

**ADULT READER MODELS  
ACCORDING TO TYPES OF THOUGHT PROCESS AND THEIR OUTPUTS**

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**ABSTRACT**

*This study examines (1) reader model among the students, (2) types of thinking utilised on each model and their outputs, and (3) efforts of development for strengthening literacy level. The data was obtained from 9 students taking the mantiq (logic) course. They were asked to read 'Ilmul Mantiq and communicate their thought process while reading. By utilising the narrative inquiry method, there are, at least, four models: scholar models, learning models, receptive models, and natural models. The learning model is superior to other models in terms of its outputs, ease of implementation, and types of thought process involved. As a form of literacy, reading is a mental process of negotiating the experiences of readers and writers. Thought process required for students are the ability to think logically, experimentally, ethically, and aesthetically.*

**Keywords:** *Literacy, reading, reader model, types of thought process*

**INTRODUCTION**

Every day, from waking up to going back to sleep, humans deal with various problems that require them to give opinions, make decisions, or take actions. To do so, sufficient and valid information is required. Therefore, the data needs to be collected, processed and applied before deciding. The activity of processing this kind of data and information requires the so-called literacy.

Literacy competence is needed by every individual, ranging from children to adults. This competence will be used to process information presented in three forms of discourse, namely (1) discourse as a tool to influence the behavior of others, starting from *google* to the artificial intelligence application of the Guide Partition Table 2 (GPT 2),

(2) discourse as a base for information, from cooking recipes to Wikipedia and (3) discourse as a study and an expression of feeling and emotion as in books and novels (Joni, 1991).

However, Indonesians literacy level remains low. According to Indonesia's statistics agency (BPS) and The United Nation of Education Social and Cultural Organization (UNESCO) in 2012, the ratio of people interested in reading was only 1:1000. In other words, of every 1000 Indonesians, there is only one person interested to read, the rests barely have any interests in reading. Moreover, PIRLS 2011 International Results in Reading put Indonesia in the 45<sup>th</sup> out of 48 countries. In addition, PISA 2009, 2012 and 2015 put Indonesian students in the 57<sup>th</sup>, 64<sup>th</sup> and 64<sup>th</sup> position out of 65 countries, respectively (Wiedarti, 2016).

In 2016, *Puspendik Kemendikbud*, through Indonesian National Assessment Program (INAP) (*Asesmen Kompetensi Siswa Indonesia (AKSI)*), attempted to assess reading, math, and science ability of the fourth-grade elementary students. In reading category, 46,83% students were lacking, 47,11% were sufficient, and only 6,06% could be considered good enough (Wiedarti, 2018).

The above literature shows that Indonesian students' reading skills are still low compared to children in other countries. This study will focus on exploring reader models utilised by Indonesian university students. This article aims to explore suitable reading model among adult readers that could be fostered and widely practiced for a more comprehensive literacy competence. Thornton (2010: 11) argues that comprehensive literacy is the ability to use reading, writing, speaking, listening, viewing and technological skills and strategies to access and communicate information effectively inside and outside of the classroom and across content areas.

Reading in a literary context is an activity to interpret and decode written symbols verbally, i.e. symbol of sounds in form of letters. Reading starts from the early literacy before comprehending variety of readings (Smith, 2012; Clarke, dkk. 2013; Jennings, Caldwell, dan Lerner, 2013). In the early stages of literacy there are six stages of the reading skills development, namely (1) the development of oral language, (2) comprehension of the concepts in the text, (3) knowledge of letters, (4) awareness of types of phonemes, (5) ability to understand the relationship between letters and sounds, and (6) the activity of reading the word ( Oakhill, et al 2015).

Moreover, O'Connor and Klein (2013:64-65) explains that early literacy includes four stages: (1) *visual cue word recognition*, (2) *phonetic cue word recognition*, (3) *controlled word recognition*, and (4) *automatic word recognition*.

After mastering early literacy, according to Ludwig (2003), the next activity in reading is creating and making meaning, using text, and understanding how a text works and does something to the reader. This concept shows that reading is a complex process involving both physical and mental abilities of understanding a text (Gersten, 2001; Smith, 2012).

Success in decoding, using text, and reconstructing meaning is influenced by the ability of readers to recognize or understand symbols, read words correctly and smoothly. The success also needs to be supported by the ability to associate readers' experiences with the knowledge, experience, and feelings of the author (Gersten, 2001).

These various abilities need to be fostered and developed through reading learning as an activity that involves linguistic and cognitive abilities (Kamhi & Catts, 2002). These abilities are obtained through a complex interplay among biological, cognitive, and social maturity aspects (Oakhill, 2015; Wong, 2004).

Reading skills are obtained through several development stages. In the early stages of literacy, awareness of the written language symbols appears during childhood. Children become aware of the signs in the environment, such as the word "stop" means "not moving", "toilet" means "defecation chamber", and other signs. Children know that reading starts from left to right. Children start to be aware that the symbols on the paper represent a spoken language and they can be read (Mather and Wendling, 2012). Success in reading is influenced by several things, including biological maturity, development of intelligence, and working sight and hearing organs that lead to ability to recognize words heard or seen, so that a child could produce the words correctly. Reading skills are also supported by the ability to associate what is read with the child's experiences and knowledge (Ehri, 2012; Gersten, 2001, Mather & Wendling, 2012).

Success in reading is highly dependent on children's early reading process mastery. Examples are ability to correlate the symbols and sounds, to read word arrangement correctly and accurately, and to read fluently (Gersten, 2001).

In addition, reading skills are also influenced by an individual's internal, environment and cultural factors. Jennings, Caldwell, and Lerner (2013) explain that reading skills are affected by the individuals themselves. For over 100 years, medical researcher has attempted to identify individual factors affecting reading skills. This research focused on neurological factors affecting reading by using FMRI (functional magnetic resonance imaging) to test differences between poor readers and normal readers. The findings show that reading difficulties are affected by brain deficiencies and other damages in brain and articulation devices.

The discussion above denotes that reading as a collection of activities from decoding symbols, meaning making, enjoying text and its meanings, to negotiating reader's and author's experiences to obtain renewed meaning. These activities are required to foster the literacy competence. However, do individuals, especially adults, apply them in reading? Do they have different thought process when reading? Do they negotiate their experiences with the author's? Do they enjoy the text and its meaning?

To answer those questions, the author will apply narrative inquiry by Garold Murray (Heigham, J. and Croker, R.A. 2009). This method relies on the description of the reading activities conducted by nine students of Arabic Education Study Program, Faculty of Language and Literature, Universitas Pendidikan Indonesia, who contracted Logic (*Mantiq*) course. Main literature of the course is a book entitled *'Ilmul Manthiq*, written in arabic, by A. Zakariya bin Ahmad Karkhi, published by Pesantren Persatuan Islam Garut (Association of Islamic Boarding School Garut), 1999.

These students were requested to explain and write their experiences in reading the literature. Then, the data was compiled, documented, analysed, sorted and categorised upon the tendency of thought process. All descriptions were correlated with relevant theories to build a new one. Out of nine narrative by the participants, the findings would be classified into four models that will be discussed in the findings and discussion section. One thing to note, however, is that the reader in this article is an adult, not a child.

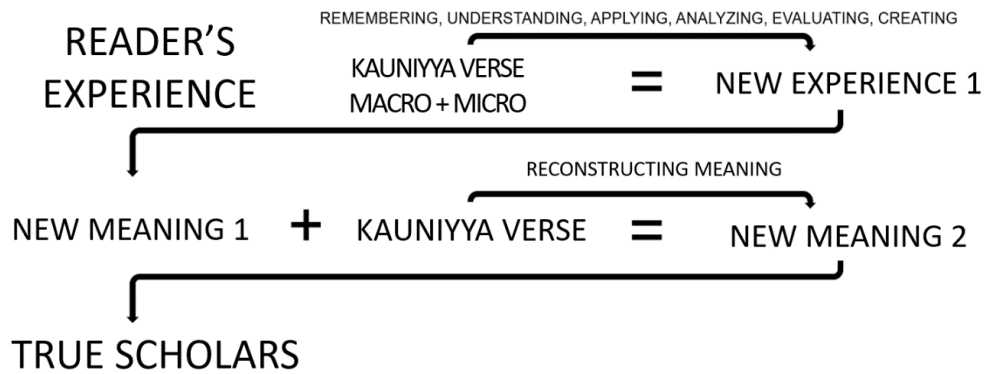
## **FINDINGS & DISCUSSION**

From the analysis of the narratives produced by the participants, there were four adult reader models: (1) scholar model, (2) lifelong learner model, (3) receptive model and (4) natural model.

### **Scholar Model**

In this model, a reader correlate, control, compare and associate their knowledge, experience, feeling and emotion with that of the author's. These are done systematically, critically, logically and objectively. The reader reconstructs the meaning, concept, and ideas provided by the author in the text with his/hers. Afterwards, the meaning is associated, compared, and contrasted with various phenomenon in the reality along with the context of the reader. The text is compared with the data, facts and phenomenon in the universe. This activity results in the new experience accumulated from reader's and author's experiences, as well as the truth

of the universe. Such reader could be classified to follow the true scholar model. S/he tends to think logically, radically, comprehensively, objectively, systematically, contextually and data based. The reader of this model can be explained in the following figure.



This model is in line with the reading concept proposed by Serravallo(2010:43) who argued that reading is a mental and meaning-making process of the text. Similarly, Johnson (2008: 3), Jennings, Caldwell, dan Lerner (2013) supported the notion of reading as a meaning-making process of a text.

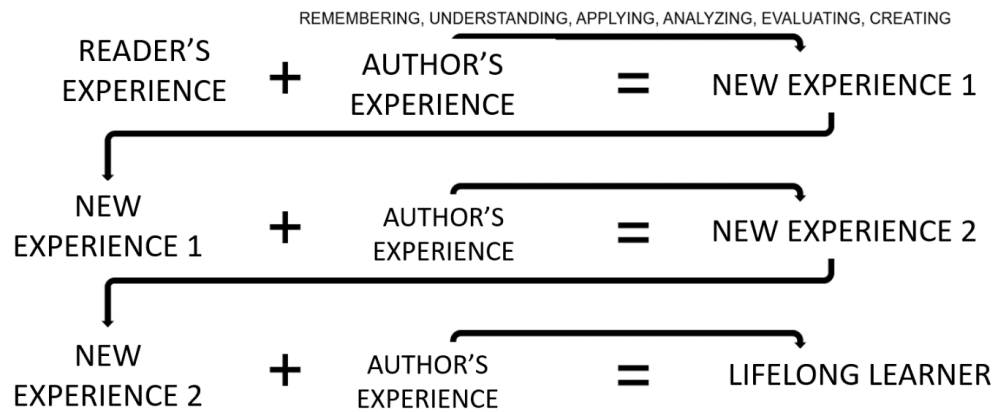
This type of reading activity is also in line with Smith's proposition (2012:1) regarding reading as an activity to deduce meaning from given settings, such as weather, map, body language, thought, and symbol. When "reading" is solely correlated with the understanding of the given text, the term "reading" means reading itself.

However, the readers of this model did not apply all six process of remembering, understanding, applying, analyzing, evaluating, and creating completely. Each reader applied each step differently depending on the individual. Only a few participants applied this model. Those also did it partially.

### **Lifelong Learner Model**

In this model, the reader correlate both his/her experiences and a book author's to create a new one. To depict the accumulation of experience, numeric value will be used, such as new experience 1. This new experience 1 would further be controlled, correlated and contrasted with another book author's experiences. This interaction is marked as another experience, new experience 2. This experience will then be further linked by readers when they read another

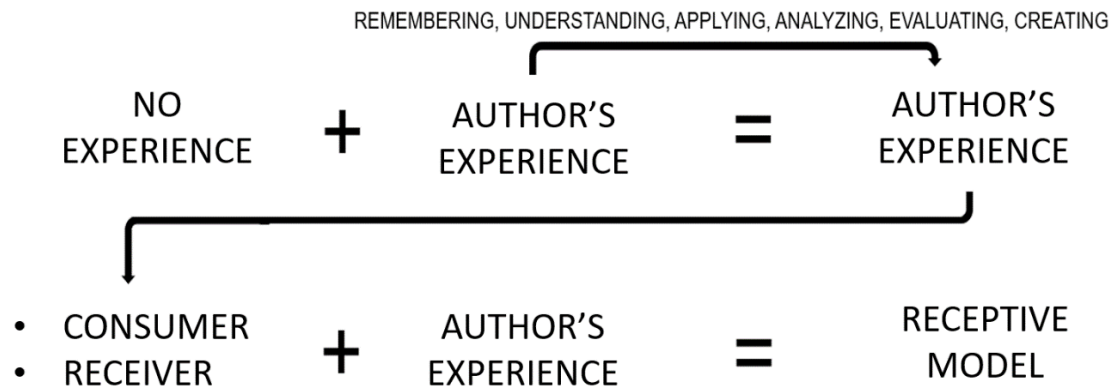
new book, i.e. new experience 3. This cycle will continue and accumulate as long as the readers keep reading new books. Therefore, the model is termed lifelong learning model. This model may be suitable for readers who face the ever-changing adversity along with the change of time. This model can be represented by the following figure.



Unlike the previous model, this model puts emphasis on reading activity as a source of knowledge and experiences from the reading. These experiences could then be applied in the reader's life or shared to others, i.e. the reader's student. Specifically, the reader applying this model intends to gain knowledge upon a certain target. For example, a person who cultivate orchid would most likely read literature regarding orchid cultivation and its business prospects and values. Similarly, those who focus on a certain field are highly likely to pursue experiences from books related to their fields. The gain of each book will be the foundation when reading a new book. This model was applied by some respondents of the research.

### **Receptive Model**

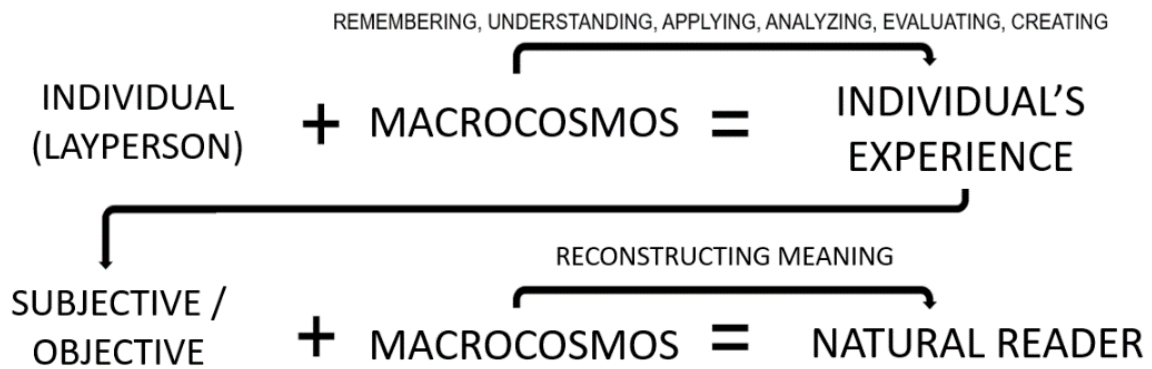
In this model, the reader has the least part to process the knowledge. S/he is less enthusiastic to criticise other's knowledge presented in the book. The reader is also unwilling to compare his/her experiences with the author's. S/he tends to be receptive and enjoy what is written. While reading, the reader is dominated by author's experiences. The reader lives in the shadow of another, lacking his/her own volition. This reader model can be described as follows.



Receptive reader model greatly relies on the understanding of the author's experience and the application of this knowledge in the reader's life. S/he does not analyse the benefits and drawbacks of the knowledge from the book. Nor does s/he combine new knowledge from the information in the book and theirs. The reader becomes merely a consumer of someone's idea, not a producer. This model was demonstrated the most by respondents of this research.

### Natural Model

Some people prefer not to read a printed form. These persons tend to read what is happening in the universe. They believe that books can be found naturally in the form of the edgeless ocean, pattern of human interaction, flora and fauna, and another part of the universe. In fact, this model is undergone and experienced by society in general. One of the most important characteristics of this model is the individual nature of what can be obtained (i.e. the experience, knowledge and understanding gained differ from one another). If the understanding obtained correctly, it can be said that the gain is much more than what can be obtained from the human-made books. The nature is the creation of the Almighty God. The reader of this model can be classified as a natural model reader who relies on the fact, data and existing phenomenon in the universe. This model is in line with Smith's view (2012:1) arguing that reading is an activity to obtain meaning from a situation, such as weather, map, body language, thoughts and symbols. The model can be represented by the following figure.



This model was not found in this research because the participants of the course were asked to read the *Ilmul Manthiq* book. As a result, all participants were fixated on the book without attempting to explore the world outside the book. The reader of this model tends to be illiterate (i.e., they cannot read) and has sufficient knowledge and experience to conduct their daily activities.

### Fostering Ideal Reader

The findings revealed four models: scholar model, lifelong learner model, receptive model and natural model. Out of four, the lifelong learner model can be classified as the most ideal model. This model could help human improve their life, is feasible for most readers, and puts emphasis in the thought process as the core; all of which are suitable to foster literacy in the society.

According to Al-Kailani (1997:72-96), thought process is one of the cycles of human behavior-related activities. Al-Kailani argued that human life and activity start from the will of an individual to move towards a goal. The existence of will differs human from other beings. The will is good if it drives human to a noble necessity that leads to beneficial results, both in the world and the world after. This noble necessity is what is mentioned in the Holy Quran as *al-mastalul a'la* (ideal values).

The will is the result of one's reasoning and the ideal values. The will is born from a healthy reasoning that conforms to the ideal values containing human basic needs, leads to benefits, prevents harms, and drives human to splendor.

There exists intellectual ability in human, as in physical ability. Through the reasoning, one could identify the existing aspects and occurrences in the surroundings. This



identification results in the knowledge being stored, reviewed, and applied as needed based on the current condition and problems being faced.

To function this intellectual ability to memorize, understand, apply, analyze, evaluate and create, the above reader models are required. *First*, logical and analytical thinking. This type focuses in semiotics among elements, cause-effect of the symbols, and conclusion. This mental process is similar with thinking in math and philosophy. The activities are based on principles and theories. *Second*, experimental thinking. This type relies on the facts of a topic related to the rule of the universe, such as physics and chemistry. This thought process leads to the principles based on the element of the universe.

*Third*, ethical thinking. This type focuses on the ethical consideration of a topic. The good and the bad of things according to the principles and beliefs in the society. *Fourth*, aesthetical thinking which tends to classify something into beauty or ugly (aesthetical principle) (Al-Kailani, 1997: 78). These trains of thought need to be fostered to children and students to build their thought process during reading.

## CONCLUSION

For adults, reading is a thought process of reconstructing meaning or new experiences by associating both the reader's and author's experience through a variety of texts and phenomenon in the world. At least, there are four types of reader model: scientist model, lifelong-learning model, receptive model, and natural model. Of the four models, lifelong learning model seems more suitable to be taught and practice by emphasising logical, experimental, ethical and aesthetical thinking.

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