

EXPLORING THE ADVANTAGES OF CRITICAL READING STRATEGIES IN UNDERGRADUATE THESIS PROPOSAL DEVELOPMENT

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ABSTRACT

This study explores the advantages of critical reading strategies in the development of undergraduate thesis proposals. Using a qualitative research approach, six undergraduate students from a university in Surabaya were interviewed to gather insights into their experiences. The findings reveal that critical reading strategies play a significant role in supporting students throughout the thesis proposal writing process. Participants reported that these strategies help them understand and evaluate articles for use as sources, sort relevant citations, formulate hypotheses, and draft well-structured proposals. Additionally, critical reading strategies assist students in avoiding plagiarism, compiling literature reviews, drafting the background of the study, and identifying research gaps and questions. Students also noted that employing these strategies enhanced the quality of their proposals, making their work more efficient and effective. These findings highlight the importance of critical reading strategies in academic writing and suggest their potential for improving students' overall research competencies.

Key Words: *critical reading strategies, thesis proposal writing, undergraduate students.*

ABSTRAK

Studi ini mengeksplorasi manfaat strategi membaca kritis dalam pengembangan proposal skripsi mahasiswa sarjana. Dengan menggunakan pendekatan penelitian kualitatif, enam mahasiswa dari sebuah universitas di Surabaya diwawancarai untuk mendapatkan wawasan tentang pengalaman mereka. Temuan menunjukkan bahwa strategi membaca kritis memainkan peran penting dalam mendukung mahasiswa selama proses penulisan proposal skripsi. Para peserta melaporkan bahwa strategi ini membantu mereka memahami dan mengevaluasi artikel sebagai sumber, menyortir kutipan yang relevan, merumuskan hipotesis, dan menyusun proposal yang terstruktur dengan baik. Selain itu, strategi membaca kritis membantu mahasiswa menghindari plagiarisme, menyusun tinjauan pustaka, merancang latar belakang penelitian, serta mengidentifikasi celah dan pertanyaan penelitian. Mahasiswa juga mencatat bahwa penerapan strategi ini meningkatkan kualitas proposal mereka, sehingga pekerjaan menjadi lebih efisien dan efektif. Temuan ini menyoroti pentingnya strategi membaca kritis dalam penulisan akademik dan menunjukkan potensinya untuk meningkatkan kompetensi penelitian mahasiswa secara keseluruhan.

Key Words: *Strategi Membaca Kritis, Penulisan Proposal Skripsi, Mahasiswa Sarjana.*

INTRODUCTION

EFL learners in Indonesia face significant challenges in English writing, often viewing it as an academic task rather than a communicative skill. Writing is a complex process requiring students to consider their purpose and organize their ideas effectively. For higher education students, particularly at the postgraduate level, academic writing is critical for demonstrating understanding and fulfilling course requirements, including thesis proposal writing. These proposals serve as a blueprint for research projects, and their quality significantly impacts students' academic success and ability to graduate (Karjono, 2020; Tahira & Haider, 2019)

Writing challenges stem from linguistic, physiological, and cognitive difficulties. Issues such as grammar, vocabulary, idea organization, and coherence often hinder effective communication. In Indonesia, undergraduate students must submit research papers or publish their work in scientific journals to fulfill graduation requirements. The Thesis Proposal Writing course introduces students to the unique demands of academic writing, which differ significantly from general writing skills. Proficiency in this area is vital for academic success and aligns with national education policies emphasizing human resource development (Padmadewi et al., 2023; Rozimela et al., 2019).

Critical reading skills play a crucial role in enhancing academic writing abilities. The interconnection between reading and writing highlights the importance of fostering reading proficiency to improve writing quality. Critical reading strategies, such as planning, annotating, summarizing, and evaluating text, help students comprehend academic materials, generate ideas, and formulate evidence-based arguments. These skills are essential for producing coherent and well-structured academic writing, particularly in thesis proposals (Harida, 2016; Sari et al., 2012).

Research has demonstrated that integrating critical reading strategies into academic writing courses significantly benefits students. These strategies enable

learners to analyze texts, avoid plagiarism through paraphrasing, and develop well-supported arguments. However, studies also reveal gaps in how these strategies are taught and practiced. For instance, in Iranian high schools, critical reading is often presented as isolated skills rather than as part of authentic, integrated contexts (Nasrollahi et al., 2018)

Larking (2017) highlighted the need for more explicit instruction in critical reading strategies for advanced EFL learners, emphasizing that comprehension alone is insufficient. While students frequently employ basic strategies like skimming and scanning, advanced critical skills, such as evaluating power dynamics and abstract meanings, are used less often. These findings suggest that teaching critical reading systematically could improve the depth and quality of academic writing, including thesis proposals.

In conclusion, developing strong critical reading and writing skills is essential for EFL learners, particularly in higher education. By focusing on critical reading strategies, students can enhance their academic writing abilities, overcome linguistic and cognitive challenges, and produce higher-quality research proposals. This emphasis not only prepares students for academic success but also aligns with broader educational goals of fostering analytical and intellectual capabilities.

Therefore, this study aims to explore how critical reading strategies contribute to the development of undergraduate thesis proposals. These strategies empower students to craft well-structured and coherent proposals by fostering analytical thinking, organization, and argument formulation. The research investigates the key question: How do critical reading strategies assist students in writing thesis proposals? Addressing this question will provide insights into improving EFL students' academic writing.

This study employs a qualitative research approach to explore the use of critical reading strategies among undergraduate students in crafting their thesis

proposals. A qualitative approach is deemed suitable for gaining in-depth insights into students' experiences, perceptions, and challenges. It allows for a comprehensive understanding of the ways in which critical reading strategies influence the process of academic writing and addresses the research question in a nuanced manner.

The participants of this study consist of six undergraduate students enrolled in an English Education or English Literature program at a university in Surabaya. These participants were selected using purposive sampling based on specific inclusion criteria. To be eligible, participants must have taken a thesis proposal writing class and be in the process of writing their thesis proposals. This selection ensures that the participants have the necessary experience and are representative of the target population.

Data for this study was collected through in-depth, semi-structured interviews, which allowed for open-ended responses and the exploration of individual perspectives. The interview questions focused on the benefits they perceive from using these strategies during the process of writing thesis proposal. This method ensured that rich, detailed data were gathered to address the research objectives.

The analysis of interview data followed a systematic process, beginning with verbatim transcription to ensure the accuracy of participants' responses. Transcripts were reviewed multiple times during a familiarization phase to identify recurring themes, patterns, and initial impressions. Through open coding, responses were broken into smaller codes. Selective coding further refined these findings, focusing on key themes, including the benefits of critical reading strategies. Data interpretation explored how these strategies influenced thesis proposal quality, supported by illustrative quotes from participants. To enhance credibility, triangulation was used by comparing interview data with questionnaire responses, validating themes and identifying inconsistencies. Ethical considerations, including informed consent, confidentiality, and participants' right

to withdraw, were strictly maintained throughout the study. Results will be reported around central themes, offering insights into the role of critical reading strategies in academic writing and contributing to improving EFL students' research proposal quality.

DISCUSSION

This study highlights ten keyways in which Critical Reading Strategies (CRS) contribute to students' thesis proposal writing. According to the participants, CRS helps with filtering relevant information, improving article comprehension, identifying research questions and gaps, formulating hypotheses, drafting the study background, writing the literature review, structuring the proposal, preventing plagiarism, working more efficiently, and enhancing the overall quality of the proposal. These results are consistent with the findings of Nurhayati (2023), Rajabi and Tabatabaee (2015), Yu (2015), and Harida (2016), which underline the significant impact of CRS on academic achievement.

A. Filter Relevant Information

Students believe that critical reading strategies (CRS) assist them in sorting and identifying relevant articles for their proposals. In the interview, Student 1 mentioned that CRS helped her select articles to use as sources and map out which ones made the most significant contributions to her proposal.

S1: "Yes, CRS helps me select articles to use as sources for my proposal. It also aids in mapping out which articles make the most significant contributions to my work."

Critical Reading Strategies (CRS) play a crucial role in enhancing students' ability to identify, evaluate, and integrate relevant sources for their research proposals. By applying strategies such as synthesizing and monitoring, students can filter through vast amounts of information, ensuring that the sources selected directly support their research objectives. Synthesizing allows students to combine ideas from multiple sources to

create a cohesive understanding, enabling them to build well-rounded and evidence-based arguments. Monitoring, on the other hand, helps them critically evaluate their reading process, ensuring that the materials align with their research goals and contribute to the clarity and focus of their proposals. This systematic approach not only improves the quality and coherence of their work but also fosters critical thinking. Consistent with Harida (2016), who highlights CRS's ability to help students locate valuable information, these strategies empower learners to create focused, high-quality research proposals by narrowing down and prioritizing the most relevant sources.

B. Improving Article Comprehension

Students believe that using critical reading strategies (CRS) helps them better understand the articles they use for their proposals. They mentioned that CRS enables them to grasp the content of the texts more effectively. As Student 1 stated in the interview, CRS aids her in writing her thesis proposal by helping her focus on understanding and identifying relevant article sources to support her arguments, ensuring they are backed by valid and reliable references.

S1: "In my view, critical reading strategies are essential in helping me compile my proposal. They allow me to focus better on understanding and identifying relevant article sources, ensuring my arguments are supported by valid and credible references."

Critical Reading Strategies (CRS) significantly enhanced students' ability to comprehend and organize complex academic articles, making the process of selecting and engaging with sources more efficient and goal oriented. Techniques such as annotating, summarizing, and previewing played a pivotal role in this improvement. Annotating enabled students to actively interact with texts by marking key ideas, noting unfamiliar terms, and jotting down questions. This not only deepened their understanding but also improved recall and facilitated critical engagement with the material. Summarizing helped students condense the core arguments of articles, ensuring they captured the essence and relevance of the

information for their research proposals. Previewing, by skimming elements like titles, abstracts, and headings, allowed students to quickly evaluate whether a source aligned with their research goals, saving time and effort. Together, these strategies helped students navigate dense academic texts with greater confidence, efficiency, and purpose. Consistent with Yu (2015), who highlights the benefits of active reading in improving comprehension and engagement, CRS empowered students to make more informed and purposeful decisions in selecting sources. As a result, these techniques not only enhanced their academic reading skills but also contributed to the clarity and focus of their research.

C. Identifying Research Questions and Gaps

Students believe that using critical reading strategies (CRS) helps them in formulating research questions (RQ) and identifying research gaps. As Student 5 explained in the interview, CRS assisted her in this process by enabling her to search for articles on similar topics, identify relevant ones, and select those that could support her proposal effectively.

S5: "This CRS was helpful when I was formulating a research question and identifying gaps. I started by searching for articles on topics similar to mine, then selected the ones that were relevant and could support my proposal."

Critical Reading Strategies (CRS) were instrumental in helping students refine their research questions and identify gaps in the existing literature, enabling them to conduct more focused and meaningful research. By employing strategies such as questioning, monitoring, and synthesizing, students engaged deeply with academic texts to uncover areas that required further exploration. Questioning allowed them to critically analyze the material by asking what perspectives were missing, what contradictions existed, or what aspects needed more investigation, helping them refine their research focus. Monitoring further supported this process by enabling students to evaluate the relevance of their sources, ensuring alignment with their research objectives and maintaining a clear direction. Synthesizing played a crucial role in integrating insights from multiple studies,

recognizing connections, and building stronger arguments. Together, these strategies clarified the research process, guided the selection of high-quality sources, and highlighted opportunities for deeper inquiry. This aligns with Nurhayati's (2023) findings, which emphasize CRS as a tool for fostering deep inquiry and critical engagement with texts. Through CRS, students were able to move beyond surface-level understanding, develop stronger research arguments, and contribute more effectively to academic discourse.

D. Formulating Hypotheses

Students believe that using critical reading strategies (CRS) helps them formulate a strong and logical hypothesis for their proposals. In the interview, Student 1 mentioned that CRS assisted her in developing a well-founded hypothesis by allowing her to evaluate previous research, making her hypothesis stronger and more logical.

S1: "This CRS also helped me in formulating my research hypothesis, making it stronger and more logical because I had already evaluated it based on previous research."

Critical Reading Strategies (CRS) were instrumental in helping students formulate strong, logical hypotheses for their research proposals, significantly improving the quality of their academic work. Students reported that CRS enabled them to critically evaluate previous research, identify gaps in the literature, and synthesize information from multiple sources, all of which contributed to the development of well-supported and focused hypotheses. Questioning was particularly valuable, as it encouraged students to challenge existing assumptions, explore inconsistencies, and identify unexplored dimensions of their topics, thereby refining their hypotheses to align with meaningful areas of inquiry. Monitoring further enhanced this process by helping students assess the relevance and quality of their sources, ensuring that their hypotheses were coherent, logically sound, and grounded in credible evidence. Synthesizing allowed students to integrate insights from various studies, track

supporting evidence, and construct hypotheses that were comprehensive and well-substantiated. These strategies collectively enabled students to develop hypotheses that demonstrated critical thinking and a deep understanding of the subject matter. This finding aligns with Rajabi and Tabatabaee's (2015) emphasis on CRS as a tool for enhancing critical thinking and argumentation, highlighting its essential role in refining research hypotheses and advancing scholarly work.

E. Drafting the Study Background

Students believe that using critical reading strategies (CRS) can assist them in drafting the background of their study. In the interview, Student 3 mentioned that CRS helped clarify her arguments and claims in Chapter 1 of her proposal, making her proposal more focused and in-depth.

S3: "This CRS also helped me clarify my arguments and claims in Chapter 1, making my proposal more focused and in-depth."

Critical Reading Strategies (CRS) were essential in helping students draft clear, coherent, and well-structured background sections for their research proposals. By employing techniques such as paraphrasing, summarizing, and synthesizing, students were able to effectively organize and present information, ensuring that their background sections were focused and comprehensive. Paraphrasing allowed them to reframe complex ideas in their own words while maintaining the original meaning, which enhanced clarity and helped integrate sources seamlessly into their writing. Summarizing enabled students to condense key points from multiple sources, streamlining content to focus on the most relevant information and avoiding unnecessary redundancy. Additionally, synthesizing allowed them to integrate ideas from various studies, creating a cohesive narrative that added depth to their arguments and highlighted connections between different pieces of research. Together, these strategies ensured that the background sections were not only well-organized but also provided a strong foundation for the research objectives. These findings align with Yu's (2015) emphasis on the importance of

structured reading strategies in academic writing, demonstrating how CRS enables students to critically engage with their sources and produce background sections that effectively support their research proposals.

F. Writing the Literature Review

Students believe that using critical reading strategies (CRS) helps them in writing their literature review. In the interview, Student 1 explained that CRS was particularly helpful when compiling Chapter 2, as it allowed her to synthesize relevant articles more effectively, aiding in the creation of her literature review.

S1: "Well, when I was working on Chapter 2, this CRS helped me a lot by allowing me to synthesize more relevant articles while compiling it."

Critical Reading Strategies (CRS) were invaluable for students in composing well-developed and coherent literature reviews, helping them synthesize information, connect theories, and critically evaluate sources. By employing strategies such as synthesizing, summarizing, questioning, and paraphrasing, students effectively engaged with academic texts and constructed literature reviews that were both comprehensive and focused. Synthesizing played a central role, enabling students to integrate information from multiple sources and connect theories, which created a cohesive narrative and highlighted relationships and gaps within the literature. Summarizing helped students condense key points from various studies, ensuring their arguments were clear and concise. Questioning allowed them to critically assess the credibility and relevance of their sources, ensuring the literature they included was reliable and aligned with their research objectives. Paraphrasing allowed students to present information in their own words, deepening their understanding of the material and seamlessly integrating it into their analysis.

Additionally, differentiating between facts and opinions ensured that their reviews were grounded in evidence-based content. While other strategies, such as annotating, previewing, and skimming, supported the process, the core strategies of synthesizing, summarizing, questioning, and

paraphrasing were especially effective in helping students critically evaluate and organize their sources. These findings align with Harida's (2016) emphasis on CRS as a vital tool for constructing coherent and critical literature reviews, allowing students to develop reviews that were not only well-structured but also demonstrated a high level of critical engagement with the academic material.

G. Make a Well-Structured Proposal

Students believe that using critical reading strategies (CRS) can strengthen a thesis proposal. In the interview, Student 1 stated that her proposal is strong because it presents a coherent argument, supported by relevant and valid articles and previous research. She attributed this strength to applying the strategies from CRS while searching for research to support her argument in the proposal.

S1: "I believe my proposal is strong because it presents a coherent argument, supported by relevant and valid articles and previous research. I was able to achieve this by applying the strategies in CRS."

Critical Reading Strategies (CRS) played a crucial role in enhancing the overall structure and coherence of students' thesis proposals, helping them present more focused, well-supported, and persuasive arguments. By using strategies such as synthesizing, monitoring, and questioning, students were able to integrate information from various sources, creating a cohesive narrative that aligned with their research goals. Synthesizing was particularly effective in enabling students to present coherent arguments by combining insights from multiple studies, which helped them form a well-rounded perspective on their topic. In addition, monitoring helped students ensure that their sources were relevant and aligned with their research objectives, enabling them to refine their focus and avoid unnecessary deviations. Questioning allowed students to critically assess the literature, identifying gaps and areas needing further exploration, which led to the development of more targeted and impactful research questions.

Furthermore, strategies like skimming and scanning helped students quickly assess the relevance of material, while differentiating between facts and opinions ensured that only reliable, evidence-based content was included, which strengthened the overall credibility of their proposals. Students viewed CRS as an essential tool for improving the clarity, rigor, and academic quality of their work. These strategies not only helped them refine their arguments but also fostered critical thinking, making their proposals more persuasive and academically robust. This aligns with Nurhayati's (2023) findings, which emphasize the importance of CRS in enhancing academic writing quality by promoting deeper engagement with sources and improving the coherence of written work.

H. Preventing Plagiarism

Students believe that using critical reading strategies can help reduce the level of plagiarism in their proposals. In the interview, Student 4 explained that after reviewing a journal, she paraphrased the content before including it in her proposal. This helps reduce plagiarism in her work.

S5: "Typically, when I review a journal and decide to include it in my proposal, I rephrase the content first. Paraphrasing helps me minimize the risk of plagiarism in my proposal."

Paraphrasing emerged as a particularly impactful Critical Reading Strategy (CRS) for students, especially in addressing plagiarism concerns in their academic writing. By rephrasing ideas in their own words, students were able to incorporate information from sources into their proposals without directly copying, thus significantly reducing similarity scores and maintaining originality in their work. This process not only ensured compliance with academic integrity standards but also deepened students' engagement with the material. Paraphrasing required them to fully comprehend the content they were reading, as they had to accurately reframe the ideas while preserving their original meaning. This critical engagement fostered a better understanding of the subject matter and

enhanced their ability to apply the information effectively in their arguments. Furthermore, as highlighted by Harida (2016), CRS, including paraphrasing, supports responsible and ethical use of sources by encouraging originality and critical thinking. For students, paraphrasing was not merely a tool to avoid plagiarism but a means of demonstrating their grasp of complex ideas while contributing to the originality and rigor of their work. This underscores its role as an indispensable strategy in academic writing, helping students produce work that is both ethically sound and intellectually robust.

I. Working More Efficiently

Students believe that using critical reading strategies (CRS) can speed up their process and improve their effectiveness in writing proposals. In the interview, Student 1 mentioned that CRS enhances effectiveness by helping clarify ideas, strengthen arguments, and establish a solid theoretical foundation, particularly in Chapter 1 and Chapter 2 of the proposal.

S1: “In my opinion, CRS can increase effectiveness when making proposals, as it helps me clarify ideas, strengthen arguments, and build a solid theoretical foundation for my proposals, particularly in chapter 1 and chapter 2.”

Critical Reading Strategies (CRS) significantly enhanced the efficiency and effectiveness of students’ research and proposal writing processes. These strategies not only streamlined the integration of source material but also helped students develop clearer and more persuasive arguments, particularly in key sections such as Chapters 1 and 2. Techniques like paraphrasing were instrumental in saving time, as they enabled students to quickly extract and reframe essential points from their sources, facilitating smooth content integration. Synthesizing further contributed by allowing students to combine ideas from multiple studies, thereby clarifying their thoughts and strengthening their arguments. Summarizing also played a vital role in helping students distill complex information into concise,

focused content, ensuring that their writing remained relevant and impactful.

Additionally, strategies like skimming and scanning helped students efficiently locate relevant information in large volumes of text, reducing the time spent on research. The ability to monitor and adjust their approach throughout the process ensured that students could stay on track and maintain productivity. As Yu (2015) highlights, CRS not only saves time but also enhances overall productivity, a finding echoed by students who found these strategies invaluable in managing their workload. By integrating CRS into their research and writing practices, students were able to produce high-quality proposals more efficiently, underscoring the importance of these techniques in academic success.

J. Enhancing the Overall Quality of the Proposal

Students perceive that employing critical reading strategies (CRS) enhances the quality of their proposals. During an interview, Student 1 mentioned that CRS contributed to improving her proposal, making it more refined and of higher quality. She elaborated that CRS helped her structure the proposal more effectively, clarify her arguments and ideas, and ensure the relevance of the articles she referenced.

S1: "This CRS has significantly improved my proposal, enhancing its structure, clarifying my arguments and ideas, and ensuring that the articles I reference are relevant and well-aligned with the content."

Critical Reading Strategies (CRS) played a crucial role in enhancing the overall quality of students' proposals by fostering clarity, structure, and depth in their work. These strategies enabled students to carefully select relevant sources, integrate ideas effectively, and construct well-supported arguments, resulting in more coherent and persuasive proposals. Synthesizing and summarizing were particularly central to this process, as they helped students combine information from multiple sources and distill complex ideas into concise, focused content. Questioning further reinforced this by encouraging critical evaluation of source material,

ensuring that the references used were both reliable and relevant to their arguments.

Additional strategies, such as annotating and monitoring, supported a structured and organized approach. Annotating allowed students to highlight key points and insights from their reading, while monitoring ensured they stayed on track, adjusting their approach as needed for greater clarity and depth. These strategies not only improved the technical quality of their proposals but also fostered critical thinking and academic rigor, aligning with Rajabi and Tabatabaee's (2015) emphasis on the importance of CRS in developing insightful and analytical academic work. Overall, CRS provided students with a robust framework for producing well-organized, focused, and impactful proposals, highlighting its value as an essential tool in academic writing.

The findings of this study align with the conclusions of Nurhayati (2023), Rajabi and Tabatabaee (2015), Yu (2015), and Harida (2016), all of whom emphasize the diverse advantages of CRS, such as enhancing comprehension, fostering critical thinking, and improving writing efficiency. Similar to Harida's research, this study highlights CRS as a vital tool for preventing plagiarism and promoting academic integrity. Furthermore, the observed time-saving benefits of CRS, particularly through techniques like skimming and scanning, corroborate Yu's findings on their efficiency in accelerating reading and writing tasks.

Integrating CRS into students' academic routines holds significant potential. These strategies enable students to engage with complex texts, extract key ideas, and develop well-structured proposals, laying a strong foundation for thesis writing and other academic endeavors. As Rajabi and Tabatabaee (2015) suggest, formal instruction in CRS could further enhance students' capacity to critically analyze texts, encouraging deeper understanding and improving the quality of academic work.

In summary, CRS are essential for effective thesis proposal writing, equipping students with the tools to analyze, synthesize, and communicate their

ideas clearly. These strategies not only help address challenges like information overload and plagiarism but also empower students to produce well-reasoned and impactful research. The consistency of these findings with previous studies highlights the broad applicability of CRS in improving academic reading and writing.

CONCLUSION

This study highlights the pivotal role of Critical Reading Strategies (CRS) in enhancing the quality and efficiency of thesis proposal writing among students. The findings demonstrate that CRS significantly contribute to various stages of the proposal development process, such as filtering relevant information, improving comprehension, identifying research questions and gaps, formulating hypotheses, drafting the study background, and constructing the literature review. By enabling students to synthesize, paraphrase, question, and monitor information effectively, CRS promote academic rigor, originality, and clarity. Moreover, these strategies address common challenges like plagiarism and information overload, ensuring that students produce well-structured and impactful proposals.

The results align with the findings of previous studies, including those by Nurhayati (2023), Rajabi and Tabatabaee (2015), Yu (2015), and Harida (2016), reinforcing the universal applicability of CRS in academic contexts. By fostering critical thinking, improving time efficiency, and enabling deeper engagement with texts, CRS provide students with a strong foundation for success not only in thesis writing but also in broader academic and professional pursuits. The study underscores the value of integrating CRS into formal academic training, as this could further enhance students' critical reading and writing skills, enabling them to excel in their academic endeavors.

While this study provides valuable insights into the role of CRS in thesis proposal writing, it is not without limitations. First, the sample size was relatively small and limited to students from specific academic disciplines, which may affect the generalizability of the findings to other contexts or fields of study. Future

research could benefit from including a larger and more diverse sample to explore how CRS impact students across different disciplines.

Second, the study relied on self-reported data from students, which could introduce biases such as overestimation or underestimation of the effectiveness of CRS. Incorporating additional methods, such as observational studies or analysis of students' written outputs, could provide a more comprehensive understanding of how CRS influence academic writing.

Lastly, this study focused primarily on the perceived benefits of CRS and did not examine potential barriers or challenges students may encounter when implementing these strategies. Future research could explore these aspects to develop more targeted interventions and support systems for students struggling to adopt CRS effectively. Addressing these limitations would provide a more nuanced understanding of CRS and their role in academic success.

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