

CHAPTER I

INTRODUCTION

This chapter explains and discusses the foundation of the research. It contains the important point such as research background, methodology of research, theoretical foundation and other as requirement this research is qualified and valid.

1.1 Background of Research

Reading is essential to our ability to communicate in a foreign language. Reading is beneficial to language acquisition. Assuming that learners understand what they read, more they read, the better become at it (Harmer, 2007, p. 99). As a result when they read, they must comprehend what they are reading. It is pointless for them to read if they do not understand what they read. The quality of reading a person can affect his intellectual, social, and emotional development (Jauhari, 2013, p. 54). This can happen because people who read a lot get positive insights for their lives, so it is only natural that people who are diligent in reading can organize their lives better than people who do not like to read. In reading also have several problems that faced by the learners.

The importance of reading comprehension is explained in the Minister of National Education No. 22 of 2006 concerning Content Standards for Primary and Secondary Education Units, stipulates that English learning in Junior High School is targeted so that learners can develop communication competencies in spoken and written form to achieve functional literacy levels, and have an awareness of the nature and importance of English to increase the nation's competitiveness in the global community (Siregar, 2015, p. 3).

The problems of reading often faced by the learners when they try to read. Many EFL learners keep struggling with reading comprehension issues, including impairments in vocabulary and background knowledge, grammatical problems, and poor reading methods, all of which are crucial in reducing the difficulties (Kasim & Raisha, 2017, p. 309). There are varieties of reading difficulties that faced by the learners in Junior High School.

First, individuals are unlikely to like reading English literature because it requires effort to comprehend. Second, research have identified a number of common issues in EFL reading classes, including a lack of vocabulary, difficulties, lexical and syntactic knowledge, language inaccessibility, and poor reading skills. Because of that, the learner needs an appropriate strategy in learning reading, especially in reading comprehension.

To have successful learners, they should have an appropriate strategy to learn. Learning strategies must be chosen to motivate learners, facilitate the learning process, shape the whole person, serve individual differences, promote meaningful learning, encourage interaction, and facilitate contextual learning (Ayuningtias, 2015 p. 3). In learning reading the teacher should have an appropriate strategy of learning reading. The goal of reading instruction, according to Brown cited in (Dwiningtiyas, Sofyan, & Puspita, 2020, p. 67) is to help learners become successful and efficient readers. To achieve the goal, the teacher must employ a reading comprehension strategy. The strategies of reading comprehension skills are: summarizing, graphic and semantic organizers, cooperative learning, answering and generating questions, understanding story structure, identifying the main idea, using visual aids, inferences, intertextuality, and elaborate based on experienced. To have an appropriate strategy in learning reading, the teacher must consider the needs of learners itself.

Finding the needs of learners is one of the important parts in learning English. One of the alternative solutions that may help with the problems is to find an appropriate strategy or techniques (Taufiqulloh, Wardhani, & Sulistyawati, 2018, p. 168). Needs analysis strategies are used to allow learners to express their personal language learning goals, priorities, and aspirations, as well as to allow teachers to collect background information about the learners, identify their learning obstacles, and diagnose the learners' language learning needs (Taufiqulloh, Wardhani, & Sulistyawati, 2018, p. 168). In line, this research is exploring the strategies of reading comprehension and the needs of learners in reading comprehension in 21st century.

To have skills in reading comprehension, the learners and the teachers should consider several parts. Research in this area involves four clusters; (1) 21st century learning (Mustafa, 2014), (Boholano, 2017), and (Hirschman & Wood, 2018). (2) Learning strategy (Aruselvi, 2016), and (Shi, 2017). (3) Factor that influencing successful learners (Liando, 2012), (Beyaztas & Senemoglu, 2015), and (Pariyanto & Pradipta, 2019). (4) Learners profile (Zaina & Bressan, 2008) and (Muslimin, 2018). The research has shown different findings. However, those researches do not focus on the factors that influence successful learners in the 21st century. Several kinds of research do not mention an appropriate strategy for learners in the 21st century.

The factors that influence successful learners in the 21st century is important to learners there are: (1) Teacher factor, for the factors that come from in the teacher, respondents provide various answers about what abilities the teacher needs to prepare in learning activities. (2) Learners factor, besides the teacher as a factor determine the success of learning, learners also an important role in determining success or failure of the learning process itself. (3) Interaction factor, interaction in learning interpreted as a mutual relationship turning between the elements of education in the learning process which greatly determines the success of a learning process. (4) Facility factor, learning facilities too respondents mentioned as one of the determining factors for the success of the learning process (Tae, Ramdani, & Shidiq, 2019, p. 132). So, the factors are essential to the learners and also to the teacher to deal with learners difficulties.

An appropriate strategy for learners in the 21st century is essential. The strategy that usually use in the 21st century are (1) Deeper learning, deep learning is a process where by individuals become able to take the essence of what is learned from one situation and apply it to another. (2) The learning strategy applies a pedagogical strategy that supports deeper learning practices and new partnerships. (3) Inquiry based model. (4) The use of technology is directed at helping learners develop technological skills as part of 21st century competencies. (5) Informal education and experiential role in developing the competence of learners. (6) The assessment was carried out using a transformative pedagogic

approach. (7) Learning infrastructure support plays an important role in achieving 21st century competence (Haryono, Subkhan, & Putra, 2017, p. 431). So, learning strategies 21st century are very useful to prepare learners to become citizens of a global society who are literate in information and knowledge of the 21st century.

This research is conducted in Junior High School in Cirebon. In that school, the teacher has a struggle to teach reading comprehension because the learners have a lot of problem in learning English. Because of that, the researcher likes to analyze about the appropriate strategy and EFL learner needs in Junior High School.

1.2 Identification Issues

In Junior High School, the learners have a problem in learning English, especially in reading comprehension. The issues are the learners unlikely to like reading English literature because it requires effort to comprehend, have a lack of vocabulary, not understand grammar, lexical and syntactic knowledge, language inaccessibility, and poor reading skills. Davoudi & Yousefi as cited in (Kasim & Raisha, 2017, p. 309) identifies a range of reading challenges and problems among EFL learners, including impairments in vocabulary and background knowledge, grammatical problems, and poor reading methods, all of which are crucial in reducing the difficulties.

Based on the clusters in the background above the researchers identify several deficiencies that had been discussed from previous research, including do not focus on the factors that influence successful learners in the 21st century. Several kinds of research do not mention an appropriate strategy for learners in the 21st century. The researcher takes this research because not many researchers had researched about learners need in reading comprehension in 21st century. In this research, researcher tries to find some of the deficiencies that have not existed in previous research.

1.3 Delimitation and Focus of Research

Reading can be done with a variety of interesting techniques and strategies. Choosing the right technique can make reading more efficient, effective, and can attract learners' interest while increasing learners' creativity (Sugiarti, 2012, p. 34). The reason of this research is to increase learners by using several strategies and for improving learners in reading skill. To know the needs of learners also important for teacher and learners. Needs analysis strategies are used to allow learners to express their personal language learning goals, priorities, and aspirations, as well as to allow teachers to collect background information about the learners, identify their learning obstacles, and diagnose the language learning needs (Taufiqulloh, Wardhani, & Sulistyawati, 2018, p. 168). Furthermore, this research is focus on strategy and EFL learners of Junior High School needs in reading comprehension in 21st century.

The importance of reading comprehension explained in the Minister of National Education No. 22 of 2006 concerning Content Standards for Primary and Secondary Education Units, stipulates that English learning in Junior High School is targeted so that learners can develop communication competencies in spoken and written form to achieve functional literacy levels, and have an awareness of the nature and importance of English to increase the nation's competitiveness in the global community (Siregar, 2015, p. 3). In this research, the researcher focuses on the strategies and EFL learners' needs of reading comprehension in Junior High School. The subjects of this research were the eight learners from IX grade in Academic Year 2021/2022. The criteria of the learners selected by the researcher as research subjects who were active and have a good reading skill, learners who used strategies in reading and recommended by English teachers. While the criteria for the teachers selected by the researcher as the research subjects were the class IX teacher who teach in the class and were active in the research schools.

1.4 Research Question

- 1) What are the strategies of reading comprehension skills in the 21st century?
- 2) What are EFL learners' of Junior High School needs in reading comprehension skills in the 21st century?

1.5 Aims of Research

This research aims to:

- 1) To investigate the strategies of reading comprehension skills in the 21st century.
- 2) To investigate EFL learners' of Junior High School needs in reading comprehension skills in the 21st century.

1.6 Significance of Research

The significances of this research are:

1.6.1 Theoretical

From theory, the research can be used as a reference for those who want to conduct studies in the English teaching-learning process. The result of the research offered the some benefit for English teacher in their teaching-learning process, especially help the teacher to gain the reading strategies that can be used in learning process and to enhance other theories about the needs of learners in the 21st century, especially in Indonesia.

1.6.2 Practical

From practically, this theory is to show the strategies and the needs of learners. The researcher hopes the teacher able to implement the appropriate reading strategies based on the learners' needs, in order to enhance English teaching and learning to become more active, effective and efficient.

1.7 Theoretical Foundation

This section reviews the basic theories of the research related to reading comprehension such as: 21st century learning, language learning in 21st century, reading comprehension, and the learners need in reading comprehension in the 21st century.

1.7.1 21st Century Learning

Educational concepts was adapted by the Ministry of Education and Culture of the Republic of Indonesia in developing the curriculum for Elementary School, Junior High School, Senior High School, and Vocational High School in order to develop education towards a creative citizen in the 2045. The three concepts are 21st century skills there are scientific approach, authentic learning, and authentic assessment (Daryanto & Karim, 2017, p. 63).

The 2013 curriculum carries the themes are producing, productive, creative, innovative, and affective. Through strengthening attitudes, skills are knowledge in an integrated manner (Mulyasa, 2015, p. 24). It can be teachers must be able to develop the potential of learners optimally through various creative learning innovation designs that can develop learners' creativity. Life and careers in the 21st century require the ability to 1) be flexible and adaptive, 2) take initiative and be independent, 3) have social and cultural skills, 4) productive and accountable, and 5) have leadership and responsibility (Sipayung, Sani, & Bunawan, 2018, p. 12).

Since the emergence of a global movement for a new learning model for the 21st century, there has been a growing opinion that formal education should change. These changes are important to generate new forms of learning that are needed in overcoming complex global challenges. Identification of learner competencies that need to be developed is very important thing to face the 21st century. Learners must hone skills and enhance learning to be able to overcome global challenges, such as critical thinking skills, the ability to communicate effectively, innovate and solve problems through negotiation and collaboration. However, from a pedagogical point of view is has not been adapted to address these challenges (Tahitoran, 2019, p. 48).

This learning experience must empower learners as individuals and citizens as well as agents of change who are responsible, creative, innovative, and able to contribute to society, the nation in the world. Among

the various competencies and skills that are expected to develop in learners so that they need to be taught to learners in the 21st century, including personalization, collaboration, communication, informal learning, productivity and content creation. They are also key to the overall vision of 21st century learning. The National Agency for Professional Certification (BNSN) formulates 16 learning principles that must be formulated in the 21st century education process.

The needs of learners in the 21st century to develop learner in English is important. In the 21st century the learners must have 11 skills (Larson & Miller, 2011, p. 22) there are:

- 1) Creativity and innovation, which are including three elements. First is *think creatively*: (1) Use a wide range of idea creation techniques (such as brainstorming). (2) Create new and worthwhile ideas (both incremental and radical concepts). And (3) Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts. Second is *work creatively with others*: (1) Develop, implement and communicate new ideas to others effectively. (2) Be open and responsive to new and diverse perspective. Incorporate group input and feedback into the work. (3) Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas. (4) View failure as an opportunity to learn, understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes. Third is *implement innovations*: act on creative ideas to make a tangible and useful contribution to the field in which the occur innovation.
- 2) Critical thinking and problem solving, which are including four elements. First is *reason effectively*: Use various types of reasoning (inductive, deductive, etc) as appropriate to the situation. Second is *use System thinking*: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems. Third is *make judgments and decisions*: (1) Effectively analyze and evaluate evidence, arguments, claims, and beliefs. (2) Analyze and evaluate major alternative points of view. (3) Synthesize and make connections between information and arguments. (4) Interpret

- information and draw conclusions based on the best analysis. (5) Reflect critically on learning experiences and processes. Fourth is *solve problems*: (1) Solve different kinds of non-familiar problems in both conventional and innovative ways. (2) Identify and ask significant questions that clarify various points of view and lead to better solutions.
- 3) Communication and collaboration which including two elements. First is *communicate clearly*: (1) Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in variety of forms and context. (2) Listen effectively to *decipher meaning*, including knowledge, values, attitudes and *intentions*. (3) Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade). (4) Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact. (5) Communicate effectively in diverse environments (including multi-lingual). Second is *collaborate with others*: (1) Demonstrate ability to work effectively and respectfully with diverse teams. (2) Exercise flexibility and to be helpful in making necessary compromises to accomplish a common goal. (3) Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.
- 4) Information Literacy which including two elements. First is *access and evaluate information*: (1) Access information efficiently (time) and effectively (sources). (2) Evaluate information critically and competently. Second is *use and manage information*: (1) Use information accurately and creatively for the issue or problem at hand. (2) Manage the flow of information from a wide variety of sources. (3) Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.
- 5) Media literacy which including two elements. First is *analyze media*: (1) Understand both how and why media messages are constructed, and for what purposes. (2) Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. Second is *create media products*: (1)

Understand and utilize the most appropriate media creation tools, characteristics and conventions. (2) Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.

- 6) ICT (Information, Communications, and Technology) including *apply technology effectively*: (1) Use technology as a tool to research, organize, evaluate, and communicate information. (2) Use digital technologies (computer, PDAs, media players, GPS, etc) communication or networking tools and social networks *appropriate to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy*. (3) Apply a fundamental understanding of the ethical or legal issue surrounding the access and use of information technologies.
- 7) Flexibility and adaptability including two elements. First is *adapt to change*: (1) Adapt to varied, roles, jobs responsibility, schedules, and contexts. (2) Work effectively in a climate of ambiguity and changing priorities. Second is *be flexible*: (1) Incorporate feedback effectively. (2) Deal positively with praise, setbacks and criticism. (3) Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.
- 8) Initiative and self-direction which including three elements. First is *manage goals and time*: (1) Set goals with tangible and intangible success criteria. (2) Balance tactical (short-term) and strategic (long-term) goals. (3) Utilize time and manage workload efficiently. Second is *work independently*: Monitor, define, prioritize and complete tasks without direct oversight. Third is *be self-directed learners*: (1) Go beyond basic mastery of skills and or curriculum to explore and expand one's own learning and opportunities to gain expertise. (2) Demonstrate initiative to advance skill levels towards a professional level. (3) Demonstrate commitment to learning as a lifelong process. (4) Reflect critically on past experiences in order to inform future progress.

- 9) Social and Cross-Cultural Skills which including two elements. First is *interact effectively with others*: (1) Know when it is appropriate to listen and when to speak. (2) Conduct them in a respectable, professional manner. Second is *a work effectively in diverse team*: (1) Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. (2) Respond open-mindedly to different ideas and values. (3) Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.
- 10) Productivity and Accountability which including two elements. First *manage projects*: (1) Set and meet goals, even in the face of obstacles and competing pressures. (2) Prioritize, plan and manage work to achieve the intended result. Second is *produce results*: (1) Demonstrate additional attributes associated with producing high quality products including the abilities to: Work positively and ethically, Manage time and projects effectively, Multi-task, Participate actively, as well as be reliable and punctual, Present oneself professionally and with proper etiquette, Collaborate and cooperate effectively with teams, Respect and appreciate team diversity, be accountable for results.
- 11) Leadership and Responsibility which including *guide and lead others*: (1) Use interpersonal and problem-solving skills to influence and guide others toward a goal. (2) Leverage strengths of others to accomplish a common goal. (3) Inspire others to reach their very best via example and selflessness. (4) Demonstrate integrity and ethical behavior in using influence and power. Second is *be responsibility to others*: Act responsibility with the interests of the larger community in mind.

1.7.2 Language Learning in 21st Century

In it is important to note that (digital) immigrant educators incorporate and strive to use technology in routine teaching and learning as information and communications technology (ICT) becomes more relevant in the 21st century (Dede, 2009, p. 43).

(UNESCO, 2003) Organized a series of ICT trainings for teachers on a global scale, especially in Asia and the Pacific. The goals were to improve teachers' ICT skills in all aspects of teaching and learning core subjects, as well as to improve individual computer literacy for practical purposes. The research came to a satisfactory conclusion with a general understanding of machine implementation in education and policy. However, some specific problems, such as troubleshooting and technical maintenance, expanding training facilities and programs, and providing ongoing support, remain critical to the training's continued success.

1.7.3 Reading Comprehension

Reading and comprehension are inextricably linked. Understanding and comprehension are the same thing. When readers read a manuscript, they must understand what the author is saying. The ability to grasp meaning from the writer's idea in a book is referred to as comprehension.

Some specialists have offered their different interpretations of reading comprehension. "Reading comprehension", according to Gardner and McIntyre, is the ability to translate written language into forms that are similar to those employed in inner thought or dialogue (Gardner & MacIntyre, 2001, p. 30). "Reading comprehension is a multi component, extremely complicated process that involves multiple interactions between readers and what they bring to the text (prior knowledge, technique use) as well as variables linked to the text itself", according to Harris and Graham (interest in text, understanding of text types) (Gardner & MacIntyre, 2001, p. 30). "Reading comprehension is a complex process of building meaning by integrating a number of skills related to decoding, word reading, and fluency, as well as the integration of background knowledge, vocabulary, and prior experiences", according to Harris and Graham (Gardner & MacIntyre, 2001, p. 30).

Reading comprehension is an active process of grasping meaning from the content of the writer's thought about the issue in a text by coordinating a variety of abilities linked to decoding, word reading, and

fluency, as well as the integration of prior knowledge, vocabulary, and previous experiences, as described above.

1.7.3.1 The Elements of Reading Comprehension

There are three elements in reading comprehension (Klingner, Vaughn, Boardman, & Swanson, 2012, p. 26):

- 1) The reader who is doing the comprehending. The reader must possess a wide variety of talents and abilities in order to grasp. Cognitive abilities (such as attention, memory, critical analytic ability, inference, and visualizing ability), motivation (reason for reading, interest in the material being read, reader self-efficacy), often different levels of expertise (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).
- 2) The document that must be understood. The text's characteristics have a major impact on comprehension. Simply extracting meaning from text does not equate to comprehension. During reading, the reader creates various representations of the text that are essential for understanding.
- 3) Comprehension is a part of the practice. A reading practice consists of one or more goals, some operations to process the text at hand, and the outcomes of the activity, all of which take place in a particular setting. As the reader reads, the activity's original intent can shift. Decoding the text, higher-level linguistic and semantic processing, and self-monitoring for comprehension are all part of the text processing process.

1.7.3.2 The Level of Reading Comprehension

Reading comprehension at this stage requires the learners to take a more involved role (Heilman, 2002, p. 7).

- 1) Literal Comprehension, this degree of understanding indicates the reader's interest is at a bare minimum. It is the clear comprehension of

the author's vocabulary and thoughts. The message of the author is accepted, but it is not tested, measured, or used in any way.

- 2) Interpretive Comprehension, at this stage, the reader not only understands what the author has written, but also goes beyond it. It necessitates an attempt to comprehend relationships, compare data to personal perceptions, and comprehend sequences. Observe the cause-and-effect relationship, and view the message in general. It necessitates a greater level of active involvement on the reader's side.
- 3) Applied Comprehension, the reader does more than only receive and interpret the message at this stage. The reader assesses the author's proposals, embracing or denying them as well as adapting them to a new case.
- 4) Critical Comprehension, at this step, the reader analyzes, evaluates, and responds to the details contained in a passage. At this stage of comprehension, the focus is usually on consciously applying the reader's general awareness to the ideas and concepts presented in the reading passage. Higher comprehension requires synthesis, particularly when dealing with difficult content.

1.7.3.3 Factors that Influence Reading Comprehension

Many variables can influence how well printed materials are understood (Heilman, 2002, p. 10):

- 1) Background Knowledge
- 2) Vocabulary. It is one of the most important influences affecting a reader's comprehension is vocabulary familiarity, as effective associating between written words, their context, and their referents is dependent on vocabulary familiarity. When most of the vocabularies in a reading selection are common to the readers, effective reading comprehension is likely.
- 3) Teacher Influence. The instructor assigns learners to memorize information from printed materials, which can aid them in completing their reading assignments successfully. Any teachers have a part to

play in the lives of their learners. Encourage learners to adapt what they have learned, make them regularly review what they have learned, encourage learners to advise other learners about a book, and encourage learners to come up with their own ways of commenting on books or stories.

1.7.3.4 Strategies of Reading Comprehension in 21st Century

Readers with little context experience have struggled to build a scenario model. Successful readers with context experience, on the other hand, deliberately draw inferences between the text base they have built and information contained in their long-term memory, retrieving these important pieces of information as they construct a scenario model. This professional readers use comprehension techniques such as (Caccamise & Synder, 2009, p. 67): 1) Summarizing the proposals in their own terms, 2) Describing the key ideas, 3) Self-questioning about the text's ideas, 4) Using visual and semantic organizers, 5) Checking their understanding.

There are active mechanisms that a good reader employs to come up with his or her own particular interpretation of the text. Both cycles refresh the reader's mind, allowing for deeper understanding and learning. Readers who process text at this stage are able to apply and expand on what they have learned through other thought mechanisms like abstraction, generalization, and implementation. These higher-order processes allow readers to consider the bigger picture in which this knowledge can apply and to apply it in novel ways for new purposes.

1.7.3.5 The Principles of Reading Comprehension in 21st Century

(McLaughlin, 2012, p. 72) Stated 10 principles of reading comprehension there are:

- 1) Base your understanding of comprehension of the social constructivist nature of reading.
- 2) Understand learners' roles in the reading comprehension process.
- 3) Be an influential teacher.
- 4) Motivate and engage learners.

- 5) Teach reading comprehension strategies.
- 6) Foster the development and use of vocabulary.
- 7) Provide learners with a variety of types and levels of text.
- 8) Encourage learners to use multiple modes of representing thinking.
- 9) Embed formative assessments in your everyday teaching.
- 10) Teach learners to comprehend at deeper levels.

1.7.3.6 The Process of Reading Comprehension in the 21st Century

Reading is one of the skills that require a lengthy procedure. To increase this skill, learners must be able to read in order to obtain the information needed to attain the goal of reading effectively. Grabe and Stoller as cited (Diniarti, 2019, p. 15).

Table 1.1 the process of reading comprehension (Diniarti, 2019 p. 15)

| Reading Lesson Stage | Objective |
|----------------------|--|
| Pre-reading | <ul style="list-style-type: none"> • Set a goal for yourself when it comes to reading. • Utilize prior knowledge. • Ensure that you have all of the facts you'll need to understand what you're saying (e.g. key vocabulary, important concept, background). • Organize your expectations. • Pique people's interest. • Boost your self-assurance and motivation. • Investigate text organization. • Demonstrate and practice standard pre-reading techniques. |
| During-reading | <ul style="list-style-type: none"> • To aid comprehension, direct learners' reading (for example, by |

| | |
|--------------|---|
| | <p>asking them to fill in a visual that displays interconnections among ideas in the text).</p> <ul style="list-style-type: none"> • Aids learners in making sense of what they are learning and keeping track of their progress. • Allow learners to make connections between what they are read and what they already know, as well as to evaluate what they've read. • Continual summarizing should be encouraged. • At this stage, model and practice common tactics. • Encourage comprehension and strategy development through dialogue. |
| Post-reading | <ul style="list-style-type: none"> • Examine your understanding. • Investigate how the structure of text aids comprehension. • Ensure that chances for fluency development are available. • Allow learners to summarize, synthesize, evaluate, elaborate, integrate, extend, and apply text knowledge by giving them opportunities to summarize, synthesize, evaluate, elaborate, integrate, extend, and apply text information. |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Ask learners to comment on the author and a specific feature of the text (e.g. writing, content). • Establish and celebrate comprehension achievements. • Demonstrate and practice standard post-reading techniques. |
|--|--|

1.7.3.7 The Characteristics of Good Reading Comprehension in 21st Century

According to Anderson, Hiebert Scott & Wikinson as cited by (Meylana, 2019, p. 13) that a good reader with good comprehension with some processes that a reader with poor comprehension does not have, and these processes are: Skilled reading is constructive, skilled reading is fluent, skilled reading is strategic, reading requires motivation, and reading is a lifelong pursuit. In the other hand, (Pang, 2008, p. 11) stated the characteristics of good readers divided into 3 dimension are: Language knowledge and processing ability (Automatic and rapid word recognition, automatic syntactic parsing and semantic proposition formation, reasonable size of vocabulary ranging from 10.000 to 100.000, awareness of text type and discourse organization).

Cognitive ability (Good store of cognitive strategies, ready access to variety of purposeful strategies, higher and proficient use of strategies, effective use of prior knowledge, supportive use of mother tongue in L2. Metacognitive strategic competence (Good knowledge of cognition, competence in monitoring comprehension process, and competence in evaluating and regulating strategy use to achieve maximum comprehension). The last theory concerning the characteristics of good reading according to (Konza, 2014, p. 126) such as: Goal orientated, understands text's purpose, monitors their understanding, read different text differently, adjust reading strategies and actively engaged.

Therefore, from the some theories concerning the characteristics of good readers we can concluded become 8 characteristics there are: skilled reading is constructive, skilled reading is fluent, skilled reading is strategic, reading requires motivation, reading is a lifelong pursuit, goal oriented, monitor their understanding, and actively engaged.

- 1) Skilled reading is constructive. There is not a specific reading section that is completely self-explanatory. Readers use their current store of knowledge and prior experiences to provide meaning to the printed text. As a result, readers “create” the definition of possess. To know how to answer the questions, learners must first understand the topic or at the very least the vocabularies used in the text. They improve their knowledge by reading extensively, and when they come along a similar topic, they have no difficulty.
- 2) Skilled reading is fluent. The ability to recognize words quickly is referred to as fluency. Readers are unable to focus on meaning if they must concentrate on decoding words. The word identification process in skilled reading must be automatic, not a conscious, purposeful effort.
- 3) Skilled reading is strategic. Skilled readers are adaptable, utilizing strategies that are suitable to the situations. Depending on the goal for reading, the complexity of the content, and their knowledge with the issue, they adapt and direct their reading style. Skilled readers, unlike poor readers, keep track of their reading comprehension. They are go back and utilize fix-up strategies, including as rereading, rephrasing the text to better comprehension, or looking ahead, if something on the text. Good comprehension requires skilled and strategic readers. They are not run out of time if they use proper strategy.
- 4) Reading requires motivation. Learning to read takes a lot of concentration over a long period of time. Teachers must aim to engage the interest of beginning and poor readers during the learning period because it takes several years to learn to read well. Motivation is essential in reading, readers usually only read what they want to read, if they are not motivated, they do not like the text and their performance suffers as a result.

- 5) Reading is a lifelong pursuit. Reading is an activity that involves with time and that becomes better with practice. It is not something that can be mastered once and for all. It is critical that the learner has enough opportunity to practice and engage in the reading process at all phases of the process, starting with the beginning.

The following are some critical elements in comprehension the text:

- 1) Understanding of text structures.
- 2) Vocabulary skills.
- 3) While reading, using prior information.
- 4) The importance of proficient reading for understanding.
- 5) Task ability.
- 6) Goal oriented. Skilled readers read with purpose they understand why they are reading and adjust their reading style accordingly. Good readers, for example, use their alphabetic and scanning abilities when using dictionary, nevertheless, when writing a critically essay, their approach to reading shifts to extracting and synthesizing significant material or ideas.
- 7) Monitor their understanding. Good readers monitor their knowledge to identify locations where meaning is list by remembering that they are reading for a goal. They also use previous knowledge and experiences to “construct, revise, and evaluate” their understanding.
- 8) Actively engaged. In contrast to the passive approach employed less skilled readers, skilled readers are actively engaged when reading. Interacting with the text allows the reader and the writer to share a common understanding. Furthermore, a good reader’s active engagement with text occurs not just during the tact of reading, but also during pauses from reading and afterwards, when the reader might continue to ponder or discuss the text with others.

1.7.4 The Learners Need in Reading Comprehension in the 21st Century

21st century learning is technology-based learning that is intended to balance the millennia with the intention that learners are familiar with 21st

century skills (Sugiyarti, Alrahmat, & Mursalin, 2018, p. 440). Therefore, in 21st century learning learners are accustomed to mastering 21st century skills. Meanwhile, according to BNSP, 21st century skills are the ability to think critically and problem solving, the ability to communicate and collaborate, the ability to create and share information and communication technology literacy, contextual learning skills, and information and media literacy skills. One of these skills is literacy. While the definition of literacy itself includes the ability to speak, count and interpret pictures, computer literacy and various other basic means intended to communicate, understand, convey, acquire valuable knowledge, and take advantage of both the ability to obtain knowledge in technology and assessing various contexts of either complex or intricate situations (Lipton & Hubble, 2016, p. 13). One of the literacy activities at school is reading literacy, while the meaning of reading is an activity for the application of skills in text processing to be able to find out the content or essence of a reading (Dalman, 2013, p. 1).

The results of the 2015 PISA (Program for International Student Assessment) show that Indonesian learners are ranked 64th with a score of 397 (OECD average score 493). A total of 72 countries who participated in PISA 2015 (OECD, 2015). From these results it can be concluded that the skills of Indonesian learners in understanding reading are included in the low category. The low of these skills is caused by the lack of interest of learners in understanding the reading. To overcome this problem, the government held a School Literacy Movement program as stipulated in *Permendikbud* No. 23/2015 on Character Development. According to Faizah, the School Literacy Movement (GLS) is an activity that has an inviting nature by involving school members, academics, publisher, mass media, society and ministerial stakeholders under the Directorate General of Primary and Secondary Education, Ministry of Education and Culture. The School Literacy Movement has several stages for sustainability in the long term, among others, there is the habituation stage, the development stage and learning stage. Furthermore, Faizah revealed that it was at the development stage it aims to maintain interest in reading and reading activities, as well as improving learners

fluency and reading. Activities carried out include listening, reading, speaking, writing, and sorting information (Faizah, 2016, p. 27).

1.8 Previous Research

In this section of the discussion, the researcher discussed how this thesis is related to the previous research. Research in this area involves (1) 21st century learning (Boholano, 2017) and (Hirschman & Wood, 2018). (2) Learning strategy (Aruselvi, 2016) and (Shi, 2017). (3) Factor that influencing successful learners (Liando, 2012), (Beyaztas & Senemoglu, 2015) and (Pariyanto & Pradipta, 2019). (4) Learners profile (Zaina & Bressan, 2008) and (Muslimin, 2018).

The first cluster is 21st Century Learning, the first research is entitled “Smart Social Networking 21st Century Teaching and Learning Skills” by Boholano (2017). The purpose of this research to pre-service teachers can help the educational system fulfill this obligation in order to better involve and educate Generation Z learners. The research used a qualitative-quantitative process. The result of this research is smart social networking includes critical thinking and metacognitive abilities and the ability to validate real-world situations and true learning skills to be incorporated and assessed. Technology acts as an exceptional instrument in the 21st century to form and develop the learning environment. In order to ensure that the technology is used to complement and not replace high-quality instructional methods, digital literacy abilities are absolutely important. The most effective tools for teaching in the 21st century are pre-service teachers using digital technologies with useful skills. The second research is entitled “21st Century Learners: Changing Conception of Knowledge, Learning and the Child” by Hirschman and Wood (2019). Against the context of globalization and information economy discourses and emerging digital native’ concept. It takes into account the effect of these principles on the child’s conceptualizations, the growth of deep learning, the effect on relationships between adults or teachers and learners, and social equity.

In sum, the researcher suggest that the learner of the 21st century is a concept that requires substantial criticism and more study. We are concerned about its uncritical implementation and the manner in which it is used to justify major changes in strategy, practice and classrooms in New Zealand. We have shown that the definition lacks analytical rigor and is focused on neoliberal philosophies and poor learning and learning conceptions.

The second cluster is Learning Strategy, the first research is entitled “Learning Strategy Training in English Teaching” by Aruselvi (2016). This research discussed the basic action to make learners better at learning a second language. Learning strategy preparation is focused on the challenges encountered by learners in the target language learning process. In order, for effective learning to be solved, these problems are important. Learning technique training focuses as much on learner training as on teaching languages. The second research in entitled “Learning Strategies and Classification in Education” by Shi (2017). This research discuss that learning strategies are action taken by learners to develop their learning. By improving language skills, growing trust and motivation in the learning process, the active use of language learning strategies allows learners to monitor their own learning. The result of this research is appropriate techniques for language learning result in greater motivation and trust. Instruction strategies can strengthen the self-efficacy and independent learning of learners and help learners take responsibility for their own learning.

The third cluster is the factors that influencing successful learners, the first research entitled “Factors Affecting A Successful Language Learner” by Liando (2012). This paper describes an overview of variables influencing an effective language learner. It explains how events enable learners to excel in learning English as a second language during the learning process (EFL). Data we gathered from personal experiences of the three learners participants and three lecturer participants in the Manado State University English Department, Indonesia, regarding English language learning. To collect the data, semi-structured interviews and personal narratives were used. From the interview data, three main themes were generated: family and community, structural influences and

individual factors. The results highlight that family members, teachers and individuals play important roles in promoting the active learning of English by learners. The second research entitled “Learning Approaches of Successful Learners and Factors Affecting Their Learning Approaches” by Beyaztas & Senegmolu (2017), the aim of this research is to identify learning approaches among successful undergraduate learners (deep, surface, or strategic) and the factors affecting and shaping their learning approaches. Data was collected through semi-structured learner interviews and documented on a research form developed by the researchers. We find that learners appear to be inclined to a surface learning approach, their teacher has a grasp of rote learning education the course content is quantitative, and tests are multiple choices or a true/false method is use. The last research is entitled “Factors Influencing an EFL Learners Proficiency: An English Teacher’s Perspective” by Pariyanto & Pradipta (2019). This research investigated the factors affecting an EFL learners success in Learning English. As a model of a good learner of English, an accomplished English teacher was chosen and asked about how she learned English. The results suggest that (1) Internal Motivation, (2) Social Context, (3) A positive attitude towards English are the factors leading to her progress in learning English.

The fourth cluster is learners profile, the first research is entitled “Classification of Learning Profile based on Categories of Student Preferences” by Zaina & Bressan (2008). This purpose of this research is to present the architecture of a framework that assesses learning profiles based on categories of learner preferences. The Felder-Silverman Learning Style Model describes the groups. The design allows the teacher, within the teaching scope in question, to determine the measurable characteristics he finds most relevant, the characteristics of which are related to categories of learners preferences. The result is an important aspect of meeting the individual needs of learners in an e-learning environment is the development of various learning scenarios that take into account different learning profiles. Within this scope, it is indispensable to define learning profiles in order to enable appropriate adaptations to be produced.

The second research is entitled “Profile of Successful English Language Learners” by Muslimin (2018). This research discuss it is important to improve learning achievement with the necessary learning strategies to be effective English language learners. This research is a descriptive qualitative case study involving ten learners from the UIN Mataram Department of S1 Islamic Elementary School Teacher Science (PGMI) learners who were in the 2016-2017 academic year and passed the English I program. It focuses on the basic essence of the individual subject as a descriptive analysis and goes through very deep discussions and descriptions to explain them. The finding of this research is there are some points that can be used to show that a language learner is successful language class grades, scores of proficiency tests such as TOEFL, TOEIC, and IELTS the learners ability to use the language, and a more experiential treatment of language proficiency.

The conclusion of that cluster is that EFL learners must have a profile of learners that the instructor maintains in order to establish good relationship and to consider technical distinction or adoptions. The learners also needed to consider the aspect that affects them in learning English, so that they could deal with it. To increase their skills, the technique used by learners must be suitable for their needs. So in the 21st century, learners can be effective.

The gap between previous research and this research is focuses on the needs learners in good reading skills, which are used by learners in Junior High School, as well as the needs of learners in the 21st century. Data collection techniques in this research are different from previous research. This research lies in the needs used by learners and the needs of learners, especially in reading comprehension.

1.9 Frame of Thought

Based on the background and the questions of this research, it is framing some ideas start from learning strategies, learners needs, learning reading comprehension in 21st century. Then, the researcher goes to the more specific term about learners’ needs in learning reading comprehension. To clarify how

each element relates to each other's the frame of thought in this research is illustrated in figure 1.1.

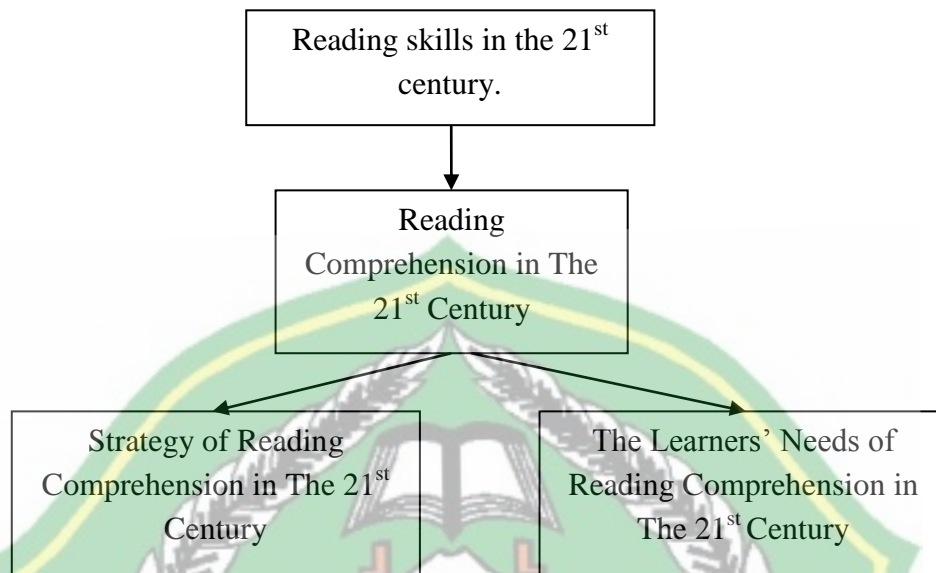


Figure 1.1. Frame of Thought

In Junior High School the learners still adapt to learn English language, especially in reading comprehension. So, know the learners' needs in reading comprehension skills are necessary in the 21st century. The learners and the teachers are able to choose the appropriate strategy when they know the needs of learners. If the learners and the teachers already know what are the needs of learner and know what are the suitable strategies to teach them the learners can be successful in reading comprehension skills.

1.10 Research Method

1.10.1 Research design and steps of the research

This research is using qualitative method. Qualitative research as a "form of systematic empirical investigation into significance" (Shank, 2002, p. 5), it means "planned, ordered and public" by systematic means, following the rules decided by members of the qualitative research community.

This research is use critical literature review and case study as a research design. Critical literature review offers opinions, illustrate

understanding, evaluate and strength and weakness of previous research, and helps others to follow up on the work cited, and use accurate and detailed preferences (Jesson & Lacey, 2006, p. 141). Case study is a series of scientific activities carried out intensively, detailed and in-depth about a program, event, and activity, both on level of an individual, group of people, institutions, or organizations for gain in-depth knowledge of the event (Rahardjo, 2017, p. 2). The purposes of the researcher use critical literature review and case study because the research is analyzing the activity of a group and analyzing the learners in a period of time.

The steps in the current research are adapted from (Lodico, Spaulding & Voetgle, 2006) and (Nashruddin & Mustaqimah, 2020). There are two stages in the research.

1.10.1.1 Stage 1

This stage one is to answer research question 1: What is reading comprehension skills in the 21st century?

- 1) Identifying a research topic or focus, the topic of this research is, 21st century and 21st century learning and reading comprehension.
- 2) Conducting review of literature, this research use critical literature review.

1.10.1.2 Stage 2

This stage two is to answer research question 2: What are needed for EFL learners of Junior High School to comprehension skills in the 21st century?

- 1) Selecting participants, the participants in this research is learners and teachers in Junior High School.
- 2) Writing for shadowed questions, such as research questions: What are the strategies of reading comprehension skills in the 21st century? What are EFL learners' needs in reading comprehension skills in the 21st century?

- 3) Collecting the data, the data collection of this research is use critical literature review, interview.
- 4) Analyzing the data, using coding, data reduction, etc.
- 5) Interpreting and disseminating results, the data be summarize descriptively and support by the table.

1.10.2 Source and Types of Data

Data is a formalized representation of facts, concepts or instructions in a suitable way for human contact, perception, or retrieval, or by automated means. Source of data in this research are (Fraenkle, Wallen, & Hyun, 2011, p. 38).

1.10.2.1 Stage 1

In critical literature review, the researcher use primary and secondary sources in order to explain the literature review with critically from the theory. Primary sources from journal or research and secondary sources are from books. The source is almost taken from google scholar, the inclusion characteristics are should be published between 2018 and 2020, teaching practice in CALL research: Indonesia, should involve learning and teaching practice towards CALL, journal indexed nationally or internationally, CALL research in English language learning. The exclusion characteristics are journal which not involve a learning and teaching process toward CALL, not indexed nationally (SINTA, IPI) or internationally (Scopus), general CALL research (not English language learning).

The data that going to collect in critical literature review as follow for the topic in this research, such as 21st century and 21st learning, reading comprehension, and strategy of reading comprehension in 21st century. The researcher use this data because in this stage is answer research question 1 which is need to do critical literature review from previous research.

The data that going to collect in this stage as follow for the topic in this research there are: 21st Century and 21st Century learning, Reading Comprehension, and The learners needs in reading comprehension in the 21st century. The researcher use this data because in this stage is answer research question 1 which is need to do critical literature review from previous research.

1.10.2.2 Stage 2

In this stage is use primary source from interview with teacher and learners in Junior High School and secondary source from books and research or journal. The researcher uses this source because the sources of information are from interview and from the theory. The types of data that going to collect in this research are:

- 1) Transcription of open-ended interview
- 2) Voice recorder

The researcher use this data because in this stage is answer research question 2 which is the data come from interview and be transcript by the researcher.

1.10.3. Data Collection Techniques and Instrument

Data collection includes identifying and choosing individuals for a sample, gaining permission to research them, and gathering data by asking people questions or analyzing their behaviors (Creswell, 2012, p. 9). Observation, recording, interviews and audiovisual content are the areas of data collection for qualitative types (Creswell, 2012 p. 212). The data collection technique that use in this research are critical literature review, interviews.

1.10.3.1 Critical Literature Review

Critical literature review offers opinions, illustrate understanding, evaluate and strength and weakness of previous research, and helps others to follow up on the work cited, and use accurate and detailed preferences (Jesson & Lacey, 2006, p. 141).

This research is using a critical literature review because the researcher going to analyze the needs of learners in reading comprehension. So for the foundation of this analysis the researcher has to do a critical literature review.

The process of critical literature review can be as follow (Jesson & Lacey, 2006, p. 146):

- 1) Formulate draft research question about the strategies of reading comprehension in 21st century.
- 2) Search, scan, for information, using keywords.
- 3) Skim, scan, read, reflect, and search some more, defining key concepts.
- 4) Obtain, articles and read some more.

1.10.3.2 Interview

An interview is a conversation for gathering information. A research interview requires an interviewer who coordinates the discussion process and poses questions, and an interviewee who addresses those questions (Easwaramoorthy & Zarinpoush, 2006, p. 1). The researcher using interview to ask the teacher in order to find the information about the learners needs in reading comprehension, also to cross check the data from the theory is related to the conditions of the school in the 21st century. The type of interview is one on one interview.

One on one interview is one person interviewing another person (e.g. a sit down interview) in person. Responses from the interviewee are transcribed verbatim. Questions from the interviewer are paraphrased for clarity (Easwaramoorthy & Zarinpoush, 2006, p. 1). In this research the researcher use structure interview. The interviewees of this research are the eight learners of IX grade and one English teacher in Junior High School. The function of interview in this research is to know the learners needs in reading comprehension. The instruments that use in interview is interview guidelines.

The process of interview adapted from Creswell (2012, pp. 220-221). As follow:

- 1) Identify the interviewees, there are eight learners of IX grade and one English teacher in Junior High School.
- 2) Determine the type of interview use, the types of interview is structured interview.
- 3) During the interview, audiotape the question and responses.
- 4) Take brief not during the interview.
- 5) Locate a quite, suitable place for conducting the interview.
- 6) Obtain consent from the interviewee to participate in the research.
- 7) Have a plan but be flexible.
- 8) Use probes to obtain additional information.
- 9) Be courteous and professional when the interview is over.

1.10.4. Data Analysis Techniques

In this research, the researcher used a qualitative data analysis technique. Data analysis is a research process that is carried out after all the data needed to solve the problem under research has been obtained completely (Muhson, 2009, p. 1). The data analyze in data analysis are the theory from critical literature review technique, transcription of open-ended interview from interview technique. The explanations are described below:

1.10.4.1. Critical Literature Review

The data collection is critical literature with a research that the topic is related to this research. The processes of data analysis are (Jesson & Lacey, 2006, p. 144):

- 1) Choosing a review topic and formulating a research question.
- 2) Locating and organizing research sources.
- 3) Selecting, analyzing, and keeping notes of sources.
- 4) Evaluating research articles.
- 5) Structuring and organizing the literature review.
- 6) Developing arguments and supporting claims.

7) Synthesizing and interpreting the literature.

8) Putting it all together.

1.10.4.2. Interview

The data of the research which is interview transcripts that analyzed based on the qualitative data analysis as proposed by (Nurraufu, 2013). The qualitative data were analyzed in some steps:

1) Storing and transcribing the data obtained from interview with learners and teacher.

2) Coding the data of the teacher and learners

Table 1.2 codes the data

| No | Purpose | Category | Codes |
|----|----------------------|----------------------|-------|
| 1 | One-on-one interview | Learner 1 | L1 |
| | | Learners 2 | L2 |
| | | Learners 3 | L3 |
| | | Learners 4 | L4 |
| | | Learners 5 | L5 |
| | | Learners 6 | L6 |
| | | Learners 7 | L7 |
| | | Learners 8 | L8 |
| 2 | One-on-one interview | Teacher | T |
| 3 | Question | Interviewer Question | R |

3) Data reduction, the data is selected, limited, simplified, and summarizing interview transcript.

4) Compare and contrast, the researcher comparing and contrasting between the theory and the data result in the field.

5) Data displays, the data reduced than organize and compressed.

1.11. Research Timeline

Research timeline is a guidance for the researcher who doing the research. The researcher was conducted the research for about three month estimated. The timeline of conducting this research can be seen from the table below:

Table 1.3 Research Timeline

| No | Activities | Month | | | | | | | | | | | | | | | | | | | | | | | |
|----|--|-------|---|---|---|-----|---|---|---|------|---|---|---|------|---|---|---|--------|---|---|---|-----------|---|---|---|
| | | April | | | | May | | | | June | | | | July | | | | August | | | | September | | | |
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1 | Preparing research proposal | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Compiled a theoretical review | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Instrumental development of research proposal | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Conducting a research proposal seminar | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Revision of research proposal seminar | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Asking for school approval to conduct research | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | Collecting the data | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | Analyzing the data | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | Making data conclusion | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | Report and evaluate the research | | | | | | | | | | | | | | | | | | | | | | | | |