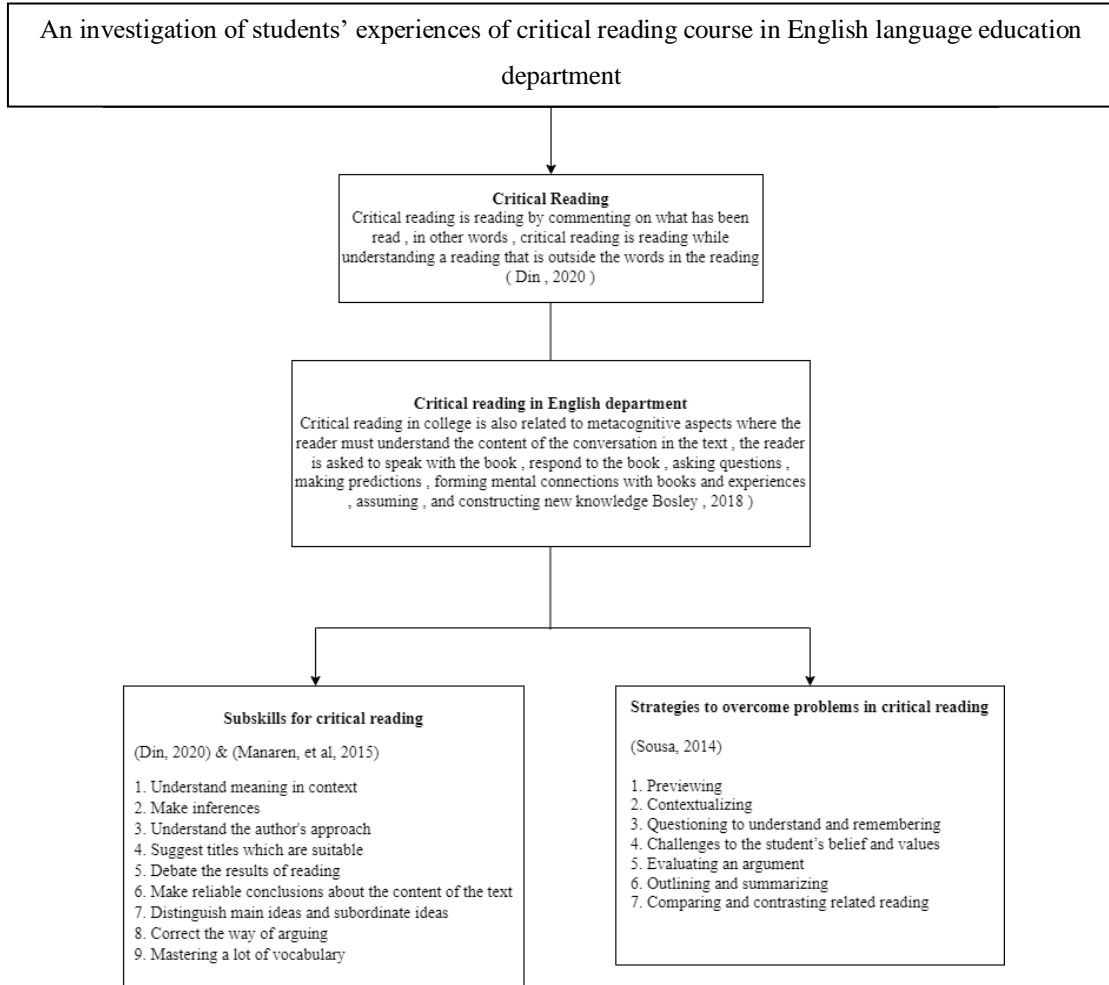


Figure 2.1. Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research design, participants and setting, data collection technique, data analysis technique, trustworthiness.

3.1 Research Design

This study used a descriptive qualitative research method because the purpose of this study was to find out the experiences of students about taking critical reading course in the English Education department. The researcher interviewed the participants, transcribed the data, and coded the results of the interview, therefore the use of descriptive research methods was suitable for this study Cresswell, (2012).

3.2 Participants and Setting

The participants of this study were undergraduate students of English Education at a private university in Yogyakarta. Interviews were conducted online via WhatsApp and zoom meeting. In this study, 2 (two) people were selected as research subjects, namely, the first participant was Caca (pseudonym) and the second was Tata (pseudonym). The reason why the researcher chose these participants in this study because they met the criteria in this study. These students were those who had taken critical reading courses and passed the courses, and they were students who liked critical reading, and students who had good achievements in reading during critical reading class and also one of them joined the debate organization at the university.

Informed consent

In this study, the researcher collected the data through interviews with English education students regarding an investigation of students' experiences on critical reading courses at the English Education department. Before conducting interviews, the researcher asked for permission whether the participants agree to be interviewed, after agreeing the researcher sent an informed consent form to be signed as an agreement to be a participant in this study.

3.3 Data Collection Technique

Several data collection techniques came from interviews with undergraduate students of English Education.

Table 3.1. Interview guidelines

Construct	Conceptual definition	Components	Questions
Critical reading subskills Din (2020) and Manaren, et al. (2015).	The critical reading subskills cover the skills that students must master in critical reading as proposed by Din (2020) and Manaren, et al. (2015).	<ol style="list-style-type: none">1. Understand meaning in context,2. Make inferences,3. Understand the author's approach,4. Suggest titles which are suitable,5. Debate the results of reading,6. Make reliable conclusions about	<ol style="list-style-type: none">1. What do you think about critical reading?2. How long did you take to learn to understand the critical reading?3. What are the most difficult and the least

		the content of the text,	difficult critical reading strategies based on your experiences?
		7. Distinguish main ideas and subordinate ideas,	
		8. Correct the way of arguing,	
		9. Mastering a lot of vocabulary.	
Strategies to overcome problems in critical reading (Sousa, 2014)	To be a good critical reader, it requires a good strategy. According to Sousa (2014)	<ol style="list-style-type: none"> 1. Previewing 2. Contextualizing 3. Questioning to understand and remembering 4. Challenges to the student's belief and values 5. Evaluating an argument 6. Outlining and summarizing 7. Comparing and contrasting related reading 	<ol style="list-style-type: none"> 1. Do you find any problem in dealing with critical reading? 2. How do you deal with those problems? 3. What do you do when you encounter problems in critical reading?

3.4 Data Analysis Technique

Researchers collect data from interviews. This interview technique was chosen because it was an ideal data collection technique in order to be able to interview participants in a relaxed and comfortable manner in telling and

revealing answers from participants (Creswell, 2012). First, the researcher made an appointment with the two respondents, second, the researcher explained the purpose of the interview and gave a consent form, the third researcher conducted an interview with the participants through a zoom meeting, the interview was recorded using cell phone records to make it easier for researchers to manage data.

3.5 Trustworthiness

In a study, a researcher must convince the reader that the research they make has reliable and rational statements. Thomas and Magilvy (2011) said that a researcher must build a statement of the best evidence in his research in order to build trust in the reader, which is proposed by Lincoln and Guba's qualitative research trust model, namely in research, researchers check through credibility, transferability, dependability and confirmability.

3.5.1. Credibility

Credibility in this study was obtained in several ways. Researchers conducted repeated readings of the results of interview transcriptions, some questions were often repeated and emphasized to participants to get clearer answers. Furthermore, the researcher tries to explain in detail the results of the data to help convey the context that exists in the real conditions to be studied.

3.5.2. Transferability

In this study, the findings are explained clearly. So that the consistency of these findings can later be used by lecturers who teach critical reading to see students' experiences in critical reading.

3.5.3. Dependability

Shenton (2004) argues that what is written by other researchers related to research can be trusted if the research is repeated by other researchers with the same method, context, and participants and can be seen with the same results. Therefore, the researcher guarantees that this study produces findings that are in accordance with the data collection and analysis made. and also, to increase the reliability of the research, researchers conduct research under the supervision of lecturers.

3.5.4. Confirmability

Confirmability refers to objectivity. In this research, researchers would refer to supervisors who are invited to review; ensure that it would be free of bias, and establish confirmability.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Findings

In this study, data collection was carried out online because it was in the Covid-19 pandemic so that it was not possible to meet in person. The data were collected using interviews. The first interview was conducted through the Zoom meeting application and additional interviews were carried out by telephone via WhatsApp, the interview was conducted in two sessions which lasted about 15 minutes to 30 minutes each session. The results of the interview questions were recorded using a recording and then transcribed and then were analyzed by coding. The results are described below.

4.1.1. The Obstacles and Difficulties Encountered When Doing Critical Reading

From the data analysis, the researcher found that Caca had two difficulties out of 9 components of critical reading skills according to Din (2020) and Manaren et al. (2015), including: 1) distinguishing main ideas and subordinate ideas; and 2) understanding the author's approach. Meanwhile, emergent findings in terms of difficulties in critical reading were also found from Caca's interviews. It turned out she had other problems in critical reading, such as: 1) not having more insight related to the topic being read, and 2) not having enough references.

Meanwhile, Tata had four difficulties out of 9 components of critical reading skills from Din (2020) and Manaren et al. (2015), i.e., 1) understanding the author's approach; 2) distinguishing main ideas and subordinate ideas; 3) understanding

meaning and context and 4) correcting the way of arguing. Meanwhile Emergent findings of difficulties in critical reading were also found from Tata's interviews such as: when reading journals or articles using academic/s language and words.

Both of them (Caca & Tata) have the same difficulties and strategies. In terms of difficulties, Caca and Tata said that the difficulty in critical reading is firstly understanding the author's approach and secondly distinguishing main ideas and subordinate ideas. This data can be seen through the transcript of the recording from Caca and Tata as follows.

Respondent 1 (Caca)

*"What's difficult is that... hmm, **what the author means** is that it's difficult, you can't tell from reading it once, you need to read it many times and try to understand more than what is presented. Sometimes I need to connect clues from the lecturer and class discussions so I can understand"*

(CRS/UAA/CY/002)

*"What is difficult for me is **distinguishing main ideas**, so if I'm not mistaken, I often find texts written by people, they write or tweet and I often read, and I often see that what is written does not match the first title. That's what they made"*

(CRS/DMIS/CY/012)

Respondent 2 (Tata)

*"The skill in critical reading is the most difficult in my opinion, I think, is **understanding the author** section, because in my opinion when I read the article I was confused about what the author meant or what the author's approach was from a text"*

(CRS/UAA/TS/010)

*"oh yes... plus, the most difficult thing is when **concluding the main idea** from the article itself"*

(CRS/MRCC/TS/022)

Caca and Tata have the same two difficulties in critical reading, as seen in the first excerpt by each respondent. Caca said it was difficult to understand the author's intention because they could not only read once the text had to be read over and over again and discussed again with friends in order to understand the author's intention. Furthermore, the difficulties experienced by Tata, she said, the difficulty of understanding the author's intention is that we must be able to understand and convince whether or not the author's intentions and goals are true.

In the second transcript, it is explained that Caca has difficulty in distinguishing main ideas because Caca often finds texts written by other people and what is written does not match the first title they wrote. This is continued by Tata's utterance saying that the difficulty in critical reading is when he concludes the main idea of the article or journal because she must be able to compare and conclude the meaning of the text.

4.1.2. Strategies Used by Students in Overcoming Critical Reading Difficulties

Furthermore, to overcome those problems, Caca mentioned five strategies including: 1) previewing, 2) evaluating an argument, 3) outlining and summarizing 4) contextualizing, and 5) questioning to understand and to remember. Emergent findings for the strategies were also explained by her, such as: 1) asking friends who had more insight, and 2) watching videos with the theory in question.

Meanwhile, to overcome those problems, Tata mentioned five strategies including: 1) previewing, 2) outlining and summarizing 3) contextualizing, 4) comparing and contrasting, 5) questioning to understand and to remember. Emergent findings for the other strategies were also explained by her, such as: 1) looking for other sources 2) translating difficult words one by one, and 3) understanding the text slowly.

Respondent 1 (Caca)

"So I usually solve that problem usually I ask myself questions and remember the reading itself, because reading is an individual activity so

I think if it's difficult should ask"

SPCR/QUR/CY/020

"If I usually try to look at the context first, yes, it's like he's trying to talk about something like that and then I usually see in the text what the author means, usually in the text there is agree and disagree with, if for example disagree it means he don't agree, so if for example he agrees, it

means he agrees”

SPCR/EA/CY/032

*“So usually I also **summarize** like that, making a conclusion from the text.”*

SPCR/OS/CY/038

*“Well, usually the method or strategy is I look at it first and **try to understand the main topic, understand the title before entering the text,** then move on to the content, then read the paragraph and understand what the text is about”*

SPCR/PW/CY/041

SPCR/CT/CY/041

Respondent 2 (Tata)

*“So, at first, I saw **what the title** was about. then I continued to **what the context** was and what the content of the text was talking about, and also usually if I don't understand I **also underline the text** that I don't understand and then once again it's asking yourself questions to solve the problem then proceed to make conclusions”*

SPCR/PW/TS/028

SPCR/CT/TS/028

SPCR/QUR/TS/028

*"If I usually find sentences or words that I don't understand, I transliterate them one by one and look for other sources and then **compare related readings** with other sources"*

SPCR/CCRR/TS/024

4.2. Discussions

In this section, the researcher explains the difficulties and strategies used in critical reading and provides an analysis based on the results of interviews conducted with the participants to determine the difficulties in critical reading and the strategies used when critical reading and connect them with the relevant references.

4.2.1. Students' Experiences of Critical Reading While Attending Critical Reading Course

Critical reading is defined by the respondents as a reading activity that has no end because critical reading is not only limited to academic reading but also reading that can be found in everyday life, for example in news, social media. This confirms the definition from Din (2020) who also defines critical reading as reading by commenting on what has been read, in other words critical reading is reading while understanding a reading that is outside the words in the reading. In addition, respondents also said that critical reading is when we have the ability to read, while analyzing and evaluating the content of the reading, so we do not just read a text but

take meaning or try to understand the content of the text. The same is the case with journals that define critical reading which is a skill that can help students to analyze, organize, and understand what they have read (Subki & Ismail, 2014).

4.2.2. The Obstacles and Difficulties Encountered When Doing Critical Reading

As explained in the literature review, there are several skills that must be mastered by students in critical reading including the theory from Din (2020) critical reading is the ability to 1) understand meaning in context, 2) make inferences, 3) understand the author's approach, 4) suggest titles which are suitable. Manaren, et al. (2015) added that 5) debate the results of reading, 6) make reliable conclusions about the content of the text, 7) distinguish main ideas and subordinate ideas, 8) correct the way of arguing, 9) master a lot of vocabulary.

From the findings of interviews that the researcher met with students in Yogyakarta, it showed that respondent 1 (Caca) explained that the difficulty in critical reading was first, it was difficult to understand the author's intention because according to Caca, critical reading does not only involve reading a text once but it must be read repeatedly and connect the reader's ideas. Similarly, Bosley (2008) also explained that the components in critical reading are not only reading but must be able to convey the main idea and supporting ideas can relate to the reader. This idea confirms what was said by respondent 2 (Tata) who said that the difficulty of critical reading is understanding the meaning from the author because they must be able to understand and convince whether or not the intent and purpose of the author.

Furthermore, the second difficulty experienced by respondent 1 (Caca) who

said that from the interview results the difficulty in critical reading was when distinguishing the main ideas, because Caca often found texts written by other people and what was written did not match the first title they wrote. Therefore, Caca also has difficulty when they have inaccurate references. As stated by Anuar and Sidhu (2017), students have difficulty in critical reading when distinguishing relevant from irrelevant ideas and also need critical thinking to be able to analyze. In contrast to respondent 2 Tata, who has difficulty understanding and concluding the main idea of an article or journal because she must be able to compare and conclude the meaning of the text.

4.2.3. Strategies Used by Students in Overcoming Critical Reading Difficulties

As seen in the findings, respondents Caca and Tata have 4 similarities in using strategies to overcome problems in critical reading, namely, the first strategy is question and remember, for example if they do not understand the content of the text, they ask some questions to themselves, such as: what are the difficulties I found in the text? They also look for other sources to ascertain whether what the text says is true or not, so that when they do question and answer they feel that their minds are open to the text. As Sousa (2014) said that using questions and remembering strategies will make it easier for readers to understand a reading, namely making it easier for readers to find the main idea, helping readers to compare the content of reading, and being able to distinguish important and unimportant information.

Furthermore, strategy Caca and Tata use a previewing strategy which is usually used by them to see and predict and try to understand the main topic such as understanding the title before entering the text, Yu (2015) said that using a previewing

strategy helps readers to understand the text and predict the general picture of the content discussed by the text. Furthermore, the third strategy, namely contextualizing Caca and Tata uses this strategy to find out the context discussed in the text because according to Sousa (2014) good critical readers use this contextualizing strategy to see the perception of the text, whether the text read contains valid and appropriate text. To be read. The fourth strategy Caca and Tata uses is the Outlining and summarizing strategy they say if they do not understand from the reading the stage they do is to underline the difficult part of the text and summarize the text so that it is easy to understand.

A different strategy is also used by Caca and Tata, Caca uses an evaluating an argument strategy so see if the contents of the text support the statement made and also evaluates the text by distinguishing facts and opinions, while Tata uses a comparing and contrasting strategy where when he does not understand the text, he looks for new information and references and compares them with them. As said by Sausa (2014), a good critical reader uses strategies of evaluating an argument and comparing and contrasting texts.

CHAPTER V

CONCLUSION AND SUGGESTION

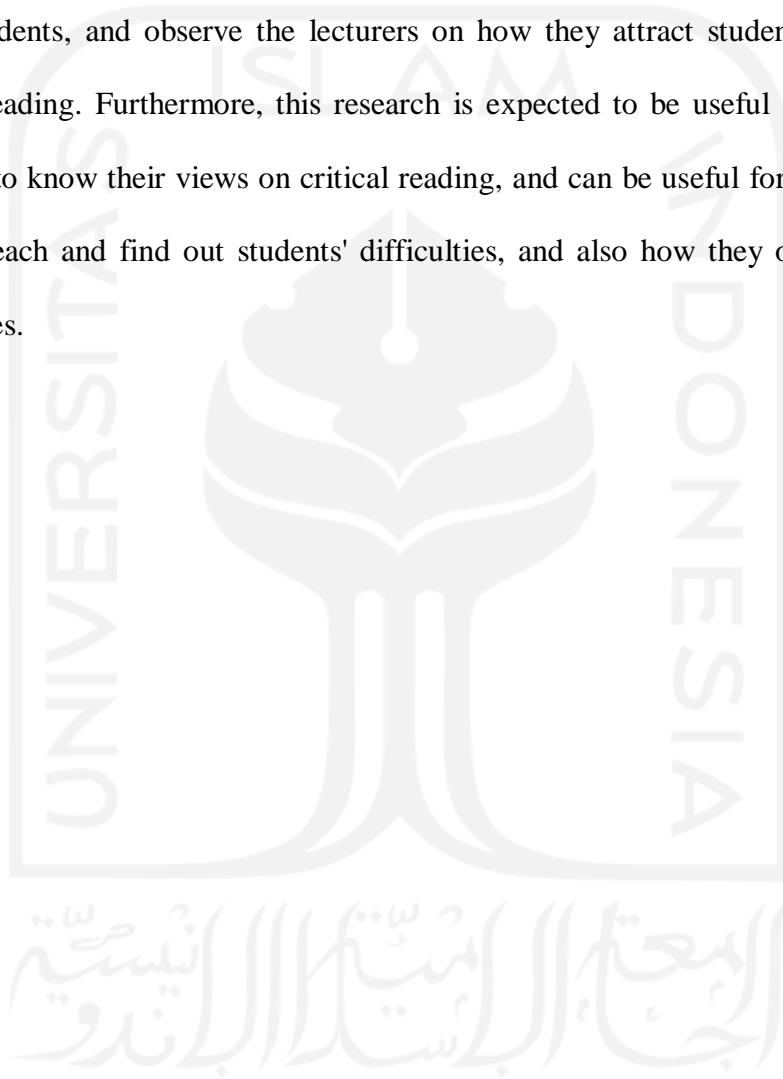
5.1. Conclusion

This study aims to explore the perspective of English Education students towards critical reading, which part is the most difficult and how they can overcome the problem. Based on the findings and discussion, the difficulties found in this study were: 1) understanding the author's approach, 2) distinguishing the main idea from subordinate ideas, and 3) making reliable conclusions about the content of the text. The difficulty in understanding the author's approach which was often found by respondents 1 and 2 in critical reading can be seen in the data. The results of interviews for respondents 1 and 2 said that the most difficult thing was understanding the author's intention because it had to be read over and over again and connected the reader's ideas with ideas.

Furthermore, it was found that several critical reading strategies were used by English Education students. The critical reading strategies used when encountering difficulties include some strategies such as: 1) previewing, 2) questioning to understand and remember, 3) evaluating an argument, 4) outlining and summarizing, 5) contextualizing, 6) comparing and contrasting related reading and also previewing and questioning to understand and remembering is the strategy which are that are often used with both respondents.

5.2. Suggestion

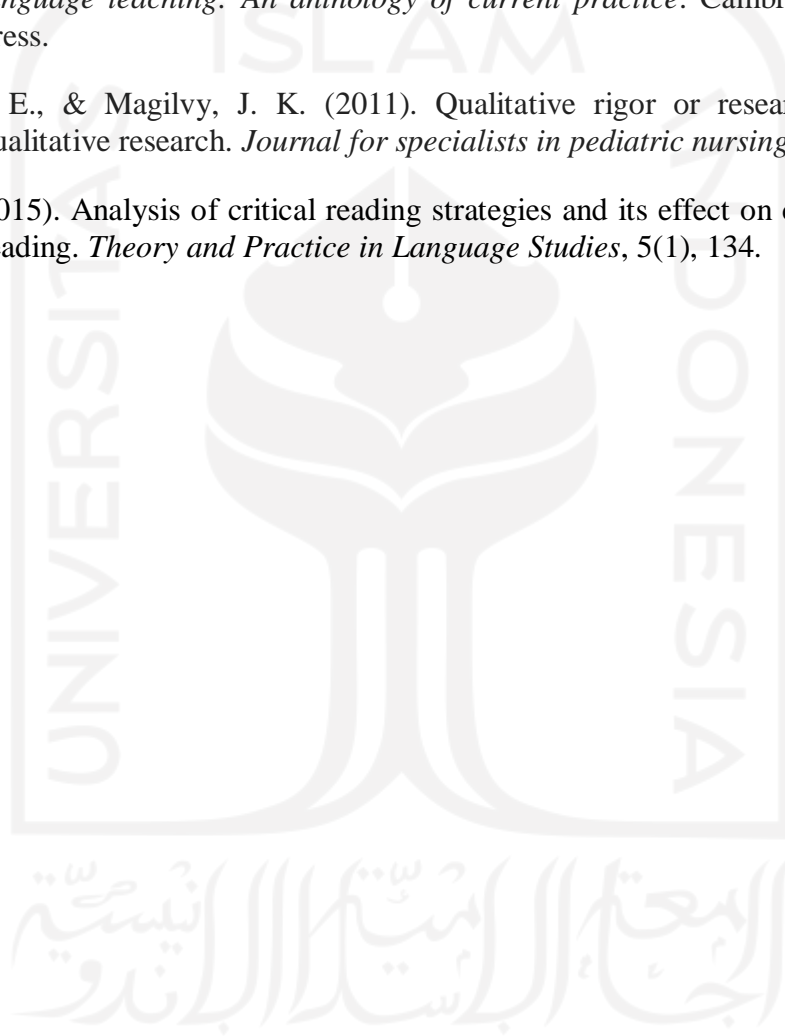
Based on the results of the research found above, the suggestions that researchers can give to various parties are as follows. First, the researcher suggests that the next research should find out about critical reading strategies used by lecturers to teach students, and observe the lecturers on how they attract students' attention to critical reading. Furthermore, this research is expected to be useful for prospective students to know their views on critical reading, and can be useful for lecturers to be able to teach and find out students' difficulties, and also how they overcome these difficulties.



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APPENDICES

Appendix 1

Coding Sample	Meaning
CRS/MC/CY/001	CRS means an abbreviation of Critical Reading Subskills UMC refers to theme of Understand meaning and context CY is the data from respondent 001 Refers to line from the transcript interview
CRS/MC/TS/001	CRS means an abbreviation of Critical Reading Subskills UMC refers to theme of Understand meaning and context TS is the data from respondent 001 Refers to line from the transcript interview

Appendix 2

Interview Transcriptions Participant

Participant 1 : CY
Place : Zoom Meeting
I : Interview
R : Respondent

Subject	Line	Transcription	Theme	Codes
I	001	ok cy, menurut kamu, apa sih pendapat kamu tentang membaca kritis		
R	002	Oke, jadi menurut aku membaca kritis itu gak cuman terbatas ke membaca akademis tetapi juga kaya bacaan yang bisa aku temui di kehidupan sehari-hari, misalnya kaya berita, sosmed, kaya caption ig sesederhana caption ig itu juga termasuk untuk bisa menjadi bahan membaca kritis gitu, jadi		

menurut aku membaca kritis itu merupakan kegiatan yang biasa dibilang tidak ada endingnya gitu, never ending activity gitu, jadi menurutku juga selain sumbernya dapat ditemukan dimana-mana tetapi juga cukup penting dilakukan,

- I 003 oo iya iya, jadi membaca kritis itu menurut kamu juga penting ya?
- R 004 Iya betul kenapa ya karena Dengan membaca kritis itu aku lebih memahami lebih jauh tentang teks yang disajikan, jadi kalau misalnya aku mendapatkan teks tentang mental health tapi aku tidak mencoba untuk membaca kritis. ya aku hanya menerima informasi yang disajikan di teks itu, tetapi jika aku mencoba untuk membaca kritis itu berarti aku adalah timbul pertanyaan-pertanyaan tertentu, bagaimana asal usulnya mental health itu sendiri gitu si, jadi kaya kita bisa mengembangkan pertanyaan-pertanyaan yang ada dalam pikiran kita. Dan penting si membaca kritis karena pertama memperluas wawasan, dua lebih bisa memahami konten dari teks tersebut, tiga dengan sudah melakukan kedua hal tadi akhirnya bias meningkatkan diri tentang pengetahuan sebuah topic itu pendapat ku
- I 005 Wah, berarti membaca kritis itu sangat diperlukan yaa apalagi untuk mahasiswa, nah kalau waktu yang kamu butuhkan untuk belajar membaca kritis itu biasanya berapa lama?
- R 006 Nah menurut aku itu dari kuliah si untuk belajar yang benar-benar belajar,
-

tapi mulai dari Sma kelas 12 si udah
 agak mulai-mulai ke trigger gitu
 istilahnya, oh iya aku cerita sedikit pas
 waktu Sma itu ada akun base yang
 isinya itu kaya banyak topic
 controlpesial gitu si, nah aku pas kelas
 12 belas si kaya seru aja liat nya dan
 merasa ke trigger dan menanyakan
 Kediri sendiri kek ada lagi gak ya
 topic-topik seperti ini, dan lanjut ke
 kuliah, pas kuliah juga kita sudah
 belajar tentang membaca kritis dan
 juga lebih kritis nah ditambah juga aku
 juga nemu lah satu ukm namanya EDS
 jadi menurut aku proses nya berapa
 lama itu mulai dari SMA dan
 insentifnya itu mulai dari kuliah gitu
 dan sampai sekarang masih berlanjut

I	007	oke oeke, jadi dari SMA sudah mulai tertarik juga ya dalam memperkembangkan bacaan kritis		
R	008	iyaa betull,		
I	009	nah kalau belajar membaca kritis, menurut kamu ni, sub-keterampilan mana yang menurut kamu paling sulit? dan mana yang paling tidak sulit?		
R	010	Keterampilan dalam belajar membaca kritis yaa?		
I	011	Iyaa betul, jadi selama membaca kritis gitu keterampilan yang paling susah dan yang paling tidak susah menurut kamu itu pas bagian apa gitu		
R	012	Ooo yaya, Kalau yang paling sulit buat aku itu Distinguish main ideas, jadi kalau gak salah itu aku itu sering nemu teks yang ditulis oleh orang-orang bukan yang kaya penulis like a job, jadi yaudah orang kaya nulis atau	-Distinguish main ideas and subordinate	CRS/D MIS/CY/ 012 CRS/U MC/CY/

		ngetweet dan aku sering baca, dan aku sering liat yang nulis itu tidak sesuai dengan judul pertama yang mereka buat gitu lo, misalnya kita ke scrolling itu judul pertama itu adalah tentang fresh graduate itu harus melakukan 5 skill ini , tapi pas dibaca dan discroll itu belum tentu 5 skill itu muncul gitu ..jadi kadang perlu dikritisi lagi gitu Dan kalau yang mudah itu menurut aku memahami isi konteks, menguasai kosakata	ideas -Mastering a lot of vocabulary	012 CRS/M AV/CY/ 012
I	013	Ooh oke oeke, nah kalau sekarang dalam strategi ni, kalau kamu lagi membaca kritis ni apakah kamu itu menemukan masalah dalam membaca kritis?		
R	014	Masalah ya? masalah si pasti ada ya contohnya ya menurut aku juga agak mirip sedikit sama yang tadi, kalo bisa ditambahkan lagi itu susahny kalau gak punya referensi cukup, jadi maksudnya kaya misalnya ada update tan dalam pembahasan politik gitu, tapi kita tidak mengikuti dan kita mikir ini memangnya kemarin bahas apa ya.. nah referensi yang lama itu biasanya ketutup sama referensi baru dan menurut aku susah aja si nyarinya		
I	015	oooo oke baik.. nah kamu kan pasti ada aja menemukan masalah ya dalam membaca kritis, itu strategi kamu sendiri untuk mengatasi masalahnya itu biasanya kamu gimana?		
R	016	Kalau cara paling gampangny, aku nanya nih sama temen yang wawasannya lebih luas atau bisa juga dari searching atau dari internet, atau bisa juga dibaca sekilas atau karena aku lebih prefer ke video aku akan	Previewing	SPCR/P W/CY/0 16

nyari penjelasan yang menggunakan video si

- I 017 oh, iya ya, jadi menggunakan informasi melalui menonton video-video yang bersangkutan yaa...
- R 018 iyaa betul
- I 019 oke oke , dalam membaca kritis kan juga ada strateginya ya dalam membaca kritis itu sendiri yaitu ada beberapa strategi
- R 020 Nah jadi aku biasanya itu mengatasi masalah itu biasanya aku itu memberi pertanyaan kepada diri aku sendiri dan mengingat bacaan itu sendiri, karena membaca itu adalah kegiatan individu jadi menurut aku jika itu sulit, sulit itu harus dipertanyakan, sulit nya bagian mana si? Apakah aku tidak mengerti tentang tokoh yang dimaksud kah,? Apakah aku tidak ngeri asal usulnya kah? Jadi mungkin ketika aku melakukan question and answer jadi aku merasa pikiran aku terbuka gitu. Dan juga bisa juga tentang keyakinan atau nilai-nilai yang sudah benar-benar dimiliki di kehidupan aku sendiri
- I 021 oo oke.. jadi masuk ke Questioning to understand and remembering yaa, sangat berpengaruh kepada diri sendiri ya...
- R 022 iyaa betul.. karena kan juga membaca juga bersifat individu yaa.. jadi harus mengatasi masalah dengan diri sendiri gitu..
- I 023 Iya ya betull..

SPCR/
QUR/C
Y/020
SPCR/C
SBV/CY

nah Setelah menghadapi tantangan/masalah/kesulitan tersebut, apakah kamu masih tertarik gak si sama membaca kritis? Mengapa?

- R 024 Bagi aku iya, karena tujuan pertama ada sangat berkorelasi erat sama kehidupan aku saat ini dan juga dalam waktu jangka panjang, dan juga banyak hal yang harus atau perlu dikembangkan jadi menurutku salah satu hal yang bisa membuat kita berkembang yaitu membaca kritis si
- I 025 yaya betul, berarti sangat bermanfaat juga ya belajar membaca kritis ini dan juga sangat berguna juga ketika mengikuti mata kuliah membaca kritis ini
- R 026 iyaa betul sekali itu, dan juga tu ya pas mengambil mata kuliah membaca kritis juga aku sangat senang dan semangat gitu, dan ketika aku mengambil mata kuliah itu aku jadi lumayan lebih sadar dan lebih tahu gitu tentang membaca kritis karena nanti akan berguna untuk kedepannya.. gitu sii

Wawancara tambahan

Subject	Line	Transcription	Theme	Coding
I	027	Okey ini langsung aja , pertanyaannya masih sama kaya kmarin cumn ini lebih mengingat lagi pada saat mengikuti kelas critical reading itu kesulitan yang kamu alami pada saat itu kira kira apa aja ya ?		

R	028	Maksud dari author kali ya yang sulit, ga bisa ketahuan dari sekali baca aja, perlu dibaca berkali-kali dan dicoba buat mahamin lebih dari yg disajikan. Kadang ku butuh nge connect clues dari dosen sama diskusi kelas sih biar bisa paham	Understand the author's approach	CRS/UAA/CY/002
I	029	Ok berarti sulit di bagian memahami maksud dari penulis gitu ya.. selain itu apa ada lagi kesulitan dalam membaca kritis?		
R	030	Kesulitan kalo ga punya wawasan lebih dari topik terkait, jadi kritisnya tuh perlu matter (wawasan) yg sedang didiskusikan, misalnya(ini cuma misal ya aku lupa juga wkwk) waktu itu miss Risti sempat menyinggung soal Mindfulness, kalo aku ga tau apa itu ttg Mindfulness aku ga bisa relate yg bener2 relate yang dia maksud, tapi kalo aku udah tau apa itu Mindfulness, aku bisa lebih relate lagi Dan Itu aja sih bagiku, sisanya masih bisa teratasi ama semampukuu		
I	031	Ooh oke oke, berarti bakalan sulit ya kalau kita gak punya wawasan yg lebih, nah biasanya kalau kamu kesulitan dalam membaca kritis , seperti yang kamu bilang tadi kamu susah memahami isi dari penulis itu kamu gimana? Apa cara atau strategi kamu untuk bisa memahami pendekatan dari penulis?		

-
- R 032 Biasanya aku diskusi sama temen yang kritis si, dan juga kalau aku biasanya itu mencoba untuk melihat contextnya dulu yaa..kaya dia ini lagi mau ngomongin apa ni gitu.. terus aku tu biasanya lihat di teks nya itu maksud dari penulis itu apa biasanya kan di teks itu ada disagree sama aggre, kalau misalnya disagree berarti dia gak setuju, nah kalau misalnya dia agree berarti dia setuju dan sekiranya mendukung sama pernyataannya yang dikemukakan dan juga mengevaluasi teks dengan membedakan fakta dan opini yang ada pada teks gitu sih..
- I 033 Ooh okey jadi kaya Evaluating an argument gitu kan ya...?
- R 034 aa iya iya betul..

-
- I 035 Kenapa lebih memilih cara itu?
Apa pernah di ajarin sama dosen
atau pernah pakai cara lain tapi
gak berhasil?
- R 036 Okeyy, hmm gini menurut aku, aku
ngelakuin itu dan memilih cara itu
karena learning by doing si, jadi
kaya misalnya ini kan ini tentang
berpikir kritis ya, dimana berpikir
kritis ini seiring berjalannya waktu
kan berkembang ya.. misalnya
dulu itu aku memakai cara yang
sederhana, cara sederhana itu
maksudnya cuman bisa nemuin si
opini penulis secara eksplisit tapi
secara implisit aku tidak bisa
menemukan, nah jadi setelah itu
kan aku ketemu lah kelas critical
reading ini dan di kasih tau lah
sama dosen , kita bisa tahu
kecenderungan atau maksud dari
penulis itu dengan cara adjective
atau mengevaluasi teks dengan
membedakan fakta dan opini gitu..
habis itu aku baru sadar gitu ohh
iya benar juga yaa.. kalau cara
yang gagal itu aku lupa si apa aja..
- I 037 Hmm oke oke i see,, kalau
misalnya cara cara dasar yang
biasa kamu pernah pakai itu apa?
Kaya misalnya kamu previewing,
Contextualizing, summarizing gitu..
atau understand meaning gitu.
Pernah gak pakai cara cara yang
seperti itu
-

R	038	<p>Ooh iyaa pernah pakai, jadi biasanya juga aku summarizing gitu, bikin conclusion dari text nya gitu.. trus juga biasanya aku awalnya kan understanding baca dulu ngertiin textnya habis itu baru bikin conclusion biar makin ngerti gitu</p>	Outlining and summarizing	SPCR/OS/CY/038
I	039	<p>Ooh okey okey. Terus tahap tahap cara atau strategi kmu dalam memecahkan masalah dalam critical reading itu apa</p>		
R	040	<p>Nah biasanya cara atau strategi nya itu aku liat dulu si dan mencoba memahami topik utamanya kaya memahami judulnya sebelum masuk ke teks isinya, setelah itu baru lanjut ke isinya, trus baca paragraph gitu setiap paragraf pahami apa isi text, dan konteksnya itu lagi ngomongin apa gitu, dan terakhir baru bikin kesimpulan dari yang telah kita baca gitu</p>	Previewing	SPCR/PW/CY/041 SPCR/CT/CY/041



Appendix 3

Participant 2 : TS
Place : Zoom Meeting
I : Interview
R : Respondent

Subject	Line	Transcription	Theme	Coding
I	001	Menurut kamu, apa sih pendapat kamu tentang membaca kritis		
R	002	Oke, kalau menurut saya secara personal membaca kritis itu adalah ketika kita mempunyai kemampuan dalam membaca, sambil menganalisis dan mengevaluasi isi bacaan yang kita baca tersebut, jadi bukan yang hanya membaca suatu teks dan tidak mengambil makna atau mencoba memahami isi teks tersebut gitu..		
I	003	ooh okeyy jadi membaca sambil menganalisis isi bacaan teks tersebut yaa..		
R	004	iyaa betull..		
I	005	oke terus kalau untuk waktu yang kamu butuhkan untuk belajar membaca kritis itu biasanya berapa lama?		
R	006	Sebenarnya untuk berapa lama waktu, mungkin secara tidak sadar membaca kritis itu sudah saya terapkan pada saat dari sekolah, contoh kecil itu dari SD,SMP,SMA, karena kan sebelum kita ulangan ujian itu kan kita membaca buku, memahami dan belajar nah dari situ tu sebenarnya sudah menerapkan metode critical reading , cuman saya baru tahu istilah membaca kritis itu sejak saya Kuliah dan ternyata critical reading itu bisa saja		

sesimple membaca caption ig/artikel yang ada di internet gitu

I 007 ookee, berarti baru belajar banget dan tahu banget itu sejak kuliah yaa??

R 008 iyaa.. karena ada mata kuliah critical reading juga kan yaa jadi semakin tahu tentang istilah critical itu pada saat baru-baru masuk kuliah

I 009 oohh okeyy.. kalau belajar membaca kritis, menurut kamu ni, kan dalam membaca kritis itu ada beberapa sub-keterampilan ni mana yang menurut kamu paling sulit ? dan mana yang paling tidak sulit?

R 010 oke. kalo dalam sub keterampilan membaca kritis itu banyak yaaa.. cuman dari beberapa sub keterampilan itu yang paling sulit menurut saya itu kayaknya yang bagian understand the author , karena menurut saya kadang saya membaca artikel ni, saya bingung maksud dari penulis itu apa gitu lo atau dari sebuah teks itu approach nya penulis itu apa sih sebenarnya, nah kalau yang tidak sulit itu understanding meaning teks sama mastering a vocabulary karena biasanya kalau dalam bacaan kebanyakan menggunakan kosakata yang dasar / daily conversation nah kalau untuk understanding meaning teks nya sendiri itu dalam kita menganalisis atau mengevaluasi isi bacaan tersebut kita pasti sudah bisa memahami isi bacaan tersebut gitu

Understanding the author's approach CRS/UAA/TS/010
CRS/UMC/TS/010
CRS/MAV/TS/010

I 011 oohh okeyy .. nah kalau kamu lagi membaca kritis ni apakah kamu itu menemukan masalah dalam membaca kritis?

R	012	oke kalau untuk kesulitan dalam membaca kritis itu sering ya karena kan membaca kritis itu tidak hanya membaca gitu kan, membaca kritis itu biasanya saya menemukan masalah pada saat menganalisa karena gak cuman sekali, saya harus membaca kritis itu berulang-ulang yaa sampai tau maksud dari teks tersebut, apalagi ketika membaca jurnal yang menggunakan bahasa inggris yang baku dan academic word gitu dan susah gitu ketika bahasa yang digunakan itu bahasa yang sulit dimengerti atau bahasa akademik atau baku	Understand meaning and context	CRS/UMC/TS/012
I	013	okee.. setelah menemukan masalah dalam membaca kritis, bagaimana sih cara kamu mengatasinya, dengan cara apa?atau dengan strategi apa?		
R	014	Bagaimana cara saya mengatasi hal tersebut biasanya si saya tetap membaca ulang teks datau mencoba mengunderline konteks-konteks yang tidak mengerti , seperti menggunakan strategi Previewing dan Outlining and summarizing, jadi saya merangkum bacaan tersebut.. lalu kalau misalnya saya masih gak mengerti saya menggunakan metode Contextualizing		SPCR/PW/TS/014 SPCR/OS/TS/014 SPCR/CT/TS/014
I	015	setelah tau ni , kesulitan dan kemudahannya dalam membaca kritis .. apakah kamu masih tertarik gak sih membaca kritis.. misalnya nanti kalau ada ukm atau debat di perkuliahan gitu tertarik gak untuk mengikutinya?		
R	016	sejujurnya saya sangat tertarik.. apalagi ketika saya mengikuti kelas		

		<p>membaca kritis karena pada saat itu saya bertemu dan diajarkan oleh dosen muda yang asik, dia bisa mengenalkan kelas critical reading itu dengan secara simple dan bagaimana kita membaca critical reading itu tapi gak beban gitu, jadi fun dan exicetid untuk ketertarikan misalnya kalau ada UKM atau debate gitu kayaknya menarik si karena critical reading ini adalah skill yang sangat berguna nanti untuk kerja apalagi untuk mengerjakan skripsi yaa..</p>
I	017	aaa i see jadi sangat menarik yaa untuk dipelajari di masa sekarang dan masa yang akan datang...
R	018	yaapp betul sekali..

Subject	Line	Transcription	Theme	Coding
I	019	okey, masuk ke pertanyaan pertama yaa.. jadi pertanyaan pertama itu hampir sama kaya kemarin cuman mengingat kembali waktu mengikuti kelas critical reading pada saat itu kesulitannya apa sih?		
R	020	Kesulitan yang pertama mungkin waktu itu kelas nya awal-awal pandemi ya.. trus waktu itu juga itu kelas nya adalah sesuatu yang baru dimana kita harus membaca secara critical gitu, dan juga kita harus memahami maksud dari penulis itu, bagaimana cara penulis mendekati pembacanya itu dengan gimana dan cara menyimpulkan maksud dari teks itu apa dan mencari ide ide yang mendukung penulisannya itu gitu,.. itu si	<p>Understand the author's approach</p> <p>Distinguish main ideas and subordinate ideas</p>	<p>CRS/UAA/TS/002</p> <p>CRS/DMIS/TS/002</p>

menurut ku yang sulit

I	021	Nah tadi kan sudah dijelaskan yaa kesulitannya apa menurut kamu.. kalau boleh tahu kenapa itu sulit?		
R	022	Kalau menurut aku seperti yang memahami context yang dimaksud dengan penulis itu kan kadang jurnal atau artikel itu kan mempunyai maksud yang kaya misalnya judulnya ini, terus nanti context nya ini gitu kan jadi kita memahami tujuan dari jurnal itu apa dan gimana dan yang paling sulit itu juga memahami cara penulis itu mendekati pembacanya , maksud nya apa dan bagaimana gitu dan kenapa itu sulit ya karena itu gitu.. kita harus bisa memahami dan menyakinkan benar atau tidak maksud dan tujuan dari penulis, dan apalagi ya oh iya yang paling sulit juga itu ketika menyimpulkan main idea dari artikel itu sendiri si	Understand meaning and context Correct the way of arguing Distinguish main ideas and subordinate ideas	CRS/UMC/TS/004 CRS/CWA/TS/004 CRS/MRCC/TS/001
I	023	ooh oke baik paham paham.. nah kalau biasanya ni kamu menemukan masalah kesulitan itu , cara atau strategi untuk memecahkan masalah nya itu dengan apa?		
R	024	Misalnya ni yaa.. kalau kita udah baca berulang-ulang kali, tapi tetep gak ngerti maksud dari bacaan tersebut atau kita tidak menemukan main idea dari bacaan tersebut itu apa atau kita lagi mencari tentang A gitu tapi kita tidak menemukannya walaupun padahal ada pada teks tersebut. atau dengan istilah lain aku gak ngerti ni maksud dari penulis itu yaa biasanya aku berhenti dulu istirahat beberapa menit.. nanti lanjut lagi dan baca pelan pelan gitu dan kalau aku biasanya menemukan kalimat atau kata yang	Comparing and contrasting	SPCR/CCRR/TS/024

gak aku ngerti itu aku translitin satu-satu mencari sumber lain dan pelan-pelan memahaminya gitu..

- I 025 aaa okee.. hmm jadi gitu ya.. nih kalau misalnya ni tadi kan kamu bilang susah dalam memahami maksud dari penulis yaa??
- R 026 iyaa betull
- I 027 nah pernah gak si pas kamu kesulitan dengan masalah tersebut kamu menggunakan cara, cara atau strategi misalnya, membuat kesimpulan, menggaris bawah teks yang penting atau mereview teks atau question and remember gitu
- R 028 Pernah si .. malah biasanya itu masuk ke tahap-tahap aku kalau membaca kritis jadi awalnya itu aku melihat judul nya dulu itu tentang apa.. terus aku lanjut ke context nya apa dan isi teks nya lagi bahas tentang apa, dan juga biasanya si kalau aku gak ngerti juga aku menggaris bawah teks yang gak aku ngerti lalu pernah juga waktu itu memberi pertanyaan kepada diri sendiri gitu untuk memecahkan masalah.. lalu lanjut untuk membuat kesimpulan, untuk mempresentasikannya kepada teman-teman di kelas.. gitu siiii
- I 029 ooh okey okey.. kenapa kamu memilih cara seperti itu?
- R 030 kenapa memilih cara itu ya.. pastinya
- | | |
|---|-----------------------------------|
| Previewing | SPCR/PW/TS/010 |
| Contextualizing | SPCR/CT/TS/010
SPCR/QUR/TS/010 |
| Questioning to understand and remembering | SPCR/OS/TS/010 |
| Outlining and summarizing | |
-

pernah diajarkan ya sama dosen ,
cuman aku emang memilih cara yang
sesuai dengan diri sendiri seiring
berjalan nya dan berkembang nya
bebrfikir kritis gitu mana si yang
paling efisien atau yang paling manjur
gitu,, dan sejalan aja gitu ooh ternyata
cara aku menggaris bawah teks,
membuat kesimpulan itu bisa
memecahkan masalah nya gitu, kaya
apa ya kalau misalnya gak ngerti ya
aku harus cari cara ni untuk
memecahkan masalah itu, dan
tergantung masalahnya juga si
biasannya

