

**STUDENTS' PERCEPTION ON CRITICAL READING
APPROACH IN ELT CLASSROOM OF ARTHA WACANA
CHRISTIAN UNIVERSITY**



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**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
ARTHA WACANA CHRISTIAN UNIVERSITY
KUPANG
2026**

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KUPANG
2026**

A THESIS

**This Thesis is presented as Partial Fulfilment of the Requirements for the
Degree of *Sarjana Pendidikan* in English Education Study Program**



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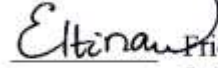
LEGITIMATION PAGE



This is to certify that this thesis entitled 'STUDENTS' PERCEPTION ON CRITICAL READING APPROACH IN ELT CLASSROOM OF ARTHA WACANA CHRISTIAN UNIVERSITY' written by Nopigirto Teofilus Manek, has been defended in a thesis examination and has been approved by the following Board of Examiners as the final requirement to be graduated as *Sarjana Pendidikan* (S. Pd.) majoring in English Language Education.

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MOTTO

In the name of the Father, the Son, and the Holy Spirit. Amen

Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to Him, and He will make your paths straight. “Faith, perseverance, and dedication are the foundation of every meaningful achievement.”

— The Holy Bible, Proverbs 3:5–6

DEDICATION

This thesis is lovingly dedicated to: The writer's

1. Almighty God, for His endless blessings, strength, wisdom, and guidance throughout the writer's academic journey.
2. Beloved family, especially the writer's Mom and Dad sisters, brothers: Blasius Manek, Blandina Buik, Ida Irma Manehat, Ardo Wanto, Mario Manehat, Kristo Lado, and Lani Manehat. For their endless prayers, unconditional love, care, support, and sincere motivation throughout the process of completing this thesis. Thanks a lot. God Bless.
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Finally, the writer realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this thesis in the future.

Kupang, 2026

The Writer



Nopigirto Teofilus Manek

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ABSTRACT

**Nopigirto T. Manek, Dr. Peggy M. Jonathans, S.Pd.,M.A.(TESOL), Eltina A.
Maromon., S. Pd., M.Pd**

This study investigates students' perceptions of the implementation of the Critical Reading Approach (CRA) in the English Language Teaching (ELT) classroom at Artha Wacana Christian University. The study was conducted to examine how CRA influences students' engagement, comprehension, and critical thinking development during reading activities. This research employed a qualitative descriptive design supported by simple descriptive statistics. The participants consisted of 25 students from the English Education Study Program who were selected through purposive sampling. The data were collected through open – ended questionnaires and documentation, then analyzed using thematic analysis supported by frequency and percentage to strengthen the interpretation of the findings. The findings revealed that the implementation of CRA contributed positively to students' learning experiences. Students demonstrated increased participation and interaction during classroom discussions, deeper comprehension of academic texts, and improved critical thinking skills, particularly in evaluating arguments, identifying bias, synthesizing ideas, and reflecting critically on texts. Although some students were still adapting to the approach, the study concludes that CRA is an effective instructional approach for promoting active learning, deeper understanding, and critical thinking in ELT classrooms. Therefore, teachers are encouraged to apply CRA consistently and provide appropriate guidance to support students' learning processes.

Key words: *Critical Reading Approach, students' perceptions, engagement, comprehension, critical thinking*

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ABSTRAK

**Nopigirto T. Manek, Dr. Peggy M. Jonathans, S.Pd.,M.A.(TESOL), Eltina A.
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Penelitian ini bertujuan untuk mengkaji persepsi mahasiswa terhadap penerapan Critical Reading Approach (CRA) dalam pembelajaran Bahasa Inggris (ELT) di Universitas Kristen Artha Wacana. Penelitian ini dilakukan untuk mengetahui bagaimana CRA memengaruhi keterlibatan, pemahaman, dan pengembangan kemampuan berpikir kritis mahasiswa dalam aktivitas membaca. Penelitian ini menggunakan desain deskriptif kualitatif yang didukung oleh statistik deskriptif sederhana. Partisipan penelitian terdiri atas 25 mahasiswa Program Studi Pendidikan Bahasa Inggris yang dipilih melalui purposive sampling. Data dikumpulkan melalui kuesioner terbuka dan dokumentasi, kemudian dianalisis menggunakan analisis tematik yang didukung oleh frekuensi dan persentase untuk memperkuat interpretasi hasil penelitian. Hasil penelitian menunjukkan bahwa penerapan CRA memberikan kontribusi positif terhadap pengalaman belajar mahasiswa. Mahasiswa menunjukkan peningkatan partisipasi dan interaksi dalam diskusi kelas, pemahaman yang lebih mendalam terhadap teks akademik, serta peningkatan kemampuan berpikir kritis, khususnya dalam mengevaluasi argumen, mengidentifikasi bias, mensintesis ide, dan merefleksikan isi teks secara kritis. Meskipun masih terdapat beberapa mahasiswa yang sedang beradaptasi dengan pendekatan ini, penelitian ini menyimpulkan bahwa CRA merupakan pendekatan pembelajaran yang efektif dalam mendorong pembelajaran aktif, pemahaman mendalam, dan kemampuan berpikir kritis dalam kelas ELT. Oleh karena itu, dosen disarankan untuk menerapkan CRA secara konsisten dan memberikan bimbingan yang sesuai guna mendukung proses belajar mahasiswa.

Kata Kunci: *Critical Reading Approach, persepsi mahasiswa, keterlibatan, pemahaman, berpikir kritis*

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