ENGLISH DEPARTMENT STUDENTS' CRITICAL READING PROFILE ASSESSED BY USING EXPOSITORY TEXTS

a final project
submitted in partial fulfillment of the requirements
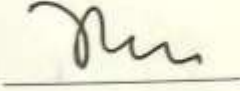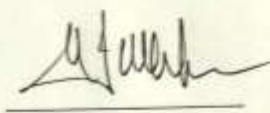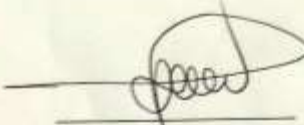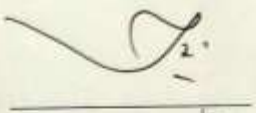for the degree of *Sarjana Pendidikan*
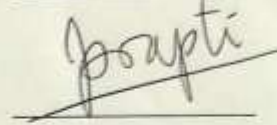in English

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2015

APPROVAL

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MOTTO AND DEDICATION

"... be grateful to Allah, and whoever is grateful is grateful for (the benefit of)

himself. And whoever denies (His favor) – then indeed, Allah is Free of need and

Praiseworthy."

(QS Al-Luqman 31:12)

*For my beloved family especially for my
parents, my sister, my brother, and for
all my best friends.*

ACKNOWLEDGMENTS

First of all, I would like to praise Allah SWT the Almighty, the Gracious for His blessing upon me in the form of inspiration, spirit, strength, and hopes during the accomplishment of this final project, so that I could finish this final project.

I would like to express my sincere gratitude to Dra. Sri Suprapti, M.Pd., as the advisor who has led and provided invaluable and continuous guidance, advice, as well as encouragement in making and completing this final project.

Moreover, I give my special thanks to all my lecturers at the English Department of Semarang State University (UNNES) who have been teaching and guiding me patiently during my study at the English Department since 2011.

I also would like to give my deepest gratitude to my lovely mother, father, sister, and brother for their sincere love and prayer for my success and for giving everything for me.

My thanks to my dearest friends Duponk, Cimol, Ria, Betari, and Toni who always share their laughter and support me in the last four years.

Lastly, I would like to give my sincere thanks for all of my friends in English Department 2011, ESA Functionaries Family, Wonk Kos, and everyone who has helped me in completing my final project.

ABSTRACT

Darojat, Yogyastuti Luhur. 2015. *English Department Students' Critical Reading Profile Assessed by Using Expository Texts.* Final Project. English Department. Faculty of Languages and Arts. State University of Semarang. Advisor: Dra. Sri Suprapti, M.Pd.
Keywords: *critical reading, expository texts, cross-sectional study*

The purposes of this study were to find out TEFL juniors' critical thinking profile and also the possible contributing factors to the profile. The participants of this study were the students of English Education Program in State University of Semarang academic year 2014/2015. There were 19 students from a random class sampling.

In conducting the research, I administered a standardized reading test to the sixth semester students to get empirical data. The texts which were chosen were expository texts from academic and non-academic fields. Another instrument for collecting data was questionnaire and reading courses syllabus, which had a purpose to find out the possible contributing factors to the critical thinking profile of the participants.

The findings showed that the TEFL Juniors of English Department of UNNES had weak level of critical thinking or it could be concluded that they did not yet exhibit the expected critical thinking level. From the questionnaire and analysis of reading courses syllabus, I found some possible contributing factors to the critical thinking profile of the participants. Those were lack of trainings or practices, lack of concentration, poor reading comprehension, having limited vocabulary or unfamiliar terms, and difficulty of the reading passages.

In conclusion, the critical thinking level of TEFL Juniors of English Department were weak because of some possible contributing factors such as lack of trainings or practices, lack of concentration, poor reading comprehension, having limited vocabulary or unfamiliar terms, and difficulty of the reading passages. For that reasons, as college students who have been studying reading courses for five semesters they have to train themselves to be more critical in reading expository texts.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, research questions, purpose of the study, definition of the key words, significance of the study, and outline of the study.

1.1 Background of the Study

Reading is one of the four basic skills in English. Reading is not simply translating and absorbing any information from the sources, but reading is more than critically comprehending a written text. Reading is an effective way to accustom readers in constructing meaning from a text as Yu-hui et al. (2010) states clearly that reading is a thinking process to construct meaning. Moreover, Norris and Phillips (1987) point out that reading is more than just saying what is on the page; it is thinking. Some of the mental skills employed in reading comprehension, as Grabe (1991) states, are inference, analysis, synthesis, and evaluation which are what experts include "as being at the very core of critical thinking" (Facione, 1992). It is important as readers to comprehend the texts through critical reading and critical thinking process.

In the original Bloom's Taxonomy, Bloom provides a way to organise thinking skills into six levels, from the most basic to the more complex levels of thinking which are *knowledge, comprehension, application, analysis, synthesis,*

and *evaluation,* and then Lorin Anderson (former student of Bloom) revisited the six categories into *creating, evaluating, analysing, applying, understanding,* and *remembering.* Comprehension itself has been seen as a critical thinking process (A.S Alogaili: 2011).

In fact, college students of English Department of UNNES need critical thinking in their academic life. They need critical thinking to comprehend a written text from any resources. Beyer (1984) views critical thinking as a set of nine discrete skills, including: (1) distinguishing between verifiable facts and value claims, (2) determining the reliability of a source, (3) determining the factual accuracy of a statement, (4) distinguishing relevant from irrelevant information, claims or reasons, (5) detecting bias, (6) identifying ambiguous or equivocal claims or arguments, (7) recognizing logical inconsistencies or fallacies in a line of reasoning, (8) distinguishing between warranted or unwarranted claims, and (9) determining the strength of an argument. In conclusion, in spite of reading and absorbing all of the information from the text directly, college students should be able to analyse critically about the information they could get.

Some researchers have been found the relationship between critical thinking and reading comprehension. Sequence of critical thinking process can improve students' reading comprehension. Mansoor Fahim and Maryam Sa'eepour (2011) proved the impact of teaching critical thinking skills on reading comprehension of Iranian EFL. The results indicate that teaching critical thinking skills on EFL context can improve language learning in reading. Additionally, in order to enhance readers' ability to achieve and practice comprehension as a

critical thinking act, researchers have shown that "the critical thinker uses his or her metacognitive knowledge and applies metacognitive strategies in a planned, purposeful way throughout the critical thinking process" (French and Rhoder, 1992:191).

Based on the problems above, I will focus on finding out English Department students' level of critical reading profile assessed by using expository texts as their reading materials. By designing this study, I hope that this research could give information to the readers and motivate teachers to improve their teaching of critical reading skills to college students so they could make the most of their critical reading skills for their academic life both inside and outside the classroom.

1.2 Reasons for Choosing the Topic

Some reasons why I chose the topic "English Department Students' Critical Reading Profile Assessed by Using Expository Texts" are:

Critical reading is one of the most important skills that learners especially college students should have. They will need those skills for better achievement as academic students inside and outside the classroom. Critical reading is an affective mean to activate prior knowledge in reading to comprehend a written text.

I consider that the students' reading comprehension is very important, therefore I want to know the English Department students' critical reading level assessed by using expository texts.

1.3 Research Problems

The problems that become the concern of the discussion are:

1. How good is English Department Students' critical reading profile?

2. What are the possible contributing factors to the profile?

1.4 Objectives of the Study

The objectives of the study can be stated as follows:

1. To find out how good the English Department Students' critical reading profile is.

2. To find out the possible contributing factors to the profile.

1.5 Significance of the Study

Basically, there are three kinds of research significance: the theoretical significance, the practical significance, and the further research and development. The significances are described as follows:

1) Theoretical significance

The research finding will provide information to the readers about critical reading profile of English Department students of UNNES.

2) Practical significance.

The research finding will help the teachers to organize their learning purposes or objectives that train their students to be critical thinkers and help them to gain their motivation in reading for better achievement.

3) Further research and development.

The research finding would also give knowledge that can be implemented in the classroom for the benefit of the students' development of critical reading in learning process.

1.6 Definition of the Key Words

a) Critical Reading

"Critical reading can be defined as a very high-level comprehension of written material requiring interpretation and evaluation skills that enable the reader to separate important from unimportant information, distinguish between facts and opinions, and determine a writer's purpose and tone", (Pirozzi, 2000).

b) Expository Texts

"Expository texts are texts which are written to convey, describe, or explain non-fictional information", (Yuko Iwai, 2007)

c) Cross-sectional Study

"Cross-sectional design refers to studies in which data are collected at one time period only. The aim is to access, at one time point, a representation of the population of interest", (Marie-Claire Shanahan, 2009)

1.7 Limitation of the Study

This study only limits on:

1. The works that are analyzed are from the data resources of sixth semester students of English Department of Semarang State University academic year 2014/2015.

2. The genre of text that is used as materials in collecting data is expository text.

1.8 Outline of the Report

This study is divided into five chapters. The following is the outline of the study.

Chapter I present the introduction that includes the background of the study, reasons for choosing the topic, research questions, purpose of the study, significances of the study, definitions of the key words, the limitation of the study, and outline of the study.

Chapter II presents the researches related to the topic and review of related literature, which discusses the general concept of reading comprehension, general concept of critical reading, assessing critical reading, and the general concept of expository texts.

Chapter III presents the methodology of the study. It discusses how the writer gets the data.

Chapter IV discusses the analysis of the data.

Chapter V discusses the conclusion and the suggestions of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the previous studies and literature review related to the topic of the study namely general concept of critical thinking, general concept of reading comprehension, general concept of expository texts, critical reading and critical thinking analysis, and assessing critical thinking.

2.1 Review of Previous Study

There are some studies related to critical reading and critical thinking.

The first study is a theoretical study written by Abdulmohsen S. Aloqaili (2011) entitled *The Relationship between Reading Comprehension and Critical Thinking: A Theoretical Study.* The results of this study revealed that: (1) there is well established relationship between reading comprehension and critical thinking, (2) schema theory provides a rational premise for that relation, and (3) there is no consensus regarding the definition of critical thinking which might be interpreted as a lack of unaccepted framework for critical thinking.

In another study conducted by Mansoor Fahim and Maryam Sa'eepour (2011) entitled *The Impact of Teaching Critical Thinking Skills on Reading*

Comprehension of Iranian EFL Learners proved the impact of teaching critical thinking skills on reading comprehension of Iranian EFL. The results indicated that teaching critical thinking skills on EFL context can improve language learning in reading.

The similar thing between those previous studies and mine is the topic of the research which was being discussed. Both of the researches and mine were discussed about critical reading and critical thinking; while the difference between my research and those previous researches was that my research is finding out English Department students' critical reading profile assessed by using expository texts.

2.2 General Concept of Reading Comprehension

According to Nuttall (1996:4), reading is defined as a process to get meaning from a text. It is a process in which readers select, classify and interpret information according to experience, information and knowledge they have in their minds. Reading is a communicative activity between writer and reader in written form.

Celce-Murcia (2001:154) defines that reading means constructing meaning through a transaction with written text that has been created by symbols that represent language. Readers get the meaning of the text from words presented in the printed page. They use their prior knowledge and interpretations to draw the meaning from the text.

Furthermore, Nunan (2003:68) defines reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning". Reader's background knowledge depends on individual experience. Prior knowledge plays an important role in the student's ability to comprehend text. The importance of prior knowledge is not a new concept; it has long been recognized as a significant factor in reading comprehension. The process of combining information and reader's knowledge will construct different interpretations, but the main idea from the text is the same. At the end, the goal of reading is comprehension.

Wainwrigth (2007:37) says that reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards. The continuity in reading is important in order to comprehend the whole text.

Based on some opinions above, I can conclude that reading is about comprehending written text. Comprehension is the process of making sense of words, sentences and connected text. At last, students' proficiency in processing and analysing the written information from a text will lead them into further knowledge.

2.3 Critical Reading

Critical reading can be defined as a very high-level comprehension of written material requiring interpretation and evaluation skills that enable the

reader to separate important from unimportant information, distinguish between facts and opinions, and determine a writer's purpose and tone (Pirozzi, 2000).

Norris and Phillips (1987) explain that critical thinking provides a means of explaining the ability to work out ambiguous text by generating alternative interpretations, considering them in light of experience and world knowledge, suspending decision until further information is available, and accepting alternative explanations. They conclude that critical thinking is the process which the reader uses to comprehend.

Analysing students' critical reading and critical thinking in reading needs to consider some of those skills clearly states by Richard Pirozzi in his book entitled Critical Reading Critical Thinking (2000). Those aspects are:

a) Using inference

Inferences defined as "educated guess" by which people go beyond what is explicit in order to fill in informational gaps, come to logical conclusions, and make sense of the world around them. "Educated" means people are not wild guesses but are instead based on knowledge, experience, and the clues or facts of the situation.

- Using knowledge to infer

Knowledge helps shape the way we interpret experiences. The more people know and the more they have experienced, the easier it will be to draw inferences, depending on the circumstances. Knowledge can play a significant part when it comes to drawing

inferences. There is no two people will possess the same degree of knowledge on every matter because knowledge is not a constant but increase as people go through life.

- Using experience to infer

  The relationship between knowledge and experiences cannot be separated. Experiences add to people knowledge base and place them in a better position to come to logical conclusions about surroundings. Experiences vary from person to person and it has important effects on the one's ability to draw inferences.

- Using clues to infer

  In addition to knowledge and experiences, people depend on clues to help them draw inferences. The clues or facts present in a given situation interact with knowledge and experiences, thus enabling people to make sense of surroundings.

b) Distinguishing between facts and opinions

- Facts

  A fact is something that can be or has been proved, verified, or confirmed in an unbiased or objective manner. Facts can be proved by personal observation, by using the observations of others, or by checking with reliable sources, such as studies that have been conducted, reputable books that have been written, or noted experts in a given field.

- Opinions

  An opinion is someone's personal judgement about something that has not been proved, verified, or confirmed in an unbiased or objective manner. In many cases, words like *good, bad, right,* or *wrong* are often used with opinions. But opinions can sometimes turn into facts after they have been proved, verified, or confirmed in an unbiased or objective manner, but people need to take consideration who is offering a given opinion.

- Facts and opinions in combination

  Facts and opinions are often used in combination which it more difficult to distinguish between them. For instance, commercials which influence one's decisions as to what to purchase or whom to vote for and propaganda which attempts to persuade people to think in a certain way or support a certain course of action.

c) Uncovering purpose and determining tone

  1. Recognizing purpose

     - To inform

       When the purpose is to inform, a writer simply provides facts, data, or information about a given subject so that readers could learn more about it.

- To persuade

  When the purpose is to persuade, it means that a writer is trying to get the reader to think in a certain way or take a particular action.

- To entertain

  A writer whose purpose is to entertain must try to bring enjoyment to readers by treating a topic in a light, cheerful, funny, or laughable manner.

- Combination of purposes

  Sometimes a writer has more than one purpose. For example, the writer who provides factual information but also tried to persuade readers to accept his viewpoint and take action.

2. Recognizing tone

   A writer's tone or mood is a reflection of the writer's attitude or feelings toward a given issue or topic. It is expressed by the words or phrases used in the information presented.

   - Matter-of-fact tone

     When adopting a matter-of-fact tone, which is common in textbooks, the writer sticks to the facts and presents them in a straightforward, unemotional manner.

- Humorous tone

  A humorous tone is one in which a writer presents information in a light-hearted manner designed to entertain or make the readers laugh.

- Angry tone

  An angry tone let the readers know that the writer is annoyed, irritated, or bothered in some way about the subject matter being presented.

- Sad tone

  A sad tone presents information in a gloomy, melancholy, or sorrowful way.

- Ironic tone

  An ironic tone is presented to convey its meaning by using words to mean the opposite of what they usually mean. A writer generally uses irony to present messages in a catchy, unusual way so that readers will take notice and remember them.

Paul (1984:5) makes a useful distinction regarding the dispositions of the thinker. He deals with critical thinking in two different ways: critical thinking in the weak sense and critical thinking in the strong sense. In a weak sense, critical thinking skills are understood as a set of discrete micro-logical skills ultimately extrinsic to the character of the person; skills that can be tacked onto other learning. In the strong sense, critical thinking skills are understood as a set of

integrated macro-logical skills ultimately intrinsic to the character of the person and to insight into one's own cognitive and affective processes.

Paul (1991) indicates that critical thinking in the strong sense involves approaching issues from multiple perspectives and demands open-mindedness to understanding points of view with which one disagrees.

Among those who advocated skills and dispositions were Ennis (1985:46), who defined critical thinking as "reasonable, reflective thinking that is focused on deciding what to believe or do". Based on his broad and working definition of critical thinking, Ennis (1987) developed a taxonomy of critical thinking skills which includes thirteen dispositions and twelve abilities that together make up critical thinking. For example, some of the dispositions of a critical thinker, as mentioned by Ennis (1987) are:

(1) Seek a clear statement of the thesis or question.

(2) Take into account the total situation.

(3) Keep in mind the original and/or basic concern.

(4) Look for alternatives.

(5) Use one's critical thinking abilities.

(6) Be sensitive to the feelings, level of knowledge, and degree of sophistication of others.

(7) Be open-minded.

In addition to these dispositions, there are some abilities, such as: (1) focusing on a question, (2) analysing arguments, (3) asking and answering

questions of clarification and/or challenge, (4) judging the credibility of a source, (5) deducing and judging deductions, (6) inferring explanatory conclusions and hypotheses, and (7) identifying assumptions. Each of these abilities contains a large number of sub-abilities (Ennis,1987).

2.4 Assessing Critical Reading

Brookhart (2010) writes about assessing higher-order thinking or critical thinking in reading which almost always involves three additional principles:

- Present something for students to think *about*, usually in the form of introductory text, visuals, scenarios, resource material, or problems of some sort.

- Use novel material—material that is new to the student, not covered in class and thus subject to recall.

- Distinguish between level of difficulty (easy versus hard) and level of thinking (lower-order thinking or recall versus higher-order thinking), and control for each separately.

Assessing students' critical thinking in reading comprehension can be conveyed by some rubrics or scoring schemes. Some rubrics or other scoring schemes attend mainly to surface features or merely count the number of correct facts in students' responses. There are two types of questions, which are multiple-choice questions and constructed-response or essay questions.

- **Multiple-choice questions.** Multiple-choice questions would typically be scored with one point for a correct choice and no points for an incorrect choice. The "thinking" is encoded into the choosing. It is worth reminding readers here that for the resulting scores to mean that students use critical thinking, the questions have to be designed so that higher-order thinking really is required to answer.

- **Constructed-response and essay questions.** For constructed-response answers to questions designed to tap various kinds of reasoning, often a rubric with a short scale will work well. Start with the criterion, the type of thinking you intended to assess.

To assess the quality of students' reading comprehension as they break down the information into its parts and reason with that information, questions or tasks must ask students to find or describe those parts and figure out how they are related. These are some typical kinds of questions to assess students' critical reading according to Susan M. Brookhart (2010).

- **Focus on a Question or Main Idea**

  Focusing on a question or main idea, or "getting the point" of something, is a central analytical skill in most disciplines. The students will identify the main idea explicitly. Students need to infer the main idea from the individual points made in a text, taken as a whole. It can be used as multiple-choice or essay questions.

- **Analyse Arguments or Theses**

  Once an author's main point, argument, or thesis is identified, it can be further analysed. Identifying underlying assumptions, representing the logic or structure of the argument, finding irrelevancies if there are any, and judging the similarities or differences in two or more arguments are all analysis skills that is needed for critical thinkers.

- **Compare and Contrast**

  Not all "comparison and contrast" tasks require critical thinking. Simple comparison and contrast is one way to show understanding. More complex comparison and contrast questions do require analysis-level thinking. Comparison and contrast is an important all-purpose analysis skill and is usually taught explicitly in elementary school.

- **Evaluate materials and methods for their intended purposes**

  To assess evaluation, it is needed items or tasks that can assess how students judge the value of materials and methods for their intended purposes. Students can appraise the material against criteria. The criteria can be standard (for example, literary, historical, and scientific) or criteria that the students invent themselves (in which case an element of creativity is involved as well). This kind of evaluation is not a personal preference ("Chocolate is the best flavour of ice cream"), but a reasoned evaluation that can be stated as a thesis or a conclusion and supported with evidence and logic.

- **Make or evaluate a deductive conclusion**

  Deduction means reasoning from a principle to an instance of the principle. To assess how students make or evaluate deductive conclusions, give them a statement they are to assume is true and one or more logically correct and incorrect conclusions. Then ask them which conclusions follow.

- **Make or evaluate an inductive conclusion**

  Induction involves reasoning from an instance or instances to a principle. To assess how students make or evaluate inductive conclusions, give them a scenario and some information. Then ask them to draw the proper conclusion from the information and explain why the conclusion is correct.

According to Susan M. Brookhart (2010), these specific strategies for assessing students' critical reading are summarized in this figure below.

Table 2.1 Specific Strategies for Assessing Critical Reading

To assess how well students can …	Provide this kind of material …	And ask students to …
Focus on a questions or identify the main idea	A text, speech, problem, policy, political cartoon, or experiment and results	• Identify the main issue, the main idea, or the problem, and explain their reasoning
Analyse arguments	A text, speech, or experimental design	• Identify what evidence the author gives that supports (or contradicts) the argument • Identify assumptions that must be true to make the argument valid

		• Explain the logical structure of the argument (including identifying irrelevancies, if they exist)
Compare and contrast	Two texts, events, scenarios, concepts, characters, or principles	• Identify elements in each • Organize the elements according to whether they are alike or different
Evaluate materials and methods for their intended purposes	A text, speech, policy, theory, experimental design, work of art	• Identify the purpose the author or designer was trying to accomplish • Identify elements in the work • Judge the value of those elements for accomplishing the intended purpose • Explain their reasoning
Make or evaluate a deductive conclusion	Statement or premises	• Draw a logical conclusion and explain their reasoning OR • Select a logical conclusion from a set of choices OR • Identify a counter-example that renders the statement untrue
Make or evaluate an inductive conclusion	A statement or scenario and information in the form of a graph, table, chart, or list	• Draw a logical conclusion and explain their reasoning OR • Select a logical conclusion from a set of choices

2.5 Expository Texts

Stefani Boutelier explained expository text as a text which exists to provide facts in a way that is educational and purposeful. Expository text is writing with a purpose of informing the reader. The text is fact-based with the purpose of exposing the truth through a reliable source. True and deliberate expository text will focus on educating its reader. Other descriptors of exposition are clear, concise, and organized writing. Expository text gets to the point quickly and efficiently. The examples of expository texts are textbooks, news articles, instruction manuals, recipes, city or country guides, language books, and self-help books.

Yuko Iwai (2007) in his journal entitled *Developing ESL/EFL Learners' Reading Comprehension of Expository Texts* defined expository texts as texts which are written to convey, describe, or explain non-fictional information. Even Snow, Burns, & Griffin (1998); Yopp&Yopp, (2000, 2006) asserts "providing children with more opportunities to explore expository texts is encouraged."

Expository texts are different with narrative texts. Expository texts purvey a tone of authority, since the authors possess authentic and accurate information on the subjects they write about (Fisher&Frey, 2008). And these texts follow a style that is distinctly different from that of narrative text. Expository text uses clear, focused language and moves from facts that are general to specific and abstract to concrete. The five most common structures utilized in informational

text are cause-effect, comparison-contrast, definition-example, problem-solution, and proposition supporter sequential listing.

2.6 Theoretical Framework

Reading is one of the most important skills in learning English which is being compulsory subject in the schools and primary material in the university level. Reading activity is not only about catching information from the text yet critically comprehending a written text. The readers should be able to comprehend the texts through critical thinking process.

Viewing reading comprehension as a vital part of foreign language learners in learning English, I will find out English Department students' critical reading level in reading comprehension test using expository texts as the materials.
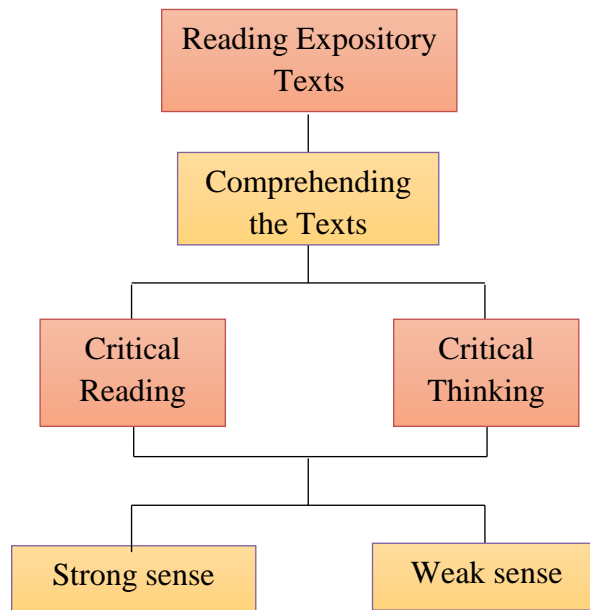
The framework will be designed as follows:

Figure 2.1 Research Concept

CHAPTER III

METHODS OF INVESTIGATION

This chapter discusses about design of the study, the subject of the study, research instrument, and procedure of collecting the data. There are some explanation of the technique and method that I used to collect the data for this study. I used qualitative method to accomplish this study.

3.1 Design of the Study

This study was a cross-sectional study. It means a type of observational study that involves the analysis of data collected from a population, or a representative subset, at one specific point in time. I recorded information as the findings without manipulating the environment. In this way, this study presented the findings as an English Department students' critical reading profile. Then, I also found out some possible contributing factors to the profile from the data collection.

3.2 Subject of the Study

In this final project, I chose sixth semester students' of English Department of Semarang State University (UNNES) majoring in English

Education as my subject of the study. It was based on some considerations as follows:

(1) The population was homogeneous for the research because they were all the same semester and has the same major;

(2) the students were familiar with reading tests; in addition,

(3) the students were in their third-year of their study, they should have been training critical reading skills.

Subject of the study discusses about the population and sample of the study. They were:

3.2.1 The Population

Saleh (2001:17) states that "population is a group of people, objects, items, or phenomenon, a group to which the researcher would like the result of the study to be generalized, a group from which information is collected".

Based on the topic of the research which analyzed sixth semester students' critical thinking, the population of this study was the sixth semester students' of English Department of Semarang State University (UNNES) majoring in English Education, which were 156 students.

3.2.2 Sample of the Study

The number of population above is quite big, so to make it simple, it must be divided to a part of the whole population which is called sample.

"Sample is a subgroup of a population (Huck, Cormier, and Bounds 1974 in Saleh 2010)".

In this study, I used random sampling technique. As stated by Huck, Cormier, and Bounds that "the accuracy of the researcher's inference depends on how representative the sample is" (Huck, Cormier, and Bounds 1974 in Saleh 2010).

In this study, I chose randomly one class out of six classes in sixth semester students in English Department of Semarang State University (UNNES). The class was Teaching English for Young Learners. The class consisted of 19 students.

3.3 Method of Collecting Data

In the terms of collecting data, some of the data required in writing this research were partly taken from many reference textbooks and websites which were related to the subject matter. The others were taken from report of the previous studies and researches on the similar topics.

To collect the data, I applied classroom reading comprehension test because I wanted to find out the English Department students' critical reading level. I prepared data instruments, came to the class, let the students do reading comprehension test, then I compared and analyzed the students' results. In this way, I would get the data as objective as possible.

Moreover, this is the explanation of the steps taken to obtain the empirical data that were needed to answer the problems.

(1) Before conducting the research, the instruments were prepared. In this case was reading comprehension test, questionnaire, and table of students' grade of previously taken reading courses.

(2) I chose the class for being the participants of my research. The class which was selected was Teaching English for Young Learners class.

(3) After that step, I came to the class and asked the students to fill in questionnaire and answer the reading comprehension test.

(4) Next, I collected the students' reading comprehension answer sheets and questionnaires.

(5) Afterward, the results of the students were scored, compared, and analyzed.

3.4 Instruments for Collecting Data

Saleh (2001:31) states that "instrument is any device which is used to collect data in a research". The instruments which were applied in this study were questionnaire, reading comprehension test, students' answer sheets, key answer, table of assessment, and table of analysis.

A. Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from

respondents. In this study, I used open-ended questionnaire in which require more thought and more than a simple one-word answer in order they give opinions about the difficulties they face during reading comprehension.

The questionnaire consisted of an introduction informing students of the general purposes in collecting their data, namely to collect their opinions of problems they encounter during reading comprehension process. In this introduction informed the students that the data of reading comprehension test would assess their critical thinking and hopefully it could help lecturers teaching reading comprehension as a feedback to be more focus on developing students' critical thinking.

There were 5 questions in this questionnaire. Those were 4 open-minded questions that required the students to write down their opinions about reading problems and critical thinking. Another question was give-a-check question. The students were asked to give a check on the problems they encounter when they are reading a text.

B. Reading Comprehension Test

In this study, reading comprehension test was used to test students' ability to read and comprehend both academic and non-academic texts. There were 8 reading passages and 40 multiple-choice questions. The reading passages and those questions were selected from standardized reading comprehension test from SAT, TOEFL, and GRE. Time allotment of the

test was 60 minutes. The table of detail reading comprehension test passages and items could be seen in appendix 1.

C. Reading Courses Syllabus

Reading courses syllabus was aimed to find out some contributing factors to the participants' critical reading profile. It consisted of 5 syllabus of 5 different level of reading courses which was taught in English Department of UNNES. Those were Intensive Reading, Elementary Reading Comprehension, Intermediate Reading Comprehension, Advanced Reading, and Extensive Reading courses syllabus. Those syllabuses were aimed to know whether critical reading skills were taught in each level of reading courses.

3.5 Method of Analyzing Data

After gathering data, the step that had to be done was analyzing data. There were two data which had to be analyzed: test result and questionnaire.

3.5.1 Test Result

Since the test is multiple-choice questions, the result of the test will be scored by using multiple-choice questions rubric of assessment. The formula is as follows:

1. The Percentage

$$= \frac{The\ number\ of\ right\ answer}{The\ number\ of\ item}\ x\ 100\%;$$

2. The Average of the score

$$= \frac{\textit{The total of the precentage}}{\textit{The number of the students}};$$

3. Mean Formula taken from Tuckman (1987:250)

$$\bar{X} = \frac{\sum X}{N};$$

Note:

$\bar{X}$: mean / average score,

$\sum X$: total score of X's or individual scores, and

N   : number of scores.

The students' score was graded as follows.

Table 3.1 Criteria of Success

Percentage	Grade	Level of Achievement
93-100	A	Outstanding
85-92	B	Strongly Good
74-84	C	Satisfactory
60-74	D	Strongly weak
Below 60	E	Fail

Table 3.1 Adapted from Tinambunan (1988:129)

If the student's score is below 60, it can be conclude that the students fail in critical reading or they do not yet exhibit the expected critical reading level.

3.5.2 Questionnaire

Then, the questionnaire would be reported with following steps. The questionnaire was given to the students at the beginning of the reading comprehension test. It consisted of five open-ended questions. They had to answer all of those questions to give responses based on their own feelings and opinion. The students' responses towards this research were analyzed to make description of their interest, problems in reading texts, and their opinion about being critical thinkers. The data would also be linked up with the fact happened during the implementation to give more objective conclusion.

I used content analysis in analyzing the questionnaire responses. The main idea behind this approach was to measure references to specific concepts or themes by identifying the various ways students could express their ideas. I analysed the students' idea or responses in each questions to draw conclusion.

3.5.3 Reading Courses Syllabuses

I collected the syllabuses of reading courses which were taught in English Department of UNNES and then analyzed the materials which were taught in those reading courses whether in those courses taught the students about critical reading and critical thinking skills. From the analysis I could draw conclusion about some possible contributing factors to the profile.

3.5.4   Readability Test Passages Analysis

Readability Test Passages analysis was aimed to analyze the level of difficulty and the grade level of the reading passages in the reading comprehension test or critical reading test. The analysis used Flesch-Kincain Readability Test formula. This formula designed to indicate how difficult a reading passage in English is to understand. There are two tests, the Flesch reading ease, and the Flesch–Kincaid grade level. The reading passages as the instruments of this study were analyzed carefully by using this readability test.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In the previous chapters, the writer has discussed about the introduction to this final project, the review of related literature, the method of investigation, and the findings and discussion of this final project. This chapter presents the conclusion of this final project.

5.1 Conclusions

Based on the analysis from this study, we can conclude that:

1. English Department students of Semarang State University are weak in having critical reading skills. They should have been more critical because they have been studying for five semesters and getting reading courses intensively.

2. As college students, they were supposed to be critical thinkers through critical reading process. Meanwhile, having lack of trainings or practices, lack of concentration, poor reading comprehension, limited vocabulary or unfamiliar terms, and also the difficulty level of the passages were the possible contributing factors to the profile.

5.2 Suggestions

According to the conclusions above, the suggestions to offer are:

1. The results of the reading comprehension test show that the students need more improvement for their critical reading skills.

2. For the college students, this study could be seen as a clear picture of our ability in reading. Later, we can improve our critical reading skills by training ourselves through critical reading process.

3. The teachers and educators need to organize their learning purposes or objectives that train their students to be critical thinkers through critical reading process and help them to gain their motivation in reading for better achievement.

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Appendix 1

Reading Comprehension Test Passages and Items

No. Passages	Topic	Number of Words	Number of Questions	Type of Questions based on specification
1	The relationship between science and society	412	6	Making inferences: 3 Distinguishing facts and opinions: 2 Recognizing purposes and tones: 1
2	Erroneous tendency by the psychologists	267	3	Distinguishing facts and opinions: 2 Recognizing purposes and tones: 1
3	Description of the life of certain Pacific Islanders	465	7	Making inferences: 5 Distinguishing facts and opinions: 1 Recognizing purposes and tones: 1
4	Democratic institutions	264	3	Making inferences: 1 Recognizing purposes and tones: 2
5	Some mammoths lived longer than others	158	5	Making inferences: 3 Distinguishing facts and opinions: 2
6	Theory of Evolution by Darwin	831	10	Making inferences: 6 Distinguishing facts and opinions: 4
7	What is man exactly?	138	3	Making inferences: 3
8	The benefits of sanctuary	118	3	Making inferences: 2 Distinguishing facts and opinions: 1

Appendix 2

Calculation of Answers in Each Item

Number of Items	Total of Correct Answers	Total of Wrong Answers	Total of No Answer
1	5	13	1
2	0	18	1
3	2	16	1
4	8	10	1
5	2	16	1
6	7	11	1
7	1	17	1
8	1	16	2
9	4	14	1
10	10	8	1
11	1	17	1
12	6	12	1
13	14	5	0
14	3	15	1
15	3	16	0
16	8	11	0
17	4	14	1
18	7	12	0
19	7	11	1
20	5	14	0
21	1	17	1
22	15	4	0
23	11	8	0
24	15	3	1

25	12	6	1
26	3	13	3
27	6	10	3
28	7	9	3
29	1	15	3
30	0	16	3
31	9	7	3
32	3	13	3
33	0	16	3
34	1	15	3
35	0	16	3
36	3	13	3
37	10	8	1
38	2	16	1
39	2	15	2
40	2	14	3

Appendix 3

Students' Scores in Reading Comprehension Test

Number of Students	Correct Answers	Test Scores
1	7	17,5
2	7	17,5
3	7	17,5
4	10	25
5	11	27,5
6	5	12,5
7	11	27,5
8	7	17,5
9	12	30
10	10	25
11	7	17,5
12	13	32,5
13	8	20
14	16	40
15	14	35
16	16	40
17	10	25
18	12	30
19	18	45
Mean		16.58

Appendix 4

Questionnaire

Please kindly help me with my final project in which you are included as participants by answering this questionnaire and doing this reading comprehension test that will assess your critical thinking to finding of which hopefully can be used as a feedback for lecturers teaching reading comprehension to be more focus on developing learners' critical thinking. Thank you very much for your kind participation and participation.

1. Do you like reading? Why?

   Answer: _____

   _____

   _____

   _____

2. Do you have any difficulties when you are reading a text?

   Answer: _____

   _____

   _____

   _____

3. What are difficulties that you usually face? Give a check on these boxes. You can choose more than one.

   ☐ Poor comprehension

   ☐ Limited vocabulary

   ☐ Reading disability

   ☐ Reading aversion

   ☐ Lack of concentration

   ☐ Etc._____

   _____

4. What skills do you think are needed in reading a text?

   Answer: _____

   _____

   _____

   _____

5. What do you think about being critical thinker in reading?

   Answer: _____

   _____

   _____

   _____

Appendix 5

Reading Comprehension Test

Name :	Time : 60 minutes
NIM :	Questions : 40

Read the text and choose the correct answer by crossing A, B, C, D, or E in your answer sheet.

Passage 1

The extract is taken from a book written sixty years ago by a British scientist in which he considers the relationship between science and society.

The pioneers of the teaching of science imagined that its introduction into education would remove the conventionality, artificiality, and backward-lookingness which were characteristic; of classical studies, but they were gravely disappointed. So, too, in their time had the humanists thought that the study of the classical authors in the original would banish at once the dull pedantry and superstition of mediaeval scholasticism. The professional schoolmaster was a match for both of them, and has almost managed to make the understanding of chemical reactions as dull and as dogmatic an affair as the reading of Virgil's Aeneid.

The chief claim for the use of science in education is that it teaches a child something about the actual universe in which he is living, in making him acquainted with the results of scientific discovery, and at the same time teaches him how to think logically and inductively by studying scientific method. A certain limited success has been reached in the first of these aims, but practically none at all in the second. Those privileged members of the community who have been through a secondary or public school education may be expected to know

something about the elementary physics and chemistry of a hundred years ago, but they probably know hardly more than any bright boy can pick up from an interest in wireless or scientific hobbies out of school hours. As to the learning of scientific method, the whole thing is palpably a farce. Actually, for the convenience of teachers and the requirements of the examination system, it is necessary that the pupils not only do not learn scientific method but learn precisely the reverse, that is, to believe exactly what they are told and to reproduce it when asked, whether it seems nonsense to them or not. The way in which educated people respond to such quackeries as spiritualism or astrology, not to say more dangerous ones such as racial theories or currency myths, shows that fifty years of education in the method of science in Britain or Germany has produced no visible effect whatever. The only way of learning the method of science is the long and bitter way of personal experience, and, until the educational or social systems are altered to make this possible, the best we can expect is the production of a minority of people who are able to acquire some of the techniques of science and a still smaller minority who are able to use and develop them.

Adapted from: *The Social Function of Science*, John D Bernal (1939)

1. The author implies that the 'professional schoolmaster' has …
   A. no interest in teaching science
   B. thwarted attempts to enliven education
   C. aided true learning
   D. supported the humanists
   E. been a pioneer in both science and humanities

2. The author's attitude to secondary and public school education in the sciences is …
   A. ambivalent
   B. neutral
   C. supportive
   D. satirical

E. contemptuous

3. The author blames all of the following for the failure to impart scientific method through the education system except …

A. poor teaching

B. examination methods

C. lack of direct experience

D. the social and education systems

E. lack of interest on the part of students

4. If the author were to study current education in science to see how things have changed since he wrote the piece, he would probably be most interested in the answer to which of the following questions?

A. Do students know more about the world about them?

B. Do students spend more time in laboratories?

C. Can students apply their knowledge logically?

D. Have textbooks improved?

E. Do they respect their teachers?

5. All of the following can be inferred from the text except …

A. at the time of writing, not all children received a secondary school education

B. the author finds chemical reactions interesting

C. science teaching has imparted some knowledge of facts to some children

D. the author believes that many teachers are authoritarian

E. it is relatively easy to learn scientific method

6. The author's apparently believes that secondary and public school education in the sciences is

A. severely limited in its benefits

B. worse than that in the classics

C. grossly incompetent

D. a stimulus to critical thinking

E. deliberately obscurantist

Passage 2

Evolutionary psychology takes as its starting point the uncontroversial assertion that the anatomical and physiological features of the human brain have arisen as a result of adaptations to the demands of the environment over the millennia. However, from this reasonable point of departure, these psychologists make unreasonable extrapolations. They claim that the behaviour of contemporary man (in almost all its aspects) is a reflection of features of the brain that acquired their present characteristics during those earliest days of our species when early man struggled to survive and multiply. This unwarranted assumption leads, for example, to suggestions that modern sexual behaviour is dictated by realities of Pleistocene life. These suggestions have a ready audience, and the idea that Stone Age man is alive in our genome and dictating aspects of our behaviour has gained ground in the popular imagination. The tabloids repeatedly run articles about "discoveries" relating to "genes" for aggression, depression, repression, and anything for which we need a readymade excuse. Such insistence on a genetic basis for behaviour negates the cultural influences and the social realities that separate us from our ancestors.

The difficulty with pseudo-science of this nature is just this popular appeal. People are eager to accept what is printed as incontrovertible, assuming quite without foundation, that anything printed has bona fide antecedents. We would do well to remember that the phrenologists of the nineteenth century held sway for a considerable time in the absence of any evidence that behavioral tendencies could be deduced from the shape of the skull. The phrenologists are no more, but their genes would seem to be thriving.

Taken from GRE Reading Comprehension Practice

7. The author's primary purpose in the passage is to …
    A. argue for the superiority of a particular viewpoint
    B. attack the popular press
    C. ridicule a particular branch of science

D. highlight an apparently erroneous tendency in an area of social science

E. evaluate a particular theory of human behavior in all its ramifications

8. The author mentions phrenologists as …

A. pseudo scientists who are the logical antecedents of evolutionary psychologists

B. a group with inherent appeal to the followers of evolutionary psychologists

C. a warning against blind acceptance of ideas

D. scientists with whom evolutionary psychologists share common assumptions

E. behavioral scientists who have spawned a variety of wrong ideas

9. The author apparently believes that the journalists writing for the tabloids …

A. are more concerned with popular appeal than with authenticity

B. believe that human behavior has a genetic basis

C. run the same articles over and over again

D. are victims of the human desire to excuse inexcusable behavior

E. are highly irresponsible in their efforts to pander to the public

Passage 3

The passage is taken from a description of the life of certain Pacific Islanders written by a pioneering sociologist.

By the time a child is six or seven she has all the essential avoidances well enough by heart to be trusted with the care of a younger child. And she also develops a number of simple techniques. She learns to weave firm square balls from palm leaves, to make pinwheels of palm leaves or frangipani blossoms, to climb a coconut tree by walking up the trunk on flexible little feet, to break open a coconut with one firm well-directed blow of a knife as long as she is tall, to play a number of group games and sing the songs which go with them, to tidy the house by picking up the litter on the stony floor, to bring water from the sea, to spread out the copra to dry and to help gather it in when rain threatens, to go to a

neighboring house and bring back a lighted faggot for the chief's pipe or the cook-house fire.

But in the case of the little girls all these tasks are merely supplementary to the main business of baby-tending. Very small boys also have some care of the younger children, but at eight or nine years of age they are usually relieved of it. Whatever rough edges have not been smoothed off by this responsibility for younger children are worn off by their contact with older boys. For little boys are admitted to interesting and important activities only so long as their behavior is circumspect and helpful. Where small girls are brusquely pushed aside, small boys will be patiently tolerated and they become adept at making themselves useful. The four or five little boys who all wish to assist at the important, business of helping a grown youth lasso reef eels, organize themselves into a highly efficient working team; one boy holds the bait, another holds an extra lasso, others poke eagerly about in holes in the reef looking for prey, while still another tucks the captured eels into his lavalava. The small girls, burdened with heavy babies or the care of little staggerers who are too small to adventure on the reef, discouraged by the hostility of the small boys and the scorn of the older ones, have little opportunity for learning the more adventurous forms of work and play. So while the little boys first undergo the chastening effects of baby-tending and then have many opportunities to learn effective cooperation under the supervision of older boys, the girls' education is less comprehensive. They have a high standard of individual responsibility, but the community provides them with no lessons in cooperation with one another. This is particularly apparent in the activities of young people: the boys organize quickly; the girls waste hours in bickering, innocent of any technique for quick and efficient cooperation.

Adapted from: Coming of Age in Samoa, Margaret Mead (1928)

10. The primary purpose of the passage with reference to the society under discussion is to …

A. explain some differences in the upbringing of girls and boys

B. criticize the deficiencies in the education of girls

C. give a comprehensive account of a day in the life of an average young girl

D. delineate the role of young girls

E. show that young girls are trained to be useful to adults

11. The list of techniques in paragraph one could best be described as …

A. household duties

B. rudimentary physical skills

C. important responsibilities

D. useful social skills

E. monotonous tasks

12. It can be inferred that the 'high standard of individual responsibility' is …

A. developed mainly through child-care duties

B. only present in girls

C. taught to the girl before she is entrusted with babies

D. actually counterproductive

E. weakened as the girl grows older.

13. The expression 'innocent of' is best taken to mean ...

A. not guilty of

B. unskilled in

C. unsuited for

D. uninvolved in

E. uninterested in

14. It can be inferred that in the community under discussion all of the following are important except...

A. domestic handicrafts

B. well-defined social structure

C. fishing skills

D. formal education

E. division of labor

15. Which of the following if true would weaken the author's contention about 'lessons in cooperation'?

I Group games played by younger girls involve cooperation

II Girls can learn from watching boys cooperating

III Individual girls cooperate with their mothers in looking after babies

A. I only
B. II only
C. III only
D. I and II only
E. I, II and III

16. Which of the following is the best description of the author's technique in handling her material?
A. Both description and interpretation of observations.
B. Presentation of facts without comment.
C. Description of evidence to support a theory.
D. Generalization from a particular viewpoint.
E. Close examination of preconceptions.

Passage 4

Democratic institutions are devices for reconciling social order with individual freedom and initiative, and for making the immediate power of a country's rulers subject to the ultimate power of the ruled. The fact that, in Western Europe and America, these devices have worked, all things considered, not too badly is proof enough that the eighteenth century optimists were not entirely wrong. Given a fair chance, I repeat; for the fair chance is an indispensable prerequisite.

No people that pass abruptly from a state of subservience under the rule of a despot to the completely unfamiliar state of political independence can be said to have a fair chance of being able to govern itself democratically. Liberalism flourishes in an atmosphere of prosperity and declines as declining prosperity

makes it necessary for the government to intervene ever more frequently and drastically in the affairs of its subjects. Over-population and over-organization are two conditions which ... deprive a society of a fair chance of making democratic institutions work effectively. We see, then, that there are certain historical, economic, demographic and technological conditions which make it very hard for Jefferson's rational animals, endowed by nature with inalienable rights and an innate sense of justice, to exercise their reason, claim their rights and act justly within a democratically organized society. We in the West have been supremely fortunate in having been given a fair chance of making the great experiment in self-government. Unfortunately, it now looks as though, owing to recent changes in our circumstances, this infinitely precious fair chance were being, little by little, taken away from us.

Taken from GRE Reading Comprehension Practice

17. The author's primary purpose is apparently to …
    A. Explain a requirement and introduce a warning about that requirement
    B. Argue for the limitation of a certain form of government
    C. Define the conditions for social order
    D. Advocate liberalism in government of a certain era
    E. Credit certain thinkers with foresight

18. The "infinitely precious fair chance" highlighted in the last sentence, according to the author is..
    A. Unlikely to emerge in an atmosphere of liberalism
    B. Incompatible with Jefferson's views
    C. Vitiated in an atmosphere of prosperity
    D. An essential precondition for the success of democracy
    E. Only possible in a large, advanced and highly organized society

19. The author's attitude to the way democratic institutions have functioned in Western Europe and America can best be described as …
    A. Deliberate neutrality
    B. Cautious approval

C. Qualified disapproval

D. Wholehearted endorsement

E. Mocking disdain

Passage 5

A team of Russian scientist has challenged the theory that the woolly mammoths became extinct 10,000 years ago at the end of the Ice Age. The scientists have reported that the beasts may have survived until 2000 B.C. on an island off the coast of Siberia, where researchers uncovered 29 fossilized woolly mammoth teeth ranging in age from 4,000 to 7,000 years. The question to be asked now is, how did these prehistoric pachyderms survive in their island environment? One possibility is that they adapted to their confined surroundings by decreasing their bulk. This theory is based on their smaller tooth size, which has lead scientists to believe that they were only 6 feet tall at the shoulder compared with 10 feet of their full-sized counterpart. But would this be enough to enable them to survive thousands of years beyond that of other mammoths? Researchers are still working to uncover the reasons for this isolated group's belated disappearance.

Taken from TOEFL Reading Comprehension Practice 2014

20. With which topic is this passage mainly concerned?
   A. Some scientists have challenged a theory.
   B. Some small teeth have been discovered.
   C. Some mammoths lived longer than others.
   D. Some pachyderms survived on an island.
   E. Some theories of prehistoric life.

21. According to the passage, some researchers suggest that mammoths became extinct …
   A. about 2,000 years ago
   B. about 4,000 years ago
   C. about 7,000 years ago

D. about 10,000 years ago

E. about 12,000 years ago

22. The word "woolly" as used in this passage refers to the animal's …

   A. body size

   B. feet size

   C. hair

   D. teeth

   E. trunk

23. According to the scientists, the woolly mammoths may have manage to survive because they …

   A. shed their hair

   B. grew smaller teeth

   C. became herbivores

   D. decreased in size

   E. will never extinct

24. According to the passage, the reason for the disappearance of the mammoths on the island is …

   A. that the temperature changed

   B. is not yet known

   C. that they were isolated

   D. that larger mammoths killed them

   E. that people hunted them

25. Answer this question based on the information in the paragraph below.

A fruit known as amla in certain parts of Asia is an excellent source of vitamin C. A small quantity of the fruit grated and added to salads provides almost all the daily requirement of this vitamin. However, the fruit is very sour. A new process designed to remove most of the sour taste will make the fruit acceptable to American tastes. We are therefore starting to grow this fruit for sale in the United States.

The argument above assumes all of the following except …

A. Americans generally won't eat very sour foods

B. The new process does not remove a significant part of the vitamin content

C. That a market exists for a new source of vitamin C

D. The fruit can be used only in salads

E. Apart from being sour there are no other objections to eating this fruit

26. Answer this question based on the information in the paragraph below.

Most scientists agree that new lines of interdisciplinary research are the need of the hour. Even government committees on science have stressed the need for more interdisciplinary projects. Yet, of ten proposals for new interdisciplinary projects last year, only one was successfully funded. Some have suggested that this means that as yet researchers are not coming up with sufficiently persuasive projects, or that their proposals are not of high enough quality, or even that the reputations of these researchers is not high enough. However, the real reason probably lies in the way funding is organized. Funding is still allocated according to the old categories and there are no funds specifically for research that overlaps different subject areas.

The two parts in bold-face are related to each other in which of the following ways?

A. The first is a finding that the author finds unacceptable; the second is the author's own position

B. The first is a finding that the author attempts to account for; the second is a finding that contradicts the author's main conclusion.

C. The first is a fact that the author attempts to account for. The second is data that explicitly supports the author's main conclusion.

D. The first is a position that the author opposes; the second is the author's main position.

E. The first is a situation that the author finds paradoxical; the second is an assumption that the author uses to reinforce the paradox.

Passage 6

The extract is taken from Darwin's book The Voyage of the Beagle.In the book he describes his voyage around the world as a ship's naturalist. On this voyage he gathered evidence that was to lead him to put forward his Theory of Evolution.

That large animals require a luxuriant vegetation, has been a general assumption which has passed from one work to another; but I do not hesitate to say that it is completely false, and that it has vitiated the reasoning of geologists on some points of great interest in the ancient history of the world. The prejudice has probably been derived from India, and the Indian islands, where troops of elephants, noble forests, and impenetrable jungles, are associated together in every one's mind. If, however, we refer to any work of travels through the southern parts of Africa, we shall find allusions in almost every page either to the desert character of the country, or to the numbers of large animals inhabiting it. The same thing is rendered evident by the many engravings which have been published of various parts of the interior.

Dr. Andrew Smith, who has lately succeeded in passing the Tropic of Capricorn, informs me that, taking into consideration the whole of the southern part of Africa, there can be no doubt of its being a sterile country. On the southern coasts there are some fine forests, but with these exceptions, the traveller may pass for days together through open plains, covered by a poor and scanty vegetation. Now, if we look to the animals inhabiting these wide plains, we shall find their numbers extraordinarily great, and their bulk immense. We must enumerate the elephant, three species of rhinoceros, the hippopotamus, the giraffe, the bos caffer, two zebras, two gnus, and several antelopes even larger than these latter animals. It may be supposed that although the species are numerous, the individuals of each kind are few.

By the kindness of Dr. Smith, I am enabled to show that the case is very different. He informs me, that in lat. 24', in one day's march with the bullock-wagons, he saw, without wandering to any great distance on either side, between

one hundred and one hundred and fifty rhinoceroses - the same day he saw several herds of giraffes, amounting together to nearly a hundred. At the distance of a little more than one hour's march from their place of encampment on the previous night, his party actually killed at one spot eight hippopotamuses, and saw many more. In this same river there were likewise crocodiles. Of course it was a case quite extraordinary, to see so many great animals crowded together, but it evidently proves that they must exist in great numbers. Dr. Smith describes the country passed through that day, as 'being thinly covered with grass, and bushes about four feet high, and still more thinly with mimosa-trees.'

Besides these large animals, everyone the least acquainted with the natural history of the Cape, has read of the herds of antelopes, which can be compared only with the flocks of migratory birds. The numbers indeed of the lion, panther, and hyena, and the multitude of birds of prey, plainly speak of the abundance of the smaller quadrupeds: one evening seven lions were counted at the same time prowling round Dr. Smith's encampment. As this able naturalist remarked to me, the carnage each day in Southern Africa must indeed he terrific! I confess it is truly surprising how such a number of animals can find support in a country producing so little food. The larger quadrupeds no doubt roam over wide tracts in search of it; and their food chiefly consists of underwood, which probably contains much nutriment in a small bulk. Dr. Smith also informs me that the vegetation has a rapid growth; no sooner is a part consumed, than its place is supplied by a fresh stock. There can be no doubt, however, that our ideas respecting the apparent amount of food necessary for the support of large quadrupeds are much exaggerated.

The belief that where large quadrupeds exist, the vegetation must necessarily be luxuriant, is the more remarkable, because the converse is far from true. Mr. Burchell observed to me that when entering Brazil, nothing struck him more forcibly than the splendour of the South American vegetation contrasted with that of South Africa, together with the absence of all large quadrupeds. In his Travels, he has suggested that the comparison of the respective weights (if there

were sufficient data) of an equal number of the largest herbivorous quadrupeds of each country would be extremely curious. If we take on the one side, the elephants hippopotamus, giraffe, bos caffer, elan,five species of rhinoceros; and on the American side, two tapirs, the guanaco, three deer, the vicuna, peccari, capybara (after which we must choose from the monkeys to complete the number), and then place these two groups alongside each other it is not easy to conceive ranks more disproportionate in size. After the above facts, we are compelled to conclude, against anterior probability, that among the mammalia there exists no close relation between the bulk of the species, and the quantity of the vegetation, in the countries which they inhabit.

Adapted from: Voyage of the Beagle, Charles Darwin (1890)

27. The author is primarily concerned with …
    A. discussing the relationship between the size of mammals and the nature of vegetation in their habitats
    B. contrasting ecological conditions in India and Africa
    C. proving the large animals do not require much food
    D. describing the size of animals in various parts of the world
    E. explaining that the reasoning of some geologists is completely false

28. According to the author, the 'prejudice' has lead to …
    A. errors in the reasoning of biologists
    B. false ideas about animals in Africa
    C. incorrect assumptions on the part of geologists
    D. doubt in the mind of the author
    E. confusion in natural history

29. The author uses information provided by Dr. Smith to …

    I supply information on quality and quantity of plant life in South Africa

    II indicate the presence of large numbers of animals

    III give evidence of numbers of carnivorous animals

    A. I only

    B. II only

    C. III only

    D. I and II only

    E. I, II and III

30. The flocks of migratory birds are mentioned to …

    A. describe an aspect of the fauna of South Africa

    B. illustrate a possible source of food for large carnivores

    C. contrast with the habits of the antelope

    D. suggest the size of antelope herds

    E. indicate the abundance of wildlife

31. To account for the surprising number of animals in a country producing so little food, Darwin suggests all of the following as partial explanations **except** …

    A. food which is a concentrated source of nutrients

    B. rapid regrowth of plant material

    C. large area for animals to forage in

    D. mainly carnivorous animals

    E. food requirements have been overestimated

32. The author makes his point by reference to all of the following **except** …

    A. travel books

    B. published illustrations

    C. private communications

    D. recorded observations

    E. historical documents

33. Darwin quotes Burchell's observations in order to…

    A. counter a popular misconception

    B. describe a region of great splendor

    C. prove a hypothesis

    D. illustrate a well-known phenomenon

    E. account for a curious situation

34. Darwin apparently regards Dr. Smith as …

    A. reliable and imaginative

    B. intrepid and competent

    C. observant and excitable

    D. foolhardy and tiresome

    E. incontrovertible and peerless

35. Darwin's parenthetical remark indicates that …

    A. Burchell's data are not reliable

    B. Burchell's ideas are not to be given much weight

    C. comparison of the weights of herbivores is largely speculative

    D. Darwin's views differ from Burchell's

    E. more figures are needed before any comparison can be attempted

36. Anterior probability refers to …

    A. what might have been expected

    B. ideas of earlier explorers

    C. likelihood based on data from India

    D. hypotheses of other scientists

    E. former information

Passage 7

Much of what goes by the name of pleasure is simply an effort to destroy consciousness. If one started by asking, what is man? what are his needs? how can he best express himself? one would discover that merely having the power to avoid work and live one's life from birth to death in electric light and to the tune of tinned music is not a reason for doing so. Man needs warmth, society, leisure, comfort and security: he also needs solitude, creative work and the sense of wonder. If he recognized this he could use the products of science and industrialism eclectically, applying always the same test: does this make me more

human or less human? He would then learn that the highest happiness does not lie in relaxing, resting, playing poker, drinking and making love simultaneously.

Adapted from an essay by George Orwell

37. The author implies that the answers to the questions in sentence two would reveal that human beings …
   A. are less human when they seek pleasure
   B. need to evaluate their purpose in life
   C. are being alienated from their true nature by technology
   D. have needs beyond physical comforts
   E. are always seeking the meaning of life

38. The author would apparently agree that playing poker is …
   A. often an effort to avoid thinking
   B. something that gives true pleasure
   C. an example of man's need for society
   D. something that man must learn to avoid
   E. inhuman

Passage 8

I have previously defined a sanctuary as a place where man is passive and the rest of Nature active. But this general definition is too absolute for any special case. The mere fact that man has to protect a sanctuary does away with his purely passive attitude. Then, he can be beneficially active by destroying pests and parasites, like bot-flies or mosquitoes, and by finding antidotes for diseases like the epidemic which periodically kills off the rabbits and thus starves many of the carnivore to death. But, except in cases where experiment has proved his intervention to be beneficial, the less he upsets the balance of Nature the better, even when he tries to be an earthly Providence.

Adapted from: Animal Sanctuaries in Labrador, W Wood (1911)

39. The author implies that his first definition of a sanctuary is …

    A. totally wrong

    B. somewhat idealistic

    C. unhelpful

    D. indefensible

    E. immutable

40. The author's argument that destroying bot-flies and mosquitoes would be a beneficial action is most weakened by all of the following **except** …

    A. parasites have an important role to play in the regulation of populations

    B. the elimination of any species can have unpredictable effects on the balance of nature

    C. the pests themselves are part of the food chain

    D. these insects have been introduced to the area by human activities

    E. elimination of these insects would require the use of insecticides that kill a wide range of insects

Appendix 6

Students' Answer Sheet

Name : _____   Score : _____

NIM : _____

No.	A	B	C	D	E	No.	A	B	C	D	E
1.	A	B	C	D	E	21.	A	B	C	D	E
2.	A	B	C	D	E	22.	A	B	C	D	E
3.	A	B	C	D	E	23.	A	B	C	D	E
4.	A	B	C	D	E	24.	A	B	C	D	E
5.	A	B	C	D	E	25.	A	B	C	D	E
6.	A	B	C	D	E	26.	A	B	C	D	E
7.	A	B	C	D	E	27.	A	B	C	D	E
8.	A	B	C	D	E	28.	A	B	C	D	E
9.	A	B	C	D	E	29.	A	B	C	D	E
10.	A	B	C	D	E	30.	A	B	C	D	E
11.	A	B	C	D	E	31.	A	B	C	D	E
12.	A	B	C	D	E	32.	A	B	C	D	E
13.	A	B	C	D	E	33.	A	B	C	D	E
14.	A	B	C	D	E	34.	A	B	C	D	E
15.	A	B	C	D	E	35.	A	B	C	D	E
16.	A	B	C	D	E	36.	A	B	C	D	E
17.	A	B	C	D	E	37.	A	B	C	D	E
18.	A	B	C	D	E	38.	A	B	C	D	E
19.	A	B	C	D	E	39.	A	B	C	D	E
20.	A	B	C	D	E	40.	A	B	C	D	E

Appendix 7
Key Answers

1.	B	21.	B
2.	E	22.	C
3.	E	23.	D
4.	C	24.	B
5.	E	25.	D
6.	A	26.	C
7.	D	27.	A
8.	C	28.	C
9.	A	29.	E
10.	A	30.	D
11.	D	31.	D
12.	A	32.	E
13.	B	33.	A
14.	D	34.	B
15.	D	35.	C
16.	A	36.	A
17.	A	37.	D
18.	D	38.	A
19.	B	39.	B
20.	C	40.	D

Appendix 8

Students' Answers

Student's Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1	E	D	C	D	D	A	D	E	A	A	E	D	A	E	C	C	D	D	A	C	D	A	B	C	E	B	E	D	C	B	A	A	B	C	B	A	B	C	D	E
2	E	C	A	A	C	D	A	A	B	B	E	C	B	C	C	D	B	B	A	A	D	C	B	B	D	E	A	D	D	A	D	B	C	A	E	B	D	D	E	B
3	E	C	A	A	C	D	A	A	B	B	A	C	B	C	C	D	B	B	A	A	D	C	B	B	D	E	A	A	D	A	D	B	C	A	E	B	D	D	E	B
4	E	D	A	C	B	D	E	A	B	B	A	C	B	D	D	D	B	B	A	A	D	C	D	B	D	B	E	D	D	A	D	B	C	A	E	E	D	D	E	B
5	B	D	A	C	A	E	E	E	A	B	D	C	B	A	B	C	C	A	B	A	D	C	D	B	D	E	E	C	B	C	B	E	C	D	D	B	C	D	A	A
6	-	-	B	-	-	-	E	-	D	A	B	A	E	C	A	A	E	A	-	E	E	C	A	B	B	-	-	D	-	-	-	-	-	-	-	-	B	D	D	-
7	B	D	A	C	B	A	E	D	C	A	A	B	B	C	A	A	D	D	B	C	-	C	D	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	E	C	C	A	B	D	A	A	B	B	A	C	B	C	C	D	B	B	A	A	D	C	B	B	D	E	E	C	D	A	D	B	C	A	E	E	D	B	E	B
9	E	C	A	E	B	C	E	A	B	B	C	A	A	A	B	C	A	B	B	A	D	C	B	B	D	E	A	A	E	A	D	B	C	A	E	B	D	D	E	B
10	E	C	E	A	B	D	A	A	B	B	A	C	B	C	B	C	A	B	B	A	D	C	B	B	D	E	A	C	D	A	D	B	C	A	E	B	D	D	E	B
11	B	D	A	C	B	A	-	-	-	-	-	-	A	-	A	A	-	E	A	A	D	C	D	B	B	-	-	-	-	-	-	-	-	-	-	-	E	C	-	-
12	B	D	E	E	B	A	E	B	C	A	A	A	B	C	D	A	D	E	A	A	D	B	B	B	E	B	E	B	D	B	E	A	C	C	A	B	B	D	B	D
13	E	C	A	A	C	D	A	A	B	B	A	C	B	C	B	C	A	B	A	A	D	C	B	B	D	E	A	D	D	A	D	B	C	A	E	B	D	D	E	B
14	E	A	D	C	E	A	C	A	A	A	C	B	A	C	C	A	B	D	B	E	C	A	D	C	D	C	B	D	D	C	D	A	E	E	A	E	B	A	A	D
15	C	C	C	A	E	A	E	A	B	A	B	A	B	A	D	A	B	B	A	A	D	C	B	B	D	C	E	D	D	C	E	B	C	E	E	E	B	B	D	B
16	C	D	D	C	D	A	E	B	A	A	A	A	B	C	B	A	B	D	B	D	E	E	D	C	D	C	B	C	D	C	A	A	E	E	A	A	D	A	A	B
17	C	D	D	C	D	-	C	C	E	A	A	C	B	C	E	C	B	D	E	C	B	A	D	B	A	A	E	C	D	E	E	E	E	A	E	B	C	A	C	C
18	B	C	B	A	A	E	C	C	E	A	B	E	B	D	E	D	B	D	C	C	A	C	D	B	E	B	E	C	D	E	E	D	B	C	E	B	C	A	C	C
19	E	C	A	A	B	C	E	D	B	A	E	A	B	D	D	A	A	D	C	C	D	C	D	B	D	B	A	B	D	C	D	E	C	B	B	C	E	D	B	E

Appendix 9

Reading Courses Syllabuses

SYLLABUS

Faculty : Faculty of Languages and Arts
Department/Study Program : English Department/English Education and Literature Program
Subject : Intensive Reading
Subject Code : B2004003
Credit Unit : 4-Credit Unit
Standard Competence : Acquiring basic reading skills to comprehend written texts.

Basic Competence	Learning Materials	Learning Activities	Indicators	Assessment	Time Allocation	Learning Source
1. Know the purpose in reading.	a) Reading texts in reading section of English Intensive Course (IC) Book 1. b) Strategies for Reading Comprehension.	a) Students tell what type of reading text they like most and why. b) Students list down people's purposes in reading, as many as possible. c) Students read one	a) Students are able to tell the many purposes of reading in our life. b) Students are able to answer comprehension	**Technique**: Spoken **Type**: Response **Example of**	4 Credit Unit/1 meeting/200 minutes	*English IC BOOK 1* *Teaching by Principles, p.306-311.*

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	KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN **UNIVERSITAS NEGERI SEMARANG (UNNES)** Kantor: Gedung H lt 4 Kampus, Sekaran, Gunungpati, Semarang 50229 Rektor: (024)8508081 Fax (024)8508082, Purek I: (024) 8508001 Website: www.unnes.ac.id - E-mail: unnes@unnes.ac.id		
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No. Dokumen FM-02-AKD-05	**No. Revisi** 01	**Hal** **86 dari 7**	**Tanggal Terbit** 1 September 2012

		reading passage in the book. d) Students answer the comprehension questions below the passage. e) Students tell why they should read the passage.	questions following a reading passage.	**Instrument**: For what purposes do people read? Answer the comprehension questions.		

Reference:

1. Agustin, Helena I. R. (et al). 2012. *English Intensive Course Book One*. Semarang: English Department FBS UNNES

2. Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Ed*. New York: Longman.

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SYLLABUS

Faculty : Faculty of Languages and Arts
Department/Study Program : English Department/English Education and Literature Program
Subject : Intensive Reading
Subject Code : B2004003
Credit Unit : 4-Credit Unit
Standard Competence : Acquiring basic reading skills to comprehend written texts.

Basic Competence	Learning Materials	Learning Activities	Indicators	Assessment	Time Allocation	Learning Source
2. Knowing gaphemic rules and patterns to aid in bottom-up decoding.	a) Reading text in reading section of English Intensive Course (IC) Book 1. b) Strategies for Reading Comprehension.	a) Students learn from samples that English has certain orthographic rules and peculiarities. b) Students read the target reading passage in the book.	a) Students are able to mention some English orthographic rules and peculiarities found a reading passage. b) Students are able to answer comprehension questions	**Technique**: Spoken **Type**: Response **Example of Instrument:** Mention some English orthographic rules	4 Credit Unit/1 meeting/200 minutes	*English IC BOOK 1* *Teaching by Principles, p.306-311.*

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FORMULIR			
FORMAT SILABUS			

No. Dokumen	**No. Revisi**	**Hal**	**Tanggal Terbit**
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		c) Students recognize some English orthographic rules and peculiarities in the passage. d) Students answer comprehension questions in the passage.	following a reading passage.	and peculiarities found in target reading passage. Answer the comprehension questions.		

Reference:

1. Agustin, Helena I. R. (et al). 2012. *English Intensive Course Book One*. Semarang: English Department FBS UNNES

2. Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy 2ⁿᵈ Ed*. New York: Longman.

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SYLLABUS

Faculty   : Faculty of Languages and Arts
Department/Study Program   : English Department/English Education and Literature Program
Subject   : Intensive Reading
Subject Code   : B2004003
Credit Unit   : 4-Credit Unit
Standard Competence   : Acquiring basic reading skills to comprehend written texts.

Basic Competence	Learning Materials	Learning Activities	Indicators	Assessment	Time Allocation	Learning Source
3. Using efficient silent reading techniques for relatively rapid comprehension.	a) Reading text in reading section of English Intensive Course (IC) Book 1. b) Strategies for Reading Comprehension.	a) Students read the target reading passage. b) Students silently read the passage and are asked not to *pronounce* each word for themselves. c) Students are asked to visually	a) Students are able to tell the function of silent reading. b) Students are able to answer comprehension questions within a given period of	**Technique**: Spoken **Type:** Performance **Example of Instrument:** Read the passage within seven	4 Credit Unit/1 meeting/200 minutes	*English IC BOOK 1* *Teaching by Principles, p.306-311.*

		perceive more than one word at a time, preferably phrases. d) Students are asked to skip words and try to infer the meaning from their contexts, unless the words are absolutely crucial to global understanding. e) Students practice doing silent reading for rapid comprehension.	time after doing silent reading.	minutes and answer the comprehension questions as many as possible.	

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No. Dokumen FM-02-AKD-05	**No. Revisi** 01	**Hal** **91 dari 7**	**Tanggal Terbit** 1 September 2012

Reference:

1. Agustin, Helena I. R. (et al). 2012. *English Intensive Course Book One*. Semarang: English Department FBS UNNES

2. Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Ed*. New York: Longman.

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SYLLABUS

Faculty   : Faculty of Languages and Arts
Department/Study Program   : English Department/English Education and Literature Program
Subject   : Intensive Reading
Subject Code   : B2004003
Credit Unit   : 4-Credit Unit
Standard Competence   : Acquiring basic reading skills to comprehend written texts.

Basic Competence	Learning Materials	Learning Activities	Indicators	Assessment	Time Allocation	Learning Source
4. Skimming the text for main ideas.	a) Reading texts in reading section of English Intensive Course (IC) Book 1. b) Strategies for Reading Comprehension.	a) Students know what skimming is. b) Students look through the passage for thirty seconds. c) Students close their book. d) Students tell what they have read	a) Students are able to tell what skimming is. b) Students are able to tell the advantages of skimming. c) Students are able to tell the purpose of a passage, its main topic(s), its	**Technique:** Written **Type:** Completion **Example of Instrument:** What's the purpose of the passage? What are the main	4 Credit Unit/1 meeting/200 minutes	*English IC BOOK 1* *Teaching by Principles, p.306-311.*

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		and learned. e) Students practice skimming more reading passages in the book. f) Students tell the purposes of skimming.	message, and some supporting ideas within a given period of time.	topics? Mention some supporting details! **Technique**: Spoken **Type:** Response **Example of Instrument:** What is skimming? What are the purposes of skimming?		

Reference:

1. Agustin, Helena I. R. (et al). 2012. *English Intensive Course Book One.* Semarang: English Department FBS UNNES

2. Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Ed.* New York: Longman.

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SYLLABUS

Faculty : Faculty of Languages and Arts
Department/Study Program : English Department/English Education and Literature Program
Subject : Intensive Reading
Subject Code : B2004003
Credit Unit : 4-Credit Unit
Standard Competence : Acquiring basic reading skills to comprehend written texts.

Basic Competence	Learning Materials	Learning Activities	Indicators	Assessment	Time Allocation	Learning Source
5. Scanning the text for specific information.	a) Reading texts in reading section of English Intensive Course (IC) Book 2. b) Strategies for Reading Comprehension.	a) Students know what scanning is. b) Students practice scanning a reading passage in the book. c) Students know the purpose of scanning.	Students are able to tell what scanning is. Students are able to tell the purposes of scanning.	**Technique:** Spoken **Type:** Response **Example of Instrument:** What's scanning? What are the purposes	4 Credit Unit/1 meeting/200 minutes	*English IC BOOK 2* *Teaching by Principles, p.306-311.*

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			Students are able to mention specific information in the given text after reading it within a short period of time.	of scanning? **Technique:** Written **Type**: Completion **Example of Instrument:** Mention some specific information found in the passage. Answer the comprehension questions.		

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2. Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy 2ⁿᵈ Ed*. New York: Longman.

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Department/Study Program : English Department/English Education and Literature Program
Subject : Intensive Reading
Subject Code : B2004003
Credit Unit : 4-Credit Unit
Standard Competence : Acquiring basic reading skills to comprehend written texts.

Basic Competence	Learning Materials	Learning Activities	Indicators	Assessment	Time Allocation	Learning Source
6. Using semantic mapping or clustering.	a) Reading texts in reading section of English Intensive Course (IC) Book 2. b) Strategies for Reading Comprehension.	Students see sample semantic mapping/clustering of a passage. Students know what sameantic mapping or clustering is. Students practice making a semantic	Students are able to tell what semantic mapping/clustering is. Students are able to tell the functions of semantic mapping/clustering	**Technique**: Spoken **Type:** Response **Example of Instrument:** What is semantic mapping/clustering?	4 Credit Unit/1 meeting/200 minutes	*English IC BOOK 2* *Teaching by Principles, p.306-311.*

		mapping/clustering in their group. Students practice making semantic mapping/clustering individually. Students get feedback from the lecturer on their mapping/clustering. Students know the functions of semantic mapping/clustering in reading. Students answer the comprehension questions.	in reading. Students are able to make a semantic mapping/clustering for the given passage.	What are the functions of semantic mapping/clustering? Answer the comprehension questions. **Technique:** Product **Type:** Semantic mapping/clustering **Example of Instrument:** Read the passage carefully and make its semantic mapping/clustering.		

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SYLLABUS

Faculty : Faculty of Languages and Arts
Department/Study Program : English Department/English Education and Literature Program
Subject : Intensive Reading
Subject Code : B2004003
Credit Unit : 4-Credit Unit
Standard Competence : Acquiring basic reading skills to comprehend written texts.

Basic Competence	Learning Materials	Learning Activities	Indicators	Assessment	Time Allocation	Learning Source
7. Guessing when you aren't certain.	a) Reading texts in reading section of English Intensive Course (IC) Book 2. b) Strategies for Reading Comprehension	Students know how guessing is helpful in reading process. Students practice guessing when reading the passage	Students are able to mention advantages of guessing in reading. Students are able to do guessing for	**Technique:** Spoken **Type:** Response **Example of Instrument:** Mention the advantages of	4 Credit Unit/1 meeting/200 minutes	*English IC BOOK 2* *Teaching by Principles, p.306-311.*

		in the book. Students know the advantages of guessing in reading.	given purposes.	guessing in reading. Answer the comprehension questions. **Technique:** Written **Type:** Completion **Example of Instrument:** Without consulting your dictionary, guess the meaning of the underlined words in passage.		

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SYLLABUS

Faculty : Faculty of Languages and Arts
Department/Study Program : English Department/English Education and Literature Program
Subject : Intensive Reading
Subject Code : B2004003
Credit Unit : 4-Credit Unit
Standard Competence : Acquiring basic reading skills to comprehend written texts.

Basic Competence	Learning Materials	Learning Activities	Indicators	Assessment	Time Allocation	Learning Source
8. Analyzing vocabulary	a) Reading texts in reading section of English Intensive Course (IC) Book 2. b) Strategies for Reading Comprehension	Students practice using techniques to analyze words in reading passage in terms of what they know about it. Students know the	Students are able to mention techniques to analyze unfamiliar words in a reading passage in terms of what they know about it.	**Technique**: Spoken **Type:** Response **Example of Instrument**: Mention techniques used to analyze unfamiliar words	4 Credit Unit/1 meeting/200 minutes	*English IC BOOK 2* *Teaching by Principles, p.306-311.*

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		advantages of knowing techniques to analyze unfamiliar words in reading.	Students are able to use the techniques to guess unfamiliar words in a given passage.	taking into consideration what you know about the words. Answer the comprehension questions. **Technique:** Written **Type:** Completion Example of Instrument: Analyze the underlined words in the passage using the technique you have learned.		

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Department/Study Program : English Department/English Education and Literature Program
Subject : Intensive Reading
Subject Code : B2004003
Credit Unit : 4-Credit Unit
Standard Competence : Acquiring basic reading skills to comprehend written texts.

Basic Competence	Learning Materials	Learning Activities	Indicators	Assessment	Time Allocation	Learning Source
9. Distinguishing between literal and implied meanings.	a) Reading texts in reading section of English Intensive Course (IC) Book 3. b) Strategies for Reading Comprehension	Students read a reading passage. Students are guided by the lecturer to distinguish between literal and implied meanings. Students practice	Students are able to distinguish between literal and implied meaning in the given text.	**Technique:** Written **Type:** Completion **Example of Instrument:** Find three literal meanings and three	4 Credit Unit/1 meeting/200 minutes	*English IC BOOK 3* *Teaching by Principles, p.306-311.*

		distinguishing between literal and implied meanings in the reading passages in the text book.		implied meanings in the passage. Answer the comprehension questions.		

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1. Agustin, Helena I. R. (et al). 2012. *English Intensive Course Book Three*. Semarang: English Department FBS UNNES

2. Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Ed*. New York: Longman.

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SYLLABUS

Faculty : Faculty of Languages and Arts
Department/Study Program : English Department/English Education and Literature Program
Subject : Intensive Reading
Subject Code : B2004003
Credit Unit : 4-Credit Unit
Standard Competence : Acquiring basic reading skills to comprehend written texts.

Basic Competence	Learning Materials	Learning Activities	Indicators	Assessment	Time Allocation	Learning Source
10. Capitalizing on discourse markers to process relationship.	a) Reading texts in reading section of English Intensive Course (IC) Book 3. b) Strategies for Reading Comprehension	Students recognize the use of discourse markers in the passage. Students name the categories of the markers. Students know that a clear understanding of	Students are able to mention discourse markers found in the given passage. Students are able to tell why understanding of discourse markers could enhance	**Technique:** Written **Type:** Completion **Example of Instrument:** Find at least seven discourse	4 Credit Unit/1 meeting/200 minutes	*English IC BOOK 3* *Teaching by Principles, p.306-311.*

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		discourse markers can greatly enhance learner's reading efficiency.	reading comprehension.	markers in the given passage and tell their categories. Answer the comprehension questions.		

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1. Agustin, Helena I. R. (et al). 2012. *English Intensive Course Book Three*. Semarang: English Department FBS UNNES

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Faculty   : Languages and Arts
Department   : English
Study Program   : English Education and English Literature
Subject   : **Elementary Reading**
Subject Code   : B2004008
Unit   : 2 credits
Competency Standard   : Students are able to recognize Elementary Reading Course Overview applying the skills of Previewing, Scanning, and Skimming, Making inference, Identifying Topics, Main Ideas, and Patterns of Text Organization in English, Summarizing and Reading faster in 16 weeks of meeting.

Week	Basic Competency	Learning Materials	Learning Activities	Indicator	Assessment	Time Allotment	Learning Sources
1	• Need of reading comprehension skills through class learning contract and course outline (C)	• Learning Contract • Course Outline	Lecture, Discussion, Question and Answer, Individual/ group work	1. Students are able to deal with the class learning contract and course outline 2. Students are able to prepare the sources and steps of reading comprehension	• Technique: Reading • Instrument: Course Outline, Learning Contract, Book Response Sheet, Record of Books Read • Example of Instrument:	• 2 X 50 minutes for class activity (lecture, doing exercises, discussion) • 2 X 100 minutes of reading and	More Reading Power

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					- Off the record	answering questions • 2 X 100 minutes of Reading further	
2	How to preview and predict by using high speed reading	•Definition, use and practice of previewing •Definition, use and practice of predicting	Lecture, Discussion, Questions and Answers, Individual/ Group Work	1. Students are able to use titles, cover of a book, preface and tables of contents to get an idea of what a passage is about 2. Students are able to guess comprehensively by previewing	• Technique: Reading • Instrument: Book Collection & Exercises • Example of Instrument: - Off the record	• 2 X 50 minutes of class activity • 2 X 100 minutes of doing task • 2 X 100 minutes of reading further	Book collection, Unit 1 More Reading Power
3	• Using high speed reading in scanning • Finding a particular piece of information by scanning	Definition, use and practice of scanning	Lecture, Discussion, Questions and Answers, Individual/ Group Work	1. Students are able to involve a visual search for information on a page; 2. Students are able to apply high speed reading to answer questions	• Technique: Reading • Instrument: Exercises • Example of Instrument: - Off the record	• 2 X 50 minutes of class activity • 2 X 100 minutes of doing task • 2 X 100 minutes of reading	Unit 2 More Reading Power

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	(K, C, An, A, S)					further	
4	Processing text for ideas which requires more complex thinking skills than scanning (K, C, An, A, S)	Definition, use and practice of skimming	Lecture, Discussion, Questions and Answers, Individual/ Group Work	1. Students are able to get some general sense by high speed reading 2. Students are able to prepare reasons and purposes for skimming	• Technique: Reading • Instrument: Exercises • Example of Instrument: - Off the record	• 2 X 50 minutes of class activity • 2 X 100 minutes of doing task • 2 X 100 minutes of reading further	Unit 3 More Reading Power
5	Guessing word meaning in context and words connecting ideas (K, C, An, A, S)	Vocabulary knowledge by using the context, pronouns, synonyms, referents	Lecture, Discussion, Questions and Answers, Individual/ Group Work	1. Students are able to use context to guess a meaning of a word 2. Students are able to notice pronouns, synonyms and` referents that connect ideas	• Technique: Reading • Instrument: Exercises • Example of Instrument: - Off the record	• 2 X 50 minutes of class activity • 2 X 100 minutes of doing task • 2 X 100 minutes of reading further	Unit 4 More Reading Power
6	Looking for the clues to guess about the text and the writer's idea (K, C, An, A, S)	Making inference from conversation, description, short stories and plays, and	Lecture, Discussion, Questions and Answers, Individual/ Group Work	1. Students are able to use the clues to guess about the text and the writer's idea 2. Students are able to practice inferring information	• Technique: Reading • Instrument: Exercises • Example of Instrument: - Off the record	• 2 X 50 minutes of class activity • 2 X 100 minutes of	Unit 5 More Reading Power

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		opinions				doing task • 2 X 100 minutes of reading further	
7	Finding and identifying topics (K, C, An, A, S)	Definition, use and practice of topics	Lecture, Discussion, Questions and Answers, Individual/ Group Work	1. Students are able to practice finding the topic of a group of words; 2. Students are able to be sure to know what they are reading about.	• Technique: Reading • Instrument: Exercises • Example of Instrument: - Off the record	• 2 X 50 minutes of class activity • 2 X 100 minutes of doing task • 2 X 100 minutes of reading further	Unit 6 More Reading Power
8	Discovering topics of paragraphs (K, C, An, A, S)	Definition, use and practice of topics in paragraphs	Lecture, Discussion, Questions and Answers, Individual/ Group Work	1. Students are able to recognize relations between parts of a paragraph 2. Students are able to find topics of paragraphs as a specific, single topic 3. Students are able to find out a topic sentence in a paragraph	• Technique: Reading • Instrument: Exercises • Example of Instrument: - Off the record	• 2 X 50 minutes of class activity • 2 X 100 minutes of doing task • 2 X 100 minutes of reading	Unit 7 More Reading Power

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							further	
9	• Applying the complete skills (C, An, A, S, E)	MIDDE-TERM TEST	Lecture, Discussion, Questions and Answers, Individual/ Group Work	• Applying the complete skills	• Technique: Written test • Instrument: Reading text • Example of Instrument: - Off the record	• 2 X 50 minutes of class activity		Reading sources
10	Discriminating between general and specific statements (K, C, An, A, S)	Definition, use and practice of identifying main ideas	Lecture, Discussion, Questions and Answers, Individual/ Group Work	1. Students are able to convey main idea statements of paragraphs 2. Students are able to find the main idea of a passage more quickly	• Technique: Reading • Instrument: Exercises • Example of Instrument: - Off the record	• 2 X 50 minutes of class activity • 2 X 100 minutes of doing task • 2 X 100 minutes of reading further		Unit 8 More Reading Power
11	Organization of listing and sequence patterns (K, C, An, A, S)	Use, kinds of pattern, signal words of the patterns	Lecture, Discussion, Questions and Answers, Individual/ Group Work	1. Students are able to recognize the organization of listing patterns 2. Students are able to recognize the organization of sequence patterns	• Technique: Reading • Instrument: Exercises • Example of Instrument: - Off the record	• 2 X 50 minutes of class activity • 2 X 100 minutes of doing task		Unit 9 More Reading Power

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						• 2 X 100 minutes of reading further	
12	Organization of comparison/contrast, cause/effect and problem/solution patterns (K, C, An, A, S)	Use, kinds of pattern, signal words of the patterns	Lecture, Discussion, Questions and Answers, Individual/ Group Work	1. Students are able to recognize the organization of comparison/contrast pattern 2. Students are able to recognize the organization of cause/effect pattern 3. Students are able to recognize the organization of problem/solution pattern	• Technique: Reading • Instrument: Exercises • Example of Instrument: - Off the record	• 2 X 50 minutes of class activity • 2 X 100 minutes of doing task • 2 X 100 minutes of reading further	Unit 9 More Reading Power
13	Using summary skills in reading to understand and remember information (to summary words, a sentence, a paragraph, short passages) (K, C, An, A, S)	Summary words and summarizing a sentence, a paragraph, and short passages	Lecture, Discussion, Questions and Answers, Individual/ Group Work	1. Students are able to include the main ideas and the major supporting points of what they read 2. Students are able to make a good summary that is much shorter than the original	• Technique: Reading • Instrument: Exercises • Example of Instrument: - Off the record	• 2 X 50 minutes of class activity • 2 X 100 minutes of doing task • 2 X 100 minutes of reading further	Unit 10 More Reading Power

No							
14	Improving reading speed, habit, and comprehension (C, An, A, S, E)	How to read faster	Lecture, Discussion, Questions and Answers, Individual/ Group Work	1. Students are able to increase their reading speed 2. Students are able to answer the questions without looking back at the text	• Technique: Reading • Instrument: Exercises • Example of Instrument: - Off the record	• 2 X 50 minutes of class activity • 2 X 100 minutes of doing task • 2 X 100 minutes of reading further	Part 4, More Reading Power
15	Reflecting the reading skills, habit, speed and comprehension score (C, An, A, S)	Exercises on reading texts	Lecture, Discussion, Questions and Answers, Individual/ Group Work	1. Students are able to grasp the important reasons to improve the reading skills, habit, speed and comprehension 2. Students are able to practice their improved reading skills, habits, speeds and comprehension	• Technique: Reading • Instrument: Exercises • Example of Instrument: - Off the record	• 2 X 50 minutes of class activity • 2 X 100 minutes of doing task • 2 X 100 minutes of reading further	More Reading Power and other sources
16	The complete reading comprehension	**FINAL TEST**	Answering questions	• The complete	• Technique: Written test, Reading response sheet, Record of books	• 2 X 50 minutes of class activity	

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skills (C, An, A, S, E)				read • Instrument: Reading texts • Example of Instrument: - Off the record		

Note: (K): Knowledge; (C): Comprehension; (Ap): Application; (An): Analysis; (S): Synthesis; and (E) Evaluation.

References:

1. Mikulecky & Jeffries. *More Reading Power*, Pearson Longman: 2004
2. Grellet, Francoise. *Developing Reading Skills*. Cambridge, 1981

Semarang, Maret 2013
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SYLLABUS

Faculty : Languages and Arts
Department/Study Program: English/English Education and Literature
Subject : **Intermediate Reading Comprehension**
Subject Code : KK222652
Credit Point : 2
Standard of Competence : Acquiring introductory knowledge and understanding of the genres, understanding of reading passage; developing students' skill of using context; obtaining some practical method and strategies used to deal with problems in reading; and transforming knowledge students have gained in their target language.

Basic Competency	Learning Materials	Learning Activities	Indicator	Assessment	Time Allotment	Learning Sources
• Understanding and explaining what a text is • Understanding and explaining two main categories of texts	**What is a Text? (Kinds of Genre)** (Week 1)	Lecture, discussion, question and answer	• Restating (in own words) what a text is • Comparing and differentiating two main categories of texts	• Technique: Written test • Instrument: Essay quiz • Example of Instrument: Off the record	• 2 X 50 minutes of lecturing • 2 X 100 minutes of doing task • 2 X 100 minutes of reading further	Mark and Kathy Anderson, Book 1 and Book 2

• Understanding and explaining what descriptive text is • Identifying and analyzing the generic structure and language features of descriptive text • Giving examples of descriptive text	**Descriptive Text** (Week 2 and 3)	Lecture, discussion, question and answer	• Explaining about descriptive text • Identifying and analyzing descriptive text • Giving examples of descriptive text	• Technique: Written test • Instrument: Essay quiz • Example of Instrument: Off the record	• 2 x 50 minutes of lecturing • 2 X 100 minutes of doing task • 2 X 100 minutes of reading further	Hague, page 2-9
• Understanding and explaining what recount text is • Identifying and analyzing the generic structure and language features of recount text • Giving examples of recount text	**Recount Text** (Week 4 and 5)	Lecture, discussion, question and answer	• Explaining about recount text • Identifying and analyzing recount text • Giving examples of recount text	• Technique: Written test • Instrument: Essay quiz • Example of Instrument: Off the record	• 2 X 50 minutes of lecturing • 2 X 100 minutes of doing task • 2 X 100 minutes of reading further	Mark and Kathy Anderson, Book 1, page 48-79

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• Understanding and explaining what narrative text is • Understanding types of narrative text • Identifying and analyzing the generic structure and language features of narrative text • Giving examples of narrative text	**Narrative Text** (Week 6 and 7)	Lecture, discussion, question and answer	• Explaining about narrative text • Identifying and analyzing narrative text • Giving examples of narrative text	• Technique: Written test • Instrument: Essay quiz • Example of Instrument: Off the record	• 2 X 50 minutes of lecturing • 2 X 100 minutes of doing task • 2 X 100 minutes of reading further	Mark and Kathy Anderson, Book 2, page 8-36
	Mid Semester Test (Week 8)					
• Understanding and explaining what response text is • Understanding types of response text • Identifying and	**Response Text** (Week 9 and 10)	Lecture, discussion, question and answer	• Explaining about response text • Identifying and analyzing response text • Giving examples of response text	• Technique: Written test • Instrument: Essay quiz • Example of Instrument: Off the record	• 2 X 50 minutes of lecturing • 2 X 100 minutes of doing task • 2 X 100	Mark and Kathy Anderson, Book 2, page 37-49

					minutes of reading further	
analyzing the generic structure and language features of response text • Giving examples of response text						
• Understanding and explaining what procedure text is • Understanding the purpose and examples of procedure text • Identifying and analyzing the generic structure and language features of procedure text • Giving examples of procedure text	**Procedure Text** (Week 11 and 12)	Lecture, discussion, question and answer	• Explaining about procedure text • Identifying and analyzing procedure text • Giving examples of procedure text	• Technique: Written test • Instrument: Essay quiz • Example of Instrument: Off the record	• 2 X 50 minutes of lecturing • 2 X 100 minutes of doing task • 2 X 100 minutes of reading further	Mark and Kathy Anderson, Book 2, page 50-85

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• Understanding and explaining what an explanation is • Understanding the purpose and examples of explanation • Identifying and analyzing the generic structure and language features of explanation • Giving examples of explanation	**What is an Explanation?** (Week 13 and 14)	Lecture, discussion, question and answer	• Explaining about an explanation • Identifying and analyzing explanations • Giving examples of explanations	• Technique: Written test • Instrument: Essay quiz • Example of Instrument: Off the record	• 2 X 50 minutes of lecturing • 2 X 100 minutes of doing task • 2 X 100 minutes of reading further	Mark and Kathy Anderson, Book 1, page 80-115
• Understanding and explaining kinds of explanation • Understanding how to compare and contrast things, and also words for showing a	**Kinds of Explanation** (Week 15)	Lecture, discussion, question and answer	• Explaining about kinds of explanation • Identifying and analyzing kinds of explanation (comparing & contrasting, cause	• Technique: Written test • Instrument: Essay quiz • Example of Instrument: Off the record	• 2 X 50 minutes of lecturing • 2 X 100 minutes of doing task • 2 X 100 minutes of	Mark and Kathy Anderson, Book 1, page 80-115

comparison and a contrast • Understanding how to show a cause and effect and relationship, and also words for showing cause and effect • Understanding how a solution to a problem is written in an explanation			& effect, and a solution to a problem) • Giving examples of kinds of explanation		reading further
	Final Examination (Week 16)				

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1. Anderson, Mark & Anderson, Kathy. 1997. *Text Types in English. Book 1 and Book 2.* Australia: Macmillan.
2. Boardman, Cynthia A. 2002. *Writing to Communicate*. San Francisco: Longman.
3. -----------------------------. 2002. *Writing to Communicate Paragraphs and Essays*. San Francisco: Longman.
4. Hague, Ann. 1996. *First Step in Academic Writing*. New York: Longman.

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SILABUS

Fakultas : Bahasa dan Seni
Jurusan/Prodi : Bahasa dan Sastra Inggris/Pendidikan Bahasa Inggris
Matakuliah : Advanced Reading Comprehension
Kode Matakuliah : BIN 204
SKS : 2
Standar Kompetensi : Reading Skills that help student become independent & efficient readers

Kompetensi Dasar	Materi Pokok Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber Belajar
Comprehending Words in Context	Unit 1. Words study: Context Clues Words study: Stems & Affixes	Relaxation Affirmation for creating Confidence Individual work Group Work Class Work Meditation	Use the meaning of the other words in a sentence - Use grammar and punctuation clues - Learn to recognize situation in context - Word analysis	Portofolio Test School-based evaluation	4 X of class meeting	-Meditation CD -Reader"s Choice -Reading Compre Skills
Understanding what is stated	Unit 2. Exercise 1 - 3	Relaxation Affirmation for creating Confidence Individual work Group Work Class Work Meditation	Understanding Facts, statements and opinion as they stated	Portofolio Test School-based evaluation	2 X of class meeting	-Meditation CD -Reader"s Choice -Reading Compre Skills

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Determining the main ideas	Unit 3. Exercise 1 - 3	Relaxation Affirmation for creating Confidence Individual work Group Work Class Work Meditation	Stated in general statements and supported by supporting details	Portofolio Test School-based evaluation	2 X of class meeting	-Meditation CD -Reader''s Choice -Reading Compre Skills
Identifying What Inferred or Implied	Unit 4: Exercise 1 - 3	Relaxation Affirmation for creating Confidence Individual work Group Work Class Work Meditation	Infer is to derive as a conclusion. Imply is to state indirectly	Porto folio Test School-based evaluation	2 X of class meeting	-Meditation CD -Reader''s Choice -Reading Compre Skills
Recognizing Mood, Tone and Attitude	Unit 5: Exercise 1 - 3	Relaxation Affirmation for creating Confidence Individual work Group Work Class Work Meditation	Attitude: a feeling or emotion toward a fact Mood: a conscious state of emotion Tone: style in writing	Porto folio Test School-based evaluation	2 X of class meeting	-Meditation CD -Reading Compre Skills
Reaching a Conclusion	Unit 6: Exercise 1 - 3	Relaxation Affirmation for creating Confidence Individual work Group Work	The students' ability to reach a conclusion	Porto folio Test School-based evaluation	2 X of class meeting	-Meditation CD -Reader''s Choice -Reading Compre Skills

		Class Work Meditation					
Non Prose Reading	Unit7: Exercise 1 - 3	Relaxation Affirmation for creating Confidence Individual work Group Work Class Work Meditation			Porto folio Test School-based evaluation	2 X of class meeting	-Meditation CD -Reader"s Choice

Sumber Pustaka :

1. Reader's Choice: A Reading Skills textbook for Students of English as a Second Language by An Arbor
2. Reading Comprehension Skills by Idell Holburt
3. Meditation CD by Karim Hajee

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