

READING MODELS OF STUDENTS WITH DIFFERENT READING HABIT AND ATTITUDE TOWARDS READING

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ABSTRACT

Based on readers' perspective reading process is affected by reading habit and the attitude towards reading (Marpaung, M. 2021). Further, due to find the most related factor in second language reading habit, there were three factors compared of first language reading habit, attitude towards reading, and language proficiency, and it was found that language proficiency is mostly affected the second language reading habit (Marpaung, M. 2020). Therefore, there is a willing to know the contribution of reading habit and attitude towards reading in reading cognitive processes. And by administered the close interview it was found that reading habit and attitude towards reading affected cognitive model of reading in its term of schemata activation and handling new and difficult words, it was also mainly affected in finalizing the comprehension of doing concluding or summarizing.

Keywords: Reading, Habit, Attitude

1. INTRODUCTION

The Background of the Study

Reading is a process which involves many elements simultaneously. First, there is a perception as the element for the 'code', for this element are alphabetical letter, or symbol and sign, and in this element a reader should be able to discriminate among the letters. Secondly is recognition (word recognition), where the readers should be able to decode these various elements according to the original code and the language writing system. The last is lexical access, this element let the reader meaning and outcomes of the recognition element in order to get a significant meaning intended by the writer.

The above simple explanation of reading process conclude reading as one of complex cognitive process (perception, recognition, and lexical access). Keat & Ismail (2011) stated that human cognition comprises of every activity that is involved in the thinking processes. Furthermore, they explained that human cognition covers the

basic theory of information processing, social cognitive perspective, the developmental cognition theory and also neuropsychological points of view. In addition, Kendeou & Trevors (2012) defined reading comprehension as a process which depends on the execution and integration of many cognitive processes. The complexity of reading comprehension is captured in theoretical models that describe the cognitive and linguistics processes involved.

In relation to the above explanation, most of reading models are partially and concerned with specific aspects (for example, perceptual or cognitive), stages (beginning or skilled reading), or modes (oral or silent reading). All of this concerns are not attempt to account for all aspects of the reading process. In other words, there has been no single model that can be called as the most acceptable model of reading.

The models of reading can be placed in one of three categories. Harris & Sipay (1984:6) modelled the psychological processes of reading into three categories,

such as (1) Bottom-up, (2) Top-down, (3) Interactive. Both of these three reading models play their own steps as their characteristics. Bottom-up models viewed as a translating reading process which starts with letters to the bigger units. In this model, reader attends to anticipate words, identified, then decode them to derive meaning. Top-down models viewed reading as a construction meaning from printed materials. This model view reading as an interaction between thought and language. However, interactive model believe reading dependent on both graphic information and the information in the reader's mind.

Learners of English as a foreign language are skilled reading in their mother tongue. When comes to the target of foreign language, many problems should arise as obstacles. Generally, the very beginners learners of English as a Foreign language should proceed reading in Bottom-up models or perhaps in interactive model, but the focus of this study is to describe the process of the models (for whatever the model is). In conclusion this study mainly aimed to describe the models of reading by the learners of English as their foreign language.

1. The Problems of the Study

The problem of the study is composed as follows:

How are learners of English as foreign language (EFL) modelled reading processes?

2. The Objective of the Study

Due to the problems of the study, the objective of this study is composed as follows:

To describe learners of English as foreign language (EFL) modelled reading comprehension processes.

2. REVIEW OF RELATED LITERATURE

Reading Comprehension Process

Reading as its never ending discussion is always related to two important parts (1) reading product and (2) reading process. As it is said by Pearson and Hamm; 2005 et al that reading and its assessment is useful to distinguish between the product and the process of comprehending a text.

The product of reading comprehension is mental representation of the textual information in the reader's mind after he or she has completed reading the text (Van den Broek; 2012). Furthermore, he explained a successful reading comprehension by a reader is a coherent representation. Coherence in mental representation is the text elements; such as facts, events, etc, which is interconnected through semantic relations and form an integrated whole.

There are two types of coherence mostly contributes to mental representation (1) referential relations and (2) causal/logical relations. Referential relations establish coherence by capturing the identity of objects, persons, and so on, while causal and logical relations establish coherence by capturing dependencies between elements.

The second important part of reading is the reading process. Reading comprehension process is an extremely complex process which can be viewed from two different schools (1) linguistics and (2) psychology, and the school of psychology for specific, viewed reading from two different school (1) behaviourism and (2) cognitivism.

Van Den Broek & Christine; 2012 stated three relevant general observation to reading comprehension process. They are Coherence – building processes during reading reflect a balancing act between (i) the reader's attempt to create coherence on the one hand, and (ii) his or her limited attentional or working memory resources on the other hand.

Two important points are implied in this relevant observation. Firstly, reading comprehension processes are stages of accepting new information and further able

to relate one to another new information into one unit of mental representation. Secondly, in a process of changing new information become one unit of mental representation, a reader try to interrelate two poles (1) reading tasking/ readers' effort and (2) the existence of schemata/ previous knowledge in the readers' mind. The comprehension processes that take place during reading are partly automatic and partly strategic.

Automatic reading process flows naturally conduct by schemata as one of major participant. However, strategic process is learnt and conduct systematically based on steps in the theories. But the main point in these automatic and strategic processes is in the cycle of both processes. After conduct strategic process for many times, it is hoped that the components in the strategic processes turned into the automatic processes. The more often and competent a reader proceed strategic process the bigger the possibilities of automatic process turned better. And this is the real goals of teaching reading.

There is considerable agreement that reading comprehension is not a singular activity but an activity that consists of multiple component processes that are applied dynamically and in varying combinations throughout the process of reading a particular text.

Reading process is a cycle of several dependent activities. Tasking to new information to coherence to mental representation is an example of common reading cycle. Discussing reading as a cyclic process, there are two terms interrelated (1) data driven in low level of reading and (2) conceptual driven in high level of reading. Both of data driven and conceptual driven reading process are psychological views on reading for in Indonesia those are commonly named with (1) bottom-up reading model and (2) Top-down reading model.

Reading Models

Marpaung, Magdalena on 2011 explain the existence of reading models in her article entitled Reading comprehension

processes of students with different personalities as follows: based on the correlation of language and psychological aspect, there a reading processes defined called as models of reading. Models of reading process are models of an ideal reading. The models tell us what the readers do during their reading. Models of reading are dealt with a psycholinguistic process in which the readers correlate their psychological aspects with the linguistic ones. It might concern who thought and language are correlated each other. Models function to help the readers to understand the real meaning delivered by the writer in a text. In other words, by the knowledge of the reading models the readers will be able to understand the present, to summarize the past and to predict the future comprehension of the text and to formulate hypothesis, which are testable during reading.

Reading models can be analyzed from some factors. Factors in reading models are the things that influence the processes of reading. There are three broad models in reading process proposed by some theorists. They are (1) bottom-up model, (2) top-down model, and (3) interactive model. These three models will be elaborated in the following session together with some theorists in every model.

I. Bottom-up Model

Bottom-up model is a model of reading process which emphasize a single direction or linear line processing which the processes started from the part to the whole parts of the text. Zakaluk in Ekalestari (2003;26) called it as 'code-emphasis' or 'text-driven' because the reading process begins with the letters and their sounds (phonics).

Bottom-up reading model is a decoding reading activities. Readers are fully decoder in the reading activities. The decoding activity starts from identifying letter, words, phrases, and then sentences in order to get the meaning from the text. Readers as a decoder has to follow the mechanical pattern in order to get the fully

understanding from the text. Readers have to recognize the multiplicity of linguistics signal (letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers). In other way, it can be said that bottom-up operations obviously require a sophisticated knowledge of the language itself. Bottom-up reading model is a visual process which has to process everything in the page. Finally, in the process, reader creates a piece by piece mental translation of the information in the text with a little interference from the reader's own background of knowledge.

Anyway, the writer feels that it is important to pick an opinion dealing with the stages proposed by Zakaluk in Susi Ekalestari (2003;27) as follows: Letters are transformed into phonemic representation, The phonemic representation are then transformed into word representation The words are next assigned meaning, The words are combined into meaning among sentence into text, Meaningful associations are formed, The information or the whole meaning of the text is finally stored.

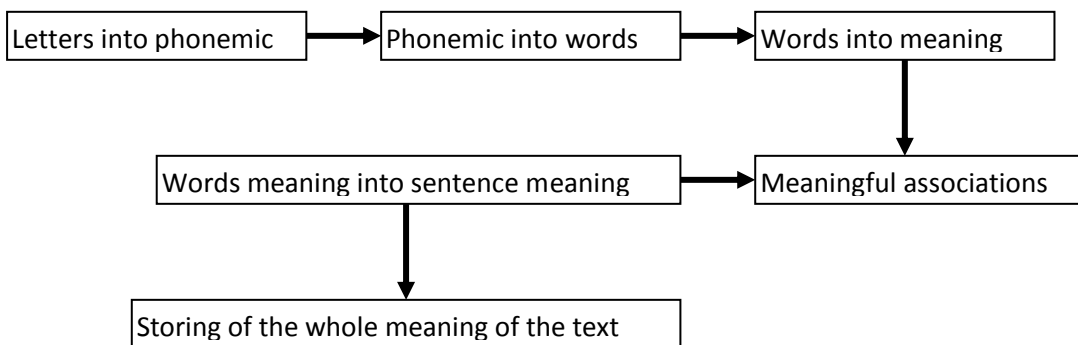


Figure 2.1 Bottom up reading processes

The stages above are in line with Gaugh said about this bottom-up model of reading, even though he stated differently. He said that all letters in the visual display must be accounted individually the readers prior to the assignment of finding the meaning of a text. The process of reading is divided into sub-skills such as recognizing the letters and identifying the words. Then, the readers will always start the reading from the lower level. It will from the identification of letters then work up through word and sentences till the meaning of the text is reached. In this model, the pronunciation of words gives access to the meaning of a word. In other words, pronunciation is the key to understand the text.

When the readers have perceived the letters up to words, then they will perceive words to phrase or clause and sentence. On this stage, syntactic process will take place.

The readers will retrieve their syntactic information through their textual knowledge or their formal schema where the readers will recognize the organizational forms of the structure in the text. On this stage, syntactic process will take place. The readers will interrelate the words through the structure formations among the sentences to help them in finding the meaning of the text. If the readers have passed these two stage, then it comes to how they will construct the meaning of the text. In constructing the meaning, the reader using this model will not activate their content schema of their knowledge of the world. They will basically depend the meaning of the text on their formal schema and linguistic schema. This will make bottom-up model different from the top-down and the interactive model.

The writer comes to her judgment that this model of reading is at the lower

level of comprehension, literal comprehension. As presented previously that literal comprehension relies on the readers' mastery of vocabulary in the text to reach the meaning. Therefore, it matches to this model in which vocabulary mastery is the key to get the message of a text.

In conclusion, bottom-up reading model is a visual activity, which majorly ask the readers linguistics ability in processing the data or information from the text. Bottom-up reading model is deriving by the content or the information in the text, which decoding as the main process in it. At last, bottom-up reading model is purely influenced by the reader language background or readers linguistics ability.

Top-Down Model

Goodman in Ekalestari (2005;28) indicated that reading is only to construct meaning from what they read. Reading can

be also meant as the communication between the writer and the reader much like the communication between the speakers and the listeners. It emphasizes that the core level in reading process is the language in the text and the readers' experiences because reading is a matter of bringing meaning to print, not constructing meaning from printed materials.

Zakaluk in Hazwani (2008;11) supports Goodman's idea on this model precisely as the following:

1. Sample the print
2. Make predictions as to what the words might be based upon the prior knowledge of the topic.
3. Read to confirm the predictions,
4. Construct meaning
5. Assimilate new knowledge

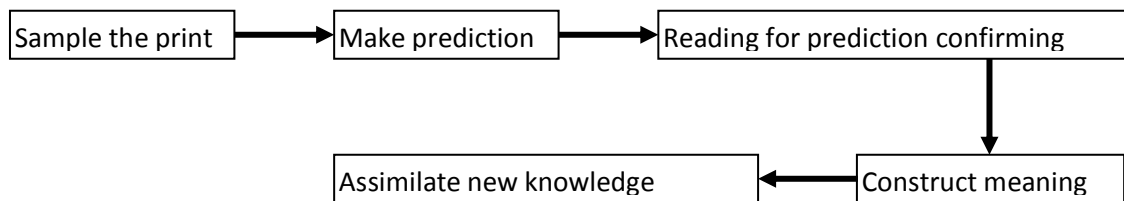


Figure 2.2 Top down reading process

In this model, the flow of information process is started from the top downward. It is not like the process in bottom-up model in which letters and words identification are perceived first then the meaning or the process is come from down upward. In top-down model the process of word identification is depended on the meaning first. It means that the word identification may not be included in the reading process if the meaning has been constructed by the reader because constructing the meaning in this model comes mainly from the reader's prior knowledge and the knowledge of language. Therefore, the higher level processes embodied the readers' past experiences and the knowledge of the language pattern. If bottom-up model is at the literal comprehension then this model is at the

interpretive comprehension level. They are equal on the processes which take place at this model. Predicting is one of the processes in top-down model which is also found in the process of interpretive comprehension. As a reader of English as a foreign language his model may be felt hard to be applied. Therefore, this model can be placed at the interpretive comprehension because if it is seen from the level of the difficulty, it is more difficult than literal comprehension.

Interactive Model

Interactive model is firstly proposed by Rumelhart in Zakaluk (1982; 7) which indicates the critical idea toward bottom-up and top-down models. Rumelhart claims that neither the bottom-up nor the top-down models of reading process totally accounts for what occurs during reading. Then, he

proposes an interactive model in which both letter features or data-driven sensory information and non sensory information come together at one place. This reading model is not viewed simply as either bottom-up or top-down process, but instead as a synthesizing of patterns, means that the reader calls for the application or integration of the previously identified knowledge sources toward the text. In other words, an interactive model of reading process is a reading model that recognizes the interaction between the bottom-up and top-down processes simultaneously throughout the reading process. It stresses both what is on the written page and what a reader brings in the reading process.

Paran in Nelpisar (2003;3) has a view that interactive model is a model in which the reading process involves the both bottom-up and top-down model. It is the same as what is said by Rumelhart. Paran says that bottom-up model influences the

top-down model and vice versa in the reading process. However, he supports the model proposed by Stanovich, interactive compensatory model. He says that one type of processing will take over if there is a problem with the other type. The key concept of interactive compensatory model is that a process at any level can compensate for deficiencies at any other level. Thus if there is a deficiency in an early print analysis stage, higher-level processing will attempt to compensate and vice versa.

In conclusion, the interactive reading model is the reading processes in the interactive way, it combines the steps or processes of bottom-up reading model and top-down reading model. It doesn't matter, whether the process of top-down is the first or bottom-up reading model is the first. The application of the process is depended on the problem or situation found.

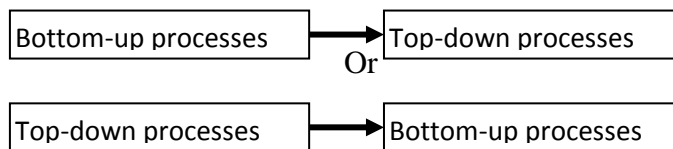


Figure 2.3 Interactive reading process

As explained previously, reading processes are never released from two important general aspect in human cognition, they are; (1) schemata or the prior knowledge and (2) the ability to use the schemata or meta-cognition. Schemata and meta-cognition are two important aspects that influence people points of view for many things around them including in reading activities or reading processes.

3. RESEARCH METHODOLOGY

Research Design

This is a descriptive qualitative research. According to Cresswell in Adekie, A. (2015) a qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a

complex, holistic picture, formed with words, reporting details views of informants, and conducted in a natural setting. For this study is concerned to describe the reading model of the EFL learners, so this study is a descriptive qualitative research.

Research Instrument

In this study, the instrument applied to collect the data is Interview. This study applied interview to collect data for the data expected to be analyzed contented by a deep psychological reading data.

Research Subjects

The subjects of this study are as follows:

No	Linguistic Proficiency Level	Text Familiarity
		Familiar and Unfamiliar
1	High	2
2	Moderate	2
3	Low	2

The subjects will be classified into their level of linguistic proficiency and instructed to read two kinds of text, the text which is familiar and unfamiliar to the subjects. And it is important to be understood that the subjects for familiar and unfamiliar are the same. In conclusion, there will be 6 subjects who are distributed into three level of linguistic proficiency; high, moderate, and low.

4. RESEARCH RESULT

There are 6 (six) subjects contributed in this research which are distributed in two types of reading passage; familiar text and unfamiliar text. Therefore, the report of the research result is designed in 6 (six) groups as the following:

1. EFL Students with High level of Linguistic Proficiency in reading Familiar Text
2. EFL Students with High Level of Linguistic Proficiency in reading Unfamiliar Text
3. EFL Students with Moderate Level of Linguistic Proficiency in Reading Familiar Text
4. EFL Students with Moderate Level of Linguistic Proficiency in Reading Unfamiliar Text
5. EFL Students with Low Level of Linguistic Proficiency in Reading Familiar Text
6. EFL Students with Low Level of Linguistic Proficiency in Reading Unfamiliar Text

The followings are the result of the research:

1. EFL Students with High Level of Linguistic Proficiency in reading Familiar Text

Students with high level of linguistic proficiency were reading the passage by the following activities:

- a. Started by reading the whole passage at glance, it is as the indication that they were activating their schemata (prior knowledge)
- b. They read the passage by jump from one key idea to another key idea.
- c. They don't read all the words in the passage.
- d. They read the passage once.
- e. They ignore the new or difficult words in the text by they have known the main point of the passage without knowing the meaning of the new or difficult words for them.
- f. When they are expected to retell the content of the passage, they do conclusion.

2. EFL Students with High Level of Linguistic Proficiency in Reading Unfamiliar Text.

- a. They do the glance reading to find out the main idea of the passage.
- b. They read the text more than once, twice and thrice.
- c. In order to comprehend the text, the read all the content of the text.
- d. They activated their understanding about text structure
- e. They define the meaning of new and difficult words by context clues
- f. They do summarizing to make a good comprehension from the passage.

3. EFL Students with Moderate Level of Linguistic Proficiency in Reading Familiar Text

- a. They have tried to connect to the passage by read all the content of the passage
- b. They read the passage for several times but for the second and the next, it searched for the important points to build the comprehension
- c. They are lack of schemata activation which can be seen from the times they read the passage
- d. They are mainly activated their text structure to build comprehension
- e. They define the meaning of new and difficult words by context clues
- f. They conclude their comprehension by conclusion

4. EFL Students with Moderate Level of Linguistic Proficiency in Reading Unfamiliar Text

- a. They directly read the passage from the beginning to the end
- b. They don't activated any interaction with the passage by accepting all the information given by the passage
- c. They define the meaning of the new and difficult words by using dictionary
- d. They don't even able to identify keywords of the main idea
- e. They do summarizing in building comprehension

5. EFL Students with Low Level of Linguistic Proficiency in Reading Familiar Text

- a. They have the schemata about it but don't activated it.

- b. They are busy in identifying the main idea and finding topic sentence
- c. They read the passage for several times and read the whole content of the passage
- d. They don't link one part to the other part in the passage
- e. They define the meaning of the new and difficult words by using dictionary
- f. They do very difficult in summarizing in building comprehension

6. EFL Students with Low Level of Linguistic Proficiency in Reading Unfamiliar Text

- a. They basically try to get the main idea of the passage
- b. They read the passage for several times from the beginning to the end of the passage
- c. They don't able to identify the text structure either the key points of the main idea
- d. They don't able to link one part to the other part of idea in the passage
- e. They define all the words in the passage by using dictionary
- f. They do summarizing in a very difficult way in building comprehension

5. CONCLUSION

The results of the research above mentioned some conclusion as follows:

1. The level of linguistic proficiency and text familiarity are very important to support reading process
2. It is very important to build linguistic proficiency and text familiarity in a reader.

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