

## APPENDICES

## Appendix I. Translation of Al-Qur`an

Name of the Surah	Indonesian	English
QS. Al-Alaq verses 1-5  أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ. خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ. عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ	“Bacalah dengan (menyebut) nama Tuhanmu Yang menciptakan. Dia telah menciptakan manusia dari segumpal darah. Bacalah, dan Tuhanmulah Yang Maha Pemurah. Yang mengajar (manusia) dengan perantaran kalam. Dia mengajar kepada manusia apa yang tidak diketahuinya.”	“Recite in the name of your Lord who created. Created man from a clinging substance. Recite, and your Lord is the Most Generous. Who taught by the pen. Taught man what he did not know.”

## Appendix II. Research Instruments

### Interview Guidelines for Lecturers

Interview Questions	Participant`s Response
<p style="text-align: center;"><b>A. Critical Reading Skills in an Academic Context</b></p> <ol style="list-style-type: none"> <li>1. What do you know about critical reading and how it related to the academic context?</li> <li>2. In your opinion, why are critical reading skills important for students to learn?</li> <li>3. In your classroom teaching, what types of texts do you used to support the learning process?</li> </ol>	
<p style="text-align: center;"><b>B. Teaching Strategies</b></p> <ol style="list-style-type: none"> <li>1. Please explain what types of activities/instruction are given to students to find the general idea before reading the text in depth?</li> <li>2. When reading a text critically, do you ask students to contextualize the background of the text?</li> <li>3. What steps/activities are used to check whether students understand the difference between main ideas and supporting ideas in the text (for example, discussions, presentations, written exercises)?</li> <li>4. Please explain what you do to encourage students to ask questions about the text they are reading critically.</li> <li>5. How do you ensure that students not only understand the content of the text, but also critically evaluate the author's arguments?</li> <li>6. How do you guide students to encourage them to share their views or experiences related to the text?</li> <li>7. Are students required to analyze differences in methods, arguments, or results by comparing two reading texts? How is this done in the classroom?</li> </ol>	
<p style="text-align: center;"><b>C. Navigating Information</b></p> <ol style="list-style-type: none"> <li>1. In your opinion, among all the strategies, which approach is the most effective for developing students' ability to find and evaluate information from scientific articles through critical reading</li> <li>2. Are there any challenges you face when developing students' critical reading skills implicitly?</li> <li>3. What are your hopes for the development of students' critical reading skills in the future?</li> </ol>	

### Interview Guideline for Students

Interview Questions	Participant's Response
<p><b>A. Understanding the Structure of Academic Texts</b></p> <ol style="list-style-type: none"> <li>1. Please tell me about your experience when you had difficulty understanding the reading text given by the lecturer</li> <li>2. How was your experience when you felt confused about the structure of a scientific article/journal (for example, abstract, methods, results, discussion)?</li> <li>3. What do you think about understanding/reading a text literally without truly analyzing it? Tell me about your experience.</li> <li>4. How does your English proficiency affect your experience in reading the texts given by the lecturer?</li> </ol>	
<p><b>B. Critical Thinking Skills</b></p> <ol style="list-style-type: none"> <li>1. Tell me about your difficulties when asked to use critical thinking/evaluate the author's arguments in a scientific article/journal given by the lecturer.</li> <li>2. How did you feel when asked to express your opinion or analysis of the text — did you find it difficult, and what was the situation like?</li> <li>3. Based on your experience, what makes thinking critically about a scientific journal/article difficult?</li> <li>4. When reading the text, do you follow or imitate what is written in the text, or do you use critical thinking to analyze it?</li> </ol>	
<p><b>C. Vocabulary and Understanding of Context</b></p> <ol style="list-style-type: none"> <li>1. Have you ever felt overwhelmed or confused by the many academic terms or specialized vocabulary in a text that seemed unfamiliar to you?</li> <li>2. How do you try to understand unfamiliar vocabulary or terms in a scientific journal? Do you use a dictionary, Google Translate, ask questions, or guess from the context?</li> <li>3. Please describe a situation where you misunderstood the content of a text because you did not understand a certain term.</li> <li>4. How does limited vocabulary affect your ability to analyze, evaluate, or respond to a text critically?</li> </ol>	
<p><b>D. Motivation and Self Learning Strategies</b></p> <ol style="list-style-type: none"> <li>1. When you read a journal critically, does it feel too difficult or boring? Can you describe the situation?</li> <li>2. Based on your experience, what makes you less motivated when reading a scientific article/journal in English?</li> <li>3. How was your experience when you felt frustrated reading an academic text in English?</li> <li>4. Do you have a specific strategy for understanding difficult texts? If not, describe the difficulties you have experienced.</li> </ol>	

### Appendix III. Documentation



## Appendix IV. Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN  
 FAKULTAS TARBIYAH DAN KEGURUAN  
 Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235  
 Telepon: (0511) 3265426; (0511) 6783136  
 E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 494 /Un.14/III.1/PP.00.9/03/2026 09 Maret 2026  
 Sifat : Penting  
 Lampiran : 1 (Satu) Berkas  
 Hal : Mohon Izin Riset

Yth. Ketua Prodi Pendidikan Bahasa Inggris UIN Antasari Banjarmasin  
 Kota Banjarmasin

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Putri Haryati Sauma  
 NIM : 220101030095  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan  
 Alamat : Jl. Keramat Raya, Rt.11 No.49. Kelurahan Sungai biru, Kecamatan Banjarmasin Timur.  
 No HP : 083124317785

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.  
 Wassalamu'alaikum Wr.Wb

Banjarmasin, 09 Maret 2026

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Ahmad Salabi, S.Ag., M.Pd.  
 NIP 197212112008011009

Tembusan :  
 Dekan Fakultas Tarbiyah dan Keguruan

## Appendix V. Research Completion Letter



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI ANTASARI**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
**PRODI TADRIS BAHASA INGGRIS**  
 Jalan JenderalAhmadYani KM. 4.5BanjarmasinTelepon(0511) 3253939Faksimile(0511)3274492  
 Web: www.fk.iain-antasari.ac.id

### **SURAT KETERANGAN SELESAI RISET**

Nomor:B-207/Un.14/III.1/PP.00.9/06/2026

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin menerangkan bahwa:

N a m a : Putri Haryati Sauma  
 NIM : 220101030095  
 Fakultas : Tarbiyah dan Keguruan  
 Jurusan : Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak (09 Maret 2026 - 09 Mei 2026) dengan judul:

***“CRITICAL READING THROUGH READING TEXT: TEACHING STRATEGIES  
 FOR NAVIGATING INFORMATION”***

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 10 Juni 2026  
 Ketua Prodi,


  
 Afifah Linda Sari

*Melayani Lebih Baik, Lebih Baik Melayani*


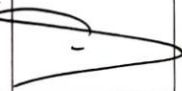




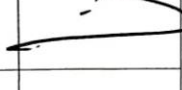

## Appendix VI. Consultation Schedules and Notes

### CONSULTATION

Name: Putri Haryati Sauma

Title: Critical Reading Through Reading Text: Teaching Strategies for Navigating Information

Advisor: Dr. Ridha Fadillah, M.Ed

No	Date	Suggestion/Comment	Signature
1	24/4/2025	Consultation about topic proposal	
2	29/4/2025	Consultation about research issues, and participants	
3	06/05/2025	Consultation chapter 1-3 thesis proposal	
4	13/05/2025	Correction of thesis proposal	
5	26/01/2026	Consultation research instruments, and additional theory on chapter II (theory)	
6	26/02/2026	Correction about research instrument, interview guide.	
7	02/06/2026	Consultation Chapter IV, additional research citation.	
8	09/06/2026	Ready for exam.	

**CURRICULUM VITAE**

1. Full Name : Putri Haryati Sauma
2. SRN : 220101030095
3. Place and Date of Birth : Banjarmasin, 15 November 2003
4. Nationality : Indonesia
5. Address : Jl. Keramat Raya, Kelurahan Sungai bilu,  
Kecamatan Banjarmasin Timur.
6. Phone Number : 083124317785
7. Email : putrisauma4@gmail.com
8. Organization/Work experience :
  - a. LDK Amal (2024-2025)
  - b. Private English tutor (2026)

Banjarmasin, 13 June 2026



Putri Haryati Sauma