

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **5.1. Conclusion**

This study aimed to investigate students' perceptions of the implementation of the Critical Reading Approach (CRA) in the English Language Teaching (ELT) classroom at Artha Wacana Christian University, with particular focus on three main aspects: engagement, comprehension, and critical thinking.

The data were collected from 25 respondents through a questionnaire and analyzed using a descriptive approach and thematic analysis. Based on the results of the analysis, several conclusions can be drawn as follows:

##### **1. Students' Engagement**

The findings indicate that most students perceived the implementation of CRA positively in relation to their engagement in the reading classroom. This is evidenced by 96% of respondents providing positive responses, with the majority of students reporting that they became more actively involved in classroom discussions.

This increase is not only reflected in the frequency of participation but also in the quality of engagement. Students reported that they were no longer limited to providing simple answers; instead, they expressed opinions, responded to peers' arguments, and actively participated in meaning negotiation during the learning process.

Furthermore, all respondents (100%) agreed that CRA made the learning process more interactive compared to traditional reading methods. This suggests that

students perceived CRA as contributing to a more dialogic and collaborative learning environment.

However, the presence of a small percentage of negative responses (4%) indicates that positive perceptions of engagement were not equally shared by all students. This finding suggests that individual factors, such as language proficiency and self-confidence, may influence students' participation in classroom activities.

## 2. Students' Comprehension

In terms of comprehension, the findings indicate that most students perceived CRA as helping them understand texts more deeply.

A total of 92% of students reported that CRA helped them identify implicit meanings and underlying assumptions, indicating that students perceived themselves as moving beyond literal comprehension toward interpretive understanding.

In addition, 84% of students reported improvement in recognizing rhetorical structures, such as identifying main ideas, arguments, and patterns of idea development. This finding suggests that students perceived CRA as supporting both content comprehension and awareness of how texts are constructed.

Moreover, 80% of students reported that CRA helped them connect textual information with their prior knowledge, which is commonly associated with deeper comprehension.

Nevertheless, the presence of 8–20% neutral responses indicates that some students still experienced difficulties in consistently applying critical reading strategies. This suggests that students' perceptions of deeper comprehension may vary and may require continuous practice, adaptation, and instructional support.

### 3. Students' Critical Thinking Skills

The findings also reveal that most students perceived CRA positively in relation to the development of their critical thinking skills. Approximately 88% of students reported positive perceptions across several indicators of critical thinking, including:

- a. Evaluating arguments presented in texts
- b. Identifying bias and assumptions
- c. Synthesizing multiple perspectives
- d. Reflecting critically on textual content

More specifically, 72% of students reported positive perceptions regarding logical analysis, while 68% perceived that CRA helped them make independent judgments regarding the content of texts. These findings suggest that students viewed themselves as becoming more active in evaluating and questioning the information they encountered.

In addition, students' perceptions regarding the development of reflective skills suggest increased awareness of their own thinking processes while reading.

However, approximately 12% of students provided neutral responses regarding critical thinking development. This indicates that perceptions of critical thinking growth may differ among students and may be influenced by factors such as prior knowledge, learning experience, and familiarity with critical reading practices.

Overall, the findings of this study demonstrate that students generally perceived the Critical Reading Approach as a valuable and relevant instructional approach in the ELT context. Based on their perceptions, CRA was associated with greater

engagement in classroom activities, deeper text comprehension, and stronger critical thinking awareness.

However, these positive perceptions were not uniformly shared by all students. Therefore, the successful implementation of CRA may depend on instructional strategies, students' readiness, and the level of support provided during the learning process.

## **5.2. Suggestions**

### **5.2.1. For English Lecturers**

English lecturers are encouraged to integrate the Critical Reading Approach systematically into reading instruction, as students in this study generally perceived it as supporting their engagement, comprehension, and critical thinking.

However, considering that a proportion of students are still in the process of adapting, lecturers should provide structured and continuous scaffolding, such as guiding analytical questions, step-by-step instruction in identifying arguments and text structure, and providing clear examples of text analysis before independent practice. In addition, lecturers should pay attention to students' affective factors by creating a supportive and inclusive classroom environment, which can help increase students' confidence and willingness to participate.

### **5.2.2. For Students**

Students are encouraged to move beyond passive reading and actively engage in critical reading practices. Based on the findings of this study, many students perceived

that active involvement in CRA supported their comprehension and critical engagement with texts.

Therefore, students are advised to develop the habit of questioning texts, practice analyzing arguments and evidence, and reflect on the information they read.

Furthermore, students should increase their reading frequency and expand their background knowledge, as these factors may support deeper comprehension and critical analysis.

### **5.2.3. For Future Researchers**

Future researchers are recommended to extend this study by involving a larger and more diverse sample in order to obtain broader insights into students' perceptions of the implementation of the Critical Reading Approach.

In addition, future studies are encouraged to combine questionnaires with other data collection methods, such as in-depth interviews and classroom observations, to obtain a more comprehensive understanding of students' experiences and perceptions regarding the implementation of the Critical Reading Approach.

In conclusion, this study indicates that students generally perceived the Critical Reading Approach as a valuable instructional approach in the ELT classroom. Based on students' perceptions, CRA was associated with active participation, deeper engagement with texts, and greater awareness of critical thinking processes.

However, since this study focused on students' perceptions, further research is needed to examine how CRA is implemented in different educational contexts and how students experience the approach over time.

