

ABSTRACT

Sirriyah, Siti. (2019): *Gaining New Perspective: Fostering Students' Critical Reading Skill through English Reading Club Project A Case Study at 11th Grade IPA Al-Masthuriyah* A Paper. English Education Department Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung

Critical reading is thorough, active, reflective, and analytic reading; it is thinking critically of reading (Zintz Cited in Amalia et al., 2016). Critical Reading is one of the reading activities that require students to think critically and actively after reading the text.

This study was intended to discover students' critical reading skill through English Reading Club project, Specifically, this study was aimed to achieve the objective: (1) to know the process of implementing English Reading Club Project to foster students' critical reading skill (2) to know students' response of implementing English Reading Club Project to Foster Students Critical Reading Skill. The study used a qualitative research design, specifically a case study. The participants were twenty-three students of the eleventh grade of MA Al-Masthuriyah Sukabumi in the Academic year 2019/2020. The participants were selected purposively. To obtain the data, observation and questionnaire were used. The observation was conducted at 11th grade IPA in English class. The observation data was aimed to discover the process of implementation English Reading Club Project to foster students' critical reading skill use rubric from Ariyana (2017). Then, the questionnaire was adapted from Frankel (2018), Hasanudin (2016), Street (2014) was conducted to know the students' respond about English Reading Club project to foster students' critical reading skills.

The findings showed that first, regarding the implementation, the process of fostering students' critical reading skill through English Reading Club project; the project of reading club is group discussion, the procedure of group discussion, pre-reading activities, analyzed students' critical reading by rubric, while-reading activities, analyzed while-reading activities by rubric, post-reading, analyzed post-reading by rubric. Furthermore, the percentage of critical reading skills was acceptable: 82% of students fostered critical reading skills, and 18% of students did not foster critical reading skills. Second, the students' responses were the domination of positive responses toward English Reading Club project, which the students said English Reading Club project could foster students' critical reading skill

In conclusion, this research shows that implementing the English Reading Club project fostered students' critical reading skills. This study is recommended for teachers use this method for English learning in the classroom and to increase the reading ability in Learning English in the schools.