

**ABSTRACT**

Pujiningtyas, Mia Dreina Antira. (2023). *Investigating EFL University Students' Attitudes and Epistemic Beliefs in Critical Academic Reading*. Yogyakarta. Master's Program, Department of Language and Art Language Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This proposal encompassed two studies in the English education field. From both studies, a critical reflective evaluation was constructed in the form of comparison and contrast. The objective of the first study is to investigate EFL undergraduate students' attitudes toward academic reading. Meanwhile, the second study aims to inquire into the epistemic beliefs of EFL masters students' critical thinking in academic reading. The methods employed in both studies were quantitative and qualitative method. Closed-ended surveys were conducted. Afterward, participants representing the data groups were interviewed as a followup of the survey. The result of the first study showed that the EFL undergraduate students' attitudes toward academic reading were positive and mostly neutral. There was mostly no strong dislike towards academic reading and the students also had no strong feeling about the enjoyment of academic reading ( $2.34 \leq \bar{x} \leq 3.66$ ). The second result of the first study showed that factors affecting students' academic reading attitudes were the importance, the difficulty level, and the topic of the text, as well as the benefit obtained from reading the academic text. In the second study, the result showed that the graduate students' epistemic beliefs were classified as sophisticated. The beliefs helped students to activate, hone, and improve their critical thinking in reading. By knowing the learners' attitudes and epistemic beliefs towards critical academic reading, adjustments to learning instructions could be made to meet the learners' academic reading needs.

**Keywords:** *academic reading, attitudes, critical thinking, EFL students, epistemic beliefs*

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Proposal ini mencakup dua studi di bidang pendidikan bahasa Inggris. Dari kedua kajian tersebut dibangun evaluasi reflektif kritis berupa perbandingan dan kontras. Tujuan dari studi pertama adalah menyelidiki sikap mahasiswa sarjana EFL terhadap membaca akademik. Sementara studi kedua bertujuan untuk menyelidiki keyakinan epistemik pemikiran kritis siswa master EFL dalam membaca akademik. Metode yang digunakan pada kedua penelitian tersebut adalah metode kuantitatif dan kualitatif. Kuesioner tertutup digunakan di dalam kedua studi. Setelah itu, peserta yang merepresentasikan setiap kategori dari hasil data yang diperoleh diwawancarai sebagai tindak lanjut dari survei. Hasil penelitian pertama menunjukkan bahwa sikap mahasiswa S1 EFL terhadap membaca akademik adalah positif dan sebagian besar netral. Sebagian besar tidak ada ketidaksukaan yang kuat terhadap membaca akademik dan siswa juga tidak memiliki perasaan yang kuat tentang ketertarikan terhadap membaca akademik ( $2,34 \leq \bar{x} \leq 3,66$ ). Hasil kedua dari penelitian pertama menunjukkan bahwa faktor-faktor yang mempengaruhi sikap membaca akademik siswa adalah tingkat kepentingan, tingkat kesulitan, dan topik teks, serta manfaat yang diperoleh dari membaca teks akademik. Dari penelitian kedua, diperoleh hasil bahwa keyakinan epistemik mahasiswa pascasarjana tergolong canggih. Keyakinan tersebut membantu siswa untuk mengaktifkan, mengasah, dan meningkatkan pemikiran kritis mereka dalam membaca. Dengan mengetahui sikap dan keyakinan epistemik pembelajar terhadap membaca akademik kritis, penyesuaian instruksi pembelajaran dapat dilakukan untuk memenuhi kebutuhan membaca akademik pembelajar.

**Kata kunci:** *academic reading, attitudes, critical thinking, EFL students, epistemic beliefs*