A STUDY OF TEACHING CRITICAL READING FOR JUNIOR HIGH SCHOOL STUDENTS AT SMP SANTA MARIA BANJARMASIN

SARJANA'S THESIS PROPOSAL

ANGGRAINI APRILIA

REG. NUMBER: 2110117120008

ENGLISH DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMBUNG MANGKURAT

BANJARMASIN

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Presented to Faculty of Teacher Training and Education as a Partial Fulfilment of the Requirements for Completing the Sarjana Pendidikan Program in English Language Education Study Program

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2024

LETTER OF APPROVAL

This is to certify that the Sarjana's thesis proposal of Anggraini Aprilia reg. number 2110117120008 entitled "A Study of Teaching Critical Reading at SMP Santa Maria Banjarmasin" has been approved by the advisors for oral examination.

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ABSTRACT

Aprilia, A. 2025. A Study of Teaching Critical Reading for Junior High School Students at SMP Santa Maria Banjarmasin. Sarjana's Thesis. English Department, Faculty of Teachers' Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Moh Yamin, M.Pd, the second advisor: Dr. Rina Listia, M.Pd

Keywords: critical reading, teaching reading, SQ3R, integrated teaching methods

Teaching and learning critical reading is an essential component of English instruction at junior high school level, as it enables students to analyze, interpret, and evaluate texts meaningfully. This study entitled A Study of Teaching Critical Reading for Junior High School Students at SMP Santa Maria Banjarmasin aims to investigate the methods employed by the English teacher in teaching critical reading and to identify the challenges encountered during the teaching-learning process.

This research employs a qualitative descriptive design in order to obtain an in-depth understanding of classroom practices. The data were collected through classroom observations, interviews with the English teacher, and documentation of teaching materials and lesson plans.

The findings of the study reveal that the teacher applies an integrated teaching methods by combining several methods, with SQ3R (Survey, Question, Read, Recite, Review) as the primary method, supported by Grammar Translation Method (GTM) and Extending Concept through Language Activities (ECOLA). This integration is implemented to accommodate students' needs and varying levels of reading ability. Furthermore, the study indicates that the problem faced by the teacher is managing a heterogeneous classroom, where students possess different levels of critical reading competence. To address this issue, the teacher implements differentiated instruction and assessment strategies tailored to students' ability levels. The results of this study are expected to contribute to the development of effective critical reading instruction, particularly in heterogeneous junior high school classrooms.

In conclusion, this study shows that the integration of SQ3R, supported by GTM and ECOLA, effectively develops students' critical reading skills by addressing diverse learning needs. Flexible teaching methods, linguistic support, and interactive activities enhance students' engagement and critical thinking. Therefore, it is suggested that English teachers apply varied and learner-responsive methods and encourage active participation through discussion and collaboration.

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Finally, the researcher is fully aware that this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly appreciated for future improvement. It is sincerely hoped that this thesis will be useful for readers and contribute to the field of education, especially in teaching critical reading.

Banjarmasin, … Januari 2026
The Researcher,

Anggraini Aprilia

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