

ABSTRACT

Veranda Amir, 2025. Analyzing Teachers' Implementation of Critical Reading in Teaching Reading Comprehension at SMAN 10 Pangkep Guided by Radiah Hamid and Nurdevi Bte Abdul

This study aims to analyze the implementation of critical reading in teaching reading comprehension and to identify the challenges faced by English teachers at SMAN 10 Pangkep.

This study used a descriptive qualitative method, using two English teachers at SMAN 10 Pangkep who were selected through Purposive Sampling. Data were collected through classroom observations, interviews, and document checklist. Data analysis followed the stages of data reduction, data display, and conclusion drawing.

The implementation of critical reading at SMAN 10 Pangkep demonstrates an instructional spectrum that moves from literal comprehension to in-depth analytical engagement, where the use of annotating and previewing techniques has successfully transformed students into active readers capable of analyzing the logical flow of texts and moving from merely paraphrasing explicit information to drawing inferences and contextual critical reflection. However, this success faces complex, interrelated challenges, ranging from linguistic barriers in the form of limited vocabulary that traps students in a translational mindset and a passive learning culture, to systemic obstacles in the form of a dichotomy between curriculum demands and an evaluation system that still prioritizes factual memorization and the limitations of standard textbooks in triggering student skepticism. Pedagogically, teachers also face the burden of mental fatigue in stimulating discussions in classes that tend to be passive and objective difficulties in developing assessment instruments that can clearly differentiate between critical thinking skills and students' general language proficiency.

Keywords: Critical Reading, Reading Comprehension, Qualitative Research, Teaching Challenges.