

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the findings and discussions based on the data obtained in the research. Furthermore, the researcher explained about the identification of EFL student's critical reading in the second year students of the English Study Program FKIP, Universitas Jambi.

4.1 Finding

There were 22 students when the data were collected online with Google form. All of these students answered the question individually. Based on the results of data collection in the form of Questionnaire in Google form to participant in this research, the researcher present the finding in this research as described in the points below:

4.1.1 Data Description of questionnaire instrument

As explained in chapter 3, this research used a questionnaire instrument based on Le, H. V. *et al* (2024) to identify the EFL student's critical reading difficulties. The Questionnaire was distributed to 2 classes at the second semester in the English Study Program, and 22 students consist 18 female and 4 male have participated and filled out the distributed Questionnaire. The Questionnaire consists of 19 questions divided into 2 categories, multiple choices and write short answer. After the data has been collected from the respondents, the next step is to input the score of each student's questionnaire into Ms. Excel 2013 and then calculated the result of each student to find out their critical thinking difficulties'. From the results of these calculations, it can be seen the difficulties of each student's critical thinking. The difficulties can be seen from the sum of the results which is the score higher than the other ones. This was done by the researcher to get an overview of difficulties that EFL student often encountered in the second year students at the English Study Program and to find the percentage of EFL student's critical reading difficulties.

The result of each student can be seen in the table below:

Table 1.1 the recapitulation of critical reading strategies of the respondents

Students	Clarifying the critical reading strategies / categories (the total number from 18 questions)				Result
	Strongly agree	Agree	Disagree	Strongly disagree	
1.	5	15	2	-	Agree
2.	2	18	2	-	Agree
3.	7	16	1	-	Agree
4.	3	16	3	-	Agree
5.	4	16	2	-	Agree
6.	4	15	2	-	Agree
7.	3	17	2	-	Agree
8.	3	18	1	-	Agree
9.	3	17	2	-	Agree
10.	4	13	5	-	Agree
11.	2	19	1	-	Agree
12.	-	16	6	-	Agree
13.	3	16	3	-	Agree
14	4	15	1	1	Agree
15.	-	15	7	1	Agree
16.	1	13	8	-	Agree
17.	1	13	8	-	Agree
18.	2	14	6	-	Agree
Total	48	282	61	2	22 Students
Percentage	9,1 %	72,8 %	13,6 %	4,5 %	100,0%

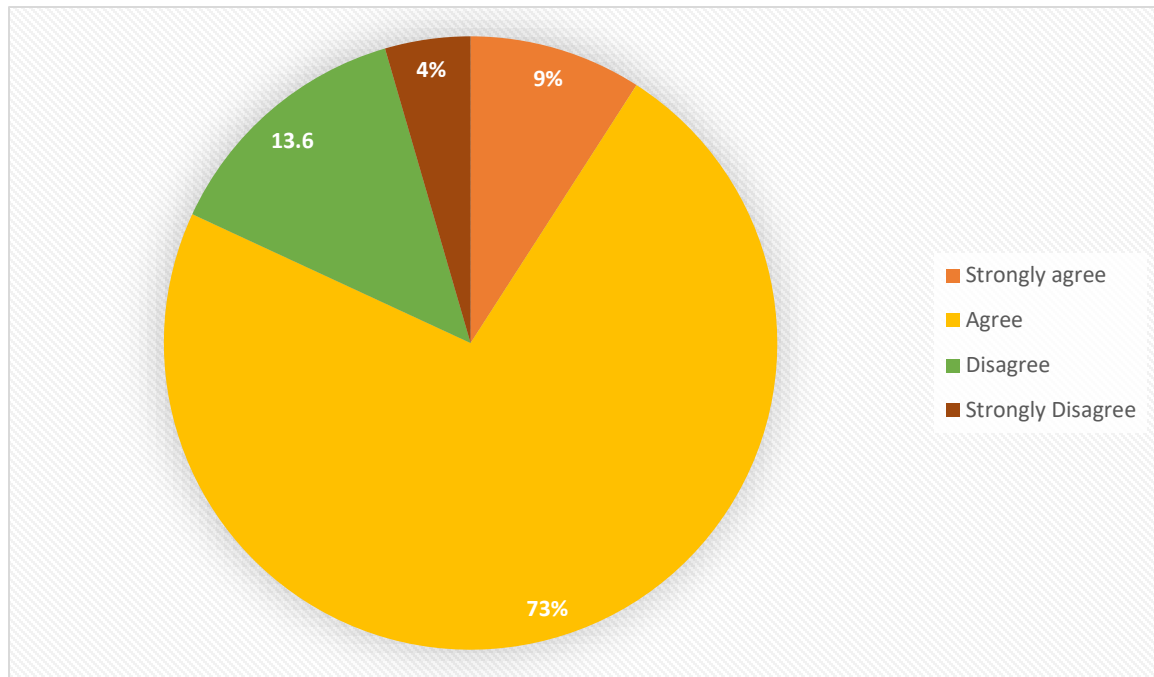


Figure 4.1 Pie chart of EFL student's critical reading difficulties

From figure 4.1 above, it can be described that all students from second year students at English study program had a bit struggle in critical reading. It also shows that can be concluded how that respondent who dominantly choose agree were good at implement critical reading strategies in the class but not very good as respondent that choose strongly agree, which means they don't really had any difficulties with it. Following with disagree that most choosing ones after agree which means that the respondent bad at implementing critical reading abilities in some categories. And then the last, the least ones, strongly disagree. It means that few student were very bad with it.

Furthermore, to read the data further, table 4.1 shows the higher order thinking skills question adapted from Le, H. V. *et al* (2024). That already answered in the table above:

Table 4.1 higher order thinking skills

No.	Critical reading strategies / categories
1.	I can distinguish facts from opinions
2.	I can make inferences
3.	I can identify cause and effect in a text
4.	I can analyses the suitability of references in a text
5.	I can identify comparison and contrast in a text
6.	I can relate the ideas and concepts within a paragraph
7.	I can relate the ideas and concepts between paragraphs
8.	I can summaries information after reading a text
9.	I can appraise information in a text
10.	I can make judgments on the arguments or ideas when I read a text
11.	I can draw conclusion after reading a text
12.	I first evaluate answer choices before reading a text
13.	I can recognize the author's views, attitudes, and intention in a text
14.	I am able to discern the organization of passage
15.	I can assess the sources of a text and determine the trustworthiness of the sources
16.	I can evaluate the credibility and quality of the text
17.	I can question the author's assumptions
18.	I can make judgments about how the text is argued

In the open-ended question which is optional ones after answered the questionnaire, 19 students were participated and filled out the distributed questionnaire. The question is about what their difficulties in reading English text critically, it have several answer toward the difficulties in reading English text critically for the participant. Some aspects of the participant responses toward that optional question, were identified through the answer they had given to the researcher. The following were some ways that the participants expressed this experiencing:

“My difficulty is that my vocabulary is limited so that sometimes I don't understand the contents of the text and it is difficult to understand the contents and make conclusions without Google Translate.”

“The difficulty I experience from vocabulary, because I need to learn more vocabulary, also everything in the text, for example the information sentences discussed in the text”

“Lacking in vocabulary especially the uncommon vocabulary.”

It can be concluded that second year students at the English study program found the difficulties the most when they read the English text critically is because of the lacks of vocabulary and grammar they had. It makes them struggle to understand the whole text since they don't know the meaning, especially for the complex text that using higher level such as academic text that they often find it too hard to gain the understanding. The respondents also answer that it also makes them depend a lot to the tool like Google translate which is also not good for them.

4.1.2 Data description of structured interview

From the results of research that has been carried out, it shown that the second year students at the English Study Program do have their own difficulties when they read critically in reading courses. At this point, the researcher attempts to describe why they have the difficulties by asking several question for further data. The structured interview was conducted online on 27 March 2024, with a total of 5 interviewee from second year students of the English Study Program FKIP, Universitas Jambi.

The following are the results of the structured interview that has been carried out by the researcher at the English study program students

- a. What do you understand by critical thinking and critical reading, and what is their significance to you as students?

Based on the results of interview with students regarding the understanding toward critical reading and critical thinking, despite the interviewees shown a bit struggle how to answer that, since they barely hear the words. Despite of that, almost all of the interviewees stated that critical thinking is thinking more logically, based on the fact, evaluation, and interpretation of a situation or information without bias or unproven assumptions. While for critical reading, interviewees know it as reading method for reader to know the explicit or implied meaning that author put in the text, analyzing and evaluating it. All of them agree that it help that to not always just believe the text that they are reading, make their own judgment and interpretation for it based on the fact not merely assumption. It can be concluded that critical reading and critical thinking skill very important for the student.

- b. Could you tell us if you have had any difficulties or struggle when you implementing critical thinking and critical reading approach English text?

Based on the result of interview with student about the difficulties about it, All interviewees almost all stated that when they read the English text critically were often in reading courses that was academic works. They find the text often had pretty unfamiliar and uncommon words that makes them struggled to understand, evaluate, develop, and defend their own arguments. The hardest things to grasp about debates were the views and main ideas of the author. Since the text can also bring many argument including the author itself, they don't know what was "right". Whether it was bias or opinion. It also gives they had lack vocabulary and the need to open the dictionary or Google translate to getting the ideas or the meaning.

4.2 Discussion

This section describes the findings in the previous section. A pretty common yet not much studied topic that is not fully established in education is reading critically (Braten, I., & Braasch, J.L.G., 2017). The findings related to student based challenges are in line with the study of Yutsevechutene (2017) who found that students' level of academic language was not advanced enough to read critically, and students mostly had basic reading skills both in English and in their native language. Similarly, in the current study, some students were not able to implement the critical reading strategies. In this research, questionnaire adapted from Le, H. V. *et al* (2024), identify the critical reading difficulties in second year students at the English study program were analyzed and described by the researcher in this research.

Additionally, the answer of each student's toward the critical reading categories in 4.1 table which shows how much they can read critically in English text, the calculation refers to the mostly "agree" to their skills obtained by each student in the Google form questionnaire. From the table 4.1 shows that the critical reading categories second year students at English study program have a lot struggle when reading critically which shows a percentage of agree 72,8%, followed by disagree as much as 13,6%, strongly agree 9,1% and strongly disagree 4,5%. From the result, it can be concluded that all second year students despite can implementing critical reading and thinking in the class, just only a few student can really read critically without problems, while others can, yet still have difficulty implementing those two skills for various reasons. It also been found that the student experienced difficulties in discern the organization of passage and determine

the trustworthiness of the sources in the text they read since only these questions had it very hard and not any of them very good about it.

As the most choosing answer one, which is Agree, on the results of the research. They are good but not extremely good with it. All of the question that distributed by the researcher, the student mostly choose it. The percentage shows a big difference toward other choices. Highest percentage shows that almost of them didn't really had difficulties to summaries information after reading a text. Then most of them also can question author's assumptions. Another one is evaluate answer choices before reading a text. It shows that many of them read the answer choices first before reading the text to make conclusion what the most logically answer choices from the other ones before reading the actual text. It can be concluded from the result that the least difficulties they found is identify comparison and contrast in a text, can relate the ideas and concepts within a paragraph, can relate the ideas and concepts between paragraphs, can appraise information in a text, distinguish facts from opinions, can make inferences, analyze the suitability of references in a text and can identify cause and effect in a text. There's still few student that find it difficult but it very lowest number percentage compared to other critical reading categories that researcher already distributed to the respondents.

The second is disagree, not really that good with some of critical reading categories. It also shows that many students still have critical reading difficulties. It related with the research question what the difficulties the student find when they read critically. The result shown that the student really found it hard to evaluate answer choices before reading a text, evaluate the credibility and quality of the text, questioning the author assumptions, make judgments on the arguments or ideas when read a text and make judgments about how the text is argued. Based on the result, it can be concluded that student often struggling making a judgment and argument of the text since they don't know how to make their own argument since they struggling to find the accuracy of the text that can support their argument, also they struggle to find the implied meaning that author put in the text. It is clear that when reading critically, students mainly apply understanding as methods rather than knowledge. ... *'lack of schmata, confusing terminology, lack of practice, and complex language'* an answer from one of the respondent confirming some students lack of practice to improve their skill which makes them unable to use their knowledge to comprehend the text.

Understanding the ideas that are delivered verbally, in writing, or visually is known as comprehension. Knowledge, on the other hand, is recognizing facts, definitions, or concepts from the text. It was also stated by one of the respondents that supported this such as '.... *difficult part of argumentative essay*...., 'Find it difficult to evaluate the credibility and quality of texts' And 'if the text has an implied meaning'

Strongly agree in this choice means some students don't really have the difficulty for some categories. It shows there's still many student can distinguish facts from opinions. On other hand, extremely disagree which just only two respondents out of 22 student that choose it from the question "able to discern the organization of passage and assess the sources of a text and determine the trustworthiness of the sources". It also means it was one of the most difficulties they encounter when reading an English text. It was already explained above why this is one the found it really difficult compared to other critical reading categories. A predominant challenge, as expressed by the majority of participants, was their limited language proficiency. The academic language of in texts posed a difficult one to comprehension, making them unable to use their critical thinking to predict authors' views and attitudes. Many students admitted to resorting to tools such as Google Translate to help understanding academic works, showing how reliance on translation tool due to insufficient English language skills. One of respondent mentioned that. '...*My difficulty is that my vocabulary is limited so that sometimes I don't understand the contents of the text and it is difficult to understand the contents and make conclusions without Google Translate*'. Another one also stated 'The words in the text. If the words or the languages are too high for me, it would be so difficult'. This reliance on translation tools played the crucial role for language proficiency, particularly vocabulary that many of them had the critical reading difficulties because of the same reason. For educational purposes and academic achievement, EFL learners are expected to read multiple academic texts in L2 with critical thinking, especially in higher education circumstances (Wallace, M., & Wray, A., 2011)

According to the result of structured interview, it is shown that student barely hears critical reading and critical reading in the class that makes them a bit struggling explaining it when the researcher questioning this to them. But they know what the meaning of the words immediately after giving a brief example about it. It implied that the teacher barely use critical reading strategies

or even mentioning it to teach the students in the class. Each strategies needed particular steps in order to be effectively suited to the class. It was evident that while reading and responding to questions represented the majority of the teaching and learning process, there were surprisingly few debates and mini games activities that are known to develop critical thinking abilities. The case makes the student can't really improve their English vocabulary in the class which impedes their critical reading abilities. But understanding critical reading and really putting it into practice are two different things. Teachers may differ in this regard due to their backgrounds, attitudes, and lack of critical reading strategies (Fajardo, 2015).

From all the data obtained, the results of this research answered the research questions; what kind of EFL student critical reading difficulties they often encountered when they read the text at the second year in second semester at English Study Program Universitas Jambi.