

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

After the background of the study, the supporting theories, and the research methods employed, this chapter presented the findings and discussion of the research. The results were explained based on the data gathered from interviews and questionnaires. The discussion in this chapter was derived from the analysis of data collected through these instruments, which provided the necessary information for the research.

The finding data are taken from questionnaire and interview as follows:

1. Identify the main arguments

The students who can identify the main arguments is only 36%. It can be conducted that students are still lacking in critical thinking. To strengthen the qualitative data, the results of in-depth interviews (5 students) are they usually understand the main topic from the title and first paragraph, but sometimes they feel unsure when the language is difficult.

2. News article is fake than news on Tv

The student who can think that news article is fake only 50%. It can be conducted that half of students was medium in critical thinking when present information news article. To strengthen the qualitative data, the results of in-dept interview (5 students) are They evaluate fake news by check the

credibility of the article and the presence of evidence, and whether the information can be verified with other sources.

3. Asking the unclear information presented the news article

The students who ask information unclear is 50% it can be conducted that the half of the students still read and ask information especially information unclear. To strengthen the qualitative data the results of in-depth interview are (7 students) were

They Sometimes evaluate the information and they can check that information in another channel

4. Challenging to evaluate the credibility of a news source

Based on the questionnaire results, 50% of the students reported that they often found it difficult to evaluate the credibility of a news source. This finding indicates that half of the students is reliable. To strengthen the qualitative data, the results of in-dept interviews are they rarely check the credibility of the news article and the information

5. Struggling to differentiate between factual information and opinions in a news article

The results of the questionnaire revealed that 28% of the students reported *sometimes* when asked about their difficulty in distinguishing between factual statements and personal opinions in news articles. To strengthen the qualitative data the result of in-depth interviews 4 students are some challenges include like identifying subtle bias, separating fact from opinions, and avoiding personal emotional reactions. At times, they find it

challenging to distinguish between factual content and the author's personal opinions within a news article. For instance, when an article includes emotional or persuasive wording, they become uncertain whether it is presenting actual facts or attempting to shape the reader's perspective. they tend to look for supporting data or direct quotations to help clarify the content, but not all articles offer such clear evidence. As a result, when the language is subtly framed, identifying the difference becomes more difficult

6. The accuracy of news article as the lackage of knowledge or confidence

The results of the questionnaire revealed that 28% of the students reported *sometimes* their uncertainty about the accuracy of news articles was due to a lack of knowledge or confidence. To strengthen the qualitative data the result of in-depth interviews (4 students) are they *sometimes* read the article without thinking again.

7. Diversete viewpoints to challenge understanding of a news article

The results showed that 43% reported *sometimes* students asked about seeking different perspectives to deepen their understanding of a news article. To strengthen the qualitative data the result of in-depth interviews are (6 students) they only the read the article without finding diversete viewpoint”

8. Learning from news articles to real situations or academic discussions

The students sometimes learn from news articles to real situations or academic discussions is 36% . To strengthen the qualitative data the result of in-depth interviews are (5 students) it depends on the topic. For example, if the article discuss about Kpop they just read, they are not really learn from those article

9. Discussing the topic the news topic with friend

The students who never discuss the news topic with their friends are 43%. To strengthen the qualitative data the result of in-depth interviews (6 Students) are they never really discuss the news they read with their friends

10. understand the meaning of a news article

The students sometimes understand the meaning of a news article is 50%. To strengthen the qualitative data the results of in-depth interviews (6 Students) are they check the evidence specificale and relevantly. And consider whether the evidence directly supports the claim or just loosely related

B. Discussion

From the findings above the researcher wants to discuss them based on five indicators of critical thinking skill

1. Identifying the main information in the news

The findings indicate that students typically grasp the main idea of a news article from the title although their understanding became less certain when the language used in the article is complex or unfamiliar. This, response suggests that the respondent's comprehension is reliant on surface level with limited engagement in deeper analysis. Their language ability to identify central information appears to be hindered by difficulties which impact their overall critical reading.

It is in line with the opinion of Siti Aisyah, Ratna S. S. A., and Imas E. W. (2019) stated critical thinking skills are essential in learning chemistry, as some of the subject matter is contextual, while the level of critical thinking in Indonesia remains relatively low. In another theory according to Anwar et al., (2020) stated students' critical thinking and creative thinking skills are still not optimal. This is reinforced by the results of previous research related to the measurement of students' critical thinking skills which stated that it was still relatively low.

On the other hand, Lestari (2024), the culture of laziness in thinking among students is increasing as they are avoiding in-depth investigation of the content they read. Many students like to get quick and easy knowledge that does not demand critical thinking. It has the potential to lead to a restricted vision and a lack of readiness to face difficult challenges in the future.

2. Evaluating the reliability of news sources

The findings show that the students sometimes evaluate and verify the credibility of information presented in news articles. They assess the content by analyzing the reliability of the source, identifying supporting evidence, and cross-checking it with credible external references and compare to other information. Several factors might have contributed to this difficulty, such as a lack of sufficient skills or knowledge to critically assess sources, the overwhelming presence of online news lacking transparent authorship or publication credentials, the use of persuasive or sensational language that could mislead readers into believing the information is trustworthy, limited access to alternative sources for verification.

This result suggests that the respondents' critical thinking skills particularly in assessing the credibility of information is still developing. In the context of reading news articles in English, it reflects that students have not yet fully there is clear need that digital and media literacy skills.

Therefore, there was a clear need for targeted instructional support that focused on improving students' ability to evaluate news credibility. Such instruction might

include identifying bias, verifying facts through reliable sources, and understanding the characteristics of trustworthy journalism. This respondent demonstrates a more developed level of critical reading. Their method reflects an understanding of the significance of evaluating sources and information.

According to Paul R. Elder in Elmansy (2022), the critical thinking framework is divided into three stages: observing the situation to develop logical knowledge, asking questions, to analyze and evaluate evidence, and identifying answers to questions that can be structured into a solution. In addition, another study by Wentworth, Plummer, & Swan (2021), critical thinking entails asking questions describing an issue, reviewing evidence, analyzing assumptions and biases, avoiding emotional reasoning, avoiding over-simplification, considering multiple interpretations, and tolerating ambiguity.

3. Detecting bias or hidden opinions in the news

The findings show that the students sometimes find difficulty to determine whether the author maintains objectivity or is subtly embedding personal opinions within the article. The students inform that unless the bias is clearly apparent, they tend to accept the information without question. This response demonstrates a limited understanding of media bias and suggests a habit of engaging with news content superficially, without thoroughly analyzing the wording or underlying purpose of the text.

It is supported by the theory of Pew (2022), in accordance with the findings a considerable percentage of people find it difficult to concentrate on long articles or books due to the proliferation of digital content and they sometimes limited understanding the bias. Many respondents stated that they favoret shorter, more digestible pieces of information, which may limit their capacity to interact with complex materials. According to Purnawan (2024), the ease of access to information via the internet leads students to use instant sources without doing verification or critical evaluation. According to the theory of, Mossberger, K. Tolbert, C. J., and Stansbury, (2003) in Pew (2021), There factor that limits students understanding the bias the gap limits ability to access online news, educational content, and academic papers, which are becoming more available exclusively in digital formats difficult to think logical conclusions based on the content of the news

4. Drawing logical conclusions based on the content of the news

The findings show that the students are able to make logical conclusions from the news articles they read. This outcome suggests that they have attained a moderate degree of critical thinking especially in analyzing information and constructing conclusions based on factual content. They are sometimes likely capable of identifying key arguments, recognizing informational patterns and linking ideas to form coherent interpretations. This is a positive indicator, as it shows that they engage actively with the news applying analytical reasoning rather than consuming information passive. This result indicated that some students

occasionally relate the content they read in the news to practical experiences or classroom discussions though this practice is not yet consistent. Their irregular use of news knowledge in real or academic contexts reflect an emerging level of critical application suggesting that while they understand the value of news-based learning it is not yet fully integrated into their daily thinking. Therefore, the data show that students will benefit from further support to develop the habit of applying news content more regularly and meaningfully in both academic and everyday settings

It is in accordance with Xiaoqing (2024), cognitive reading strategies refer to a series of mental processes and techniques used by readers to understand and retain written information. Moreover, theory by Shamboul (2022), Students with good critical thinking skills know how to think clearly and systematicall and can identifying key arguments, and recognizing informational patterns and linking ideas to form coherent interpretations. According to Noji (2023), however in now days of and fake news we can't essential accept that observing and perusing the news implies learning actualities approximately the world.

5. Providing critical arguments or responses to the news

The findings show that the students are usually identify key points by looking for the main ideas the headline, introduction, and conclusion. This approach reflects a method reading habit and suggests that the respondent has develop a practical strategy for understanding key information with a news article. It shows that the students have understood even though not completely.

According to, Paige & Ziglari (2024), when readers interact critically with texts by analyzing arguments and evaluating evidence they increase their overall understanding of the information. Moreover, According to Pumpachart, T., & Tiangtrong, P (2024) metacognitive strategies have emerged as a novel approach to enhance critical reading skills. This method encourages active exploration and problem-solving, promoting self-awareness and regulation of cognitive processes among students. The combination of these approaches aims to create a comprehensive instructional strategy that addresses the complexities of critical reading besides that according to Le (2023), the ability to critically analyse and analyse information is of most importance in today's information rich society where distinguishing between true and misleading information is vital. According to Le (2023), the ability to critically analyse and analyse information is of most importance in today's information rich society where distinguishing between true and misleading information is vital. Therefore, students should understand more providing critical arguments or responses to the news. According to the theory of Goodsett (2020), that critical thinking is an intellectual process of conceptualizing, applying, analyzing, synthesizing, or evaluating various pieces of information obtained from observation, experience, and reflection, where the outcomes of this process serve as the basis for action.