EFFECTIVE WASY OF USING READING STRATEGIES

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Abstract: This article deals with explanation of the notion reading comprehension of English language learners. Listening is one of important skill in English. Many of learners feel difficult to learn reading especially in English. The definition of the term "reading comprehension" by different scholars were identified. The usage of the empirically examining the effectiveness of top-down and bottom-up processing is described. The differences between these techniques were analyzed.This study focuses on the appropriate methodology for teaching reading in an English as a foreign language classroom. The methodology is based on the schema theory and its bottom-up and top-down processing. Within this methodology, the memory plays a very important role since it is the one that will allow the student to acquire new knowledge.

Key words: schema, bottom-up, top-down, reading, methodology, processing, prior knowledge

English is the main international language taught in Indonesian schools. School graduates are expected to be able to compete on an international level, which demands English fluency in four language skills: listening, speaking, reading, and writing. Regarding reading skills, many Indonesian students are still not aware of the benefits of having good reading habits, let alone reading in English as a foreign language.

  English plays a vital role for all society around this planet. Not only speaking, writing or listening, but reading is also a very necessary for those who prefer to communicate effectively. Chawwang (2008) stated that reading is the most important skill because it is the useful tool for acquiring knowledge. Used in both studying and living life, English is a lifelong skill for many people (Kucukoglu, 2013). Then, without ability to read well, opportunities for personal fulfilment and job success inevitably will be lost (Anderson et al., 1985). If students expect to get the deepest understanding of what they read, they should have the techniques or strategies for reading. The ability to read proficiently is significantly related to how much a person can achieve in his or her personal and professional life (Block & Israel, 2005)

Reading is one of the important academic skills needed by students as a source of knowledge and gratification. Reading can be described as a process of decoding, interpreting, and comprehending written information. It's a thorough procedure. It implies perceiving and identifying letters, words, spelling patterns, and major linguistic units in a precise, sequential manner (Thanuskodi S, 2011).

Hadley defined   reading as communication since it connects the author and the reader. It involves a   mental process of the reader to create her/his comprehension of   the text based on her/his purpose of the reading (Hadley, 2001). Through reading, the reader

processes knowledge and information thus it is an active or re-receptive rather than a passive skill. In addition, Tony Buzan describes that reading is understanding what the writer intended, taking in the written word, and the assimilation of printed information (Buzan, 1991).

Grabe (2004) conducted review of the previous studies on the reading theory, research, and assessment. Based upon his review of research, he created ten applicable components for reading instruction, material development, and curriculum designing: (1) ensuring the word recognition fluency, (2) emphasizing vocabulary learning and creating a vocabulary-rich environment, (3) activating background knowledge in appropriate ways, (4) ensuring effective language knowledge and general comprehension skills, (5) teaching text structures and discourse organization, (6) promoting the strategic reader rather than teaching individual strategies, (7) building reading fluency and rate, (8) promoting extensive reading, (9) developing intrinsic motivation for reading, and (10) planning a coherent curriculum for student learning. While Grabe states that the instructors need to determine the instructional priority based upon student needs, institutional expectations, and resource constraints, he also states that all the implications above are potentially important components of an extended reading curriculum. This research strongly demonstrates a possibility that the integration of both top-down and bottom-up reading components is paramount for L2 reading instruction. As listed above, components (1), (2), (4) and (5) focus primarily on the bottom-up reading approach, while component (3) emphasizes the importance of the top-down reading strategies. However, Grabe does not put priority in his research, but rather he states that all the components are important. In other words, his review of previous research implies the importance of integrating both top-down and bottom-up reading strategies.

Reading is a way of communication between the author and the reader. Although the communication in reading is regarded as the interaction between the author and the reader, it is not that the author conveys the meaning to the reader directly but that the reader is demanded to perceive what the author intends to say in the text, which serves as a bridge between the author and the reader, by extracting the meanings in it (Nagao, 2002). Reading text is not only the process of comprehending the components in a sentence word by word but also comprehension process combining schemata or background knowledge with information in the text. When people read the text, they have access to proper knowledge that is related to the text from a wide variety of sources to comprehend it (Kubby, Britt & Magliano, 2005).

The relationship between reading comprehension and reader's background knowledge is discussed widely in the field of psycholinguistics. Owing to the recent research emphasis on linguistic input, psycholinguistics has more focused on the characteristics of individual language users than the language itself. Gowie (1978) explained that readers link their personal experiences or knowledge of the world to the components of the text, and comprehension is influenced by the interaction between the linguistic processing and prior knowledge. Goodman (1967) reported that in order to make temporary decision readers select available language cues in the text by accessing to input knowledge based on the reader's expectation. ‚More simply stated, reading is a psycholinguistic guessing game. It involves an interaction between thought and language" (Goodman, 1967, p.2).

A bottom-up model focuses on linguistic clues, builds literal comprehension of a text and a top-down model, emphasizes the importance of background knowledge, and builds global

comprehension (Carrell, 1988; Swaffar, 1991). Abbot (2006) explains the difference between bottom-up and top-down strategies pointing out that; "bottom-up reading comprehension strategies are data-driven, detail-oriented strategies, whereas top-down strategies are conceptually driven, big-picture oriented strategies". Through the interactions of top-down and bottom-up processing, the flow of information through the system is considerably constrained in the sense that the objective of both strategies is to comprehend in order to derive meaning from the text. Even so, these processes are not, in themselves, enough to ensure apt comprehension.

Top-down approach is well known and used by many teachers because of its effectiveness. Top-down strategy gives the opportunity to the students to understand the gist. Students become aware of what they are doing, the purpose of the issue and they capture the weaknesses and strengths of that issue. The students comprehend the subject with its main idea thus; they feel confident during the lesson. As a result of this, students become more productive and think intellectually. This process makes the students to benefit from critical understanding of the issue.

Harris and Sipay (1985:8) stated that: "According to bottom-up models, reading is essentially a process of translating graphic symbols into speech during oral reading into inner speech during silent reading." The essence of reading process according to this theory is the process of encoding re-written speech symbol.Brown (2000b:298) reinforced that opinion by stating that the bottom-up process of reading first know the various linguistic signs, such as letters, morphemes, syllables, words phrases, grammar instructions and discourse mark, then use a processing mechanism that makes reasonable, coherent and meaningful

The study has been able to compare the effect of bottom-up and top-down reading comprehension strategies on the reading performance. 1. Both bottom-up and top-down reading strategies had effect on students" reading performance, 2. The study also found that top-down group performed better than bottom-up group together with the conventional group across the four levels of reading comprehension, although bottom-up group performed higher at the literal level. 3. The use of top-down reading strategy to teach reading comprehension increases students" ability to read and comprehend text effectively without any much difficulty

Bottom-up and top-down approach are two approaches that can be used in learning reading comprehension. It is proven by the research that bottom-up and top-down approach are effective to be applied in the students' reading comprehension of narrative texts However, another result shows that bottom-up approach is more effective than top-down approach in the students' reading comprehension of narrative texts. This fact occurs since the data is taken from Junior High School Students who are considered as young learners. Bottom up approach is appropriate with students' characteristics that tend to build the understanding from low level skill to advance skill. Thus, teachers and candidate of English teacher can use the bottom-up approach as an alternative in learning reading comprehension text to improve students' vocabulary and reading skill

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