The EFL Students' Viewpoints on the Contributing Critical Reading Strategies in Critical Reading Comprehension Class

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ARTICLE INFO	ABSTRACT
Keywords: *Critical Reading Comprehension, Critical Reading Strategies, EFL, Students' Perception* *DOI:* http://dx.doi.org/10.21093/ijeltal.v8i2.1629	*Promoting critical thinking skills should adapt to critical thinking strategies. The determined investigation aimed to pinpoint groups' attention to the applying dominant popular Critical Reading Strategies, how to apply critical reading strategies (CRS), and how to handle challenges and benefits in critical reading comprehension class. This investigation was disseminated by supervising interview and assigning survey to eighty-four pupils of UIN SATU Tulungagung who joined Critical Reading Comprehension Class by approving qualitative way. This study revealed that the Journaling rank first, Stop, Paraphrase, Questioning as well as Annotation and Marking the text as the second; but practicing several critical reading strategies frequently such as inferring, monitoring understanding, paraphrasing, critical lens, contrarian are desirable to boost students' critical reading skill. Admitting of arising challenges, equally the capacity of analysing data, ascertaining writers' intentions; evaluating the author's arguments, they claim that their skill of learning critical reading comprehension are getting enhanced through applying suitable CSR practice deploying cognitive process, cultures and linguistic.*

1. Introduction

Practically in all education levels, especially in universities, pedagogical practice is done to enhance language competence, including four skills. Reading is one of the skills which play an important role. The majority of readers read for a variety of reasons, including informational or recreational goals. We often take the accuracy of the information for granted. But reading critically entails dissecting and assessing what one reads in order to determine what is good and what isn't, as well as why. In this instance, critical evaluation requires knowledge of the text's argument since we are unable to assess something we do not comprehend. Readers

should dispute any presumptions that the author or researchers may have made, as well as look for the author's strengths and shortcomings or limits in the argument and supporting data (Heick, 2022). Students who can deduce a word's meaning through reading can learn information from a text (Virgiyanti & Mahdiyah, 2023). The main goal is to read comprehension (Bruggink et al., 2022). To comprehend the information in the book, one must read with comprehension. Smith et al. (2021) argue that comprehension entails seeing systems between terms and ideas, structuring notions, determining every writer's intention, assessing the context, and forming judgments. Additionally, interpreting meaning and understanding text can be done by making connections between what people read and what they already know. Furthermore, in agreement with Febrina et al. (2019), understanding is the process of reading with comprehension of a text's meaning in its entirety. Comprehension of reading is also an active process whereby the reader makes use of past information to understand the text and give it context.

Those who are successful readers can increase understanding at each of these three levels and utilize ways to engage with and carefully consider a text. A critical reading approach in pedagogy emphasizes helping students understand the reasoning behind what they read. Sadly, this is not usually stressed in language curricula. Pupils have difficulty comprehending the usage of English terms clearly or ambiguously, exactly or imprecisely. Reading becomes less clear for them since they don't understand the logic of language (Suhirman & Ghazali, 2022). In order to increase understanding at each of the particular three levels, utilize ways to engage with and carefully consider a text. The Ministry of National Education and Culture (2014) states that every learning objective is to create critical, creative, communicative, cooperative, and creative citizens of Indonesia by enhancing personalities, abilities, and mental faculties. Critical thinking skills can be expected to support these learning objectives.

Studies on critical reading that are connected to this subject have been done. For example, analyzing the development of critical thinkers of EFL learners 'reading ability and developing skills (Birjandi, et.al. 2019; Sinaga & Feranie, 2017; Zembylas, 2022) and critical reading (Bag & Gursoy,2021; Li, et.al., 2021; Sweller, et.al, 2019;) which are effective in assisting pupils in developing their analytical reasoning abilities. Concerning to assess every effectiveness of imparting analytical reasoning abilities to Iranian pupils, Rohman (2020) administered a study reading assignment for EFL students in their fourth semester that called for them to read a lot in increasingly difficult language and literature classes, the students 'linguistics problems such as vocabulary size and grammar, complicated sentence structure, syntactic awareness hinder their understanding, then vocabulary plays an important role in reading. According to Bui & Macalister's decree (2021), educators should research or look into their students' problems in order to improve their comprehension of what they are reading and create or create improved readers. The findings indicated that critical thinking skills instruction has a significant effect on pupils' comprehension of what they read.

Additionally, a few studies conducted to deploy critical reading strategies similar to several researchers (Dekker,2020; Suwanto, 2014) discovered that there was little research on the subject of paraphrasing techniques. On the other hand, Barua (2021) demonstrates how useful this tactic is for improving reading comprehension. Critical thinking abilities have frequently been assessed using Bloom's taxonomy (Wijayanto, 2020; Arifin, 2020; Arifin et al., 2020). The critical thinking scoring scheme was appropriate for this research since it aimed to ascertain whereby analytical reasoning fosters thinking and reading

comprehension. Critical thinking abilities, which are generally characterized by sound analysis and thoughtful decision-making, are a component of high-level reasoning. Hairun et.al (2020) and Al Roomy (2022) examined one five-stride method that was modified for this study in order to promote analytical reasoning in delivering reading instruction. Wulyani, et al. (2022) addressed some of the barriers to extensive reading adoption by taking into account junior high school English teachers.

The issues with students' perceptions of reading comprehension have been implemented by a number of observers or at different levels with different objectives. For example, students' perspectives on extensive reading comprehension practice, their efforts, impact, and explanation text (Arianti, 2021; Aida & Widiyati, 2020; Anindita, 2020; Bui & Macalister,2021), students' perspectives on reading obstacles or worries in reading text (Sari, 2020), and students' perspectives. It seems that no previous studies that focused specifically on the barriers faced by students. However, Juniardi (2018) found that understanding the effect of students' perspectives on reading activities could help teachers decide on the best courses of action or responsibilities that would enable them to deal with their students' reading challenges. According to Syamsudin (2021), reading a lot is essential for improving English language skills. This study uses a number of critical reading strategies suggested by Pirozzi (as cited in Femilia,2018; Heidari,2020) both perspectives, inference-making, differentiating between facts and opinions, forming opinions about the information, identifying the purpose and tone of a writer, organizing information in a novel way, and suggesting alternate solutions are among the subskills assessed in this study.

According to an informal interview that was done on April 7 and 10, 2023, with UIN SATU Tulungagung undergraduate EFL students who were enrolled in reading courses, some of them lacked confidence in their English proficiency. They had lacked vocabulary. Some students in the English Education Study Program claimed that because they were accustomed to learning online during the pandemic, they had trouble understanding lengthy texts. They seldom or hardly ever practiced speaking aloud and presenting their thoughts; pupils were occasionally too indolent to think. During the pandemic, they would merely copy and paste the assignments of their pals. Later, they realized that they relied on Google searches rather than giving the summary their whole attention.

They also periodically lost interest in both leading and taking part in the reading exercise. To fill up the research gap, the researcher is interested in conducting the study at UIN SATU Tulungagung's English Education Study Program for a number of reasons. The Critical Reading Comprehension course, which is worth a total of 4 credit points in the UIN SATU Tulungagung, is one of the subjects that students in the program are required to take. It demonstrates how reading plays a significant role in pupils' acquisition of English. In actuality, students must cope with reading not only for reading-related classes but also for course-related reading. Since every course undoubtedly offers a variety of materials to read and comprehend, the students should be capable of critical thought and effective reading comprehension. In light of the body of research demonstrating the significance of critical thinking and reading comprehension, the researcher is keen to investigate how EFL students respond to successful critical reading techniques as well as those that help them improve their critical thinking in reading comprehension exercises at Islamic Higher Education. Therefore, this study aims to depict 1) What are EFL learners' viewpoints on the dominant of popular critical reading strategies used for contributing to their critical reading comprehension? 2)

How do the EFL learners apply the one that contributes to the most of deploying critical reading strategies in critical reading comprehension?;3 What challenges and benefits do arise in applying critical reading strategies in reading comprehension class?

2. Literature Review

2.1 Reading Comprehension

Reading is more than just consuming pointless material. When someone reads a text—such as a textbook, an article or essay, a magazine, etc.—to obtain knowledge, they must interpret or comprehend the text. Reading (Pradani, 2021) was further valuable as fully understanding every knowledge consisted in a text meant in order to inspire thought and offer the reader with insight (intellectual development) for the years ahead. In terms of education, lower stress, improve vocabulary and broaden thought progress. Reading comprehension is the capacity to comprehend what is being read aloud. Reading comprehension, according to Nurdianti et al. (2019), is the process of how readers use comparisons to make sense of the information that is reinforced in the paragraph. To what readers are already aware of.

Reading is a skill that can teach someone how to put words together in a sentence. Additionally, according to OECD (2019), fluent reading frees up concentration and storage basics or assets that are possibly assigned to topmost order comprehension progress. This involves familiar awareness, lexicon, or analytical reasoning. Writers should ponder on or take actions consistent with r e a d e r s' concepts. Additionally, they point out that reading is a process f to understanding words and connecting their meaning to sentences and reading structures. For pupils to comprehend the text's core idea, content, and other associated information, they must master reading skills (Din, 2020). To read something, one must be able to comprehend the entire content. The ability to comprehend anything is referred to as comprehension, which is sometimes referred to as the cognitive process.

2.2. Critical Thinking

According to several researchers (Cresswell & Speelman, 2020; Heard et al., 2020), critical thinking considered comprehension results from a number of cognitive processes, such as word decoding, lexical access, and semantic analysis. Benjamin Bloom's taxonomy was the first to emphasize critical thinking many years ago (Di Martino &La.Marca, 2019). Analytical reasoning is defined as a way of reasoning that performs detailed synthesis, analysis, and reflection using cognitive talents.

According to Darjito (2019), critical thinking also involves the use of certain cognitive processes to comprehend information. According to some linguists (Defiyanti & Sumarni, 2020; Alrabah &Wu, 2019; Al-Mekhalafi, 2018), the cognitive processes that go into analytical reasoning include judgment, perception, clarification, assumption, appraisal, and justification. Dumlaio et al. (2019) employ a model of critical thinking that is mostly based on Bloom's taxonomy of cognitive abilities (1956), which includes logic, analysis, evaluation, inference, interpretation, and synthesis. From the aforementioned explanations, it is obvious that critical thinking frequently makes use of cognitive abilities. However, the critical thinking process also makes use of metacognitive domain skills. judgment, perception, clarification, assumption, appraisal and justification, and self-correction are among the abilities used in critical thinking. According to Rahman (2020), paradigm is one of the

metacognitive strategies of self-regulation. Critical thinking, in brief, entails cognitive and metacognitive strategies that must be applied when analyzing the material.

2.3. Critical Reading Strategies

Six recommended components are included in critical thinking. Reasoning, assessment, deduction, interpretation, justification, and integration were the components of the proposed critical thinking (Cui &Teo, 2023; Mastuti et al., 2022; Gunawardena & Wilson, 2021; Zhang & Yuan., 2022). Interpretation is the first part. as part of critical thinking, interpretation. Interpreting information is necessary to understand it. Furthermore, as noted by Mastuti et al. (2022), interpretation encompasses the comprehension and communication of a broad dimension of exposure, condition, input, practices, awareness, models, mindsets, regulations, workings, or standards. Interpretation includes every subskill of classification, significance decoding, recognition, and meaning explanation. This reading ability includes things like identifying the genre of literature, summarising the main idea, and figuring out the purpose, theme, or point of view of the author (Green, et.al. as cited in Kirszner &Mendel, 2023). The analysis is the second component, in this, the capacity to recognize the essential points that the researchers are trying to make in their analysis. Finding the true and intended inferential connections among claims, queries, ideas, explanations, and other representations that attempt in order to convey beliefs, conclusions, experiences, logic, information, or viewpoints is what characterizes analysis (Wansink et al., 2023).

As analysis sub-skills, it covers evaluating concepts, spotting and analyzing arguments, contrasting, comparing, and many other things. Reading comprehension skills include things like separating facts from opinions, locating evidence to support a viewpoint, modifying various viewpoints, etc. Evaluation is the next step in critical thinking. Evaluation is the capacity to assess an argument's plausibility in light of the logic and supporting data. In such examination, the veracity of claims about people's perceptions, experiences, opinions, judgments, or convictions could be considered as a skill development framework (Heard et.al., 2020). The evaluation takes into account sub-skills like discriminating, comparing, and coming to conclusions. Judging the text's logic, contrasting authors' opinions with one's own, determining whether two assertions contrast one another, and other tasks are all part of the reading activity (Alsaleh, 2020). Inference is the fourth aspect of critical thinking mentioned. Making decisions or doing actions that determine how the conclusion turns out is a necessary part of the process of drawing an inference. The ability to detect and draw logical inferences, form conjectures, and hypotheses, and take into consideration relevant evidence is known as inference. Inference subskills include, for example, making assumptions about possible outcomes and drawing inferences. While reading, examples of inference include making assumptions based on the title, deriving meaning from the text's sections or subheadings, understanding the inferences that are suggested, etc. (Einfalt, et.al., 2022). Explanation is the next step in critical thinking. The capacity to inform others' thought processes or conclusions is referred to as explanation. A strong and cogent approach to present the outcome of one's reasoning will be demonstrated via explanation skills. He continues by saying that this ability is a part of critical thinking. Among the sub-skills of explanation are things like detailing procedures and results and providing complete and convincing justifications. When reading, it entails expressing one's own viewpoint and making text-specific remarks, among other things. Finally, Self-regulation is the sixth critical thinking ability. The ability to control one's own mental processes and correct past mistakes is known as self-regulation. It means using

critical thinking skills to one's cognitive capacities in order to assess one's own knowledge. Here, self-examination and self-correction serve as the two sub-skills. Correcting erroneous inferences, reevaluating the reading's impact on the interpretation or conclusion, keeping track of how well the book is understood, etc.

Critical reading strategies have a close relation to the topmost level of Analysis, synthesis, and evaluation (or, in older languages, investigation, combination, and assessment) are included in Bloom's cognitive level. is known as Higher Level Thinking Skills (HOTS), according to several researchers (Dima, et. al.,2021; Direktorat Pembinaan SMA, 2015). It can be restated that cognitive taxonomy (Krathwohl, 2002; Mursyid & Kurniawati, 2019) has as its educational objective preparing students for transferability. "Being able to think" refers to pupils' capacity to adapt their acquired information and abilities to novel situations.

2.4. Viewpoint Concept

According to (Armala et.al. 2019), viewpoint or perception is a set of acts that lead to the creation of an opinion and is influenced by expectations, past experiences, and general impressions. Viewpoints are characterized by other linguists as a single mechanism that selectively perceives, organizes, and interprets information based on experiences. Fakhomah & Utami (2019) stated that perception and viewpoint are products of significant intelligence and are shaped by the perceiver's past, which is consistent with that notion or perception as the process of gathering data to ascertain how people understand their environment. It can be said that while everyone has those involvements, relationships, or knowledge of the neighboring, perception can be planned and developed.

Then, Robin (in Shamsuddin, 2020) identified three primary elements that impact perception such as (a) perceiver (including (a) target (including novelty, motions, sounds, size, backdrop, and other factors); (b) attitudes, reasons, interest, experiences, and expectations and resemblance); and (c) situation (including time, work environment, and social context). All those elements could be considered to examine the pupils' perception.

Another definition of viewpoint or perception is a person's main cognitive involvement with his environment, and then it is also defined as the outcome of a stimulus' interaction with and the mental assumptions, expectations, and knowledge of an observer, which also substantially draws on motivation and feelings (Demuth as cited in Tahir, 2023). Next, it is necessary to consider the viewpoint indicators which consist of two different categories of indicators in viewpoint or perception: (1) acknowledgment relates to the physiological process of reception, It is an indication perception, or the senses' capacity to recognize outside stimuli, (2) assessment can be inferred that once people are aware of external stimulus, they examine it. This assessment is not fixed. Someone may enjoy a difficult and monotonous stimulus while the other observes the same kind of stimulation that is pleasurable and delightful. Furthermore, Walgito (as cited in Akbar, 2015) contended that perception is based on three signs, which are as follows; 1) Ingestion of external stimuli or things; 2) Comprehension; 3) Evaluation or assessment.

3. Research Methodology

3.1 Research Design

The aforementioned investigation deployed one descriptive qualitative research design. In agreement with a number of specialists (Cresswell, 2018; Vickie & Clinton, 2012; Fadli, 2021),

descriptive qualitative research is probably a good fit for qualitative studies. It emphasizes comprehensive rather than partial comprehension of phenomena (Ary et al., 2010). Input for the suggested inquiry was gathered through the distribution of questionnaires and interviews. The current study was carried out for five months, from March to July 2023, at UIN SATU Tulungagung in the sixth-semester course for students.

3.2 Participants

The participants in the present investigation were pupils of the English Department of UIN Sayyid Ali Rahmatullah Tulungagung. The participants were 84 English majors who had taken a Critical Reading Comprehension Class—24 males and 62 females, then only 20 students were interviewed voluntarily.

3.3. Instruments

This route had incorporated instruments for the purpose of gathering data. In the present study, two kinds of instruments were deployed. In the aforementioned inquiry, information was gathered through the distribution of a survey and the interview. The interview was open-ended, it let the researcher collect information on the students. Twenty students, who served as the class representatives, were among the students who were questioned. The researcher gathered the data by looking at relevant papers, such as the result questionnaire and the transcription of the interview results.

3.4 Data Analysis Procedures

Three steps in the process were revealed by the analysis of the data, according to Miles et al. (2014): data condensation, data display, and conclusion drawing/data verification. The information gathered taken away from the first three closed-ended question types was quantitatively analyzed and presented as percentages. The outcome of numerical information was given a descriptive description in line with the study's goals. In the meantime, a descriptive analysis is done on the information gathered from the three open-ended questions that asked students about the advantages and disadvantages of the most dominant strategies deployed, how to apply the critical strategies, and the benefits and challenges of applying the strategies to enhance their skills in reading comprehension class. Furthermore, a qualitative analysis is conducted on the information gathered from the final open-ended question concerning their opinions on the best critical reading strategies that can aid in the development of their critical reading comprehension skills during learning are analysed qualitatively simultaneously. To confirm the information gathered from the questionnaire survey, certain respondents were also given the opportunity to participate in an online interview via voice calls. The data analysis's outcome reveals the students' perspectives EFL Students' viewpoints on contributing critical reading strategies in critical reading comprehension.

4. Findings

The result of the data analysis detected two essential findings. The first is dealing with the students' experiences using the dominant of popular critical reading strategies used for contributing their Critical Reading Comprehension. The following is the student's replies to students 'portrait of deploying critical reading strategies in understanding the reading text.

4.1. Students' Viewpoint on Deploying Dominant of popular critical readings strategies in reading comprehension

The student's encounter the dominant strategies in critical reading, one of study found that the majority of students (75%) chose journaling as a critical reading strategy. Furthermore, it was also found that data (70.2%) students chose the Stop, Paraphrase and Questioning (SPQ) strategy as well as Annotation and Marking the Text when reading critically. From these data it can be concluded that Journaling ranks first as a critical reading strategy used by students, while Stop, Paraphrase and Questioning (SPQ) as well as Annotation and Marking the Text ranks second as a critical reading strategy selected by students.

VIEWPOINT ON DOMINANT OF POPULAR CRITICAL READING STRATEGIES

■ Journaling

■ Stop, Paraphrase and Questioning (SPQ) Annotation and

■ Marking the Text
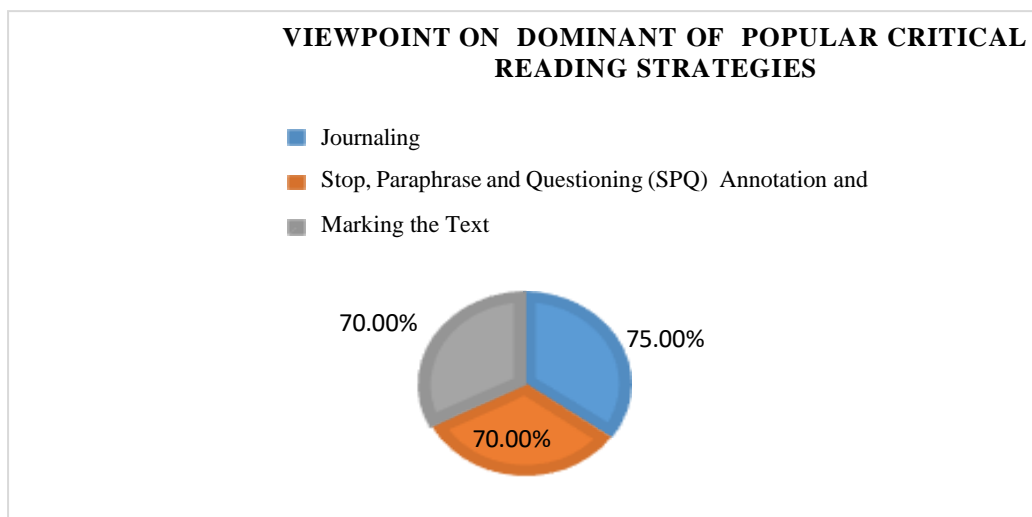
70.00%   75.00%

70.00%

Figure 1. Students' Viewpoint on Dominant of Popular CRS

Based on the data, it found that the students use the journaling strategy when reading critically; this strategy makes the students more focused on the text because it can be done when reading or after reading. The reason is they say that sometimes one does not focus on the text being read. So that this strategy is suitable for use when finishing reading, so it is not necessary to repeat reading when we've finished reading the text. In other words, this strategy is suitable when reading or after reading a text. The next strategies are Stop, Paraphrase and Questioning (SPQ) and also Annotation and Marking the Text strategies almost got the same portion. First step they have to analyze a text first, so they supposed that this strategy was more relevant than the journaling strategy, but it can only be done when we are still reading. It is in line with several researchers (Damayanti, 2020; Darling-H,et.al.,; 2020; Facione, 2015), found that the students give good responses through deploying Annotation text strategy and also conduct interpretation as the significance of a range of experiences, decoding, recognition, meaning clarification. To sum up, the students considered the 2 strategies more relevant than the previous strategy because it requires text analysis first.

4.2 Students' portrait of deploying critical reading strategies in critical reading comprehension

The input analysis result showed that students' representations of applying critical reading strategies varied widely. Following the use of critical reading methodologies to teach reading comprehension, the researcher obtained student responses regarding their experiences with

understanding English reading materials. The first is they confessed that experiencing more viewpoints by practicing several critical strategies essentially 39% similarly practicing inferring, monitoring understanding, paraphrasing, critical lens, contrarian, Stop, Paraphrase and Questioning (SPQ), they are required to apply critical strategies based on their needs in understanding the text. Then the second experience is they become higher critical thinking because of the content and types of text required them to assume further demanding nearly 27%. Next, basically 21% of the student's responses that they explore their critical reading skill such as distinguishing between various elements in texts, critical reading abilities can be developed through comprehending the author's ideas as well as any concepts or information that is implied in the text (Yuan & Liao,2023; Yuan,2023; Yuan et.al,. 2022; Yuan & Stapleton, 2020). It is in line with Al-Roomy (2022), who discovered that reading is an engaging, dynamic activity that enables pupils to tackle the reading contents by utilizing their prior knowledge and promotes the application of superior-to-order thinking skills. Additionally, it showed how students could decipher not just what was written directly but also what was being said in between and outside of the lines which allowed them to use a wide range of critical reading talents to overcome their reading issues. These points could also be stated in the following manner:
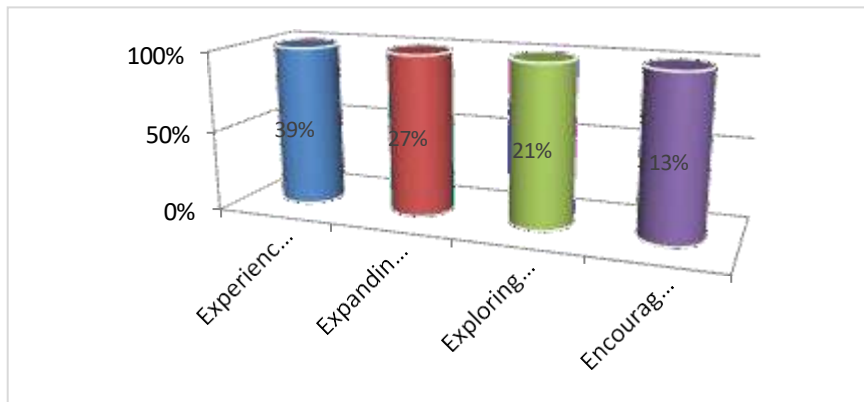

Figure 2. Students' Viewpoint of deploying critical reading strategies

4.3. The challenges and benefits of critical reading strategies to upgrade EFL learners in critical reading comprehension

Based on the evidence analysis, figure 3 identifies five main challenges in using crucial reading techniques to improve critical understanding of reading. For those who are studying English as a foreign language, the most challenging about applying CRS is how to deploy their competence of captivating and depicting converse (54%); and around 23% of the students admit that the significance of background knowledge, process of thinking and entailing a unique strategy require them in practical critical reading strategies comprehension. Meanwhile, the following demanding in administering message significances and enlightening lexicon is about 15 % of the students 'experiences; again it is nearly 7 % of the students confirm that they assess, examine or critique the authors 'disputes, later it is roughly 5% of the students assert that CSR contributes them to categorize and determine among result, analogue, interpretation, and affirmation (Lutfiyana, et.al. 2021; Sheikh, et.al., 2019).

4.3.1. Challenges of critical reading strategies to upgrade EFL learners in critical reading comprehension

The three highest challenges of deploying critical reading strategies are captivating and depicting converse, the significance of background knowledge, process of thinking and entailing a

unique strategy, administering message significances and enlightening lexicon require them in practical demanding reading strategies comprehension. It is in line with Pradani (2021) that most students also got helpful for discerning entire about every knowledge in text that is meant to give the reader insight (intellectual development) for the years to come, boost their education, ease their stress, increase their vocabulary, and broaden their perspective (Erdiana &Panjaitan,2023;Fahmi, 2020; Erdogan,2019). Then, for the rest of students think that practicing critical reading strategies demand them to assess, examine or critique the authors 'disputes, categorize and determine among result, analogue, interpretation and affirmation. Similarly several researchers (Nurhayati, 2023; Shihab in Ramadhani, 2023) investigate those pupils who make up the majority as such of act of reading, it is collaborative, requiring the reader to use a variety of rhetorical devices and comprehensible abilities to assume on purpose. Readers must interpret, analyse, evaluate, and form conclusions beneficial to understand every writer's predetermined implication.

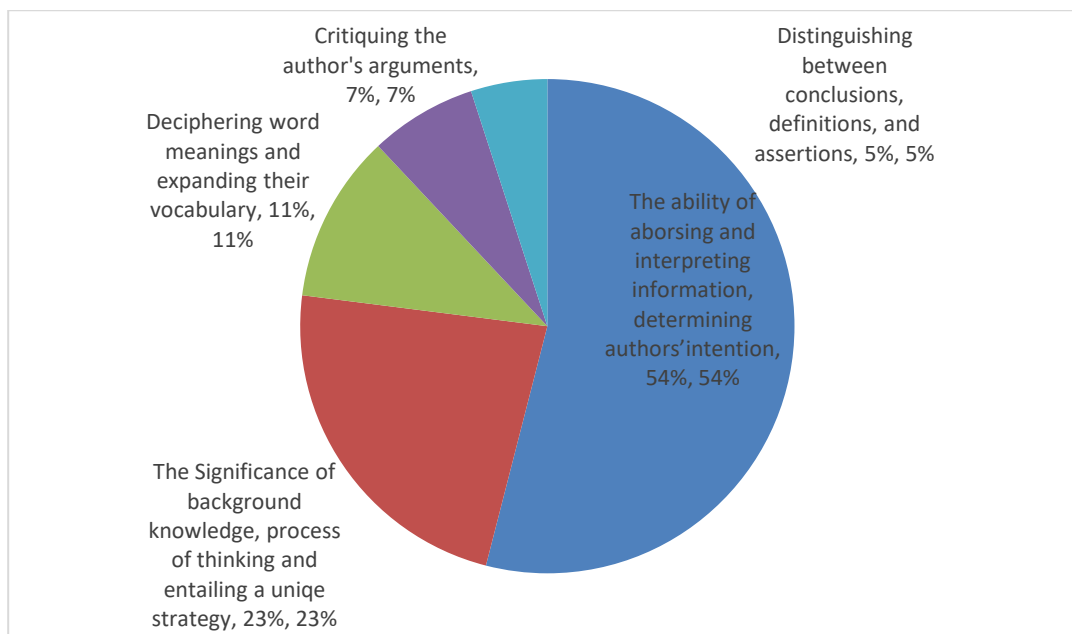### Challenges of CSR to Upgrade EFL Learners in CRC

Figure 3. Challenges of deploying critical reading strategies

4.3.2. Benefits of critical reading strategies to upgrade EFL learners in critical reading comprehension

Five key advantages of using critical reading strategies in critical reading comprehension counting based on the data analysis counting, first, to be more motivated to deploy cognitive process through HOTS, as the most of students (31%) agree that they become more excited or driven to use HOTS to implement cognitive processes, second, the students (29%) also confessed that they got more focused on knowing the main points in the text, third, the students (24%) confirmed that comprehend how words relate to cultures and linguistic (linguistic) patterns, 11% of them declared that they understand the contents of the text critically through word analysis, the last, 5% of them acknowledged that they got more skill by applying (restatements) with key markers, (description-discussion) aspect, (interpretation-analyses the text and assert), providing claims/opinions/meanings in CSR. This finding is harmonious (Rusgandi, 2023;

Safrudin et al., 2023), who divulged that inviting students to activities on intention setting of Critical Reading Strategies may support them more outstanding.
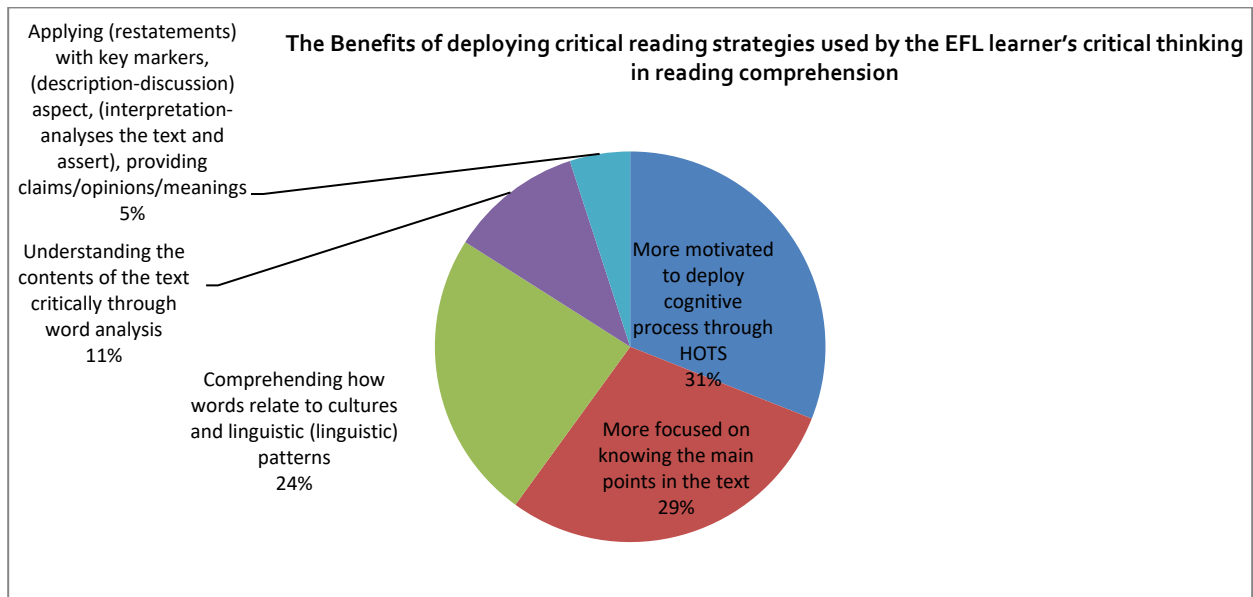

Figure 4. Benefits of deploying critical reading strategies

Regarding how students respond to the prevalent critical reading strategies used in reading comprehension, the student representative offers a credible assessment of how this strategy is actually used in the practice of acquiring reading comprehension. Individual presentation and consultation are combined with the use of dominating critical reading skills. The interview results were valuable in the future or soon after.

First using the Journaling Strategy, Stop, Paraphrase and Questioning (SPQ), Annotation and Marking the Text also increase the understanding a reading text, as students says "*it makes me more able to increase my understanding of a reading text (Mika, Maghfiroh, Intan)*." It means that she is also easy to assess, evaluate and also criticize the text. The strategy makes students to improve their ability in critical thinking greater, critical reading, and reading comprehension, as students say ". In other words, using these strategies *So that, I can improve my ability in critical thinking, critical reading, and comprehension further" (Riris, Putri, Waqiah).*

While, the steps to do 3 of all strategies explain in here, based on data found, most of students read a text first, then take evaluate and assessment for the text, these steps doing when the students use Journaling Strategies, as they say "*then I do an evaluation and assessment of the text (Ajeng, Elinda, and Fatma).* They believe that this strategy could help them read deeper or extra by conducting assessment.

Different with the journaling strategy, in Stop, Paraphrase and Questioning (SPQ) the readers must be doing when they take in reading, not after reading. They must stop in last sentence of paragraph. This data is contributed by the respondents' statement as follows, " *I take are reading the text, then I stop at the last sentence in one paragraph then take a paraphrasing, and make questions for the paragraph (Arina,Alfinda,Riska).* For them to learn reading comprehension using SPQ and Annotation and Marking is helpful to get the essential

points of the text. As stated, the students' quoted statements: "*After doing this, do the same for the next paragraph, doing this until the last paragraph. Last, the step to do Annotation and Marking the Text, almost the same with SPQ it must doing read the text then give a numbering, underline, or give color for the sentence" (Mahar,Shella, Fela, Fina)* . This is also useful for marking important information in the text, as the students say "*It makes me or it is easier for me to find important text in the reading" (Mahali, Sifa, Faezah, Zamzam).*

5. Discussion

5.1. Students' Viewpoint on Deploying Dominant of popular critical readings strategies in reading comprehension

From the results of the findings, the most dominant popular reading strategies can be inferred that the students use to gain an understanding of the reading comprehension they encounter in individual presentations. Initially, the students used the journaling strategy when reading critically; this strategy makes the students more focused on the text because they can be able to understand the text more easily when reading or after reading as their reason that not all readers focus on the text being read. So that this strategy is suitable for use when finishing reading, so there's no need to repeat reading when we've finished reading the text. The next strategy is Stop, Paraphrase and Questioning (SPQ) and also Annotation and Marking the Text strategies, both are almost the same, both of those strategies were further and greater appropriate or relevant than the journaling strategy, but it can only be done when we are still reading because it requires text analysis first. It is supported by several studies related to the strategies deployed in critical reading (Wansink, 2023; Shamida,et.al., 2023; Kropman, 2022; Alghamdi, 2022).

Using the Journaling Strategy, Stop, Paraphrase, and Questioning (SPQ), Annotation and Marking the Text, it is shown based on the data that it increases their understanding of a reading text(Safrudin, et.al, 2023; Rusgandi, 2023; Cavalcanti, 2021), they also confessed to assess, evaluate and also criticize the text easily. The strategies make the student more to improve their ability in analytical reasoning, critical reading, and reading comprehension. Journaling strategies include using our brains simultaneously on both sides; the left brain is more likely to be analytical and sensible and will be actively thinking. Their right brain, on the other hand, continues to be active when "playing" and "wandering," and it also has a tendency to be creative, sensitive, and intuitive (Henriksen et al., 2020). This may aid in removing mental obstacles from them. They were also able to apply more mental capacity to gain a deeper understanding of themselves and the environment. Apart from being beneficial for mental health, the use of journaling strategies also has other benefits, namely being able to practice self- creativity, because when we use the journaling strategy, then the students are free to write any criticism on a text, it improves students' ability in critical thinking.

5.2. Students 'portrait of deploying critical reading strategies in critical reading comprehension

Further, it was found that the portrait of deploying critical reading strategies for enhancing students' critical thinking in reading comprehension includes four aspects including experiencing more viewpoints by practicing several critical strategies practicing inferring, monitoring understanding, paraphrasing, critical lens, contrarian, Stop, Paraphrase and Questioning (SPQ) (Afriana, et.al., 2021). In a similar vein, Juniardi (2018) found that most

Universitas Atmajaya Indonesia students have excellent critical thinking skills. According to him, pupils' critical thinking skills increase with their reading comprehension, so it can be inferred that by applying this strategies it could boost their critical thinking skill to the same degree command of language, connections between words and ideas, analysing concepts, determining the author's intent, and assessing the reading's context. Regarding the way they use critical reading strategy, most of the students expand several requirements to be more analytical reasoning. The aforementioned finding is in agreement with studies done by Handoyo et al. (2019) and Italia et al. (2018), in which the majority of students found that because they are used to reading a variety of texts and completing comprehension tests, most students have strong comprehension skills.

Furthermore, expanding several requirements to be more critical thinking students tend to understand and achieve better when they are exposed to learning approaches that have them breaking down, analyzing, and synthesizing information for themselves, thus fostering their critical thinking ability (Indah, 2020). Critical thinking is an intentional, methodical process that adheres to logic's precepts and takes into account all points of view in order to comprehend and assess data (Putri,2022). Again, another effort done using CSR is identifying key concepts, unearth logical progressions, personal values, and proof (for causal writing) and one of the critical reading strategies is to journal while reading or after reading a text to think back on the text's content as well as the process of analyzing or evaluating could assist and support them in achieving better analyzing, this is similar to Sunani, et.al., (2021) noticed that instructional intervention in applying critical thinking support their critical reading.

These results likewise affirm or approve that the students also explore critical reading through comprehending the author's ideas as well as any concepts or information that is implied in the text. To identify information, annotation and text marking are used such as (numbering paragraphs/numbering paragraphs, underlining, and circling) that is pertinent to the objective of reading. It is necessary to read the text again in order to distinguish between various elements (the primary thought or thesis idea, evidence or proof, evidence or proof, an outline or counterargument, style or tone, examples, or intellectual. This result is undoubtedly in line with the notion that boosts the author's goal by considering other points of view, connecting the text to its surroundings, extending and using themes, and engaging in text-related cultural conversations for such projects (Deane, 2020). This finding is further supported by other researcher (Indah, 2020), critical thinking in reading comprehension can be implemented by using discovery learning model (Golden,2023), According to this idea of learning, pupils must plan their own education in order to get new knowledge that is either partially or entirely acquired from the process rather than being presented with the final lesson.

Again, the statement of the participants claimed that encouraging the students 'potential through analyzing text through HOTS is experiencing more viewpoints by practicing several critical strategies such as the practice of complex understanding, which involves having a clear objective in mind (intent), linking with other knowledge (association), connecting what is learned and ideas that will emerge,techniques, and assisting in understanding reading that is helpful in critical thinking (depth). This is harmonious the findings of Afriana et al. (2021) also Olanrewaju, et al. (2021) observed senior high school students solved questions from the HOTS-style national exam, their critical thinking abilities stayed in the medium range. Those efforts that have been made by students in implementing especially in deploying those

strategies such as analysing a reading text as an example Information Overload Text Summary and Analysis, it will enhance high-level thinking skills equally analysing, evaluating, and creating (Saepuloh, et.al. 2021;Alsheikh,et.al, 2020). Numerous achievements deployed by pupils equally summarizing and paraphrasing the text, judging the writer's credibility, rhetoric structure, and taking conclusion from the text was also in line with several studies conducted by researchers who examined the reading activities and strategies need linguistics and non linguistics knowledge such as knowledge of language and syntax, motivation, attitudes, and prior knowledge, cultural norms, feelings, and attitudes, as well as their ability to evaluate the social components of reading texts (Saputri, 2021; Alzubi & Singh, 2019; Sedita, 2018). It was also supposed that critical thinking skills are not innate; these skills need to be taught. Therefore, to strengthen students' ability to think and think critically (Duru &Obasi, 2023; Setyawati &Budiasih, 2021; Setyawati et al., 2020; Olanrewaju & Ogundipe, 2021) training is needed to conduct continuously and regularly. This was further detected in preceding studies conducted by a particular researchers (Kirszner & Mandell, 2023; Nwuba et al., 2022;Damanik &Zainil, 2019;) an improvement in analytical reasoning abilities boosts pupils' progress in mathematics, individually progress, environmentalist brilliance, analytical reasoning abilities, and concern.

To establish a burning desire to find out answers, enthusiasm for the scientific process, using visual media, improving higher linguistics stages, a proactive approach, and exhibit self-corrective thinking skills (Suhirman & Ghazali, 2022;Nurhayati, 2022 b; Li, et al., 2021;Handoyo et al., 2019; Nurdianti,et al., 2019;Hadi &Faradillah,2019). By asking questions, looking at problems from several angles, obtaining relevant data, voicing their opinions, critically assessing suggested results rooted rationale, also drawing closure against their problem-analytical efforts, they actively participate in problem-clarification. Besides, Cavalcanti, et.al, (2021), have further affirmed encouraging the students 'potential through analyzing text as one of critical thinking that can contribute students to get evaluation, in this case the lecturer gave feedback for their performance using those critical strategies.

5.3. The challenges and benefits of critical reading strategies to upgrade EFL learners in critical reading comprehension

Last but not least are challenges and benefits of critical reading strategies in upgrading their skill in critical reading comprehension. The most prevalent challenges from this line is the ability of absorbing and interpreting information as the first demanding for the students to acquire their skill in CSR (Dwivedi,et.al. 2022a; Setiawati & Budiasih, 2021), then determining authors 'intention, the significance of background knowledge, process thinking and entailing a unique reading strategy, deciphering word meanings and expanding their vocabulary, critiquing the author's arguments, distinguishing between conclusions, definitions, and assertions. Additionally, having critical reading strategies also impacts to a critical component impacting intellectual and emotional development, appraising argument in creating and delivering ideas mainly in reading literacy (Nurhayati,2022 a). Thus, reading literacy requires careful consideration for the benefit of improved future human resource quality (Fitirani,et.al. 2020; Wijayanti, 2020). Reading exercises is distinct from those in secondary education in higher education school, but interest in secondary education and reading habits. Higher education has an impact on it. Scholarly Reading and writing are required in higher education activities jobs. One becomes better at reading more when they do academic accomplishments, participation in class discussions, and comprehension of both

their writing and reading It is imperative that students pursuing higher education read a great deal of literature in order to produce high-caliber scientific works.

6. Conclusion

By employing Critical Reading Strategies to foster critical thinking, educators can leverage the insights gained from the critical reading comprehension learning process to enhance their students' learning outcomes. In light of this, analytical reasoning serves as tools for adapting pupils to accurately and appropriately analyse texts. Strategic critical reading can also support pupils in enhancing their analytical reasoning abilities. Beneficial to comprehend critical reading comprehension, students must also develop as critical readers. The students already possess both strategic critical reading, thus conducting text analysis becomes easier and more enjoyable. Put another way, they are able to comprehend material critically.

To better develop their critical thinking abilities, students are expected to practice text analysis more. To help students develop healthy reading habits, the reading habit exercise can also be done at the start of the meeting. In order to allow students to explore their analysis with the outside environment, lecturers can also offer analysis homework outside of class. In addition, the analysis is not restricted to written texts; it can also be applied to oral texts. This allows students to become more engaged in both spoken and written communication, which in turn improves their critical reading skills and social and cognitive competencies (discourse analysis). The goal of applying the study's findings to education is to help pupils become more proficient critical readers. However, because this survey only included one narrow model intensity, more investigation is desired in order to continue asking questions about a wider range of people in order to contribute one further entire also nuanced depiction of the critical reading strategies that are effective for teaching critical reading comprehension. This will help students' English critical reading comprehension abilities.

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