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website: <http://erudio.ub.ac.id> e-mail: erudio@ub.ac.id

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A PROPOSED SYLLABUS OF CRITICAL READING FOR THE ENGLISH DEPARTMENT STUDENTS OF BRAWIJAYA UNIVERSITY

Emy Sudarwati

Program Pascasarjana, Universitas Negeri Malang

email : emoy_sanyoto@ub.ac.id

ABSTRACT

The purpose of this study is developing an appropriate Critical Reading syllabus for English department students of Brawijaya university. This study uses Research and Development design with a procedure which consists of needs analysis, description of the purpose, selection or development of syllabus type, production of proto syllabus, production of pedagogical syllabus expert validation, evaluation and revision, try out, final product. The final version of the product consists of Critical Reading syllabus. The product has been developed by following the stages in the modified Yalden's model

Keywords: critical reading, syllabus

Students at the college level should be trained to think critically. Therefore, to achieve this purpose, many English Departments have provided a course which is expected to train their students to think critically. This happens due to the fact that the teaching of Critical Reading is highly needed in today's education world. The existence of any Critical Reading course at the college level is very crucial because it provides students with the techniques of problem-solving and critical analysis.

The Critical Reading course is one of the skill subjects offered at the English Department of Brawijaya University. In this university, the reading courses offered are Basic Reading Skills (BRS) course, Critical Reading (CR) course, and Extensive Reading (ER) course.

The Critical Reading (CR) course is given at the second semester in response to the need of critical reading today. It is also taught to respond to the fact that students are lagging in problem-solving and thinking skills. This observation is based on an interview that the writer conducted on July 24, 2011 to two teachers of Critical Reading course in the previous semester. This interview was done in order to get a closer look on how successful the implementation of the Critical Reading course is. It is expected that the critical

reading course in the English Department of Brawijaya University may provide students with the techniques of problem-solving and critical analysis.

As its name suggests, critical reading actually teaches students to think while reading. It has been defined as learning to evaluate, draw inferences and arrive at conclusions based on the evidence [1].

Critical reading is categorized into a higher-order level of reading than literal and interpretive reading. This course is very crucial because it provides the students with the skill to be critical readers. Students' ability to think and read critically will enhance their understanding toward the text they are reading. This happens due to the fact that during the critical reading process, readers continue to be "producers". They analyze, produce, and judge [2].

Bloom's taxonomy of the cognitive domain (1956) identifies three levels within critical reading category: analysis, synthesis, and evaluation. At the analysis level, readers distinguish facts from opinion, propaganda techniques, and fallacies in reasoning. They also identify motives or reasons for something to happen, assess the qualifications of a source of information, and determine evidence to support a conclusion, inference, or generalization. The readers