

CHAPTER I

INTRODUCTION

A. Background of Study

Reading skill is one of the most important English language skills in education and daily life. Reading is the ability to understand written language and derive meaning from the text read, and reading is closely related to other skills such as writing, speaking, and listening. This skill is an important pillar for learning in various fields that allows a person to access, understand, and use information from various sources. In an educational context, reading is a key component of learning that can influence students' ability to comprehend and process information, as it involves deep understanding of texts, critical analysis, and the ability to relate new information to existing knowledge. And this reading skill is already in the Holy Quran, Allah says in surah Al-Alaq verses 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ . خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ . اقرَأْ وَرَبُّكَ الْأَكْرَمُ . الَّذِي عَلَّمَ بِالْقَلَمِ .

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَم

The repetition of the command "*Iqra*" (read) that appears twice in the verses above emphasizes that reading is not a passive activity, but an active and mindful process. And these verses suggest that the act of reading

can lead a person to new understanding, questioning, and conducting analysis of information. It can be concluded that reading can be the first step in acquiring knowledge, because humans are created with extraordinary potential to develop and learn. And reading is one way that students can develop their potential to understand the world around them, develop cognitive skills, and improve their abilities in various aspects of life.

This Quranic foundation is also in line with one of the important skills in the world of education, especially at the university level, which students must also have in addition to critical thinking skills, is critical reading skills. According to Rahmawati (2024), Critical reading is a way of reading by looking at the author's motives and then assessing the information contained in the reading. In critical reading we must think about the truth of the information discussed because not everything written is always true. Therefore, critical reading is also interpreted as reading that is done wisely, with consideration, in-depth, evaluative, and analytical. With reading activities at all levels students of education that require students to have the ability to read critically.

Din (2020) stated that critical reading understanding is a reading activity that shows a critical reaction to what is being read to respond to ideas and relationships between implicit and explicit reading content in a reading. Importantly, critical reading is important to be integrated to help students in understanding the text and to develop some reading minor skills,

especially for EFL students who need to develop decoding and vocabulary skills in order to read better. According to Zhang et al. (2018), Critical reading is different from critical thinking. Critical reading is a technique for discovering information and ideas within a text while critical thinking is a technique for evaluating information and ideas, for deciding what to accept and believe. Critical thinking is one step more difficult than critical reading. It comes after the critical reading and deals with affective aspect. However, they stand along together because without getting critical reading, there will not be critical thinking.

In the learning process in the classroom, the researcher found that not all students have mastered these critical reading skills optimally when the lecturer provides readings such as scientific articles and journals as material for discussion and analysis. Students still have difficulty in understanding the structure and content of the reading, especially in identifying and delivering logical and structured critical responses to the reading of scientific articles and related journals. Many of them just repeat information without deep understanding or analytical skills that should be part of critical reading skills. Thus, effective and systematic teaching strategies from lecturers are needed to help students and improve their critical reading skills optimally.

Therefore, the researcher is interested in examining how teaching strategies used by lecturer in classroom learning to help improve students' skills in critical reading, especially through the use of scientific articles and

journals as learning media. As well as to find out whether there are challenges faced by students in the classroom in the teaching strategies used by lecturer in improving students' skills in critical reading as part of the learning process. In this way, teaching critical reading requires students to have reading skills that go beyond text comprehension, but students must also be able to analyze and question the information they encounter in scientific articles and journals to encourage their involvement in discussions that also encourage critical thinking.

Several previous studies have examined critical reading skills, in a previous study by Putri Rahmasari & Sunarti (2024), entitled "*Investigating the Role of Critical Reading Strategies in Developing Students' Reading Comprehension*", this study highlighted that critical reading strategies significantly improved students' reading comprehension at a senior high school in Samarinda, with mean scores increasing from 55.07 to 66.67. However, that study was conducted at the senior high school level using a quantitative approach, leaving a gap in understanding how critical reading strategies are applied at the university level, particularly in the context of academic texts such as scientific articles and journals.

Another study by Al Roomy (2022), entitled "*Investigating the Effects of Critical Reading Skills on Students' Reading Comprehension*", The research highlighted students' perception of reading as an active and dynamic process that stimulates the use of higher-order thinking skills and draws on their prior experiences to approach reading materials. That study

also indicated the application of critical reading through group work to help overcome students' reading difficulties. Apart from the contributions of the previous studies, most of them employed a quantitative approach, leaving a gap in exploring in depth the experiences of lecturers and students in the critical reading process.

To fill the gap from previous studies, this study employs a qualitative approach with narrative analysis method to explore the lecturer's experiences in the teaching strategies that have been applied to improve students' critical reading skills through academic reading texts such as scientific articles and journals as the main learning materials. It also identifies the challenges that students have faced in applying critical reading skills in the classroom.

From this problem and study of the previous researcher, the researcher is interested in discussing the study entitled **“CRITICAL READING THROUGH READING TEXT: TEACHING STRATEGIES FOR NAVIGATING INFORMATION.”**

B. Definition of Key Terms

Several terms related to the research are clarified to avoid misconceptions:

1. Critical Reading

Critical reading is a reading process that involves in-depth analysis and evaluation, for learners to comment on the quality of content and style

of the text read, as explained by (Priyatni, 2014). Not only to understand the content of reading, critical reading also involves reflection on the meaning and implications of a reading text. Critical reading in this study refers to the skills that must be taught to students to analyze and question the information contained in scientific articles and journals, which can also encourage discussion and critical thinking of students in analyzing texts.

2. Reading Text

Reading text is a form of written text that is read in order to obtain information, understand the meaning, and enjoy the content in the reading. Reading text in this study refers to reading materials used by lecturer in the learning process as well as the main source for students in developing critical reading skills. The reading text in question such as scientific articles and journals to demand in-depth understanding and critical analysis from readers, therefore this reading text is a central element in developing students' critical reading skills in a university environment.

3. Teaching Strategies

Teaching strategies is the overall design, methods, and actions systematically organized by teachers or lecturers to facilitate the teaching process so that learning objectives can be effectively achieved. This includes how material is presented, classroom activity management, and the techniques used to engage students in the learning process. Teaching strategies in this study refer to how lecturers teach students to understand

and analyze reading texts, such as articles or scientific journals, using critical reading skills that are taught implicitly in the classroom.

4. Navigating Information

Navigating information is the process of finding, understanding, and evaluating information effectively and critically. In this study, navigating information in reading texts such as scientific articles and journals to support students' critical reading skills in determining how the information is organized and presented and how to use it appropriately in analysis and scientific discussions in the classroom.

C. Research Questions

1. What types of lecturers teaching strategies in helping students develop critical reading skill through article and scientific journal?
2. What challenges do students face when applying critical reading skill in the classroom?

D. Objectives of Study

1. To find lecturers strategies in helping students develop critical reading skill through article and scientific journal.
2. To find challenges students face when applying critical reading skill in the classroom.

E. Significance of Study

1. Theoretical Benefits

This research contributes to critical literacy skills by providing knowledge about effective and efficient teaching strategies to analyze and critically evaluate readings from selected texts by utilizing scientific articles or journals as the main source of learning media. Furthermore, this research also enriches theoretical understanding regarding the challenges students face when applying critical reading skills in the classroom, which can serve as a foundation for developing more responsive and adaptive learning approaches. The results of this study are expected to open space for more in-depth academic discussions regarding effective teaching strategies to improve critical reading skills that students must have and provide new insights that can be used as a basis for further research.

2. Practical Benefits

a. For lecturers

Lecturers in understanding effective teaching strategies in the role of improving students' critical reading skills, in understanding scientific articles and journals so that lecturers can prepare more targeted teaching. In addition, by recognizing the challenges students commonly encounter during the critical reading process, lecturers can design more adaptive and student-centered instructional approaches that better address students' actual needs in the classroom.

b. For students

This research can help students to increase their awareness of the importance of critical reading to help them overcome difficulties in understanding academic texts, from the description of teaching strategies applied by lecturers that do not focus on understanding the content of the text alone, but also strengthen students' ability to analyze, evaluate, and critically respond to reading. Moreover, this research helps students recognize and reflect on the specific challenges they face when applying critical reading skills, so they can develop greater self-awareness and more effective strategies to overcome those obstacles independently

c. For the next researcher

They can explore effective teaching strategies of critical reading on academic achievement and participation in scientific research. Additionally, this study provides a basis for further investigation into the various challenges students encounter in applying critical reading skills, opening opportunities to develop more targeted interventions and innovative solutions in the fields of education and information literacy. As such, this study opens up avenues of exploration and innovation in the fields of education and information literacy.