

# CHAPTER I

## INTRODUCTION

This chapter outlines the research background, problems, objectives, scope, limitations, significance, and definitions of key terms. Each of these sections is presented individually below.

### 1.1 Research Background

Reading stands as a fundamental language proficiency taught in English education, underlining the critical need to recognize its significance. The importance of reading abilities is evident in their impact, influencing not only students' academic achievements but also contributing to personal satisfaction through enhanced professional prospects. Prior research conducted by Acheaw and Larson (2014) indicated a correlation between reading habits and academic success, suggesting that reading habits can shape students' academic performance.

The importance of reading is also proven to be a continuously developing skill in life. For getting information, readers need to develop a strategy through questioning as well as stepping hierarchical techniques (Frankel et al., 2016). It is important to build up the reading skills of the students because they experience comprehending a text in a systematic way. Furthermore, teaching reading guides students toward finding the main idea, making inferences, or summarizing. It also avoids misconceptions of students about the text context (Smith et al., 2021).

However, acquiring reading proficiency is often challenging for students. Numerous obstacles can delay their progress. Research on English reading proficiency by Hellekjaer (2009) revealed that common difficulties included

encountering unfamiliar vocabulary and experiencing slow reading speed. Moreover, Murray's (2013) study identified the primary challenge in reading texts as identifying the main idea, followed by dealing with unknown words and complex sentence structures.

Consequently, teachers face the important task of selecting suitable reading materials. The preparation of reading materials is a vital aspect of the teaching and learning process, as these materials serve as a central element in most language programs. They generally form the basis for much of the language input learners receive and the language practice that occurs within the classroom (Richards, 2012). For less experienced educators, Richards also suggests that materials can act as a form of teacher training, offering insights into lesson planning and teaching methodologies, as well as providing adaptable formats.

According to Dudley-Evans and St. John (in Richards, 2012) said that reading materials help teachers in some ways. They give language examples, help students learn, make learning interesting, and can be used for looking up information. For students, these materials are often the main way they see and use English, besides what the teacher says.

Thus, materials are very important for teaching English reading. They help teachers focus on what each student needs to learn. Vivic (in Ningrum, 2015) said that choosing, changing, or making materials is a key part of good teaching. It shows that the course is well planned and gives students what they need for their future jobs. This means teachers must plan materials carefully so students can learn what they need for their work lives.

Students' needs are defined by what they will be capable of doing with the language taught to them by the end of a course of study, allowing them to use the language appropriately for their specific tasks or sets of tasks (Richards, 2012). Previous findings by Ningrum (2015) indicated that students' reading needs included the relevance of reading materials chosen by the teacher to their learning requirements. Thus, students' reading needs involve all the abilities they will develop through the reading materials provided, enabling them to apply these skills within their particular fields of study.

Consequently, understanding students' needs is a crucial aspect for teachers in language education. As stated by Richards (2012), a fundamental principle in curriculum development for educational programs should be the analysis of students' needs. According to Kayi (2008), who cited Kaur (2007), English teachers struggle with curriculum development and encounter teaching and learning problems if they don't understand their students' needs. Similarly, El-Dessouki (2006) proposed that Needs Analysis, by identifying student needs and learning goals, can help teachers achieve their instructional objectives.

Given the issues previously discussed, the researcher will conduct empirical research focusing on Needs Analysis (NA) for English reading skills at Vocational High Schools. This research is particularly important because no previous studies have explored the NA in English reading for RPL students at Vocational High School of Nurul Jadid Paiton. The researcher anticipates that performing the NA will help to resolve difficulties in learning English reading skills.

Furthermore, RPL students at Vocational High School of Nurul Jadid Paiton have been chosen as the focus of this research. This selection is based on the findings of the researcher's preliminary investigation, which indicated their difficulties in understanding English, particularly the vocabulary used in programming and computer applications. This is further supported by Pudyastuti and Palandi (2014), who found that Informatics students experienced challenges in creating computer programs due to their limited English reading skills.

Considering the research background outlined above, the researcher aims to undertake research titled *“Students’ Needs in Learning Reading Skills at Rekayasa Perangkat Lunak (RPL) Department of Vocational High School of Nurul Jadid Paiton”*.

## **1.2 Research Problems**

Based on the research background, the researcher aims to address three main problems:

1. In term of the materials, what are the RPL students' needs in learning English reading skills at Vocational High School of Nurul Jadid Paiton?
2. What are the reading materials presented in the English module of the RPL students in learning reading skills at Vocational High School of Nurul Jadid Paiton?
3. How do the reading materials presented in the English module meet the students' needs in learning reading skills at Vocational High School of Nurul Jadid Paiton?

### **1.3 Research Objectives**

This research aims to achieve the following three purposes:

1. To find out the RPL students' needs in learning English reading skills, in term of the materials, at Vocational High School of Nurul Jadid Paiton
2. To describe the reading materials presented in the English module of the RPL students in learning reading skills at Vocational High School of Nurul Jadid Paiton
3. To know how the reading materials presented in the English module meet the students' needs in learning reading skills at Vocational High School of Nurul Jadid Paiton

### **1.4 Scope and Limitation**

The scope of this research is in examining the needs of RPL students concerning the development of their English reading abilities, as well as identifying the type of reading materials in the module provided to them by their teacher. The scope of this research is specifically limited to the RPL students and alumni, as well as their English teacher at the Vocational High School of Nurul Jadid Paiton.

### **1.5 Research Significance**

The outcomes of this research are predicted to inform English teachers, RPL students, and relevant authorities within the Vocational High School of Nurul Jadid Paiton, those responsible for the school's management system, by providing insights into suitable reading materials aligned with students' needs for use in their educational activities. Furthermore, the results of this research may serve as a

valuable resource for other researchers seeking to conduct related investigations in the future.

### **1.6 Definition of Key Terms**

To ensure the terms used in this research are clear and easily understood, the researcher defines them below:

1. *RPL Students*: This designates students enrolled in the Software Engineering program, which is one of the specialized fields of study offered at the Vocational High School of Nurul Jadid Paiton.
2. *RPL Alumni*: This designates former students enrolled in the Software Engineering program, which is one of the specialized fields of study offered at the Vocational High School of Nurul Jadid Paiton.
3. *Needs Analysis (NA)*: This refers to the procedure of gathering data regarding the objectives and subject matter of a course. This data is based on the students' existing knowledge and their desired learning outcomes (students' needs), with the aim of developing relevant course content (Nation and Macalister, 2010, p. 24). Within the context of this research, NA specifically involves an examination of the reading material requirements of RPL (Software Engineering) students in the process of learning English reading skills.
4. *Reading*: Defined as an active process through which individuals obtain information for various purposes. It represents a means of engaging with written text and constructing meaning by drawing upon prior information, existing knowledge, and past experiences (Cadena, 2006). In the context of this research,

reading is considered one of the language skills instructed in the classroom setting at the Vocational High School of Nurul Jadid Paiton.

5. *Materials:* These encompass any resources that can be utilized to support language acquisition, including but not limited to textbooks, videos, adapted reading materials, flashcards, games, websites, and interactions via mobile phones (Tomlinson, 2016). In the framework of this research, materials specifically refer to any resources that can facilitate the learning of reading, such as textbooks, videos, games, websites, and worksheets.

