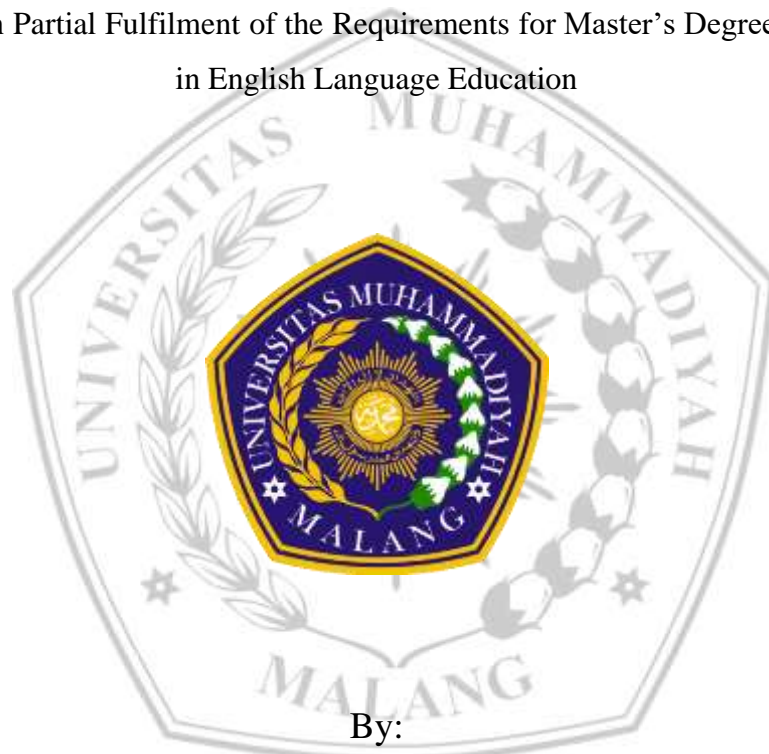


STUDENTS' NEEDS IN LEARNING READING SKILLS AT *REKAYASA PERANGKAT LUNAK (RPL)* DEPARTMENT OF VOCATIONAL HIGH SCHOOL OF NURUL JADID PAITON

THESIS

In Partial Fulfilment of the Requirements for Master's Degree
in English Language Education



By:
ALFI SYUKRIN
202120560211041

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG
JULY 2025**

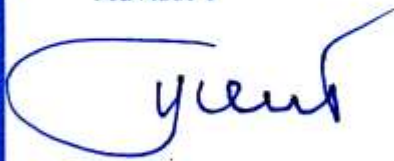
STUDENTS' NEEDS IN LEARNING READING SKILLS AT *REKAYASA PERANGKAT LUNAK (RPL)* DEPARTMENT OF VOCATIONAL HIGH SCHOOL OF NURUL JADID PAITON

by

**ALFI SYUKRIN
202120560211041**

Accepted on
Monday, 21st July 2025

Advisor I



Ascc. Prof. Dr. Masduki

Advisor II



Ascc. Prof. Dr. Hartono

Director of the
Graduate Program



Dr. Estu Widodo, Ph.D.

Head of Department




Dr. Estu Widodo, M.Hum.

THESIS

Written by:

ALFI SYUKRIN
202120560211041



Defended in front of the examiners
on **Monday, 21st July 2025** and it was
decided that it fulfilled the requirements to get
the master's degree in English Language Education
at the Postgraduate Program of Universitas Muhammadiyah Malang

The Examiners

Chief : **Assc. Prof. Dr. Masduki**
Secretary : **Assc. Prof. Dr. Hartono**
1st Examiner : **Dr. Sri Hartiningsih, M.M.**
2nd Examiner : **Dr. Estu Widodo, M.Hum.**

ACKNOWLEDGMENT

First of all, *alhamdulillah*, all praises and gratefulness are upon Allah SWT, the Almighty God, the Most Gracious and Merciful, for His blessing and help in guiding this way of life. Second of all, may *shalawat* and *salam* also always be upon His last Prophet, Muhammad SAW.

I also would like to express my gratitude and appreciation to my first advisor, Assc. Prof. Dr. Masduki and my second advisor, Assc. Prof. Dr. Hartono, for their valuable supports, advices, and patience in guiding me to accomplish this thesis. Furthermore, my gratefulness goes to my thesis examiners for their beneficial feedbacks and suggestions so that I am allowed to make betterments in my postgraduate thesis.

I sincerely also express my deepest gratitude to *Ibuk* and *Bapak* as the ones who give me the way to get His pleasure and mercy, my beloved wife, Rizki Inayah, who always supports me for always being patient and being an encouragement in every way in going through this journey, and *Kakak* Lila and Muhammad as a beacon of light in living this life.

Finally, I realize that there might be imperfection in accomplishing this thesis. Therefore, I would openly welcome any constructive and supportive comments, feedbacks, and suggestions in search of acquiring the significant betterment of this thesis.

Probolinggo, 21st July 2025



ALFI SYUKRIN

TABLE OF CONTENTS

ACKNOWLEDGMENT	iv
TABLE OF CONTENTS	v
LIST OF APPENDICES	vii
LIST OF TABLES	viii
LETTER OF STATEMENTS	ix
ABSTRACT	x
CHAPTER I INTRODUCTION	
1.1 Research Background.....	1
1.2 Research Problems	4
1.3 Research Objectives	5
1.4 Scope and Limitation	5
1.5 Research Significance	5
1.6 Definition of Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Teaching of ESP in Vocational High School.....	8
2.2 Teaching of ESP Reading	10
2.3 Reading Materials	11
2.3.1 Purposes of Reading Materials	12
2.3.2 Factors in Choosing Reading Materials	13
2.4 Students' Needs in Reading	14
CHAPTER III RESEARCH METHODS	
3.1 Research Design.....	17
3.2 Research Subjects	18
3.3 Data Collection.....	19
3.3.1 Techniques and Instruments.....	19
3.3.1.1 Interview	19
3.3.1.2 Document	20
3.3.2 Procedures	21
3.4 Data Analysis	22

CHAPTER IV FINDINGS AND DISCUSSION

4.1 Findings.....	25
4.1.1 RPL Students' Needs in Learning Reading Skills	25
4.1.1.1 Computer-presented materials	26
4.1.1.2 Selected chapters of books	28
4.1.1.3 Workbook or laboratory instructions	30
4.1.1.4 Newspaper articles	32
4.1.1.5 Photocopied notes	34
4.1.1.6 Entire references or textbooks.....	36
4.1.1.7 Journal articles	37
4.1.1.8 Works of fiction	39
4.1.2 Reading Materials Presented in the Module	40
4.1.3 Relevance of Reading Materials to Students' Needs	45
4.2 Discussion	50

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion	53
5.2 Suggestions	55

REFERENCES	57
-------------------------	----

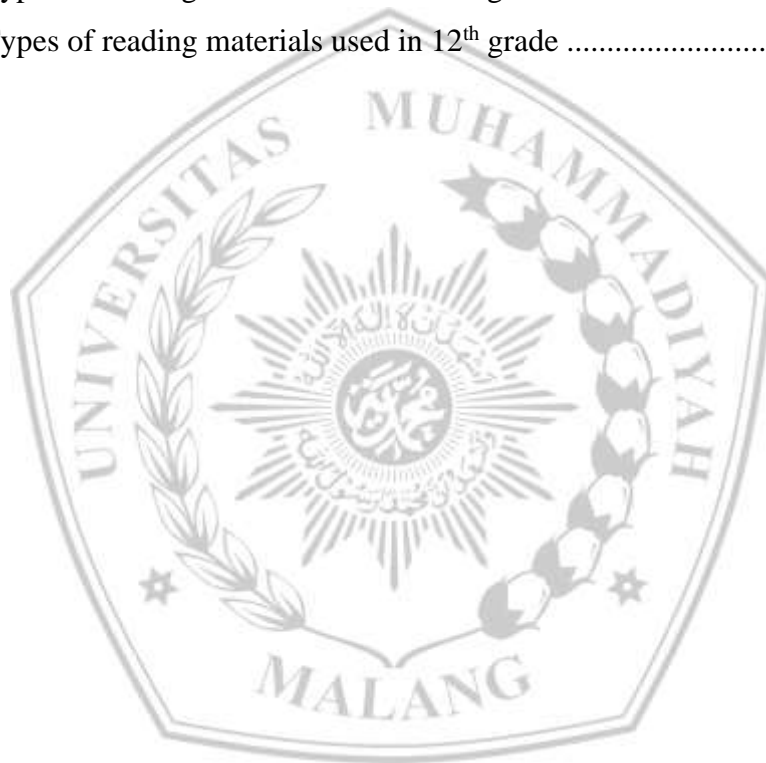
APPENDICES	60
-------------------------	----

LIST OF APPENDICES

APPENDIX 1 Interview Guide for Research Problem 1	61
APPENDIX 2 Interview Guide for Research Problem 2	62
APPENDIX 3 Interview Transcription of RPL Student	63
APPENDIX 4 Interview Transcription of RPL Student	66
APPENDIX 5 Interview Transcription of RPL Alumni	69
APPENDIX 6 Interview Transcription of RPL Alumni	73
APPENDIX 7 Interview Transcription of RPL Alumni	77
APPENDIX 8 Interview Transcription of English Teacher.....	80
APPENDIX 9 Works of Fiction in 10 th Grade Module	83
APPENDIX 10 Newspaper Articles in 10 th Grade Module.....	84
APPENDIX 11 Workbook in 11 th Grade Module	85
APPENDIX 12 Others Category in 11 th Grade Module	86
APPENDIX 13 Newspaper Articles in 12 th Grade Module.....	87
APPENDIX 14 Manual Instructions in 12 th Grade Module	88
APPENDIX 15 Selected Chapters of Books in 10 th , 11 th and 12 th Grade Modules	89
APPENDIX 16 Application Letter of Conducting Research.....	91
APPENDIX 17 Acceptance Letter of Conducting Research	92

LIST OF TABLES

Table 3.1 The Summary of Research Problem and the Data	24
Table 4.1 Students' needs of types of reading materials.....	26
Table 4.2 Types of reading materials used in 10 th grade	42
Table 4.3 Types of reading materials used in 11 th grade	42
Table 4.4 Types of reading materials used in 12 th grade	43



LETTER OF STATEMENTS

I, the undersigned:

Name : **ALFI SYUKRIN**
NIM : 202120560211041
Department : Masters in English Language Education

Hereby, declare that:

1. The thesis entitled: **STUDENTS' NEEDS IN LEARNING READING SKILLS AT REKAYASA PERANGKAT LUNAK (RPL) DEPARTMENT OF VOCATIONAL HIGH SCHOOL OF NURUL JADID PAITON** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON-EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 21st July 2025
The writer,



ALFI SYUKRIN

**STUDENTS' NEEDS IN LEARNING READING SKILLS AT REKAYASA
PERANGKAT LUNAK (RPL) DEPARTMENT OF VOCATIONAL HIGH
SCHOOL OF NURUL JADID PAITON**

Alfi Syukrin

alfisyukrin30@gmail.com

Assc. Prof. Dr. Masduki

Assc. Prof. Dr. Hartono

Masters in English Education, Universitas Muhammadiyah Malang
Malang, East Java, Indonesia

ABSTRACT

An empirical Needs Analysis (NA) for English reading skills was conducted among students in the *Rekayasa Perangkat Lunak (RPL)* Department at Vocational High School of Nurul Jadid Paiton. Preliminary investigations indicated these students face difficulties understanding English, particularly vocabulary related to programming and computer applications, and this research anticipates that performing the NA will help resolve these challenges. The objectives of this study were to identify the RPL students' needs in learning English reading skills regarding materials, to describe the reading materials presented in the English module for RPL students, and to determine how the module's reading materials meet the students' needs. This was a qualitative research study. The research subjects included RPL students, the English teacher, and RPL alumni. The data were collected through interviews and document analysis. The results showed that computer-presented materials, selected chapters of books, and workbooks or laboratory instructions were the more needed types of reading materials by RPL students. The English module primarily relied on selected chapters of books, supplemented by diverse materials such as fiction, newspaper articles, workbooks, authentic documents, and social media content (computer-presented materials). Core texts like selected chapters of books and workbooks, along with computer-presented materials, aligned well with alumni requests for focused, real-world reading that develops both language and professional skills, catering to students' preference for current and engaging content.

Keywords: Needs Analysis (NA), reading materials, students' needs, vocational high school

**STUDENTS' NEEDS IN LEARNING READING SKILLS AT REKAYASA
PERANGKAT LUNAK (RPL) DEPARTMENT OF VOCATIONAL HIGH
SCHOOL OF NURUL JADID PAITON**

Alfi Syukrin

alfisyukrin30@gmail.com

Assc. Prof. Dr. Masduki

Assc. Prof. Dr. Hartono

Magister Pendidikan Bahasa Inggris, Universitas Muhammadiyah Malang
Malang, Jawa Timur, Indonesia

ABSTRAK

Analisis Kebutuhan (AK) keterampilan membaca bahasa Inggris dilaksanakan di kalangan siswa jurusan Rekayasa Perangkat Lunak (RPL) Sekolah Menengah Kejuruan Nurul Jadid Paiton. Investigasi awal menunjukkan bahwa siswa-siswa ini menghadapi kesulitan dalam memahami bahasa Inggris, khususnya kosakata yang berkaitan dengan pemrograman dan aplikasi komputer, dan penelitian ini dimaksudkan agar pelaksanaan AK akan membantu mengatasi tantangan tersebut. Tujuan dari penelitian ini adalah untuk mengidentifikasi kebutuhan siswa RPL dalam pembelajaran keterampilan membaca bahasa Inggris terkait jenis material keterampilan membaca, mendeskripsikan jenis material keterampilan membaca yang disajikan dalam modul bahasa Inggris untuk siswa RPL, dan menentukan bagaimana jenis material keterampilan membaca dalam modul telah memenuhi kebutuhan siswa. Ini merupakan penelitian kualitatif. Subjek penelitian meliputi siswa RPL, guru bahasa Inggris, dan alumni RPL. Data dikumpulkan melalui wawancara dan analisis dokumen. Hasil penelitian menunjukkan bahwa materi berbasis komputer, bab-bab terpilih dari buku, dan buku kerja atau instruksi laboratorium merupakan jenis material keterampilan membaca yang lebih dibutuhkan oleh siswa RPL. Modul bahasa Inggris utamanya menggunakan bab-bab terpilih dari buku, dilengkapi dengan beragam materi tambahan seperti fiksi, artikel koran, buku kerja, dokumen otentik, dan konten media sosial (materi berbasis komputer). Jenis material keterampilan membaca seperti bab-bab terpilih dari buku dan buku kerja, bersama dengan materi berbasis komputer, sangat selaras dengan harapan alumni untuk bacaan yang terfokus, relevan dengan dunia nyata, yang mengembangkan keterampilan bahasa dan profesional, serta memenuhi preferensi siswa akan konten yang terkini dan menarik.

Kata kunci: Analisis Kebutuhan (AK), material keterampilan membaca, kebutuhan siswa, Sekolah Menengah Kejuruan

REFERENCES

- Abiri, F. (2012). Exploration of English Needs According to Teachers and Learners in the Psychology Major in Iranian Universities. *ELSEVIER*, 70(Social and Behavioral Sciences), 821 – 826.
- Acheaw, M. O., & Larson, A. G. (2014). Reading Habits Among Students and its Effect on Academic Performance: A Study of Students of Koforidua Polytechnic. *University of Nebraska*, 1130(Library Philosophy and Practice (e-journal)), 1-22.
- Ahmed, M. K. (2014). The ESP Teacher: Issues, Tasks and Challenges. *English for Specific Purposes World*, 15(42), 1-33.
- Ary, D., Jacob, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education* (8 ed.). USA: Wadsworth.
- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. New York: Palgrave Macmillan.
- Berardo, S. A. (2016). The Use of Authentic Materials in the Teaching of Reading. *The Reading Matrix*, 6, 60-69.
- Cadena, C. M. (2006). *Effectiveness of Reading Strategies and Improving Reading Comprehension in Young ESL Readers*. Barranquilla: Universidad Del Norte.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). California: Sage.
- El-Dessouki, A. F. (2006). ESP Teaching Troubles, or When Need is the Mother of Invention. 164-169.
- Fitriana, P., Hadijah, D., & Lestari, Z. W. (2019, April). The use of authentic material to improve students' reading comprehension. *Journal of English Language Teaching in Indonesia*, 7(1), 8-11.
- Flowerdew, L. (2013). Need Analysis and Curriculum Development in ESP. In B. Paltridge, & S. Starfield, *The Handbook of English for Specific Purposes* (pp. 325-346). Oxford: Wiley-Blackwell.
- Harrabi, A. (2010). Issues in Education of English for Specific Purposes in the Tunisian Higher Education. *English for Specific Purposes World*, 9(2), 1-20.
- Hellekjær, G. O. (2009). Academic English Reading Proficiency at the University Level: A Norwegian Case Study. *Reading in a Foreign Language*, 21, 198-222.

- Hirvela, A. (2013). ESP and Reading. In P. Brian, & S. Sue, *The Handbook of English for Specific Purposes* (p. 81). Oxford: Wiley-Blackwell.
- Hutchinson, T., & Waters, A. (1991). *English for Specific Purposes*. New York: Cambridge University Press.
- Idulog, M. V., Gadiano, R., Toledo, E., Hermosada, M., Casaldon, H., Mariposa, M., . . . Bautista, R. (2023). Filipino Students' Reading Abilities: A Note on the Challenges and Potential Areas for Improvement. *International Journal of Education and Teaching Zone*, 2(2), 233-242.
- Kayi, H. (2008). Developing an ESL Curriculum Based on Needs and Situation Analyses: A Case Study. *Journal of Language and Linguistic Studies*, 4, 29-49.
- Küçükoğlu, H. (2012). Improving Reading Skills through Effective Reading Strategies. *ELSEVIER*, 70(Social and Behavioral Sciences), 709-714.
- Malakul, S., & Park, I. (2023). The effects of using an auto-subtitle system in educational videos to facilitate learning for secondary school students: learning comprehension, cognitive load, and satisfaction. *Smart Learning Environments*, 10(4), 1-17.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. United States of America: SAGE Publications, Inc.
- Murray, C. (2013). *A Study of Language Related Factors Impeding the English Reading Comprehension of Namibian First Year University Students*. Doctor of Philosophy. Namibia: The University of Namibia.
- Nation, I. S., & John, M. (2010). *Language Curriculum Design*. New York: Routledge.
- Ningrum, S. T. (2015). An Analysis on ESP to Students of Reading Material. *Celtic*, 2(2), 1-11.
- Normurodovna, M. A. (2025). The Importance of Teaching English for Specific Purposes. *International Conference on Scientific Research in Natural and Social Sciences* (pp. 148-156). New York: Econferseries.
- Nunan, D. (2004). *Task-based Language Teaching*. New York: Cambridge University Press.
- Paltridge, B., & Starfield, S. (2013). *The Handbook of English for Specific Purposes*. Oxford: Willey-Blackwell.
- Pudyastuti, Z. (2019). Reading Strategies for Non-English Department Students: How Important is It? *Prosodi: Jurnal Ilmu Bahasa dan Sastra*, 13(1), 35-

49. Retrieved from

<https://journal.trunojoyo.ac.id/prosodi/article/view/5348>

- Pudyastuti, Z. E., & Palandi, J. F. (2014). A Correlation Between Students' English Proficiency and Their Computer Programming Mastery. *Proceedings of The 3rd International Conference, 3*(Materials Development), 1219-1228.
- Richards, J. C. (2012). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Sari, F. P., & Wirza, Y. (2021). Needs Analysis of English for Specific Purposes in Vocational High School Level. *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)* (pp. 188-194). Atlantis Press.
- Schleppegrell, M., & Bowman, B. (1986). *ESP: Teaching English for Specific Purposes*. Washington, D.C.: Peace Corps.
- Suteja, H. (2020). Online News As Learning Resource in EFL Classrooms. *International Seminar on Language, Education, and Culture* (pp. 96-102). Tangerang: KnE Social Sciences. doi:10.18502/kss.v4i4.6472
- Tomlinson, B. (2011). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Tomlinson, B. (2016). The Importance of Materials Development for Language Learning. In M. Azarnoosh, M. Zeraatpishe, A. Faravani, & H. R. Kargozari, *Issues in Materials Development* (pp. 1-219). Rotterdam: Sense Publishers.
- Xhaferi, B., & Xhaferi, G. (2011). The English Language Skills in ESP for Law Course. *BIBLID*, 17(1133), 431-448.
- Yang, J. (2023). Digital Literacy and EFL Reading: The. *International Journal of Advances in Engineering and Management (IJAEM)*, 5(10), 191-197.