

ONE DAY ONE ARTICLE (ODOA):

HABITUATING READING COMPREHENSION SKILLS

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Submitted:2023-02-21

Accepted:2023-03-29

Abstract: This article explores quality habits that can be taught to non-English department students to improve their reading comprehension skills in English-language scientific literature. By using the theory and practice of reading comprehension, students are expected to be able to get used to reading scientific writings in English at a certain stage and time. This paper was developed using a qualitative approach based on data from grounded research that explores phenomena based on inductive studies which include reading theory, reading activity, and reading habit. This study found that students can increase their knowledge by understanding aspects of activities that become routine. These activities are inherent in the quantity and quality of reading activities. The results of this paper have implications for complex literacy mastery in supporting students' higher-order thinking skills (HOTS) as an academic need in the Society 5.0 era. This article proves that there is no barrier for non-English department students to be able to master reading skills from English texts by making quality reading habits.

Keywords: *One Day One Article; Reading Comprehension; Habituating Reading*

INTRODUCTION

One of the ways to achieve academic abilities is by encouraging students to achieve reading comprehension of English texts autonomously. Activities of reading texts in English strengthen the ability to capture the messages of the texts. Reading comprehension is the process of extracting information from the text comprehensively to get the meaning text itself (Bojovic, 2010). This activity can be carried out according to certain goals and expectations by learners, which is called reading purpose (Shuke & Cuiqiong, 2019). The reading purpose is related to English for Specific Purposes (ESP), which requires students to master English material for specific purposes with specific tasks as well (Millot, 2017). Individual tasks are suitable for improving the reading activities. ESP can be modified for specific targets by habituating and motivating besides giving insight and intelligence (Baba et al., 2020), the activity can also improve the English language skills of students themselves (Mardiyah, 2019). For non-English language department students, ESP is important to fulfill the profile of globally competitive graduates as evidence of the relevance of the academic world to the era of Society 5.0. Authentic materials that support the reading process are adjusted to the study program and the graduate profile. These are the outputs of the Education program.

Based on preliminary research conducted in the year 2022, from Islamic higher education and vocational higher education from the non-English department, especially in West

Kalimantan, Indonesia, students cannot be maximal to use authentic materials written in English. They still have many problems finding several ideal texts that are up-to-date and related to their academic writing tasks. Even though, the reality, there are a lot of articles from journals that can be selected according to need, from national and international levels, national and international accreditations, and even paid and free access. For example, based on SINTA's page (the official website of the Indonesian government journal), there are 6.941 journals indexed by SINTA based on data searches on June 9, 2022, at 02.00 a.m. (*SINTA - Science and Technology Index*, n.d.). At the same time, on the official Scopus page (one of the official websites for the international journal with the reputation of Elsevier), there are 27.057 active Scopus journals based on data for October 2021 (*Scopus Preview - Scopus - Welcome to Scopus*, n.d.). In addition, 8.089 WOS-indexed journals store research results with various themes and discussions (*Data Jurnal Terindeks WoS ESCI – PPI Official Site*, n.d.).

This study is insightful in the reading context because the finding can be a recommendation for a suitable habituating program to support autonomous learning, especially in reading comprehension. This study also reveals the steps of implementation of using a lot of reputed articles from websites by performing the One Day One Article (ODOA) activity. Moreover, the implication of this study connects to improving reading comprehension skills in English learning. The platform, the tool, and the material are available, but less effort from students to improve the reading culture.

METHOD

This research uses a qualitative approach employing the grounded theory research mechanisms, which are sourced from literature studies as a data collection database. The aim is to explore the general theory of reading habits with the skimming and scanning techniques and then focus on the particular theory of reading in English on one specific activity. The researcher observes, collects, and organizes data and forms theories from data simultaneously by comparing each data that has been compared. Data is collected using documents and reference check sheets. At the same time, data validity is assessed based on the triangulation of time and source. In addition, the development of a conceptual framework for analysis activities based on some formulations includes: 1) the phenomenon of general reading habits and reading English texts; 2) determining factors of reading habit; 3) implementation of reading to the specificity of the journal article as reference material for English reading habits.

FINDING AND DISCUSSION

1. Reading Habits and Determining Factors

The researcher adopted the habits loop (Chen et al., 2020; Duhigg, 2012; Moore, n.d.) with the details of the cue as the stimulus that triggers a behavior (signal for having consistency), routine as observable behavior of the habit (behavior pattern), and a reward as a signal of the completion of the routine that can be an achievement appreciation (result). The loop is illustrated like a full pie, explained in three slices of pie. The first one means the appearance of a trigger or signal for reading. Not all reading activities are carried out without a signal that encourages the activity. Inside and outside encouragement support the trigger. Then, its value can be in the form of coercion or voluntary. The second piece of the pie means that the signal that keeps appearing will form a scheduled “reading ritual” depending on the purpose of reading it. Scheduled reading activities support personal setting goals and reading targets. The third pie is that the achievement of reading goals and targets raises self-esteem for good reading skills to encourage continuous reading motivation. The illustration can be seen below:

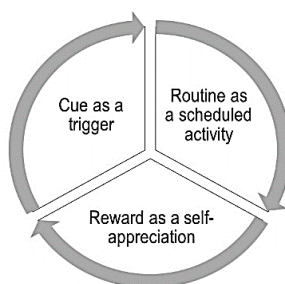
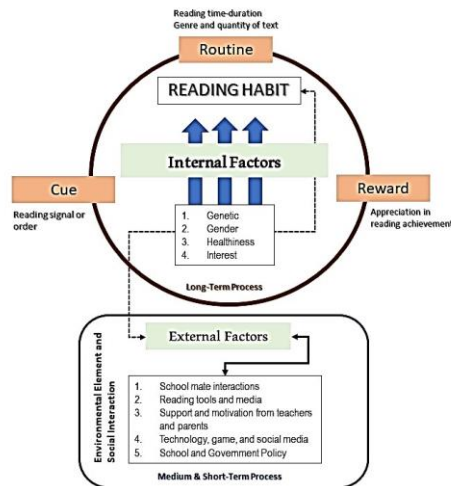


Figure 1. Habituating Pie for Reading Target

Two factors of reading habits are determined by internal and external factors. Those influencing the habits in two kinds of terms processing. Internal factors refer to genetics, gender, healthiness, and interest (Dilshad et al., 2022; Ramaiah & Daimari, 2022). On the other hand, external factors refer to the millennial generation's character, the use of gadgets, the influence of social media, entertainment from TV and YouTube shows and virtual games, the motivation of teachers and parents, reading facilities or media, and understanding of reading concepts (Adnan et al., 2016; Fitri, 2020; Gezgin et al., 2021). From these two factors, the researcher integrated the interpretation of habit loops into reading terms, namely cue as the reading signal or order, routine as the timing and duration for reading, also for the genre and quality of the text read, and the last is a reward as the appreciation of achieving reading targets. Internal factors are directly related to the elements of habituation (cue, routine, and reward) because they are related to independent achievement. At the same time, external factors support the interaction that has been built between elements of habituation

and internal factors that encourage reading habits. These are categorized as environmental elements and social interactions because there are elements outside the human person that encourage the implementation of reading habits, such as other people (teachers, parents, friends) and objects (tools, media, facilities, infrastructure, rules, and policies). Internal factors formation takes quite a long time than external factors because of how much the external impulse appears and dominates. The illustration can be seen in figure 2 below:

Figure 2. Determining Factors of The Reading Habit



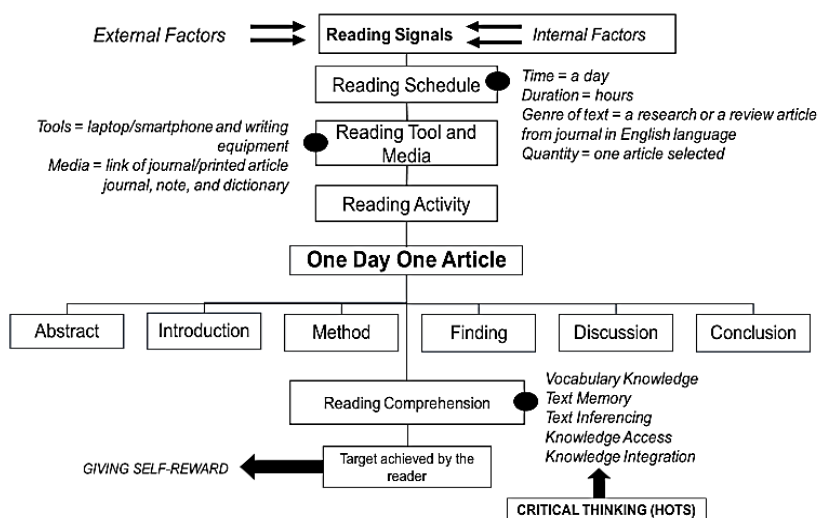
2. ODOA Reading Habit Implications to Reading Comprehension Skills

ODOA stands for One Day One Article, an academic activity that can become a habit for students not from English majors who want to be proficient in English both passively and actively. ODOA uses a self-learning method that is fixated on developing self-potential through independent learning. The self-learning method in ODOA aims to acquire a variety of reading skills that support an increase in the number and understanding of vocabulary while supporting writing skills resulting from an increase in vocabulary obtained at each reading activity. In addition, the self-learning method suppresses the level of learning stress because it is more flexible to the way, place, and time of learning can be adjusted independently (Loeng, 2020; Reyes, 2019).

Based on figure 2, the idea of routine reading of scientific articles is the result of signals from the needs of the students themselves, campus policies, and assignments from lecturers, where students who are not from non-English majors must also get used to reading quality articles in English. The development of the concept of habituation is also based on studies of various scientific articles that examine reading awareness and the benefits of reading activities in both classroom and independent learning activities (Blachowicz & Ogle, 2008; Buzan, 2010; Duggins & Gray, 1971). By mapping elements of reading comprehension, the

researcher explores five elements of reading comprehension consisting of vocabulary knowledge, text memory, text inferencing, knowledge access, and knowledge integration. They are part of learning higher-order thinking skills (critical thinking) based on scientific studies (Allen et al., 2014; Blachowicz & Ogle, 2008; Çiğdemir & Akyol, 2022; Duke et al., 2021; Smith et al., 2021). The following is an illustration of the unification of the concept:

Figure 3. Implementation of ODOA in The Reading Habit



3. Steps for ODOA in Language Learning

The steps of implementing ODOA including preparation, implementation, and evaluation are explained below:

Table 1. Steps for ODOA Implementation

No	Steps	Explanations
1	Preparation	<p>a. Reading Materials Preparation Learners find reading material that is suitable for the study program they have. Reading material, in this context is an article, is downloaded from a variety of online journal websites either internationally or nationally accredited.</p> <p>b. Tools and Supplementary Materials Preparation One thing of equipment that might need to be thought about is a blackboard or madding that can be seen and is easily used to mark reading targets and vocabulary targets. Whereas the material is related to article links, notebooks, and dictionaries.</p> <p>c. Time and Duration Setting Reading time must be chosen because of its flexibility. For example, students of economics and business studies programs have free time for 4 hours before going to sleep at over 6 pm. Thus, the student can take 1-2 hours to use as reading time</p> <p>d. Target of Achievement Setting The determinations of target achievement are the number of articles and vocabulary. These targets must be adjusted to student learning targets. Short- or long-term output depends on the needs of the students themselves.</p>

No	Steps	Explanations
2	Implementation	a. Learners begin reading activities starting from the title, the smallest element of the article template, i.e. the identity of the article including the title, author's name, author's correspondent address, journal name, and journal edition. b. Learners mark vocabulary that is not yet known to its meaning and function by using colored stationery. If all abstract information has been drawn, the learner may carry out missing meaning words for vocabulary that is not yet known to mean or immediately look for it with the help of a dictionary.
3	Evaluation	a. Learners should rate the number of articles read in a certain period. b. Learners assess the number of vocabularies memorized in a certain period. c. The self-reward giving is for each achievement obtained.

Based on the results that have been stated previously, a habit is done repeatedly and becomes part of a routine. It is translated into various Indonesian and English dictionaries that have patterns and become part of an individual's behavior in his daily life. Habits in learning are attached specifically to an approach based on behavioristic theory, namely prioritizing changes in student behavior (Sokip, 2019). There is a stimulus in the form of thoughts, feelings, or movements that result in a response in the form of thoughts, feelings, or movements so that human behavior becomes an assessment of learning outcomes because it can be manipulated and regulated according to the conditions of human learning itself (Budiman, 2017). Thus, study habits become an important part of the development of moral values of human beings regarding good behavior that applies in certain societies.

Although there are clear advantages of having a reading habit, its implementation is influenced by two things, namely internal factors and external factors. Research conducted in Pakistan shows that external factors, namely the role of parents, are factors that influence reading habits (Adnan et al., 2016). To behavioral studies, habits form characters that do not appear quickly. The nature of the reading process is formed from internal factors from the smallest element, namely the family (Bamberger, 1975), from childhood to adulthood. The family, the determinant of success in all aspects of life including health, economy, interests, and talents. Reading habits require ongoing direction and support by first setting up a healthy environment without distractions from reading. In addition, a similar experience was carried out in the Malaysian student environment that suggested there was a failure in getting students to read because it was not supported by internal and external factors, including reading awareness and behavior, improvisation of reading programs, preparation of reading styles and technology development, environmental support, healthy, and time allocation for reading activities (A Ghani et al., 2021). Parent and teacher support are the foremost parts driving the internal factors of reading habits (Baba et al., 2020). Students who have parents with high educational backgrounds influence their families to prepare a reading culture so that they contribute to

improving reading habits (Çiğdemir & Akyol, 2022). Thus, the magnitude of the influence of each internal and external factor will not be the same depending on which factor is more dominant. Only these two factors must exist and influence each other.

In this study, the researcher is not to look for student performance assessment results but rather to strengthen commitments to reading habits that are still relatively low among students in Indonesia, more specifically on the activity of reading articles in English writing. Regarding language skills, reading is one of four skills that need to be mastered (listening, speaking, and writing). The ability to read in English can be taught through the process of introducing-modeling-practicing-applying (Pratiwi et al., 2015). There is the text that is introduced and used for reading. Some teachers/lecturers demonstrate examples of how to read correctly. There are student sessions to practice how to read. And finally, there is a session when students are asked to answer questions relating to the text that has been read. So, teaching reading skills with appropriate methods will increase students' understanding of reading, English vocabulary, and reading skills (Bojovic, 2010; Buzan, 2010; Pratiwi et al., 2015).

This issue follows the quality of higher education graduates in Indonesia, especially at the sixth level of the Indonesian National Qualification Framework (KKNI). In addition, the habit of reading English articles becomes a part of independent learning. Without pressure and commands from anyone, students need to build their reading activities by following the determined genre and time to read. This concept is a successful indicator of reading learning. In the end, one article in English contained the fulfillment of the comprehension reading component. Each sub-chapter or item in one article grows new memory in new vocabulary and thickens old memory from the vocabulary that has known its meaning. Articles that have followed the scientific examination procedure of the journal manager will have novelty values that can trigger critical thinking abilities. Starting from a title, abstract, introduction, method, discussion, and conclusion, it means a lot of information about research facts and literature.

CONCLUSION

This paper shows the ability in reading English texts can be optimized by non-English department students with the suitability of the qualified reading habit. This study is in view, firstly, the reading habit of English-language texts by students from the non-English department is a foremost requirement to develop holistic thinking skills in writings on particular topics. The use of tremendously diverse technology and educational value websites, especially journal pages, is also an important part that cannot be separated from this habituation process. Second, the term forcing for goodness sake in reading one day one English article is an applicable study because it includes elements of practicing reading comprehension skills in the context of

examining in general the ideas and conclusions of the issues written in the article. In addition, the increase in English vocabulary specified to specific majors adds learning substance not only to the sciences that are of interest but also to the language knowledge that is inherent as part of the supporting skills of the Society 5.0 era. The contribution of this paper is in the field of reading comprehension skills, namely independent learning from reading activities for academic purposes. In the end, in-depth research related to this implementation learning process in the classroom becomes necessary, especially in learning ESP. The researcher believes that this good habit can support the improvement and the quality of students in higher education in HOTS for the present and the future.

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