

CHAPTER V

CLOSURE

A. Conclusion

This study examines lecturers' experiences in implemented teaching strategies to develop students' critical reading skills through reading texts such as articles and scientific journals, and identified the challenges faced by students in critical reading in the classroom. From the previous chapter's findings and discussion, several conclusions are shown.

1. Teaching Strategies Used by Lecturers to Improve Students' Critical Reading Skills

Both lecturers from the English Language Education Program at Antasari State Islamic University Banjarmasin implemented various strategies to develop students' critical reading skills using academic texts such as articles and scientific journals as the primary teaching materials. They applied step-by-step reading techniques—including previewing, scanning, skimming, and summarizing—to guide students in understanding texts before moving to in-depth analysis. Both lecturers also encouraged contextualize thinking by having students connect text content to real-life situations, implemented several activities such as discussions, presentations, and question-and-answer sessions to foster active engagement, and applied

evaluative and comparative approaches by asking students to assess and compare multiple journals on similar topics to broaden their perspectives.

Overall, the teaching strategies employed by both lecturers were text-based, integrating systematic reading techniques, contextual thinking, active discussion activities, and evaluative and comparative approaches. Through these strategies, students were expected not only to understand texts literally but also to analyze, evaluate, and connect information within them—reflecting an effective approach to helping students develop critical reading skills and ultimately become critical academic readers.

2. The Challenges Faced by Students in Critical Reading Skills

In critical reading activities in the classroom, the four students faced several challenges during the learning process. One challenge was their lack of understanding of academic text structures, as they had rarely read scientific journals before entering university. They also showed limited critical thinking ability, tending to accept information without evaluating or questioning the authors' arguments—largely due to low self-confidence and a tendency to read literally rather than analytically. In addition, limited academic vocabulary made it difficult for students to understand and analyze the complex language of scientific journals. Motivational and emotional factors, such as frustration, anxiety, exhaustion, and low motivation when dealing with lengthy texts, further affected their

engagement, compounded by limited environmental support and English proficiency.

These challenges highlight those students still require structured guidance in reading academic texts, independent vocabulary development, and emotional and motivational support to develop stronger critical reading skills.

B. Suggestions

From the findings and results of this study, several recommendations are suggested for lecturers, students, and future researchers to improve critical reading skills in higher education.

1. For Lecturers

Lecturers are advised to continuously implement and improve more effective teaching strategies for critical reading in a gradual and systematic manner, particularly in guiding students to become familiar with the structure of academic texts. They are also advised to regularly integrate academic vocabulary exercises together with structured scaffolding to further develop students' critical thinking skills. Additionally, lecturers are advised to create a learning environment that encourages students to be more confident in their ability to read academic texts critically and actively.

2. For Students

Students are advised to regularly familiarize themselves with academic texts such as research-based articles and scientific journals from the beginning of their studies, in order to become more familiar with the complex structure of academic texts. Students are also advised to enrich their academic and everyday vocabulary independently and consistently, as well as to not only read passively but also to train themselves to actively question and express their opinions in class discussions.

3. For Future Researcher

This study employed the narrative inquiry method to explore lecturers' experiences in implementing teaching strategies and the challenges faced by students in critical reading. Therefore, future researchers are advised to use different research methods such as experimental or mixed methods to measure the effectiveness of critical reading teaching strategies. Furthermore, future researchers are advised to broaden the research focus by examining other factors such as students' learning styles and the role of technology that may influence students' critical reading skills.