

ABSTRACT

Andestina, D., E. (2023). Teachers' Concepts and Strategies on Teaching Critical Reading Skills at One of Senior High School in Tebo. A Thesis Magister of English Education Study Program Faculty of Teacher Training and Education Jambi University in Academic Year 2023/2024. The first supervisor is Dr. Nunung Fajaryani, S.Pd., M.Pd.. The second supervisor is Dr. Reli Handayani, S.S., M.Pd.

Keywords: Critical Reading Skills, Teachers' Concepts on Critical Reading Skills, Strategies in Teaching Critical Reading.

Critical reading skills is understanding a new insight by evaluating, contextualizing, and interpreting the meaning contained. Nowadays, being critical is a must to respond and avoid invalid information to make the passage's meaning understandable. This research is conducted to explore and explain teachers' concepts and strategies in teaching critical reading. The researcher applies qualitative with a case study approach. To gain the data, the researcher involves two English teachers in a Senior high School as the participants. So, interviews are used to know what are teachers' perceptions regarding the concepts on critical reading skills and observation sheets are used to make sure whether the participants apply strategy in critical reading or not. The results indicate that critical reading concepts are depth-understanding, personal response, and active reader. While, the teachers apply the strategy of previewing, questioning, and annotating as ways to support individual reading development. Therefore, the ability to critically read is vital for fostering a growth mindset through the implementation of specific strategies. This research could be recommended and serve as an additional reference and create a new understanding regarding the concept of critical reading.