

MODEL IN READING COMPREHENSION AT FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT STATE ISLAMIC UNIVERSITY SULTHAN THAHA SAIFUDDIN JAMBI

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ABSTRACT

This research aims to find out and analyze the models used by students in reading comprehension. This research was conducted in semester V, majoring in English education, The State Islamic University of Sulthan Thaha Saifuddin Jambi. Which is located at JL. Jambi Ma. Bulian KM.16 Duren River Intersection, Kab. Ma.Jambi. Researcher used descriptive qualitative methods, and found the models used by students when reading or when being interviewed. The subjects in this study were class B, totaling 28 students, which focused on 6 students to be interviewed. Research methods of data collection using observation, documentation, and interviews. When, in the interview, the researcher found answers based on the formulation of the problem. Researcher found a model that is often used by students when understanding reading. This study uses two models in reading comprehension, first the Top-Down Model and the second Bottom-Up Model. In this study, the model most often used by students when understanding a text is the Top-Down model, while the one that is least used is the Bottom-Up Model. The top-down model can be concluded that the reader's knowledge, experience, and intelligence are needed as a basis for reading comprehension. The bottom-up model is a process that involves accuracy, detail, and identification of letters, words, spelling patterns, and other language units

Keywords: Bottom-Up Model, Top-Down Model, Reading Comprehension

A. INTRODUCTION

Reading is one of the language skills that must be mastered by students. Reading becomes the receptive aspects to acquire knowledge. Reading is the activity of analyzing, interpreting and the process of making meaning by the reader to get the message that the writer wants to convey in writing. Especially, in reading English have to many benefits not only get information, but also add insight and increase our knowledge and it can be improve our vocabulary, and also from reading students get information from what they read.

According to Prathomwat Suprajit in his journal (2019, p. 455) In learning of reading, there are two Models of Reading Process. The first, bottom up model, is a reading process that starts from data in the form of letters, words, sentences that contain meaning. In the process of reading this model the point is the process of translating decode (turning signs into news), and process of encode (transforming news into symbols). Second, top- down model is the process of recognizing an object that we observe is preceded by a hypothesis about the identity of a pattern (the object being observed), in this top- down process the reader guesses what meaning intended meaning by recognizing the printed letters and words, and building up a meaning of a text from the smallest textual units at the “bottom” (letters and words) to larger units at the “Top” (phrases, clauses, intersentential linkages). That means that the step of bottom-up, first is started by decoding the smallest part (letters) to the higher part (word), and then from word to phrase, from phrase to sentence, then sentence to paragraph to get the idea of the text. The process is complex; the reader has to break down from the smallest part correctly to arrive in the biggest one. So, the idea of the text will be got as the sequence of the parts or intent is contained in the reading. Based on observation of the students reading comprehension, author message by using one’s prior knowledge specially the knowledge of language. According to Anderson and Pearson In Alexander in thesis Rustan (2010, p.8) stated that reading comprehension is a special kind of the thinking process. A reader comprehends by actively constructing meaning internally from interacting with the material that is read. Reading strategies is a way or technique in reading to absorb information conveyed through written media. The reading strategy is used by the reader to obtain the message from the reading that is read.

According to Carrel (1988) in Qurrotul’ain (2017, p. 108) states that bottom-up in second language reading is viewed primarily as a decoding process of reconstructing the author’s reading are the limitation of the vocabularies, if their find difficult words the students will translate it first. Then, the students before reading first, seeing the picture or table contained in the text, so as to facilitate them in understanding the reading. In addition, the students who have different models in reading comprehension. The students before reading first, they will analyze the text that students want to read. Second, they will see pictures or tables or information from the text in order to facilitate them to understanding the text. Third, the students use scientific background in understanding the reading text. Fourth, when reading students will change the

speed of reading in each different text, and their also translate the difficult words when they are reading and the students also if find an important part of a text their will underlines the word.

Based on the description above, the researcher will analyze and investigate the models of reading comprehension are used by students in reading, in English Education Study Program At The State Islamic University of Sulthan Thaha Saifuddin Jambi, entitle is " Model In Reading Comprehension At Fifth Semester Of Students English Education Department At State Islamic University Sulthan Thaha Saifuddin Jambi".

B. METHOD

In this research, the researcher used qualitative research. The research conducted at the fifth semester students in English Education Study Program at The faculty of Teacher Training Education at State Islamic University Sulthan Thaha Saifuddin Jambi, located on Jambi-Muara Bulian street, K.M.16 Simpang Sungai Duren, Kab.Ma.Jambi.

The population of this research is all the students English Education Study Program The faculty of Teacher Training At Fifth Semester. The teacher teaches four classes, they are : A class , B class, C class, and D class. The instrument which was used in this research is documentation,interview, documentation. To know that models reading comprehension are used by the fifth semester students' of State Islamic university sulthan thaha saifuddin jambi, the researcher used two models in this research, that are top-down model and bottom-up model. All data related to students of English department State Islamic University Sulthan Thaha Saifuddin Jambi.

This research has been taken from some source namely: a). Primary data is data obtained directly by researcher. Researcher get primary data from documentation of photo results from some of the students who have become research subject in this study. b). Secondary data is data obtained by researcher from existing sources. For example; through other people or through documents. In this research the secondary data will be collected by interview of the students to measure that they have the model in reading comprehension are used in reading English. c). Source of The Data, in this research the data was obtained from interview to students who were

focused on students majoring in English language education at the State Islamic University of Sulthan Thaha Saifuddin Jambi. To find out what reading strategy models are used to read in English. d). Technique of data Analysis, the study uses a qualitative approach, where data will be analyzed using data reduction, data display, conclusion drawing/ verification and triangulation;1.)DataReduction, according to Sugiyono (2008, p. 247) data reduction is a process of sensitive thinking that requires intelligence and breadth and depth of insight. Data reduction means summarizing, choosing things that are suitable, focusing on things that are important, looking for themes and patterns. Thus, the reduced data will provide a clearer picture, and make it easier for researchers to do further data collection, and look for it when needed. 2). Data Display, After data reduction, the next step is to display the data, if in qualitative research this data presentation can be done in the form of tables, graphs, pie chart, pictograms and the like. through the presentation of the data, the data is organized, arranged in a relationship pattern, so that it will be more easily understood. 3). Conclusion Drawing/ Verification, according to miles and huberman in sugiyono (2008, p. 252) he states that the third step in qualitative data analysis is drawing conclusions and verification. This step, the researcher draws conclusions from the results of observations, interviews, and documentation. The purpose of this step is to find out what the model in reading comprehension are used by students. 4). Triangulation,based on William Wiersma in Sugiyono (2008, p. 273) triangulation is qualitative cross-validation. It assesses the sources or multiple data collection procedures. Triangulation is a way for validating the data in qualitative research. Triangulation can also be defined as a combination of method of collecting data.

C. FINDINGS AND DISCUSSION

After describing the data, researchers need to analyze the data because the data is still draw. It is appropriate with the answer of the problem statements. The explanations will be presented below.

Top-Down Model

According to Correll & Eisterhold (1998) in journal of Prathomwat Supprajit (2019) in the other words, the readers active their experience and background knowledge or world knowledge in other to understand the text. Therefore Top- Down is a model were used knowledge or background knowledge to read or understand the text. According to Feng Liu (2019, p. 456-

457) in his journal, there is indicators that contained in top-down model when reading comprehension. They are 1) “Analyze the text before reading. 2) “They look at visual (pictures & tables) are important for reading”. 3) “Use background knowledge to understand the topic of text”. 4) “Understand the questions before read the text”. 5) “Understand the text without translating it into the native language”. 6) “Underline the important parts or points in the text”. 7) “Not translate difficult words during the reading process”.

According to the research Of Utami Dewi & Maryati Salmiah in her journal research “ Students Reading Strategies At English Education Department of Islamic University of North Sumatra”. Based on those data, they found that most of the students applied bottom-up strategies in reading comprehension texts. The research finding above shows that many students use bottom-up strategy in their reading comprehension. The researcher talk about students’ reading strategies in reading comprehension by giving the students text, and used two levels of text .The first text was conclude a lot of scientific vocabularies and the second text, consisted of general vocabularies that usually used in daily conversation. Then, the students answer the question according text.

The data analysis showed that most of students using top –down model and they are also least using bottom up-model when they are reading a text in English. As result The Most Of Use Top-Down Model In Reading Comprehension.

Based on research findings above, the researcher can conclude that most of students used Top Down model in reading comprehension. They are 1) “They analyze the text before reading” that is used before reading a text and is under the Top-Down Model. 2) “They look at visual (pictures & tables) are important for reading” that is used before reading a text and is under the Top-Down Model. 3) “They use background knowledge to understand the topic of text” that is used before reading a text and is under the Top-Down Model. 4) “They understand the questions before read the text” that is used before reading a text and is under the Top-Down Model. 5) “They try to understand the text without translating it into the native language” that is used while reading a text and is under the Top-Down Model. 6) “They underline the important parts or points in the text” that is used while reading a text and is under the Top-Down Model. 7) “They did not translate difficult words during the reading process” that is used

while reading a text and is under Top-Down Strategy. Based on the findings above, it can be concluded that the top down model can help students understand reading with this method. With the top down model students can quickly understand the content of the text they are reading.

Bottom-Up Model

Based on Abbas Pourhosein Gilakjani & Narjes Banou Sabouri (2016) said that the main focus of this model is the smaller units of a text like letters, words, phrases, and sentences. The readers read all of the words in a phrase, or a sentence before understanding it. Based on the result in table.2 above the students least most used Bottom-Up model. According to Feng Liu (2019, p. 456-457) In his journal, there is indicators that contained in bottom-up model when reading comprehension. 1) "Read aloud the entire text. 2) "Pay attention on tenses. 3) "Paying attention to the morphemes or phrases used in the text". 4) "Face the difficult words or parts, will read aloud" 5) "Change reading speed on any difficulty of a text".

According to research of Prathomwat Suraprajit in his journal about "Bottom-up model vs Top-down model. The perception of Reading Strategies among. Thai University Students". This research was focus on the use of bottom-up model, and top-down model. In this research, the sample are used in this study was two hundred seventy three students, and this research used quantitative research design, in which research used questionnaire for students. Based on the results of this research, found that students at the university used a lot of top-down model rather than bottom-up model.

The least Of Use Bottom-Up Model In Reading Comprehension.

Based on the results of the research,, the researcher can conclude when reading, students often use the top down model in reading comprehension, that using these indicators. It can also be seen the bottom up model is leasly used by students in reading comprehensio, because, when they using bottom up model, these students often pay attention to the tense that is used in the text they read with the aim of making it easier for them to determine the storyline in the text. But sometimes they also use this model with the others indicator in the bottom up model.

Based on the data above, they are 1) “They do not reading aloud all the text that used while reading” that is used while reading a text and is under the Bottom-Up Model. 2) “They do not pay attention on tenses” that is used while reading a text and is under the Bottom-up Model.3) “They do not paying attention to the morphemes or phrases used in the text” that is used while reading a test and is under the Bottom-Up Model. 4) “The they face the difficult words or parts, they read aloud” that is used while reading a text and is under the Bottom-up Model.5) “They change reading speed on any different text” that is used while reading a text and is under the Bottom-Up Model.

D. CONCLUSION

Two models are shown here: the Top-Down Model and the Bottom-Up Model. The Top-Down Model instructs readers to make use of their existing expertise and background information in order to comprehend the material they are reading. There are a few clues supplied, such as conducting an analysis of the text before reading it, looking at images, and avoiding the translation of difficult words. The Top-Down Model is also referenced in this paragraph, which refers to a study showing that many pupils employ it.

On the other hand, the Bottom-Up Model concentrates on more granular aspects of the text, such as individual letters, words, and sentences. Reading out loud, paying attention to different tenses, and centering one's attention on morphemes or sentences are all indicators of this paradigm. The data, on the other hand, reveals that students are more likely to use the Top-Down Model, whereas the Bottom-Up Model is used by them on a far less regular basis. In this paragraph, particular actions that are linked with each model are discussed, with an emphasis placed on the fact that the Top-Down Model is more common among students.

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