CHAPTER 1

INTRODUCTION

1. 1 Background of the Research

The 21st century is a period of globalization that has affected a variety of fields, such as the economy, science, culture, knowledge and education, with the help of information and communication technologies (Han, 2016). Technology plays a significant role in the 21st century learning. It's important to learn 21st century education. McCoog (2018) argued that to acquire 21st century skills, students must be encouraged to create new ideas, evaluate and analyze the material presented, and apply that knowledge to their previous academic experiences. In the 21st century human life has become more closely related to the internet and highly dependent on digital technology and it gives big influence in peoples' work and daily life.

There are some reasons for education systems to develop students' 21st century skills (Saavedra, 2012). The students need the ability to solve complex problem, they need to be able to think creatively in both digital and no digital environment, they need the ability to think analytically and they need be able to communicate with multiple multimedia formats (Saavedra, 2012). These reasons rationales each motivate the need for 21st century skills from a different perspective, but they are not at chances. Rather, they complement each other because the skills and knowledge necessary to be engaged. It has become important for learners to develop knowledge and skills to use the power of digital technology to expand their opportunities for learning, communication, collaboration and knowledge development (Trilling & Fadel, 2009).

In relation to the use of technology in education, online learning is a way to constrain the spread of a communicable virus like COVID-19. Over the past eight months, most schools and madrasah have made an unprecedented shift to online learning. The Ministry of Religious Affairs (MORA) has

adapted its online learning program, originally developed for classroom
learning to offer

online learning (Khairina, 2020). The platform allows teachers to upload learning materials and assignments, and students to apply their work and these features are being extended. This global pandemic detains any activity of people, such as economy, social and specifically in the education field. The government's force to apply the regulation to research and work from home. This case also forces students and teachers to do online learning as a way to build a learning system from home.

Online learning includes a variety of technology such as the worldwide web, email, chat, new groups and messages, audio and video conferencing distributed over computer networks to provide education (Wheeler, 2012). It helps learners to learn at their own pace, according to their own convenience. International Society for Technology in Education (2008) noted that online learning activates students improves learning, enhances professional practice and offers positive role models in teaching. Online education requires a great deal of resources and careful planning (Arora, 2019). Research in this area of online learning involves some clusters. For example, the profile of students' critical thinking ability analysis (Sarwanto, 2018, Sajidan 2017), learning style profile (Zulfiani, Suwarna & Sumantri, 2020), successful learners' learning strategies (Rahman, Fachrurrazy & Wahyudi, 2015, Khoiriyah, Latief & Astuti, 2018, Alsayed, M, 2003, Stella, Emdi & Yunus, 2017, Maureen, 2016), 21st century skills analysis (Rueda, 2013, Hirschman & Bronwyn, 2018, Motallebzadeh, Ahmedi, F & Hosseinnia, 2018), analysis of students motivation in learning English (Wagiyo, S, 2018, Vijeh, 2018, Mahsyur, 2018), the use of technology in English language learning (Ahmadi, M, 2018), and online learning and Covid-19 (Ichsan, 2020).

The use of technology in various fields has been successful in education. Internet and web-based technologies provide possibilities for educational development. English used for communication by people in most countries around the world as a global language. People need four language skills to communicate

productively in English such as reading, writing, listening and speaking. Reading appears to be the most important skill for those learning English as a second or foreign language in academic context (Grabe, 1991) as cited in Songsiengchai, 2010. In addition, reading in English is essential because it is the language for science, technology, advanced research in the 21st century (Grabe & Stoller, 2002, p. 2) Reading is an important tool for English as foreign language (EFL) learners to obtain knowledge in their field, while reading is more important for those in non-formal educational system to self-study (Songsiengchai, 2010).

Reading in EFL context is increasingly important because of the internet context for teaching and learning, and a large number of authentic material resources and information. The huge materials and information are gathered on the internet in the form of electronic materials such as e- books, e-journals, research articles, as well as the online courses. Therefore, EFL learners both in the formal and non-formal educational system all around the world need to develop reading skills to take advantages from available information from the printed materials and online documents. In academic context, the ability to read in English is essential for students at all levels, especially senior high school level students. Those students require the academic reading skills and strategies when they read academic texts of both printed and electronic texts as well (Levine, Ferez & Reves, 2002).

However, a number of studies have revealed the reading problems and the quality of reading EFL students. Some of the problems those EFL students encounter are inability to read selectively (Dhieb-Henia, 2003), unfamiliarity with the content of the texts (Carrell & Floyd, 1987) and inefficient reading strategies (Carrell, 1989). These are factors that may have an influence on EFL students' reading ability (Tercanlioglu, 2004, p.562). According to Anderson, (2000 as cited in Phakiti, 2003) state that reading in a second language is a complex, dynamic and multi-dimensional because it involves interaction among the reader's interlanguage competence. Consequently, to develop EFL students' reading ability to become proficient readers, the teachers have to teach them reading strategies appropriate for different types of texts.

The strategy is seen as a valuable way to learn English better. Every student who learns by using the right learning style and learning strategy that suit them will achieve a far better value compared to other students who learn with learning style and learning strategy that do not suit them. Every student should be able to explore their learning style and strategy therefore, they can learn English language maximally. The student who has low English proficiency and lacked online learning skills and experiences in self-directed learning; they may not be ready for learning English online. Therefore, every student has his/her own strategy for learning EFL, especially in the technology-based the 21st century. It is important to understand the concept of reading strategies and the role they play on reading course.

In the other hand, Indonesian students are not familiar with reading strategies as they rely on their teachers (Tanjung, 2018). This situation is also getting worse because students still have a low degree of proficiency, even though they have been learning English for many years. Previous researches have noticed the roe of learning strategies in online learning. It has been observed that learning strategy is one of the factors impacting students' online learning achievements. This phenomenon is crucial to be investigated, that is why in this research the researcher tend to be focused on students online learning strategies in the 21st century that will be taken from many points of view. The purpose of this research is to find out students' reading strategies can be used for online learning in the 21st century.

1.2 Identification of the Phenomenon

Identification of the phenomenon helps the researcher recognize and target the specific problems. Based on the research background above, there are several phenomenon that can be discussed. Due to several time constraints, availability, and accessibility, the researcher pays attention to the topic: EFL learners' online learning strategies in the 21st century. The researcher identified of the phenomenon in order to the research focus on the research. There were some phenomenon in this research as follows:

4

1) Students still have low English reading skill, even though they have been learning English for many years. This is indicated by weakness in understanding information from reading text and also students face some difficulties to find meaning using contextual clues.

2) Indonesian students especially in Cirebon are not familiar with reading strategies as they rely on their teachers especially during online learning. Nowadays, students are not aware of the learning strategies. They tend to be completely dependent on their teachers in the learning process. To be a good reader, students should be capable to select the suitable reading strategies.

Based on the phenomena that were mentioned above the biggest phenomenon is students are not familiar with reading strategies as they rely on their teachers especially during online learning. In this way, the researcher chooses to find out what is reading strategy can be used during online learning for EFL in the 21st century.

1.3 Delimitation and Focus

To avoid widen topic of discussion, the issues will be limited with the EFL learners' online learning strategies in the 21st century. The researcher focused on reading skill; because it is important for students in educational process and language skill mastery. The subject of this research was eleventh grade students in academic year 2020/2021. This research is restricting on students' strategy for online learning and to find out the difficulties that faced by students in reading course using online learning. The reason why the researcher chose this topic was the researcher interested to investigate the common reading strategies during online learning, also the researcher would like to find out if the students have difficulties when they learn English for reading online.

1.4 Criteria for Respondents

This research needed two steps that required responses for respondents. the first one was to answer interview questions and the second one was to fill out questionnaire. The respondent criteria for the interview were two students with the highest score and two students with the lowest score. These scores were based on their end-semester study report. As for the questionnaire, the respondent criteria were students that were actively involved during teaching and learning process. The information regarding which students are active and which students are not was gained from the teacher's recommendation to the researcher.

1.5 Questions of the Research

This research is guided by the following research questions:

1) What are the reading strategies can be used for online learning in the 21st century?
2) What are the difficulties that faced by students while using online reading in the 21st century?

1.6 Aims of the Research

Based on statement of the problem above, it can be figured out the purpose of the research as follows:

1) To find out students' reading strategies can be used for online learning in the 21st century.
2) To find out the difficulties that faced by students while using online reading sources in the 21st century.

1.7 Significances of the Research

The result of this research was expected to be useful information and give contributions for learners in acquiring the English language strategy. From this research, hopefully, the researcher could get some results:

1.7.1 Theoretical Significance

The outcome of this research was expected to be used as a reference newly about the current reading strategies during online learning theories in the 21st century by expanding the research of science in the learning field.

1.7.2 Practical Significance

The possible result might be expected to some parties:

1) Teachers

The research was expected that can provide inspiration or ideas to teachers in teaching reading through online learning also teacher could improve their strategies of reading effectively, therefore the students would enjoy the lesson.

2) Students

It is useful for English language students to prepare reading strategy during online learning in learning process of the 21st century. Students also can know their needs for reading strategies they should have so that they can achieve the learning objectives.

3) The Future Researchers

It is hoped that the result of this research gives beneficial references and information for their researches with similar.

1.8 Previous research

Previous researches have noticed the role of learning strategies in online learning. It has been observed that learning strategy is one of the factors impacting students' online learning achievements. This research was not totally new because some researcher also have been analyze online learning strategies.

There was previous research which as conducted by John Angelo Vinuya De Leon and Veronico Nogales Tarrayo (2014) from University of Santo Thomas, Philippine. The title of their research was Cyber Reading in L2:

Online Reading Strategies of Students in Philippine Public High School. The aim of their research was to identify the online reading strategies employed by students in a Philippine public high school in particular. The similarity with the researcher's research was about to investigate students' strategy during online learning. However, this research was different from the above research where their other research's object was the implication of study's findings for English language teaching and learning. Meanwhile, in this research the other object was to find the problems faced by English students while using online reading sources in the 21st century.

Another research was conducted by Alqahtani Mofareh A, (2019) about the use of technology in English language teaching. The purpose of the research was the relevant literature has been reviewed, technology defined linguistically and conventionally, and correlation with modern teaching skills fully evaluated. The results show there are not enough English language instructors trained in the use of relevant technological teaching aids. In the conclusion, the process can fully enrich students thinking and practical language skills and promote improved efficacy in overall teaching and learning and modern technology encourages student self-sufficiency. It shows that the previous research has not limited the topic. The focus of the research was education used modern technology. However, different research appears depending on the focus and the purpose of the research. In this research the focus of the research was the strategy that can be used for students for English online learning.

The last previous research was Helen B. Boholano, (2017) about smart social networking: 21st century teaching and learning skills. This previous research was to determine the 21st century skills possessed by the pre-service teachers in terms of social networking. The issue of the research was learners face some difficulty through social networking in expressing their views and ideas in writing, as many learners prefer to express their ideas orally which is approach, they have used for many years. This research was focus on the use of social media. The result was Facebook is the most commonly used social media sites by
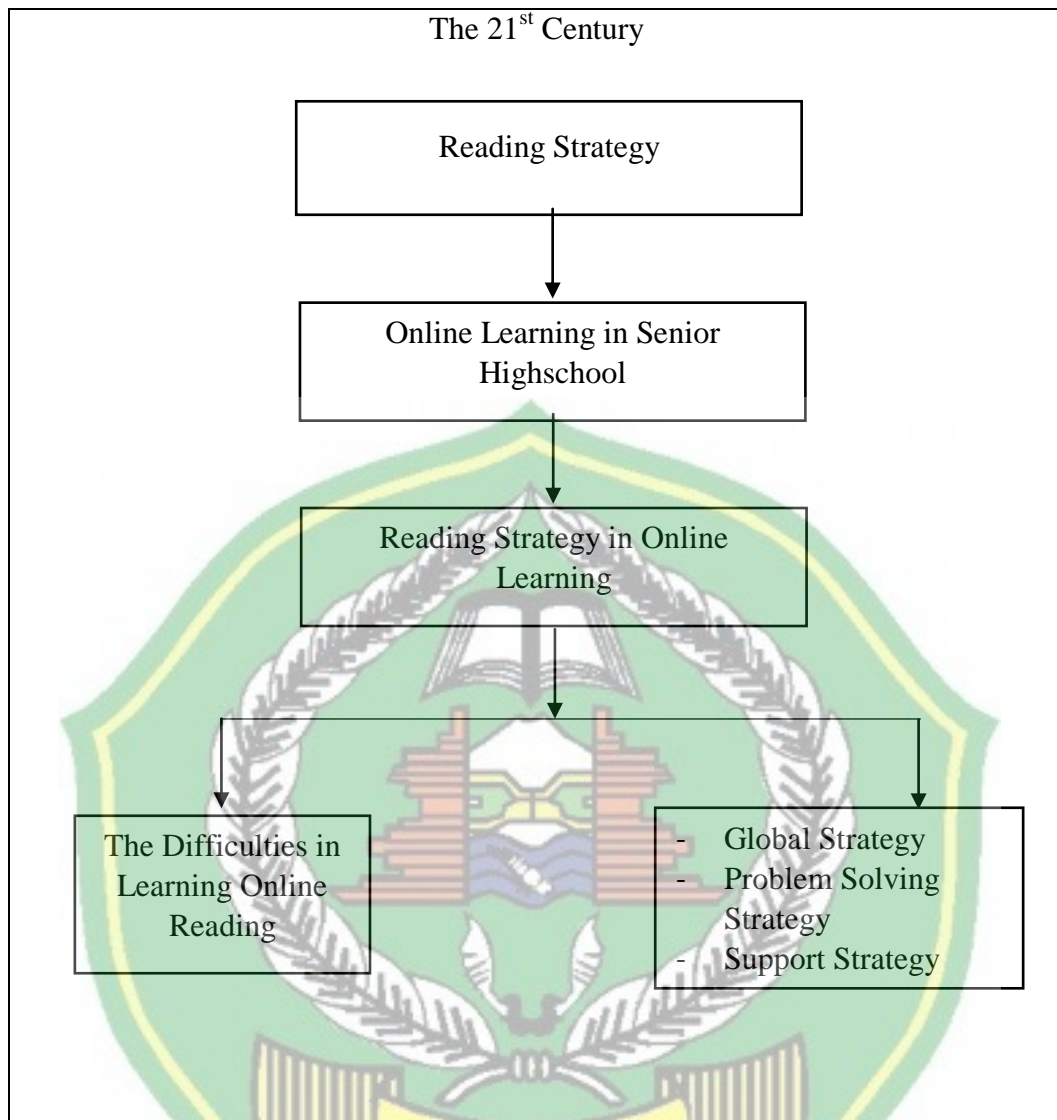
the pre-service teachers. This previous research was not explicitly discussing how a student of the 21st century is or the 21st century skills and the focus has not been directly on students' needs. In the other hand, this research directly focused on students' reading strategy for online learning in the 21st century.

The previous studies that had been reviewed by the researcher offer any different area of online learning research; reading strategies for online learning, the use of technology in English language teaching, and smart social networking: 21st century teaching and learning skills. Many researches about online learning strategy, the focus was too often on the online learning part and less on strategy part. This research discussed about EFL learners' online learning strategies in reading and also investigates if the students have difficulties when they learn English during online learning since it is not explored properly in the previous studies. Every student who learns by using the learning strategy that suit them will achieve a far better value compared to other students who learn with learning strategy that do not suit them. Therefore, every student should be able to explore their strategy so that they can learn English maximally. The student who has low English proficiency and lacked online learning skills and experiences in self-directed learning; they may not be ready for learning English online.

1.9 Framework of Thought

The elements that frame this research include EFL learning in the 21st century, online learning in the 21st century and reading strategies in online learning as the main object of the research. To describe how each element relate each other, the frame of thought in this research was illustrated Figure 1.1

The 21st Century

Reading Strategy

Online Learning in Senior Highschool

Reading Strategy in Online Learning

The Difficulties in Learning Online Reading

- Global Strategy
- Problem Solving Strategy
- Support Strategy

Figure 1.1: Frame of thought

Learning English is important requirement for Indonesian. They need an international language which used in the international current of technology; and English is the most frequently used language in the world. English has vital role in everyday life for Indonesian. It has been the first foreign language taught in Indonesia and some media used English language as the tool of instruction. In the 21st century, online learning has become an important component in the learning process. Online learning increases students' opportunities. One of the aspects that determine the success of learning is strategies used. Language learning strategies have a significant role in EFL learning. It helps learners to facilitate the

acquisition and self-confidence (Ruslan, 2014, p. 2). The process for developing online learning strategy is exactly the same as learning strategy (traditional learning). Nevertheless, the focus on distribution of content via technology usually occurs. Today, every English teacher in Indonesia is required to teach English with the student-centered concept; and learners must develop their own strategies for being successful e-learners. Therefore, analyzing EFL learners' strategies are necessary to investigate about reading strategies can be used for online learning in the 21st century, to find out what are reading strategies can be used for online learning in the 21st century and to find out the difficulties that faced by students while using online reading sources in the 21st century.

1.10 Theoretical Foundation

In this chapter, the researcher attempts to explain the theoretical foundation that includes the 21st century skills, online learning, online learning strategies, reading strategies, reading strategies for online learning.

1.10.1 The 21st Century Skills

Education in the 21st century emphasizes the use of technology. In the 21st century, students have grown up in a different world. Students in the 21st century must have both self-direction and the ability to interact with individuals, groups and technologies, and students must also be motivated to develop new concepts, assess and interpret the material presented, and relate the information to their previous learning experiences (McCoog, 2008). According to Tony Wagner (2008) there are seven skills are needed for students, including: critical thinking and problem solving; teamwork and leadership; agility and adaptability; initiative and entrepreneurialism; efficient oral and written communication; knowledge access and analysis; and curiosity and creativity. The request for skills in the 21st century is divided into three skill sets (Trilling, & Fadel, 2009, p. 48); skills in learning and

creativity, skills in information, media and technology, and life and career skills.

Many aspects of the world's current existence rely on these abilities of the 21st century. Currently, they do not have a definite position in most curricula. However, the majority of 21st century skills rely on comparable types of complex thinking, learning, and communication skills, all of which are more difficult to teach and master than memory and other rote skills.

1.10.1.1 The principle of learning in the 21st century

There are six principles to be considered for learning in and for students to live effectively in the 21st century (Kuhlthau et al., 2007, p. 25 as cited in Mustaqimah, 2020). Students learn by being consistently interested in and reflecting about their experience. Being creative ensures that students engage and connect with the learning process. Actively involved in the learning process, students are motivated to learn better and make sense rather than being passive recipients of knowledge (Kuhlthau et al., 2007, p. 25 as cited in Mustaqimah, 2020). Apart from being involved, students can store knowledge efficiently and easily. Students learn to draw on what they already learned. The past experience is set as a foundation for students to present students to create a new understanding.

The goal of learning can be easily accomplished, just as there is a connection between past knowledge and new understanding. Students can improve higher order thought through critical thinking guidance in a course of learning. Critical thinking is one of the skills needed in the 21st century. Students need input from others to improve their critical thinking. They should stand alone to solve the problem.

Students have different forms and methods of learning. This idea allows the instructor not to use monotonous approaches or equipment. Since every student has a different style of learning and interest. Humans in multi-sensory beings (Lian, 2018, p. 9 as cited in Mustaqimah, 2020), it means a way of teaching different ways at the time. Students learn through social interaction with others. Social instruction is needed in the way of the learning process. The researcher also found that the learners can't comprehend what the teacher has explained. They're quickly understood by their friend's description. Social interaction is developing other opportunities to think. Social interaction provides opportunities for interaction with people who encourage learning and the public to discuss what has been learned (Kuhlthau et al., 2007, p. 28 as cited in Mustaqimah, 2020). Students learn in accordance with their instruction and practice cognitive evolution. Perception would be applicable to what the sender sends because of organizational history (Andrew Lian & Sussex, 2018, p. 41).

1.10.1.2 English as Foreign Language

According to Yoko Iwai as cited in Peng Si (2019) explained that English as a Foreign Language refers to those who study English in a non-English speaking country (p. 33). English has been taught and used as a foreign language in Indonesia. According to Jayadi as cited in Leni Marlina (2013), English as a foreign language was used as a compulsory language for subjects in secondary schools throughout Indonesia in 1945 immediately after Indonesian independence-day. In addition, formal elementary school level ELT in Indonesia began in the early nineties and English has been taught to elementary school students starting in grade four as a local curriculum only. However, currently, English lessons in primary schools have been phased out under the 2013 curriculum policy.

1.10.1.3 Language Learning in the 21st Century

Language learning has been a crucial issue in education field. Learning is a behavior change of individuals which is stated by new behavior as the result of experience and practice such as change from unknown to know, change in attitude, skills, emotional, etc (Hamalik, 1983, p. 21). In addition, according to Slameto (1995) stated learning is an effort which is done by someone to get a new change of behavior on the whole as the results of their experience in interaction with their environment.

Language learning defined as developing the ability to communicate in the second language/EFL. Being a language learner in the 21st century means dealing with global challenges. Language study should include 21st century abilities in equipping pupils to tackle obstacles. (Cates, 1990). In addition, involving global knowledge and the global attitude (curiosity, an appreciation of other cultures, respect for diversity, a commitment to justice, and empathy with others) (Cates, 1990) becomes an influential thing to live successfully in the 21st century. The way to connect and understand global issues is through global language. Learning another language is one of a number of ways that may help an individual facing a global issue (Eaton, 2010, p. 7).

This high-tech century provided students and teachers with the opportunity to acquire the language quickly and efficiently. The students are easy to find and learn English language (Eaton, 2010, p. 8). Therefore, learning the English language cannot step away from our life. The technology is more improved; the students can get the information more effectively in utilizing the technology properly.

According to Oroujlo and Vahedi (2011, p. 994) stated that language, especially English, is accepted as the key to success in life if fluency in English is well mastered. English is an important instrument in fields including scientific communication, business, cultural exchange, political matters, etc. From the explanation above, it can be concluded that learning will provide experience

through the knowledge and skills received during the learning process. Learning English is the key to success because of its importance in various aspects of life.

1.10.1.4 Language Learning strategies

Language learning process requires learning strategies in order to achieve the main learning objective. Language learning strategies helps students to determine how and what the students learn a second or foreign language (Oxford, 2003). Learning strategies defined as techniques such as seeking out conversation partners, or giving encouragement to tackle a difficult language task and used by students to enhance their own learning (Scarcella & Oxford, 1992, p. 63). Learning strategies can be classified into six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social (Oxford, 1990) as cited (Oxford, 2003).

Learners can use cognitive strategies to directly learn language material by reasoning, analyzing, taking notes, summarizing, synthesizing, outlining, reorganizing information to develop stronger knowledge structures, practicing in naturalistic settings, and formally practicing structures and sounds. Cognitive strategies were significantly related to second proficiency (Kato, 1996).

Metacognitive strategy preferences and needs for a second language task, gathering and organizing materials, setting up a research space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy are all examples of metacognitive strategies. among native English speakers learning foreign languages, Purpura (1999) found that metacognitive strategies had a significant positive direct effect on cognitive strategy

use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion (p. 61).

Memory-related strategy helps learners in conceptualizing the second language, although they do not require substantial understanding. Learners can learn and recall knowledge through a variety of memory-related tactics, while other techniques create learning through sounds, images, and word pictures. Memory-related methods, on the other hand, do not always correlate with second language competency. The use of memory strategies in a test-taking situation had a significant negative relationship to learners' test performance in grammar and vocabulary (Purpura, 1997). The reason is the memory strategies are often used for memorizing vocabulary and structures in stages of language learning.

Compensatory strategies help the learner make up for missing knowledge (Oxford, 2003). According to Cohen (1998) stated that compensatory strategies that are used for are intended only for language use and must not be considered to be language learning strategies. However, Oxford (1990) contend that compensation strategies of any kind, even though they might be used for language use. Oxford and Ehrman (1995) demonstrated that compensatory strategies are significantly related to second proficiency in their research of native English-speaking learners of foreign languages.

Affective strategies refer to identify mood and feelings, rewarding for good performance, and using deep breathing or positive self-talk, have been shown to be significantly related to second language proficiency (Dreyer & Oxford, 1996). One reason might be that as some students progress toward proficiency, they no longer need affective strategies as much as before. Perhaps because learners' use of cognitive, metacognitive, and social strategies is related to greater second language proficiency (Oxford, 2003).

Social strategies help the learner work with others and understand the target culture as well as the language. Example of social strategies: asking

questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task.

1.10.2 Classroom Learning

The classroom learning or face-to-face learning has been the dominant mode of education. In formal education setting, the elements of teaching and learning process are teachers, students, material, learning process and learning situation. The learning situation or learning environment means the condition in which learning take place. According to Fraser (1991) stated that the concept of classroom environment as a class that carries a variety of meanings; it generally refers to the total environment, structures, processes, ethos within classrooms which are integral element affecting students' learning (p. 231).

The classroom learning approach, where the teacher tends to dominate the students' learning and it is still the usual mode of education in primary and high schools in most of school in Indonesia especially Cirebon. The classroom learning approach allows the students to have instant feedback (in some cases) in class when issues arise. However, students often tend to be passive learners and merely absorb the knowledge being delivered to them, without doing much critical thinking. Classroom learning now has being increasingly replaced by blended and online approaches. According to Arend (2007), classes may seem similar from distance but different in procedures and processes of teaching and learning. Here are the differences between classroom learning and online learning (Desai et al. 2008, p. 331).

Table 1.1

Comparison between Offline Learning and Online Learning

Offline Learning	Online Learning
Provides synchronous communication	Provides asynchronous and synchronous communication
Learning is usually linear in a sequential pattern	Learning is non-linear in a hyper textual pattern
Structured by time and the environment is closed	Independent of time and has an open environment
Taught from bound textbooks and tends to filter reality and fosters sameness/stability	Usually very structured with a sensory of vastness that generate reality and foster growth/change

Many students preferred online learning to traditional classroom learning, in some previous researchers; it has been reported by Maddux, (2004), if given an ultimate choice, some students will still select traditional classroom teaching because of better social interactions. This is consistent with findings in other research, which report that students tend to experience feelings of isolation if they take an online course. This may be due to less interaction with the teacher when compared to the classroom learning environment (Yuen, Deng & Fox, 2009).

Each learning model is different from one another. In online learning, researchers often compare it with traditional learning. The two methods seem contradictory and look different from one another. Tobin as cited in Martha Henckell (2007) described the interaction between teachers and students in the traditional classroom can be observed (p. 33). Buffee as cited in Martha Henckell added that collaboration is one of the student activities not found in traditional classrooms (p. 33). It can be understood that in terms of activities directly it already seems to have differences. McHenry and Bozik as cited in Delvaline Lucia (2005) argue that distance learning is more naturally student centered. They

cite the following differences favorite distance learning over more traditional forms: First, more individualized treatment. Second, more student activity makes less teacher focus. Third, more student responsibility and choice. Fourth, more emphasis on collaboration, less on competition. Finally, more options for access (independence in place and time) (p. 64).

1.10.3 Blended Learning

In recent years, there has been an increased application of blended learning environments in higher education around the world, this has been highlighted in previous research (for example, Ziegler, Paulus, & Woodside, 2006). Blended learning is a learning model that is enriched with traditional learning method and online education materials (Yigit et al., 2013). Effective blended learning strategies allow for a seamless mix of learning activities, which are delivered face-to-face and using ICT. Driscoll (2002) refined this further by suggesting that blended learning can be defined as a combination of mixing of at least four different methodologies such as mixing of technology-based learning (online learning, collaboration, virtual classroom and so on), combination of pedagogical approaches (behaviorism, cognitivism and constructivism), mixing of forms of instructional technology (face-to-face, Internet, CD-ROM and so on), and integrating instructional technology with actual job activities (p. 54).

The blended learning approach allowed students to communicate with their peers and teachers while in either online and offline modes (Allen & Seaman, 2003). This environment also encouraged student-centered learning and promoted student interaction (Carmody & Berge, 2005; Davies & Graff, 2005). More importantly, as Clark and James (2005) pointed out, blended learning is based on the assumption that there were inherent benefits in face-to-face interaction as well as the understanding that there were advantages to using online methods (Clark & James, 2005,

p. 19). Here are the differences between classroom learning and blended learning according to (Khan, 2012).

Table 1.2

Comparison between Offline Learning and Blended Learning

Offline Learning	Blended Learning
The location of learning in physical classes (not flexible)	The location of learning anywhere (flexible)
Learning method used face-to-face	Learning method used face-to-face and online
Learning time at specific time	Learning time at anytime
No obligation for using the technology	It is a necessity to use the technology

In the offline learning, the classes are always physically, located in specific places and the courses are thought at specific times. In the other hand, blended learning is the learning process can take place at anywhere and anytime by benefiting from technology. Here are the differences between online learning and blended learning according to Lim, Morris, and Cupritz (2007) and Arbaugh et al (2010).

Table 1.3

Comparison between Online Learning and Blended Learning

Online Learning	Blended Learning
Relies solely on internet connected devices	A mix of face-to-face and online learning
The learning is students' responsibility	Students have the chance to have face-to face sessions
Students sets their own	Teachers guide the learning pace

studying pace	
Teachers provide assignments and tasks	Two-way interaction upon accomplishing learning objectives
Students work their tasks at their most convenient time	A designated schedule is needed to make both teachers and students meet virtually or physically
Location-free	Some session might need designated places

1.10.4 Online Learning

Online learning has gained a lot of attention since the 1990s with the growth of the internet and computer technology and has also been an important subject in the field of education (Cerny and Heines, 2001). Schools at all levels have made substantial contributions to the procurement of online learning programs for English learning due to their convenience and easy accessibility, in the expectation that the English literacy of students can be further enhanced.

1.10.4.1 The Nature of Online Learning

Online learning was defined by many researchers. Waterhouse (2003) defined it as a medium of computer technology that could be utilized to develop the application of learning and teaching. Moreover, The European Com-mission (2001) defines online learning as the use of new multimedia technologies and the internet to improve the quality of learning. According to Naidu (2006) stated that online learning is a teaching and learning system that uses information and communication technology (p. 4). It can be concluded from the experts' explanation above that online learning is a teaching and learning process that uses the internet for electronic media. Rosenbery

(2001) noted that there are three basic requirements for online learning: first is networked, which allows instruction and knowledge

to be automatically modified. The second is transmitted to the end user using normal internet technology via a computer. Third is focus on the broadest view of learning, learning that goes beyond traditional paradigms of training.

1.10.4.2 Characteristics of Online Learning

There are four characteristics of online learning (Indrakusuma & Putri, 2016, p. 5). The first is that students' interest in learning materials is independent of the teacher/learner because students construct their own knowledge using the internet interface teaching resources. The second point is knowledge, it is available everywhere and can be accessed by anyone. The third is learners and educational institutions function as mediators and mentors. The four is distinguish online learning from conventional activities of learning. In online learning, the understanding of learning material by students no longer depends on the teacher/student, as students' process their own knowledge through teaching materials provided through the interface of the online learning application.

1.10.4.3 Benefits of Online Learning

There are three benefits of online learning (Indrakusuma & Putri, 2016, p. 6). Cost-effectiveness; online learning can provide cost-effectiveness in terms of administration, provision of facilities, and also physical learning facilities, as well as cost-effectiveness in terms of expenditures, such as transportation costs. Flexible; online learning allows you to choose when and where you want to access the journey. Learn to be self-sufficient; online learning allows students to control the entire learning process on their own.

1.10.4.4 Online Learning Strategies

The main strategies available for online learning was explained by Lapitan Jr et. al. (2021) in their research. Those main strategies are consisting of three namely synchronous learning strategy, asynchronous learning strategy, and blended learning strategy. The principle of synchronous learning strategy is that the learning must be carried out real-time, meaning that students and teacher meet using a video conferencing application during a specific and designated classroom hour. Teachers give lectures and students participate and are able to respond via live stream video, audio, or text.

The asynchronous learning does not require teacher and students to meet virtually in a real-time situation, instead, teachers make learning materials (Audio, Video, PPT, etc) and upload them to a learning application so that students can access them at any time. While the blended learning strategy is the combination of both synchronous and asynchronous learning strategy, this strategy allows students to study new ideas and then receive sufficient explanations about those new ideas, preventing them from being overwhelmed by the large number of materials as well as preventing them from passively sitting during a synchronous discussion.

1.10.4.5 Forms of Online Learning

According to Hardjito (2002) there are three forms of online learning as the basis for developing learning system by utilizing the internet, such as web course, web-centric course and web-enhanced course. Web Course is the use of the internet for learning purposes, all teaching materials, discussions, consultations, assignments, exercises, and examinations are fully delivered via the internet. Web-Centric Course is learning with some learning materials and exercises delivered through the internet while examinations and some consultations,

discussions, and exercises are conducted face to face. Web-Enhanced Course is the use of the internet for education to support the improvement of the quality of teaching and learning activities in the classroom, in this form the main learning activities are face-to-face activities in class. The role of the internet in the Web-Enhanced Course is to provide very rich resources by giving addresses or making connections to various suitable learning resources that can be accessed online, to increase the quantity and expand communication opportunities between teachers and students reciprocally.

1.10.5 The Nature of Reading

There are many definitions of reading. Reading is one of receptive skills that must be fulfilled in learning a language. There are some definitions about reading proposed by some experts. According to Celce-Murcia (2001, p. 119) states that the process of attempting to comprehend a printed text is known as reading ability. The reader must accomplish many tasks at once: decode the message by identifying the written sign, interpret the message by assigning meaning to the string of words, and comprehend the author's goal. Moreover, Murcia and Olshtain (2002, p. 119) states that reading is a process of trying to understand a written text by readers through decoding, interpreting the message and eventually understanding the writer's intension. According to Rosenblatt in Eileen (2008, p. 2), reading is a two-way process where the reader's experience is operated on by the text while the text is simultaneously constructed according to the reader's understanding and assumptions.

Furthermore, Mikulecky (2008, p. 1) defines reading as thinking process which is done consciously or unconsciously. Reading involves the use of strategies to reconstruct the meaning of the reading text in order to achieve the aim. One of the strategies is relating the reading text with the reader's background knowledge. In line with Mikulecky, Brown (2004, p. 189) state that reading is a process of a negotiation of a

meaning. It means that readers combine information from text and their background knowledge to build meaning. Readers have to employ all knowledge in their brain to make sense of text and they pay attention to the text itself for the words, phrases, clauses, sentences, and the connection between sentences to comprehend the text.

In conclusion, reading is the process of obtaining information through many phases of the cognitive process in order to achieve a certain goal, such as decoding, interpreting, reconstructing the meaning, and comprehending written material. Readers engage in this activity because they desire to gain information and knowledge from the text. Readers try to relate what they read in written language to what they already know about the text as part of the process of gathering information and knowledge. Understanding the meaning of words, sentences, and even a text is necessary for making sense of it. Reading may also be defined as the process through which readers gain knowledge from what they read and apply it in a classroom setting as part of their education (Grabe, 2009, p. 5).

According to Grabe (2009, p. 15) states that, Reading is a strategic process in that it requires the reader to anticipate text material, pick crucial information, arrange and mentally synthesize information, monitor understanding, correct comprehension breakdowns, and match comprehension output to the reader's goals. It means that reading needs thoughtful efforts to have effective comprehension in finding out the details of information that the readers pursue.

1.10.5.1 Reading Skill

According to Brown (2004, pg. 187-188), there are two elements of reading skill, namely micro skills and macro skills. These are micro skills and macro skills of reading stated by Brown as below:

1.10.5.1.1 Micro skills

1) Differentiating between the different graphemes and orthographic patterns in English

2) Retaining varied lengths of language chunks in short-term memory

3) Processing writing at a fast enough rate to meet the needs,

4) Recognizing a core set of words and deducing the meaning of word order patterns

5) Recognizing grammatical word classes (noun, verbs, etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms,

6) Recognizing that a particular meaning may be expressed in different grammatical forms,

7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

1.10.5.1.2 Macro skills

1) Recognize the rhetorical forms of written discourse and their significance for interpretation.

2) Recognize the communicative functions of written texts, according to form and purpose.

3) Infer context that is not explicit by using background knowledge.

4) Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification.

5) Distinguish between literal and implied meanings.

6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

7)   Develop and employ a battery of tactics for text interpretation, such as scanning and skimming, recognizing discourse markers, estimating the meaning of words from context, and activating schemata. In the context of the reading teaching and learning process, the teacher should introduce and teach such skills to the students in order to prepare them to be good readers.

1.10.5.2 Components of Reading Skill

As an active process, reading has some components to be implemented. Reading comprehension is the activity in which there must be more than one component in it. There are three components of reading comprehension (Snow, 2002, p. 11) as follows:

1.10.5.2.1   The Reader

The first component in reading comprehension is the reader. The readers in this study are the kids who are involved in reading. As a foundation for reading texts, children must acquire language ability and cognitive knowledge. Vocabulary mastery, linguistic, and discourse knowledge are all part of cognitive knowledge. They should also be encouraged to read. There are modifications in their abilities and cognitive knowledge while they are reading. Reading could help kids expand their understanding. Their motive, on the other hand, can shift. It is contingent on their ability to read. The teacher's instructions can have an impact on the pupils' skill and knowledge when it comes to reading. As a result, students' reading comprehension will be aided by relevant instructions.

1.10.5.2.2 The Text

Texts can make a big difference in how well pupils understand what they're reading. These might be classified as simple or difficult. Texts that are simple are ones that are appropriate for the readers' or pupils' prior knowledge. It indicates that texts are simple when students can make connections between what is being taught in the text and what they already know. If this occurs, the students' reading comprehension will have been attained. In contrast, if the students cannot connect the information from the text to their background knowledge, the texts can be said as difficult texts because comprehension is not attained.

1.10.5.2.3 The Topic

The text's topic has an impact on the students' reading comprehension. When pupils are given a text with an uninteresting topic, even though the content is labeled as easy, they may find it difficult to comprehend. They even seem unwilling to read the text. On the other hand, the students can understand the text well when they are given a text which is interested and relevant to them (Snow, 2002, p. 26).

1.10.5.2.4 The Activity

The objective of the reading is intimately tied to the reading action. Reading exercises vary depending on the purpose of the reading. The reading exercise in this study is focused at improving students' text reading comprehension. The activities comprise the process of locating the main idea, locating detail information, guessing the meaning of difficult words from context, and constructing meaning for the entire text in order to improve students' reading comprehension.

1.10.5.3 The Process of Reading Skill

As it is mentioned above, reading skill is the process of getting knowledge and information by using comprehension skills connected with the prior knowledge of the reader. Understanding the process of reading is closely related to the way how the readers construct meaning from a text. The ways of constructing meaning may vary based on the readers' reference. According to Hudson (2007, p. 33) and Brown (2001, p. 298), there are three types of reading processes, as presented below:

1.10.5.3.1 Bottom-Up Processing

Reading is viewed as phonemic units in bottom-up processing. By canning from letter to letter, the readers generate meaning. It is carried on by recognizing the words as they are passed from one person to the next. Associating between phrases, clauses, and sentences broadens the process. Finally, it is broken down into phonemic units that contain lexical meaning, allowing it to comprehend the text to some extent. This procedure primarily focuses on linier processing, which helps readers to recognize words and add them to their mental lexicon. It is more concerned with how readers read a book than with how they interpret it.

1.10.5.3.2 The Top-Down Processing

In top-down processing, the readers involve their knowledge of syntax and semantic to create meaning of a text (Goodman cited in Hudson, 2007, p. 37). The readers make some text predictions at the start of the process. Following that, samples will be taken to confirm or disprove the predictions. These are the steps in the process of translating text into meaning. The readers make some corrections to the predictions at the end of the procedure. The top-down processing,

indeed, takes the background knowledge of the readers as the most important thing in reading.

1.10.5.3.3 Interactive processing

The interplay between the information in a text and the readers' existing knowledge is referred to as interactive processing. This procedure combines the bottom-up and top-down processing methods previously used. The readers arouse what they have on their background knowledge related with the written information in the text as they read. As a result, in the interactive process, readers detect words while also anticipating suggested information to create meaning. It can be concluded from the preceding explanation that there are three sorts of reading processes. Bottom-up processing is concerned with word recognition, top-down processing is concerned with the readers' background knowledge, and interactive processing is concerned with the combination of word recognition and the readers' background knowledge. Those approaches help the readers in reading comprehension.

1.10.5.4 Strategies in Reading Skill

Reading skill cannot be done instantly. There must be some strategies that are used by the students to reach their comprehension in reading. The strategy that is used by the students must be different from one another. It depends on which strategy they fit in. Students can also use some strategies in reading comprehension proposed by Brown (2001, p. 306) as follows:

1.10.5.4.1   Identifying the Purpose in Reading

Reading for a specific aim is crucial. Before reading the paragraph, the readers must understand the purpose of what they are reading.

The situation is identical to that of the students. Students must understand the objective of the reading in order to comprehend the material.

1.10.5.4.2   Using Grapheme Rules and Patterns to Aid in Bottom-Up Decoding

This method is aimed mostly at starting students. Learners are exposed to a variety of patterns in both oral and written language. This will aid their comprehension of the text.

1.10.5.4.3   Using Efficient Silent Reading Techniques for Relatively Rapid

Intermediate and advanced pupils can benefit from silent reading. Students are encouraged to try inferring meanings from context using this method. It's also one of the best ways to help pupils become better readers.

1.10.5.4.4   Skimming

Students use skimming to get a quick understanding of knowledge by scanning the material at a glance. It is beneficial to pupils since it allows them to practice prediction. They can foresee the text's goal, major theme, and supporting elements, for example.

1.10.5.4.5   Scanning

Scanning, like skimming, is a part of quick reading. Scanning, on the other hand, is concerned primarily with locating specific information. Students find the information they require without having to read the entire book.

1.10.5.4.6   Guessing When the Readers are not Certain

This method is effective in encouraging kids to guess correctly. In guessing, students attempt to infer implied meaning through guessing the meaning of a word, a grammatical relationship (for

example, pronoun references), a discourse relationship, a cultural reference, and content messages.

1.10.5.4.7 Analyzing Vocabulary

Students must pay attention to prefixes, suffixes, roots, grammatical contexts, and semantic contexts when evaluating vocabulary. Prefixes provide information about a word's meaning. Suffixes show which portion of speech a word belongs to. Grammatical contexts provide information signals, and semantic contexts can provide topic cues.

1.10.5.4.8 Distinguishing between Literal and Implied Meaning

This method is linked to the ability to process information from the top down. The meanings are derived from the surface structure as well as the literal meanings.

1.10.5.4.9 Capitalizing on Discourse Markers to Process Relationship

Students must pay attention to the discourse markers in the text in order to connect ideas. They must pay attention to phrases, clauses, and sentences, as they are the ones that commonly contain discourse markers. In addition, reading researchers usually divide reading strategies differently. For example, as it is quoted in Karbalaei (2010), Pressley and Afflerbach (1995) identify several key strategies that were evident in the verbal protocols they reviewed, including:

1) Overview before reading;
2) Look for important information and pay greater attention to it;
3) Relate important points to one another;
4) Activate and use prior knowledge;
5) Change strategies when understanding is not good; and
6) Monitor understanding and take action to correct inaccuracies in comprehension.

There are certain tactics that students can employ in order to improve their reading comprehension. They can figure out why they're reading, take a bottom-up approach, apply semantic mapping, guess, skim and scan, and evaluate language. They can also pay attention to the literal meaning, implied meaning, and discourse markers to help them in achieving the reading comprehension.

1.10.5.5 Difficulties in Reading

According Harmer (1991) cited in Adriyani (2020) there are some difficulties for readers to understand the ideas. Harmer stated the difficulties of reading are:

1.10.5.5.1 Language

Longer sentences have children more difficulty in understanding the material than shorter ones. However, individuals have a hard time understanding the content because they come across unfamiliar vocabulary throughout the text. For example, students easier to understand reading text with the short sentences than reading text with long sentences, students liked to study about English especially in reading text, students hard to understood English text.

1.10.5.5.2 Topic and Genre

For students, the topic is inappropriate or uninteresting. Furthermore, students are familiar with the genre and subject matter. Their lack of engagement expertise could be a huge barrier to reading success. The major premise of the work, for example, was not understood by the students. The major goal behind determining the main idea is to provide an explanation that highlights key points regarding the topic. Whereas supported by Longman determining main idea is the way to understanding a section.

1.10.5.5.3   Comprehension tasks

Comprehension task is a key feature in teaching receptive skills. Sometimes, the teacher is trying to encourage students to improve their receptive skills by giving task or text to accompany them far too easy or far too difficult. For example, students understood every question of the test, students were difficult to find the information on the text.

1.10.5.5.4   Negative expectation

Students have low expectations of reading and will not understand the section in the book or on tape because they believe reading is too difficult. Many of the reading difficulties that pupils face can be traced back to the five components of reading (phonological and phonemic awareness, word decoding and phonics, fluency, vocabulary, and comprehension).

1.10.6 Online Reading

Reading activity is not only uses books or printed media, but also readers can find a variety of sources in accordance needed through the internet and the readers get more sources and knowledge such as a term and paraphrase a sentence after reading using foreign language.

1.10.6.1 The Nature of Online Reading

Online reading is a book produced in a digital way and displayed on the screen, such as computer and PDA (Jeong, 2012). In the same way, Tosun (2014) stated a content completely produced in an electronic environment that can be displayed, accessed, published on a desktop computer, on any hand-held device with screen or in any custom-designed electronics (p. 21). In other words, online reading can be done using electronic devices. According to Balas (2000) as cited in Sawyer (2002) stated that online reading can be done on any

computer system, such as on a desktop or portable computer screen which has special software in it. In other words, with online reading, people need to install some special software to read a digital book on their computer. Another researcher who also gave a definition of online reading is Hawkins (2000) as cited in Sawyer (2002) explained that online reading is a book which is available in an electronic form.

Reading online text is different from reading printed texts (Al-Shehri & Gitsaki, 2010; Dee-Lucas & Larkin, 1995; Dillon, 1992; Son, 2003; Sutherland-Smith, 2002; Weigel & Gardner, 2009). Online texts are read in digital form and include e-books, e-dictionaries, web documents and online instructional materials. They offer a nonlinear approach to reading and interactive features which enrich and expand the concept of literacy (Son, 2003; Sutherland Smith, 2002). In computer-assisted language learning (CALL) environments, online reading is an essential skill for English foreign language (EFL) learners and teachers. It is increasingly crucial as a great number of reading materials are provided online.

1.10.6.2 The differences between Online Reading and Printed Reading

Previous researches compare online reading and printed reading. These researchers found that online and printed reading have their own advantages and disadvantages which are different from one another. From the previous researchers found that one of the advantages of digital reading is portability (Byars, 2015; Tosun, 2014; Khalid, 2014). Byars (2015) on her research found that portability was the biggest factor in why students chose to do the digital reading. Similarly, Khalid (2014) also stated that in online reading, each student only needs to bring a PDA into the class and not the heavy books. This advantage of digital reading becomes the disadvantage of printed reading. Khalid (2014) argued that printed reading makes students bring twenty pounds of

different textbooks. In other words, students are required to bring a lot of books if they want to read more than one book which is heavy. At this point, online reading can be the best choice for students who want to read a lot of books. The other advantages of online reading are easy to take notes and timesaving. Here, Tosun (2014) explained that online reading can make the notetaking become easier and people can change the font size as they want.

While Jeong (2012) also explained that online reading is time-saving for the readers because they only need to type what kind of information or book contents, they need to read without going to the library. researchers also found that one of the disadvantages of online reading is eyes strain (Tanner, 2014; Jhonson and Buck, 2014). Tanner (2014) explained that online reading can cause dry eyes because the distance between the screen and the readers' eyes are closer than the printed reading. While Jhonson and Buck (2014) found that online reading can be harmful to the eyes and brain because of screen resolution, contrast, and brightness of the devices.

This can be the advantage of printed reading because in Byars (2015) research, she found that the students chose printed reading because there is no eyes strain when they read. Rowland (2007) as cited in Millar and Schrier (2015) found that students believed online reading is difficult to read and annotate. In other words, students find it difficult to understand the books when they do a digital reading. Millar and Schrier (2015) also argued that printed reading was easier to read than online reading and it becomes the advantage of printed reading. Not only that it is easy to read printed reading, but it is also less distracting than online reading.

1.10.6.3 Reading Strategy for Online Learning

Reading strategies during online learning are the techniques that readers use to interact with electronic texts such as e-journal, e-magazine and information from the internet (Coiro, 2003). The classification of reading strategies for online learning are common in reading strategies from printed materials, however, these strategies are called in different names. According to Flavell's (1979) theory and Anderson's (2002) model were chosen for this study because they lay out principles that are useful in examining metacognitive reading strategies. Metacognitive strategies such as planning, monitoring, evaluating, and revising all play important roles in comprehending hypertext.

Planning describes an overview of how the learning will be carried out; monitoring is related to controlling the undergoing learning process; evaluating refers to the assessment activities of current learning; and revising involves activities to correct previous mistakes and adjust previous learning plans and other strategies. Finally, metacognitive strategies assist learners in the e-learning environment because they help individuals to become disoriented. Therefore, students need to connect their learning strategies with their purpose of being online while engaged in an online reading task. This awareness results in strong metacognitive strategies.

Based on these principles, Mokhtari and Sheorey (2001) developed the Survey of Reading Strategies (SORS), and Mokhtari and Reichard (2002) created the inventory for metacognitive awareness of reading strategies (MARSI). Anderson (2003) designed the Online Survey of Reading Strategies (OSORS) based on SORS. In fact, OSORS is very similar to SORS, but Anderson (2003) believed that whereas many strategies used for reading printed texts could be adopted to read online texts, reading online integrates other search activities that would

not be possible in print environments. These instruments have been widely used in foreign language reading research.

1.10.6.3.1 Global strategy (GLOB)

Global strategies are intentional and carefully planned by learners to monitor their reading, such as having a purpose in mind, previewing the text, checking how text content fits its purpose, noting text characteristics like length and organization, and predicting or guessing the text's meaning (i.e., taking an overall view of the online text to see what it is about before reading it or reviewing the online text first by noting its characteristics like length and organization). Global reading strategy involves reflecting the reading material as well as the reason for reading itself. GLOB contains sixteen from thirty-six items and represents a set of reading strategies oriented toward a global analysis of text. These strategies can be thought of a generalized, intentional online reading strategies aimed at setting the stage for the reading act. The following is a list of global reading strategy characteristics based on students' traits:

Table 1.4
Global Strategy Characteristics Based on Students' Traits

No.	Traits
1.	Students have a purpose in mind when they read online.
2.	Students participate in live chat with other English learners.
3.	Students participate in live chat with native speakers.
4.	Students think about what they know to help them understand what they have read online.
5.	Students take an overall view of the online text to see what it is about before reading it.
6.	Students think about whether the content of the online text fits their reading purpose.
7.	Students review the online text first by taking notes of its

	characteristics like length and organization.
8.	When reading online, students decide what to read closely and what to ignore.
9.	Students read pages on the Internet for academic purposes.
10.	Students use tables, figures, and pictures in the online text to increase their understanding.
11.	Students use context clues to help them better understand what they are reading online.
12.	Students use typographical features like bold face and italics to identify key information.
13.	Students critically analyze and evaluate the information presented in the online text.
14.	Students check my understanding when they come across new information.
15.	Students try to guess the content of the online text when they read.
16.	Students check to see if their guesses about the online text are right or wrong.
17.	Students scan the online text to get a basic idea of whether or not it will serve their purposes before choosing to read it.
18.	Students read pages on the Internet for fun.

1.10.6.3.2 Problem-solving strategy (PROB)

Problem-solving strategies are the process that readers use while they are working directly with the text, especially when the text becomes difficult; these strategies include guessing the meaning from unknown words, adjusting one's reading rate, visualizing the information read, resolving conflicting information, and rereading the text to improve comprehension (i.e., stop reading for a moment when stressing or confusing occurred). Problem-solving strategy implore

students to solve problems while they are reading. This strategy contains eleven from thirty-six items that appear to be oriented around strategies for solving problems when the test becomes difficult to read. Here is the list of problem-solving strategy characteristics based on students' traits:

Table 1.5

Problem-Solving Strategy Characteristics Based on Students' Traits

No	Traits
1.	Students read slowly and carefully to make sure they understand what they are reading online.
2.	Students try to get back on track when they lose concentration.
3.	Students adjust my reading speed according to what they are reading online.
4.	When online text becomes difficult, they pay closer attention to what they are reading.
5.	Students stop from time to time and think about what they are reading online.
6.	Students try to picture or visualize information to help remember what they read online.
7.	When online text becomes difficult, they reread it to increase their understanding.
8.	When students are reading online, they guess the meaning of unknown words or phrases.
9.	Students critically evaluate the online text before choosing to use information they read online.
10.	Students can distinguish between facts and opinions in online texts.
11.	When reading online, students look for sites that cover both sides of an issue.

1.10.6.3.3 Support strategy (SUP)

Support strategies are what readers use to help their comprehension, such as using a dictionary, taking notes, highlighting textual information, or translating from one's mother tongue to the target language (i.e., taking notes while reading online to understand the texts or using reference materials such as an on-line dictionary to understand what read online). Support reading strategy provides support upon reading to increase students' comprehension and retention. SUP contains nine from thirty-six items and primary involves use of outside reference. These strategies provide the support mechanism aimed at sustaining responses to reading. The figure 1.5 below presents a list of support reading strategy characteristics based on students' traits:

Table 1.6

Support Strategy Characteristics Based on Students' Traits

No	Traits
1.	Students take notes while reading online to help them understand what they read
2.	When online text becomes difficult, students read aloud to help them understand what they read.
3.	Students print out a hard copy of the online text then underline or circle information to help them remember it.
4.	Students use reference materials (e.g., an online dictionary) to help them understand what they read online.
5.	Students paraphrase (restate ideas in their own words) to better understand what they read online.
6.	Students go back and forth in the online text to find relationships among ideas in it.
7.	Students ask themselves questions they like to have answered in

	the online text.
8.	When reading online, students translate from English into their native language.
9.	When reading online, students think about information in both English and their mother tongue

1.10.6.4 Online Reading Difficulties

Studies investigating the difficulties faced by students upon online reading were conducted by some researchers namely Tseng (2008), Romly et. al. (2018), and Tseng (2008) conducted a study to find out the difficulties on online reading involving Students. Those students were asked what kind of difficulties they found upon reading on a computer screen. There were some points of answers namely eyestrain, lost in lines, unable to take notes, habit change, and portability. Romly et. al. (2018 on a study involving ESL students from two Malaysian universities found three major difficulties faced by ESL students namely troubles with the sounds of the individual words, inability to find the overall meaning of the text, and inability to recognize the words.

1.11 Methodology of The Research

In this chapter, the researcher described research method, source and type of data, instrument of the research, technique of data collection, technique of data analysis and research timeline.

1.11.1 Research Design and Steps of The Research

This research used qualitative approach, where the data is represented in the form of words (Creswell, 1998, p. 626). The method of this research is descriptive qualitative research. This data is conducted to analyze how students research English as foreign language for online learning; to have better understanding about the

learner's strategy regarding online learning. Descriptive research approach is a basic research method that examines the situation as it exists in its current state (Williams, 2007, p. 66). Descriptive research was described by Heighm and Crocker (2009, p. 70), which a comprehensive, contextualized image of a specific case or phenomenon is provided by the researcher. The aim of the research is simply to gain a deep understanding of the case or phenomenon itself, not to generalize certain cases or contexts.

Descriptive qualitative approach aims to examine detail about person, places, or events in a setting in qualitative approach (Creswell, 2008 p. 254). According to Mack et al (2005, p. 1), qualitative research is particularly effective in obtaining culturally specific information on the relevant communities, beliefs, views, attitudes and social contexts. In other words, qualitative research is used to gain information from particular population. The information is gathered to define the social context and relevant individuals. Therefore, this research called descriptive because it describes what the reading strategies can be used for online learning in the 21st century. The researcher chooses this research because it is crucial to be investigated, that is why in this research the researcher tend to be focus on the student's reading strategy for online learning in the 21st century that will be taken from many points of view.

The steps in the current research are adapted from Creswell (2012, p. 7), there were six steps of research to obtain data. The steps are:

1) Identifying research problem. The researcher identifies the phenomenon that happen in the researcher's environment.

2) Reviewing the literature. After identifying the problem, the researcher examining the topic that related to the problem.

3) Specifying a purpose and research question or hypothesis. This step is objective of the research used to address the related issue and eliminate

the aim to specific questions.

4) Collecting qualitative data. In this step, the researcher asses which participants, ask the participants' permission, and build the collection of data.

5) Analyzing and interpreting qualitative data. Analyzing qualitative data includes learning how to make sense of text and pictures so that can have answers to the research questions.

6) Reporting and evaluating research. The researcher gives conclusion and some suggestion related to the topic.

1.11.2 Sources and Types of Data

The data is information or evidence used to answer or evaluate the research question. The data base of the research is the subjects from which the information can be gathered for research purposes (Arikunto, 2010, p. 129). The data is the important tools in the phenomenon of the research. The data collection must be relevant to the research problem. The data in this research obtained mostly from conducting open-ended questionnaire and interview with the participants to gain validity in the students' online reading strategy and students' difficulty during online reading. The researcher needs sources to obtain the available data when collecting data.

There are two sources that can be used to get the data in qualitative research; the primary source and secondary sources (Ary et.al, 1985, p. 332). The primary source is a source that can directly provide valuable information (Sugiyono, 2008, p. 225). In other word, the primary source is to give prominent data relate to problems of the research. In this research for the primary source, the researcher used the result of interview and open-ended questionnaire. In addition, source for obtaining the data is a secondary source. According to Given (2008, p. 803) argued that the secondary source of data is a pre-existing source that has been collected for another purpose or by someone other than the researcher. In other

words, when conducting research, secondary sources have the function of collecting data for different purposes.

1.11.3 Data Collection Techniques and Instruments

The research data was collected in accordance with a predetermined research design (Walidin, 2015 p. 45). The data collection reflects information about the invited object. The researcher performed interviews, and collected open-ended questionnaire using Google Form in the conduct of this research. According to Sugiyono (2017, p. 222) report that in qualitative research the main instrument is the researcher herself. The researcher has put itself as the main instrument because the nature of the research is qualitatively descriptive. In this research, the researcher is not the one and the only instrument. The researcher used additional instrument for finishing the research, for example, hand phone for video and recording of interview, camera digital for capturing the data and many other supporter instruments which were used by researcher.

In order to find out the reading strategies can be used for online learning in the 21st century and students' difficulties during reading online, some stages have been developed in order to collect the data. The researcher used several techniques below to gather the data:

1.11.3.1 Interview

Interviews conducted to obtain information, which cannot be obtained through questionnaires (Walidin, 2015 p. 116). With interviews, participants will share their experiences with researchers. It can be concluded that the interview is a conversation between two or more people and takes place between the interviewee and the interviewer where the purpose of the interview is to get the right information from a trusted informant. First, by verifying the interview process, because with the recording the researcher will have original evidence from the participant's voice speaking and both the question and answer can be verified if

misinterpreted. Second, the recorded data is rewrite, summarized and collected in full (Raco, 2010 p. 119). The researcher attempted to record the interview in form of audio recording. The targeted interviews conducted by the researcher directly are the teacher and four students (two students who have highest score in class and two others who have lowest score).

1.11.3.2 Questionnaire

Questionnaire is an investigation carried out by sending a questionnaire to respondents who have been determined and after being filled out the questionnaire is returned to the researcher (Yusuf, 2014 p. 49). According to Cohen et.al, (2007, p. 321) explained that there are types of questionnaire items. First is a closed question. In a closed question, the researcher determines the range of responses that the respondent can choose from. Closed questions are structured and useful because they can produce frequency responses that can be received by treatment and statistical analysis. Second is an open-ended question. Open-ended questions are useful if the possible answers are unknown or the questionnaire is exploratory. This question allows participants to write using their own terms, explain and fulfill the response requirements and avoid predetermined categories of responses. The research consists of thirty-six open-ended questions that focus on the reading strategies can be used for online learning in the 21st century. Nonetheless, to make it easier for students to fill in, the questionnaire prepared using Indonesian therefore it would later need to be translated again by the researcher. The researcher made an electronic questionnaire in the form of a Google Form.

1.11.4 Data Analysis Technique

According to Creswell (2014) argued that there are six steps in anlyzing the data. These were organization and preparation of the data,

applying the coding process, describing, representing, and interpreting the data (pg. 247-249). Therefore, the researcher would apply these six steps to anlyze the data. The steps could be explained as follow:

1) Organize and Prepare the Data for Analysis

This step involves transcribing the interviews, questionnaire, scanning the answer, and sorting all the answers into different types depending on the information.

2) Read or Look at All the Data

The researcher reads all the necessaries data and get the general sense of the information and write the overall meaning, obtain a general sense of the information and to reflect on its overall meaning.

3) Start Coding All of the Data

The researcher starts to process the data by giving the code that represent the data. It involves taking data or pictures, segmenting sentences (or paragraphs) or images intocategories, and labelling

those categories with a term, often a term based in the actual language of the participant.

4) Use the Coding

This analysis is useful in designing detailed descriptions for case studies, ethnographies, and narrative research projects.The researcher uses the coding process to describe the setting or people for analysis. The description involves detail information about people, places, or events.

5) Advanced Description

It present a process model, advance a drawing of the specific research, or convey descriptive information in a table.

6) Making Interpretation

In conducting this research, it is needed approach which is briefly integrated to the way the researcher examines the phenomena.The

final step is making an interpretation of the finding result. These finding results can be based on the researcher interpretation.

1.11.5 Research Timeline

Time allocated for this research was to read the textbooks and journal articles. To collect and read the textbooks and journal articles were need a lot of time. It takes about 3 months to collect the data.

	Activities	Months											
		July				August				September			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Preparing research proposal	█											
2	Instrument development of research proposal		█										
3	Instrumental try out of research proposal		█										
4	Revision of research proposal		█	█									
5	Asking agreement to the principal of the school for doing survey			█									
6	Looking for the data from textbooks or jurnal articles					█	█	█					
7	Analyzing data									█	█		
8	Making data conclusion										█		
9	Finalisation of the research											█	█