

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

**By  
PUTRI HARYATI SAUMA**



**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
2026 AD / 1448 AH**

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

**Undergraduate Thesis**

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I, the undersigned, Putri Haryati Sauma, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, June 10, 2026

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## ABSTRACT

**Putri Haryati Sauma.** 220101030095. *Critical Reading Through Reading Text: Teaching Strategies For Navigating Information.* Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Ridha Fadillah, M.Ed

**Keywords:** Critical Reading, Reading texts, Teaching Strategies, Students` Challenges, Narrative Analysis.

Critical reading skills are important for college students to possess, but in reality, many students still struggle to analyze and evaluate academic texts in depth. This study aims to examine the teaching strategies implemented by lecturers in developing students' critical reading skills through articles and scientific journals, as well as to identify the challenges faced by students in applying critical reading in the classroom. This research uses a qualitative approach with the narrative inquiry method. The participants consisted of two lecturers and four students from the English Education Study Program at UIN Antasari Banjarmasin. Data collection was obtained by conducting in-depth interviews and analyzed using thematic analysis. The research results show that the lecturers apply several main strategies, namely using academic texts as the main foundation of learning, step-by-step reading techniques, contextual thinking approaches, critical discussions and presentations, as well as evaluative and comparative approaches to two academic texts. The challenges faced by students include difficulties in understanding journal structures, a lack of critical thinking skills, limited vocabulary, and low motivation as well as emotional conditions that affect them. Thus, structured and systematic teaching strategies can help students navigate academic information critically.

## **ABSTRAK**

**Putri Haryati Sauma.** 220101030095. *Membaca Kritis Melalui Teks Bacaan: Strategi Pengajaran Untuk Menavigasi Informasi.* Skripsi. Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Dr. Ridha Fadillah, M.Ed

**Kata kunci:** Membaca Kritis, Teks akademik, Strategi Pengajaran, Tantangan Mahasiswa, Analisis Naratif

Keterampilan membaca kritis adalah keterampilan yang penting dimiliki mahasiswa di perguruan tinggi, namun kenyataannya banyak mahasiswa yang masih kesulitan menganalisis dan mengevaluasi teks akademik secara mendalam. Penelitian ini bertujuan untuk mengkaji strategi pengajaran yang telah diterapkan oleh dosen dalam mengembangkan kemampuan membaca kritis mahasiswa melalui artikel dan jurnal ilmiah, juga mengidentifikasi tantangan apa saja yang dihadapi mahasiswa dalam menerapkan membaca kritis di kelas. Penelitian ini menggunakan pendekatan kualitatif dengan metode narrative inquiry. Partisipan terdiri dari dua dosen dan empat mahasiswa dari Program Studi Pendidikan Bahasa Inggris di UIN Antasari Banjarmasin. Pengumpulan data diperoleh melalui wawancara mendalam dan dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa dosen menerapkan beberapa strategi utama, yaitu menggunakan teks akademik sebagai fondasi utama pembelajaran, teknik membaca bertahap, pendekatan berpikir kontekstual, diskusi kritis dan presentasi, serta pendekatan evaluatif dan komparatif terhadap dua teks akademik. Adapun tantangan yang dihadapi mahasiswa seperti kesulitan memahami struktur jurnal, kurangnya kemampuan berpikir kritis, terbatasnya kosakata, dan rendahnya motivasi serta kondisi emosional yang memengaruhi. Dengan demikian, strategi pengajaran yang terstruktur dan sistematis dapat membantu mahasiswa menavigasi informasi akademik secara kritis.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Dzulhijjah, 14<sup>th</sup>, 1447 A.H

June, 10<sup>th</sup>, 2026 A.D

Writer

## CONTENTS

<b>TITLE PAGE</b> .....	<b>i</b>
<b>STATEMENT OF AUTHENTICITY</b> .....	<b>ii</b>
<b>PLAGIARISM CERTIFICATE</b> .....	<b>iii</b>
<b>APPROVAL</b> .....	<b>iv</b>
<b>VALIDATION</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>ABSTRAK</b> .....	<b>vii</b>
<b>ACKNOWLEDGMENT</b> .....	<b>viii</b>
<b>CONTENTS</b> .....	<b>xii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiv</b>
<b>CHAPTER 1</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
A. Background of Study .....	1
B. Definition of Key Terms .....	5
1. Critical Reading .....	5
2. Reading Text .....	6
3. Teaching Strategies .....	6
4. Navigating Information.....	7
C. Research Questions .....	7
D. Objectives of Study .....	7
E. Significance of Study .....	8
<b>CHAPTER II</b> .....	<b>10</b>
<b>THEORETICAL REVIEW</b> .....	<b>10</b>
A. Critical Reading .....	10
B. Critical Reading Through Reading Text .....	12
C. Teaching Strategies For Critical Reading .....	12
1. Previewing .....	13
2. Contextualizing .....	14

3. Outlining and Summarizing .....	14
4. Questioning .....	15
5. Evaluating an Argument.....	16
6. Comparing and Contrasting .....	16
D. Students` Challenges in Applying Critical Reading.....	17
1. Difficulty in Understanding the Structure of Academic Text.....	17
2. Lack of Critical Thinking Skills.....	18
3. Limited Vocabulary and Understanding of Context .....	19
4. Lack of Motivation and Self-Learning Strategies.....	20
E. Review of Previous Study .....	21
<b>CHAPTER III .....</b>	<b>24</b>
<b>RESEARCH METHOD .....</b>	<b>24</b>
A. Research Design.....	24
B. Research Setting .....	27
C. Participant .....	28
D. Data .....	29
E. Technique of Data Collection.....	29
F. Data Analysis .....	31
<b>CHAPTER IV.....</b>	<b>35</b>
<b>FINDINGS AND DISCUSSION .....</b>	<b>35</b>
A. Findings.....	35
B. Discussion .....	56
<b>CHAPTER V .....</b>	<b>70</b>
<b>CLOSURE .....</b>	<b>70</b>
A. Conclusion .....	70
B. Suggestions .....	72
<b>REFERENCES.....</b>	<b>74</b>
<b>APPENDICES .....</b>	<b>79</b>
<b>CURRICULUM VITAE .....</b>	<b>86</b>

## **LIST OF APPENDICES**

<b>Appendix I. Translation of Qur`an.....</b>	<b>79</b>
<b>Appendix II. Research Instruments.....</b>	<b>80</b>
<b>Appendix III. Documentation.....</b>	<b>82</b>
<b>Appendix IV. Research Letter.....</b>	<b>83</b>
<b>Appendix V. Research Completion Letter.....</b>	<b>84</b>
<b>Appendix VI. Consultation Schedules and Notes.....</b>	<b>85</b>