

CHAPTER V

CONCLUSION

In conclusion, based on the result of the questionnaire and interview, some student claimed they struggled with reading English text critically such as making judgments on the arguments or ideas when read the text and how the text argued, evaluate answer choices before reading a text, not really able to discern the organization of passage, can't assess the sources of a text and determine the trustworthiness of the sources, evaluate the credibility and quality of the text questioning the author assumptions. The researcher in this study investigated and shown the critical reading difficulties faced by second year students in the English study program. Furthermore, the calculation of each student's response to the critical reading categories in the 4.1 table, which displays their level of critical reading ability in English text shows that the most difficulties that they read critically with the English text in the class when they learn in reading courses, they struggling to find an implied meaning that author put that makes a lot of argument between the student yet didn't know which ones is "right", makes the student can't defend their own arguments, don't know how to access a trustworthiness of the sources to help them, and evaluate the credibility and quality of the text.

From the result of the questionnaire that have 19 question, 18 multiple choices and one open ended question that very optional, which the question referenced from higher order thinking skills based on Le, H. V. *et al* (2024) that the researcher choosing it since it was suitable for the academic level in the Universitas Jambi, this research finally concluded what the most difficulties the student experienced and why thus phenomenon happen briefly in the class. Focused to the second year students third semester in the English study program, FKIP Universitas Jambi, EFL student usually have many challenges when learning the second language as they need know more about the language, their cultural background that may related to some idioms, improving their English vocabulary and grammar to understanding the actual meaning of the text. Lack practice to their English skill and constant relied to the online tool such as goggle translate that makes them didn't properly using their critical reading skill which is not good for the students.

The results of the structured interview indicate that students are not exposed to critical reading or critical thinking in the class, which causes them to struggle to explain it when the researcher asks those questions about it. However, they quickly grasp the meaning of the phrases

after being given a brief example. It was inferred that the teacher hardly ever taught the class critical reading strategies or even brought them up. For each strategy to work well in the class, there were specific procedures that had to be taken. It was clear that the majority of the teaching and learning process surprisingly the teacher still not using many ways in this such modern era when technology can be used to making mini games or using online tools to engage the student to get motivated to become an active critical reader or improving their critical reading skill consisted of reading and answering questions, makes an discussion, etc.

The research concludes that teachers should explicitly teach reading skills and critical reading skills concurrently to help students improve their reading skills, makes them have interest in reading, actively answer and ask questions, engage in discussions, and thus become active and critical readers and learners. The researcher very aware that this research limited only to identify the difficulties, not giving an actual suggestion how to solve the problem that currently happen especially EFL student that had a lot of problem, especially since the language barrier makes them unable to implement their critical reading and thinking abilities in the class when it's so important for them. The researcher hope that at least with this research can give an insight or reference for the teacher what the problem and what causes it to get a better teaching learning process in the class and then more student no longer have had any difficulty toward reading critically in the future. It also hopes that this research may useful for the other researcher that want to using it as reference to study this issue more better to giving an actual solution that can help the students and teacher to improving it.