

ABSTRACT

Marsella, 2024. *Identification of EFL Student's critical reading skills difficulties*, Language and Arts Department, FKIP Universitas Jambi.

The purpose of this qualitative research is to identify EFL student's critical reading skills difficulties of the second year students in academic year 2022/2023 at English Study Program, FKIP Universitas Jambi. The research data were obtained by distributing questionnaires to the students. There were 22 respondents who voluntarily filled out the questionnaires. The data were analyzed to find the critical reading difficulties they often encountered. The answer of each student's toward the critical reading difficulties questionnaire shows various answer such as that they find it hard to makes an argument from the text they ready and find the credibility and quality in the text to defend their own argument without bias or opinion. It also revealed they find it hard to not rely to the translation tool such as Google translate when they don't understand the idioms or the complex sentence because the lack of grammar and vocabulary that makes them can't implemented their critical thinking when they read English text in the class. This also can be seen from the results of interview conducted by researcher that EFL students barely hears about the critical reading and critical thinking but they can understand what is it. It implied that their difficulties was the lack of critical reading strategies. From the results of this research, the researcher provides the information what kind difficulties that student usually encounter when they read critically English text in teaching and learning process in the class. Teacher can use this research as references to improve their teaching strategies for the better in the future.

Key Words: Critical Reading, Critical thinking, EFL student