

## **NEED ANALYSIS ON ASSESSMENT BASED E-LEARNING PLATFORM IN READING CLASS FOR VOCATIONAL STUDENTS AT EAST LAMPUNG**

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### **ABSTRACT**

Assessment and the learning process become two intertwined concepts that are impossible to separate. When compared to the other three abilities, reading skills are the most important in English learning. In order to meet the demands of modern teaching development, information and communication technology is required for English language instruction and assessment. The purpose of this study is to examine the requirements of both learners and pursuers in terms of the use of information and communication technology in reading instruction assessment (Reading Assessment). This current study used two data collection technique, namely questionnaires and interviews analyzed quantitatively and qualitatively. Respondents in this study were selected by purposive sampling involving 70 students and 5 teachers in vocational schools. The results of this study found that (1) The students' goal and necessities differ, (2) The students are at beginner level at reading skill and have reading word and sentences fluently and correctly, (3) They want familiar contents based on their life, environment and major, (4) The need of information and communication technology both for learning and assessing and (5) Through the product, the English learners would be learning, collaborative and independent. The researcher advised for further researcher to conduct the development the information and communication technology for teaching and assessing English learners in vocational schools.

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## INTRODUCTION

Assessment is a fundamental part that cannot be separated from teaching and learning process<sup>12</sup>, the two are related to each other<sup>3</sup>, not least in the teaching of English<sup>4</sup>. Assessment is the activity done by teachers in collecting data, evaluating, and then determining the strengths and weaknesses of their students<sup>5</sup>. It incorporates a variety of materials such as tests, projects, reports, essays, portfolios, or standardized examinations<sup>6</sup>. Moreover, assessment is a way to measure approaches, methods, techniques and learning materials in the learning process<sup>7</sup>. Since, the quality of assessment is one of the key features of good teaching<sup>8910</sup>.

In English Language Teaching (ELT) Class in Indonesia, especially at the vocational high school level, reading comprehension takes precedence over other skills<sup>1112</sup>. As an example, on daily tests, the teachers tend to give the students reading comprehension rather than writing tests, listening tests, or speaking tests. Unfortunately, the students cannot comprehend English texts well. Therefore, it

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<sup>1</sup> Cheryl A Jones, *Assessment for Learning, Learning and Skills Development Agency*, 2005, [https://doi.org/10.7810/9781927131763\\_9](https://doi.org/10.7810/9781927131763_9).

<sup>2</sup> A.A. Gede Yudha Paramartha, Ni Luh Putu Eka Sulistia Dewi, and Luh Gede Eka Wahyuni, "Readability of English Teacher Assessment Literacy Instrument in Indonesian Context," *Proceedings of the 4th International Conference on Innovative Research Across Disciplines (ICIRAD 2021)* 613, no. Icirad (2022): 221–26, <https://doi.org/10.2991/assehr.k.211222.035>.

<sup>3</sup> David R. Tobergte and Shirley Curtis, "Assessment Literacy for Teacher Candidates: A Focused Approach," *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 1689–99.

<sup>4</sup> Irfan Tosuncuoglu, "Importance of Assessment in ELT," *Journal of Education and Training Studies* 6, no. 9 (2018): 163, <https://doi.org/10.11114/jets.v6i9.3443>.

<sup>5</sup> Yo Han, "The Role of Assessment in Language Teaching, Learning and Materials Development," *SSRN Electronic Journal*, 2017, <https://doi.org/10.2139/ssrn.2881901>.

<sup>6</sup> Kamila Ghouali, Smail Benmoussat, and Raul Ruiz-Cecilia, "E-Assessment on The Spotlight: Present and Future Prospects," *ReiDoCrea: Revista Electrónica de Investigación Docencia Creativa*, no. 2006 (2020): 52–62, <https://doi.org/10.30827/digibug.59151>.

<sup>7</sup> Siti Zulaiha, Herri Mulyono, and Lies Ambarsari, "An Investigation into EFL Teachers' Assessment Literacy: Indonesian Teachers' Perceptions and Classroom Practice," *European Journal of Contemporary Education* 9, no. 1 (2020): 189–201, <https://doi.org/10.13187/ejced.2020.1.189>.

<sup>8</sup> Shihab Jimaa, "The Impact of Assessment on Students Learning," *Procedia - Social and Behavioral Sciences* 28 (2011): 718–21, <https://doi.org/10.1016/j.sbspro.2011.11.133>.

<sup>9</sup> Hoe Kyeong Kim et al., "Revisiting Teacher-Based Assessment to Enhance EFL Teachers' Assessment Literacy in South Korea," *Journal of Asia TEFL* 17, no. 2 (2020): 463–78, <https://doi.org/10.18823/asiatefl.2020.17.2.10.463>.

<sup>10</sup> John Gardner, "Quality Assessment Practice," in *Assessment and Learning*, 2012, 103–22, <https://doi.org/10.4135/9781446250808.n7>.

<sup>11</sup> Laode Muhammad Firman Guntur and Sadegh Pordanjani Rahimi, "Exploring the Challenges of Reading Comprehension Teaching for English Proficiency Test Preparation Class in Indonesia," *ELS Journal on Interdisciplinary Studies in Humanities* 2, no. 3 (2019): 321–30, <https://doi.org/10.34050/els-jish.v2i3.7401>.

<sup>12</sup> David Berthony Manalu, "Investigating the English Reading Tests of Indonesia's National Examination for Vocational School Based on Bloom's Taxonomy," *JETAFL (Journal of English Teaching as a Foreign Language)* 1, no. 1 (2015): 53–60.

is difficult for learners to recognize the information in the text or answer the comprehensive questions<sup>13</sup>.

Additionally, poor reading comprehension arises as a result of three remarkable factors: students' lack of motivation, inadequate prior knowledge, and a limited English vocabulary<sup>14</sup>. This then shows another fact, that if the student's reading ability is low and also influenced by students' interests and reading activities<sup>15</sup>. This problem also occurs in students at a vocational school in East Lampung who are participants in the National Assessment in 2021<sup>16</sup> organized by the Ministry of Education and Culture to see students' reading skills and the quality of education from literacy and numeracy assessments. The following table is the evidence of reading score also the reading index of students in Lampung.

**Table 1. Reading Score and Reading Frequency Index**

The Number of Students	<i>Students Reading Score*</i>		
	Score	Category	Percentages
10	10 – 55	Failed	62,50%
6	60 – 100	Passed	37,50%
<b>N = 16</b>		<b>N</b>	<b>100%</b>
Reading Duration	<i>Time Consuming in Reading Activity**</i>		
	Category	Number	Percentages
Less than an hour a day	Low	11	68,75%
An hour up to two hours a day	Medium	4	25,00%
More than two hours a day	High	1	6,25%
Total		16	100%

\* Based on Standard Minimum of Competence

\*\*Referring to the National Library Reading Index (PNRI, 2018)

The exposure of the data above is a portrait of students' ability to read in English text and student reading activities index. This is also reinforced by several studies on reading index of Indonesian students is still low<sup>17</sup>, (see also Jaelani and

<sup>13</sup> Usman Kasim and Siti Raisha, "EFL Students' Reading Comprehension Problems: Linguistic and Non-Linguistic Complexities," 2019, 308–21.

<sup>14</sup> Dodi Widia Nanda and Khairul Azmy, "Poor Reading Comprehension Issue in EFL Classroom Among Indonesian Secondary School Students: Scrutinizing The Causes, Impacts and Possible Solutions," *Englisia: Journal of Language, Education, and Humanities* 8, no. 1 (2020): 12, <https://doi.org/10.22373/ej.v8i1.6771>.

<sup>15</sup> Erna Iftanti, "A Survey of The English Reading Habits of EFL Students in Indonesia," *TEFLIN Journal* 23, no. 2 (2012): 149–64, <https://doi.org/10.15639/teflinjournal.v23i2/149-164>.

<sup>16</sup> The National Assessment is a program that evaluates the quality of every elementary and secondary school as well as madrasah. The effectiveness of a school's educational program is judged by looking at the basic learning outcomes of its students (literacy, numeracy, and moral character), as well as the quality of the teaching-learning process and the school's climate.

<sup>17</sup> OECD, "Programme for International Student Assessment (PISA) Results from PISA 2018.," *OECD*, 2019, <https://www.oecd-ilibrary.org/education/pisa-2018-results>

Holisah<sup>18</sup>, Kartika<sup>19</sup> and Wahyuni et al<sup>20</sup>). It can also be seen that the assessment process uses a multiple-choice format on students' reading ability, the score of assessment could not provide adequate information on how fluently students can read, what level of reading competency they have, and what strengths and weaknesses the students have in comprehending reading texts<sup>21</sup>. The findings of various studies were used as a basis to formulate solutions to solve students reading comprehension by applying an interactive approach to reading in English and assessment as learning output through technology integration.

In line with this, Snyder et al. concluded that effective computerized assessment programs might, in fact, contribute significantly to valid reading comprehension testing<sup>22</sup>. Furthermore, among the most promising aspects of incorporating ICT into reading comprehension instruction are the obvious improvement in vocabulary building and usage as a result of the use of an online dictionary, as well as the excitement that students frequently expressed about reading comprehension lessons, which facilitated students' learning processes and promoted meaningful learning, among other things<sup>23</sup>.

As a result, researcher recognizes the importance of need analysis of implementing assessment-based e-learning platforms in the context of reading instruction. It is critical to conduct a need analysis before designing a course because it serves as the rational foundation for all other elements of a comprehensive language education<sup>24 25</sup>.

There has been some prior research on the need analysis of the use of ICT showed that instead of using traditional media, the students are turning to

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<sup>18</sup> Alan Jaelani and Fadia Holisah, "A Survey of Pre-Service English Teachers' Reading Habits of English Text," *Journal of English Language Learning* 5, no. 2 (2021): 7–18, <https://doi.org/10.31949/jell.v5i2.3200>.

<sup>19</sup> Dwi Kartika, "A Survey on The Students' Reading Habit in University of PGRI Wiranegara," *Enreal: English Research and Literacy Journal* 1, no. 1 (2021): 9–22, <https://ojs.uniwar.ac.id/index.php/epj/article/view/9>.

<sup>20</sup> Delvi Wahyuni, Witri Oktavia, and Leni Marlina, "Indonesian English Department Students' Reading Habits and Attitude Toward Literature in English" 411, no. ICOELT 2019 (2020): 375–81, <https://doi.org/10.2991/assehr.k.200306.063>.

<sup>21</sup> Jiseon Ryu and Byungmin Lee, "Diagnosis of Korean EFL High School Students' Reading Fluency Using Informal Reading Inventory," *Journal of Asia TEFL* 18, no. 2 (2021): 489–504, <https://doi.org/10.18823/asiatefl.2021.18.2.7.489>.

<sup>22</sup> Lynn Snyder, Donna Caccamise, and Barbara Wise, "The Assessment of Reading Comprehension Considerations and Cautions," *Topics in Language Disorders* 25, no. 1 (2005): 33–50, <https://doi.org/10.1097/00011363-200501000-00005>.

<sup>23</sup> Chinyere Henrietta and Emechebe Vivian I, "ICT and The Teaching of Reading Comprehension in English as a Second Language in Secondary Schools: Problems and Prospects," *International Journal of Education and Literacy Studies* 4, no. 3 (2016), <https://doi.org/10.7575/aiac.ijels.v.4n.3p.18>.

<sup>24</sup> Mehdi Haseli Songhori, "Introduction to Needs Analysis," *English for Specific Purposes World* 7, no. 20 (2008): 1–25.

<sup>25</sup> Nima Shakouri Massouleh and Razieh Bahraminezhad Jooneghani, "Needs Analysis : ESP Perspective on Genre," *Journal of Education and Practice* 3, no. 6 (2012): 60–70.

online ICT. When it came to learning to read, South Bengkulu high school students preferred ICT media over traditional methods<sup>26</sup>. Moreover, Prasetya (2021) found that there is a relationship between students' English proficiency in professional information technology and their IT positions in communication experiences in their current circumstances<sup>27</sup>. However, despite the fact that several studies have looked into the need analysis of ICT in English classes, there has been little research into the need analysis of using ICT as assessment-based E-learning platforms in reading class.

Therefore, the researcher wants to see the need analysis both of teachers and vocational school students in Lampung. The current paper aims to figure out the teaching and learning needs of reading by using ICT as an assessment in reading class.

## Methods

In order to conduct this study, the researcher used both qualitative and quantitative methods, as well as two research instruments, namely questionnaires and interviews. The results of the questionnaire are analyzed quantitatively, whereas the results of the interview are analyzed qualitatively<sup>28,29</sup>. The participants in this study were 70 students and 5 English teachers from vocational schools in Lampung, who were chosen through a purposive sampling.

The researcher distributed questionnaires to students via Google Forms, with as many as 22 items, to see personal identity of students, goals in learning English, necessities, lacks, wants, input, teacher and students' role also their needs on the use of ICT in reading class. Meanwhile, semi-structured interview is given to English teachers to find information about the teacher's opinion of teaching and learning activities in reading class, to find out the difficulties and problems which occurred during-teaching and learning process of reading and to figure out the appropriateness of the content, media, language, and presentation of the materials of teaching reading.

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<sup>26</sup> Margareta Margareta, Safnil Safnil, and Irwan Koto, "A Need Analysis on Ict-Based English Material for Teaching and Learning of Reading for High School Students in South Bengkulu," *JOALL (Journal of Applied Linguistics & Literature)* 2, no. 2 (2017): 35–46, <https://doi.org/10.33369/joall.v2i2.5953>.

<sup>27</sup> Rizky Eka Prasetya, "The English Language Needs for Information Technology: A Comparison Case of Professionals and Students" 3, no. 1 (2021): 7–19.

<sup>28</sup> Helen Basturkmen, *Developing Courses in English for Specific Purposes, Developing Courses in English for Specific Purposes*, 2010, <https://doi.org/10.1057/9780230290518>.

<sup>29</sup> Hutchinsion and Waters, "Needs Analysis. In English For Specific Purposes: A Learning-Centred Approach," in *Needs Analysis. In English For Specific Purposes: A Learning-Centred Approach* Cambridge: Cambridge University (1978), 53–64, <https://doi.org/https://doi.org/10.1017/CBO9780511733031.010>.

## RESULT AND DISCUSSION

### Students' Personal Information

As shown in the following table regarding the students' personal information, which also includes portraits of research subjects based on age range and the students who follow English program after class, the results of the tabulation of student questionnaire data showed that 44 of the students are male, while 26 are female.

**Table 2. Students' Personal Information**

Gender	N	Percentage
Male	44	62,9%
Female	26	37,1%
70		
Age	N	Percentage
15 years	19	27,1%
16 years	41	58,6%
17 years	8	11,4%
18 years	2	2,9%
English after school Program	N	Percentage
Yes	11	15,7%
No	59	84,3%

According to the information in the table above, only 15.7 % of the subjects participated in English learning outside of school at some courses both offline and online, while 84.3 % of students did not participate in additional English courses. Moreover, interviews with English teachers confirmed that most students only learn English in the classroom for three hours per week. Due to the pandemic, the school had to reduce learning time to under thirty minutes per hour.

### Students' Goal and Necessities in Learning English

The students were given a questionnaire to answer four questions about the purpose of learning English and questions about the importance of English in workplace, as shown in the following table.

**Table 3. The Students' Goals and Necessities in Learning English**

Items	Percentage
<b>Q4. My purpose in learning English</b>	
I want to communicate with English to other people.	18,6 %
To get better job	05,7 %
To get equipped sufficient English ability to continue to University.	51,4 %
To travel across the world	24,3 %
<b>Q5. When I am working as an employee, I will use English for</b>	
a way to communicate with same workers or customers if they are foreigner	37,1 %
modalities for comprehend the instructions in the terms of my majoring	27,1 %
modalities to comprehend any term in my mayor	32,9 %
Another purposes	02,9 %
<b>Q6. I think English for my major in Vocational High Schools is</b>	
Very Important	42,9 %

Important	32,9 %
Quite important	24,3 %
Not Important	-
<b>Q7. Skills that I will occasionally use is</b>	
Listening	22,9 %
Speaking	25,7 %
Reading	38,6 %
Writing	12,9 %

According to the table above, a majority of students plan to attend college after graduation. Traveling comes in second, in addition to being able to communicate verbally with others and get a job. These findings were in accordance the findings of research conducted by Mahbub and also Mutmainah et al that to learn English as a long-term goal, students want to continue their study and to find a job<sup>30,31</sup>. Regarding on workplace after graduating, the students, on the other hand, want to be able to communicate both verbally and written communication with their co-workers and stakeholders<sup>32</sup>.

This is confirmed by the fact that 30 study subjects (42.9%) stated that English is critical to their major. Meanwhile, 32.9% assessed it as important, while the remaining 24.3% rated it as fairly critical. Meanwhile, students prioritize reading as one of the four most important language skills, followed by the ability to speak, listen, and write. According to some research findings, vocational school students most urgently need verbal skills<sup>33,34,35</sup>. The four findings and necessities above are closely related to the purpose of learning English in vocational schools, namely preparing a superior worker<sup>36</sup> who could use English as a means of communication both spoken and written. Moreover, the students' wants to

<sup>30</sup> Moh. Arif Mahbub, "English Teaching in Vocational High School: A Need Analysis," *Journal of English Education and Linguistics Studies* 1, no. 29 (2019): 229–58, <https://doi.org/https://doi.org/10.30762/jeels.v5i2.835>.

<sup>31</sup> Muthmainnah et al., "The Students' Needs in Developing EFL Materials ICT Based," *OKARA: Jurnal Bahasa Dan Sastra* 15, no. 2 (2021): 235–47, <https://doi.org/10.19105/ojbs.v15i2.4679>.

<sup>32</sup> Faradilla Fatch Narulita Mahendra, "An Analysis of Vocational School Students' Need during Online Learning in Pandemic Covid-19 Era," *Journal of Teaching and Education* 2, no. 1 (2020): 71–81.

<sup>33</sup> Sri Diana and Musdalifah Mansur, "Need Analysis on English Teaching Materials for ICT Students," *ETERNAL (English, Teaching, Learning, and Research Journal)* 4, no. 2 (2018): 209, <https://doi.org/10.24252/eternal.v4i2.2018.a6>.

<sup>34</sup> Muthmainnah et al., "The Students' Needs in Developing EFL Materials ICT Based."

<sup>35</sup> Rahamdina Salisna, Alamsyah Harahap, and Dedi Sofyan, "Need Analysis of English for Tour and Travel Department of Vocational High School in Bengkulu City," *JOALL (Journal of Applied Linguistics & Literature)* 4, no. 1 (2019): 1–12, <https://doi.org/10.33369/joall.v4i1.6303>.

<sup>36</sup> Riris Lawitta, Lasmita Sihaloho, and Juli Arianti, "Vocational High School in Indonesia Facing ASEAN Economic Community (AEC)," *Advances in Social Science, Education and Humanities Research* 158, no. International Conference on Teacher Training and Education (2017): 950–57, <https://doi.org/10.2991/iccte-17.2017.28>.

continue at a higher education level by learning English can be seen as a motivation that arises from internal students. This is a positive boost that can be maximized. The students showed high awareness in learning English, considering the competence of their skills in the end, attached to the use of English in the workplace, especially the ability to read.

The results of the interview with the teachers also get the fact that the learning material used as reading material, prepares students to understand the workplaces, such as procedure text materials designed such as computer operation, how to send an e-mail, and others. In this case, the students learn in their own environment, which is in line with their field of their majors. Ratnadewi (2009) suggests *Contextual and Communicative* models that make students learn in English in a way that is in line with their own vocational competence. Due to the consistent theme of this learning model, students are better able to focus on the material at hand and retain what they have learned<sup>37</sup>. Thus, researcher can obtain the needs analysis of on the goal and necessities that is required a framework in reading using technology as learning and assessment media, so that the goals and desires of students in learning English in accordance with vocational and the need of ICT can be directly obtained.

### Students' Lacks

The results of the questionnaire also included a series of findings about students' weaknesses in learning English, especially reading an English text. The following table will show students lacks on learning English.

Table 4. The Students' Lacks in Learning English

Items	Percentage
<b>Q8. So far, my English proficiency is at the level of</b>	
<b>Beginner</b> : being able to communicate in daily life context	95,7 %
<b>Intermediate</b> : being able to communicate in any kind	04,3 %
<b>Advanced</b> : being able to communicate in English in any discourse fluently and accurately	-
<b>Q9. My current level of ability to read English is</b>	
<b>Advanced</b> : I can read and understand reading fluently, easily, and correctly.	-
<b>Intermediate</b> : I can read and understand reading although sometimes still not fluent.	01,4 %
<b>Elementary</b> : I can quite read and understand reading even though there are often errors and not yet fluent.	20,0 %
<b>Beginner</b> : I am a little able to read and understand reading but often find it difficult.	72,9 %
<b>Q10. The difficulty I often experience in reading English is</b>	
Understanding vocabulary in English.	31,4 %
Reading words and sentences in English fluently and properly.	34,3 %
Understand the intent of the idea of sentences written in English text.	20,0 %
Comprehending the purpose and structure of sentences and reading texts in English.	14,3 %

The researcher observed that the primary problem is that most students are at the beginning level meaning that they can talk about their daily activities.

<sup>37</sup> Dwijani Ratnadewi, "Pembelajaran Bahasa Inggris Tematik Integratif: Sebuah Alternatif Model Pembelajaran Bahasa Inggris Di SMK," *Didaktis* 8, no. 2 (2009): 1–17.



Only three students can talk about several different types of learning topics. The three students are and have participated in online English courses where tutors guide students to actively speak. The five English teachers agreed that their students were still beginners with some indicators, such as a little vocabulary, poor pronunciation. The same study found that most vocational school students are beginners<sup>38,39</sup>.

Language proficiency is usually measured by five factors: accuracy, fluency, complexity, appropriacy, and capacity. *Accuracy* is defined as the ability to correctly produce a language in terms of its pronunciation, vocabulary, and grammar. If one speaks or writes without grammatical errors, she or he gets a high score on this metric. Communication breakdowns are avoided by being able to express ideas clearly and efficiently using language resources. When it comes to writing, *fluency* can be demonstrated by the ability to put our thoughts together in a logical sequence. If the students are able to use a wide range of vocabulary and grammar, then they are considered to be complex speakers. When compared to a beginner, an advanced one's speech is more complex, with a wider range of vocabulary and sentence structures. *Appropriacy* refers to the question of whether the language we use is relevant and appropriate for the situation's purpose, audience, and context. *Capacity* refers to how much of what we understand we can use to speak or write about a variety of topics in diverse situations (formal or informal) and with distinct levels of skill (superficial or deep)<sup>40</sup>.

On the other hand, 51 students said that they could read a bit and comprehend reading in English but that it was often hard. Only one student is at the intermediate level, and he or she can read and understand text in English even though there are often mistakes. The students acknowledged that their reading difficulties were caused by a variety of factors, which included; Reading words and sentences in English fluently and properly, finding difficulty in understanding vocabulary in English, understanding the intent of the idea of sentences written in English text, and comprehending the purpose and structure of sentences and reading texts in English. Some of these reasons are confirmed by teachers, although the teachers claim to have provided a variety of easy English texts and in accordance with the basic competencies of each material presented. These barriers revealed that students' poor reading comprehension is prompted by three remarkable factors: a lack of motivation, a lack of prior knowledge, and a lack of English vocabulary. Likewise, this issue has three major negative consequences: it

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<sup>38</sup> Elanneri Karani Syaifudidin, Natalina Asi, "English Reading Materials in Vocational High School: A Need Analysis *Jurnal Bahasa Dan Sastra*," *Jurnal Bahasa Dan Sastra* 10, no. 1 (2022), <https://doi.org/DOI:https://doi.org/10.24036/jbs.v10i1.116662>.

<sup>39</sup> Mahbub, "English Teaching in Vocational High School: A Need Analysis."

<sup>40</sup> Willy A Renandya, Fuad A Hamied, and Joko Nurkamto, "English Language Proficiency in Indonesia: Issues and Prospects," *The Journal of Asia Tefl* 15, no. 3 (2018): 618–29, <https://doi.org/http://dx.doi.org/10.18823/asiatfl.2018.15.3.4.618>.

lowers students' academic achievement, impairs students' problem-solving abilities, and inhibits students' future studies and careers<sup>41</sup>.

### Students Wants

In terms of students' wants for learning English, especially in reading, researcher noted that some students have choices for specific learning activities, materials, topics, and learning environments. The students prefer to read a variety of texts in addition in matching words with pictures, answering true or false questions based on text, and creating questions based on text as learning inputs in reading class. According to students, learning activities should be conducted in groups and within the classroom. Additionally, students are interested in such a short text with pictures as well as those that discuss tourist attractions and entertainment.

**Table 5. The Students' Wants in Learning English**

Items	Percentage
<b>Q11. The activity that I want in reading class is</b>	
Reading the different types of text.	41,4 %
Answering the comprehensive questions about text.	18,6 %
Doing on true or false questions based on reading text.	11,4 %
Making a question based on the sentence statement in the text.	02,9 %
Matching a word or sentence according to the proper description or image.	25,7 %
<b>Q12. I am interested in English text, If</b>	
Relatively short with the pictures	55,7 %
Conversation text	30,0 %
Short story	10,0 %
Text is long and difficult	04,3 %
<b>Q13. The topic that I want as reading material is</b>	
Folklore	22,9 %
News	12,9 %
Figures	14,3 %
Tourist and Attractions	50,0 %
<b>Q14. According to you, reading activities should be carried out in</b>	
Individually	28,6 %
Pairs	31,4 %
Group	40,0 %
<b>Q15. I think reading class should be carried out in</b>	
Classroom	42,9 %
Library	31,4 %
Outside of Classroom	25,7 %

The learning materials in reading class were overly complex, and students frequently struggled to comprehend the reading texts allotted during classroom. Moreover, the linguistic features of the texts were particularly

<sup>41</sup> Nanda and Azmy, "Poor Reading Comprehension Issue in EFL Classroom Among Indonesian Secondary School Students: Scrutinizing The Causes, Impacts and Possible Solutions."

complicated<sup>42</sup>. The reading passages are written in authentic English and contain foreign words, necessitating a high level of comprehension as well as the grammar and sentence structures in the reading texts are overly complicated. Additionally, students are provided with fewer chances to explore with and share their thoughts with others. The materials in reading classes that are familiar to the student's life, environment and major, such as folklore adapted from local stories, local news, local figures such as heroes, and tourist attractions close to where students live will make it easier for students to understand the content and context of a text. It has found a substantial influence on the topic of closeness, which will benefit readers at all levels<sup>43</sup>. In line with this, Al Shumaemeri (2006) argued that content familiarity helped students read more easily, and their language skills had a big impact on how well they read<sup>44</sup>. This issue regarding the familiar contents in reading is based on schema theory, which places a lot of emphasis on how important prior knowledge is when it comes to reading comprehension<sup>45</sup>.

### **The Student and Teacher Roles**

It becomes an important thing to see the role, both teachers and students in the process of reading learning. In fact, the role of students and teachers becomes two things that will improve students' language skills. As many as 22 students gave answers that they carried out activities by doing the tasks given even though they had difficulty understanding the materials taught, 21 students actively participated in learning. Meanwhile, 10 students need to ask the teacher, when they feel that the material taught is difficult to absorb. Meanwhile, according to the students, the teacher only explains the material by giving questions and tasks.

**Table 6. The Students and Teachers Roles**

Items	Percentage
<b>Q16. When I learn text in reading class, I usually</b>	
Just listen to teachers' explanation.	24,3 %
Actively follow the class.	30,0 %
Ask when the material is difficult to understand.	14,3 %
Doing tasks, even if I am hard to understand.	31,4 %
<b>Q17. How your teachers teach in your class so far?</b>	
Explain the material while sitting and Standing in front of the class.	51,4 %

<sup>42</sup> Taufiqulloh Taufiqulloh, Sri Wardhani, and Anin Eka Sulistyawati, "Needs Analysis in EFL Reading Class: A Study To Promote Learner Autonomy Through Self-Assessment," *English Review: Journal of English Education* 7, no. 1 (2018): 167, <https://doi.org/10.25134/erjee.v7i1.1538>.

<sup>43</sup> Soheil Mahmoudi and Asgar Mahmoudi, "Can Topic Familiarity Override Language Proficiency in Reading Comprehension?," *Journal of Language Teaching and Research* 8, no. 3 (2017): 496–506, <https://doi.org/10.17507/jltr.0803.07>.

<sup>44</sup> Yousif A N Al-Shumaimeri, "The Effects of Content Familiarity and Language Ability on Reading Comprehension Performance of Low-and High-Ability Saudi Tertiary Students Studying English as a Foreign Language," *Edu. Sci. & Islamic Stud* 18, no. 2 (2006): 1–19.

<sup>45</sup> Waseem Alkelani and Hadina Habil, "The Influence of Content Familiarity, Gender Difference and Proficiency Level on Reading Comprehension Performance: A Study on Malaysian Undergraduate Students in UPM," *LSP International Journal* 4, no. 1 (2018): 81–100, <https://doi.org/10.11113/lspi.v4n1.48>.

Ask the questions and then discuss it.	18,6 %
Guide students to solve the problem.	30,0 %
<b>Q18. How does your teacher teach reading in English so far</b>	
Very interesting	-
Interesting	37,1 %
Quite Interesting	60,0 %
Not interesting	02,9 %

According to the results of the interview, two out of five teachers in the stated that they employed specific teaching methods, such as explaining learning materials through specific media, which allows students to participate actively in the learning process. Meanwhile, three of the teachers still use teacher-centered, where the teacher is most dominant in the learning process. This teaching process has implications for the students' response that the majority of students find reading classes quite interesting. It is the responsibility of teachers to serve as the primary source for students in cultivating the students reading habits<sup>46</sup>. Their suggestions and encouragement will assist the students in taking the next step in developing a positive attitude toward reading. The teachers also play significant role in class, that is motivating students and keeping them alive throughout the learning process<sup>47</sup>, since the students face many obstacles in learning English and are often demotivated to learn.

### The Learning Needs

As a result of the needs analysis process, learning requirements become one and the same. The researchers discovered that teachers continue to rely on books as their primary teaching resource, which is delivered through the use of *WhatsApp* and *Google Classroom*, which require teachers to capture and upload those materials. In the assessment process, the teachers also said they still use traditional assessment, where students collect assignments manually. The teachers in the current research also have difficulty in understanding the definition assessment and test, preparing the ideal test and constructing the items of the test.

These difficulties were compounded by the fact that they lacked prior experiences in the construction of assessment items, as well as formal training in the construction of assessment items<sup>48</sup>. In fact, literacy assessment is very important to be understood by teachers<sup>49</sup>. Hence, students sometimes do not get feedback from the assessment process. Though, feedback becomes an important

<sup>46</sup> Rexlin Jose and B. William Dharma Raja, "Teachers Role in Fostering Reading Skill: Effective and Successful Reading," *I-Manager's Journal on English Language Teaching* 1, no. 4 (2011): 1–10, <https://doi.org/10.26634/jelt.1.4.1599>.

<sup>47</sup> Mastoor Al Kaboody, "Second Language Motivation; The Role of Teachers in Learners' Motivation," *Journal of Academic and Applied Studies* 3, no. 4 (2013): 45–54.

<sup>48</sup> Nurdiana Nurdiana Nurdiana, "Language Teacher Assessment Literacy: A Current Review," *Journal of English Language and Culture* 11, no. 1 (2021): 66–74, <https://doi.org/10.30813/jelc.v11i1.2291>.

<sup>49</sup> Glenn Fulcher, "Assessment Literacy for the Language Classroom," *Language Assessment Quarterly* 9, no. 2 (2012): 113–32, <https://doi.org/10.1080/15434303.2011.642041>.

keyword in the English assessment process. In order to continually improve their students' performance, teachers should provide both verbal and written feedback<sup>50</sup>. Moreover, the students might have developed self-regulated learning characteristics, such as setting goals, monitoring, motivating, seeking help, adopting, and self-evaluating in learning English<sup>51</sup>.

The use of Learning Management Systems (LMS) as a tool for instruction and assessment is ineffective. Furthermore, teachers have to deal with complicated technological systems when using learning applications. This is due to the limitations of teachers on the use of technology in the learning process. This is different from the expectations of the needs of the students on the use of technology of the learning and assessment process.

**Table 7. The Data of Learning Needs**

Items	Percentage
<b>Q19. In my opinion, the use of technology reading class</b>	
Very needed	47,1 %
Needed	37,1 %
Quite needed	14,3 %
Not needed	01,4 %
<b>Q20. When using technology in learning and doing the task, I</b>	
Feel helpul	70,0 %
Facilitated	22,9 %
Feel Unhelpful	-
More difficult to understand the material	07,1%
<b>Q21. When reading a text on paper, I am</b>	
Depressed and lazy to read	21,4 %
Trying to read over and over again	65,7 %
Happy and back to reading	12,9 %
<b>Q22. When I do the tasks English text, on my phone or computer with pictures and other interactive media, I</b>	
Motivated to read	34,3 %
Feel more invited to read than the text in books	40,0 %
Can read easily	10,0 %
Thing paper text and in IT media are the same	15,7 %

The students require the use of technology in the form of reading applications. This is demonstrated by the fact that 47.1 % require the use of technology during the learning process. Consequently, as asserted by students, the use of learning and assessment applications assists and facilitates students in completing assigned tasks. The process of reading a text accompanied by

<sup>50</sup> Ida Ayu Made Sri Widiastuti, "Assessment and Feedback Practices in the English Language Classroom," *Journal of NELTA* 7, no. 1 (2021): 97–106, <https://doi.org/10.21831/reid.v7i1.37741>.

<sup>51</sup> Nanin Verina Widya Putri, Ahmad Munir, and Syafi'ul Anam, "Students' Perceptions of Teacher Feedback in EFL English Class and Their Self-Regulated Learning After Receiving Feedback," *Journal on English as a Foreign Language* 11, no. 1 (2021): 42–60, <https://doi.org/10.23971/jefl.v11i1.2237>.

interactive media is more interesting and motivates students to read than in books or other handouts. Moreover, the majority of students admitted that it takes a lot of time to read a text and feel depressed when getting a long and difficult text. Thus, from the analysis of the learning needs, learning applications that also function as a medium of assessment are urgent to be made and implemented in the learning process in reading class. It is also supported that in the digital era, the sources of reading are not only printed but also digital<sup>52</sup>. The development of the digital era can be utilized wisely in the assessment process<sup>53</sup>. The use of technology to deliver parts or all of a course at different times and places has changed the way E-Learning is done. E-learning is the process of utilizing information and communication technologies to gain access to online teaching resources.

In Indonesia, some familiar online learning platforms are used for tool in teaching English before and during global pandemics, such as Kahoot, Edmodo, Quizzes, Google Classroom, Microsoft Teams as well as Moodle. The majority of those research reported the same result that the use those apps in teaching English could foster learners' achievements. Utilizing the above platform to administer assessments can function as an innovative pedagogical strategy through facilitating opportunities in formative and immediate feedback, engagement with critical learning processes, and promoting equitable education. The adoption of technology may be a common practice in general strand content areas, most studies reviewed do not specifically evaluate the language learning aspect.

Moodle can be used as a learning and assessment medium in reading classes as E-Learning Platform. Moodle allows the creation of online classes, where students can follow learning while they are doing another activity<sup>54</sup>. The teaching materials can be created and saved with ease using Moodle, and it also provides a collaborative online environment where students and teachers can work together on projects<sup>55</sup>. The students respond also showed positive perception regarding the use of Moodle in learning English<sup>56</sup>. Meanwhile, Prasetya (2021) reveals that using Moodle, teachers can provide feedback directly to

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<sup>52</sup> Sri Wijayanti, "Indonesian Students' Reading Literacy" 390, no. Icracos 2019 (2020): 61–65, <https://doi.org/10.2991/icracos-19.2020.13>.

<sup>53</sup> Alison Oldfield et al., "Assessment in a Digital Age: A Research Review," *Technology Enhanced Assessment: Review of the Literature*, 2012, 1–40, <http://www.bristol.ac.uk/media-library/sites/education/documents/researchreview.pdf>.

<sup>54</sup> Mikael Danan Mursito, "Moodle for English Learners: A Course Design for Indonesian Junior High School Students in Tangerang," *Scope: Journal of English Language Teaching* 3, no. 2 (2019): 123, <https://doi.org/10.30998/scope.v3i2.3213>.

<sup>55</sup> Kuruva Syamala Devi and Vijaya Lakshmi, "Moodle -An Effective Learning Management System for 21 St Century Learners," *Alochana Chakra Journal*, no. June (2020).

<sup>56</sup> Suksan Suppatsereee and Nootprapa Dennis, "The Use of Moodle for Teaching and Learning English at Tertiary Level in Thailand," *International Journal of the Humanities* 8, no. 6 (2010): 29–46, <https://doi.org/10.18848/1447-9508/CGP/v08i06/42964>.

students<sup>57</sup>. Moreover, the app offers some features like assignments, chats, forums, news, and a quiz/survey are some of the main tools in the standard Moodle platform<sup>58</sup>.

The researcher argues that using an assessment-based E-Learning Platform as an interactive virtual class and a technology-based assessment in reading class will be such an advantage. First, both teachers and students will learn language and simultaneously will adapt to the development of the digital era. These two benefits will enrich the potential of vocational school graduates, in addition to English proficiency. Second, the learning and assessment process designs students to work with colleagues, even if they are not in the same location. The need for collaboration becomes an important value of the educational process. The third is independent, in addition to the learning process and collaboration, students will become independent learners. It will be seen, that they can learn independently at home, and will increase their reading habits.

## CONCLUSION

Needs analysis is the basic foundation of a development of teaching materials, curriculum and learning medias. The students have diverse goals and necessities. This goal needs to be seen as a motivation that encourages students in the learning process. Moreover, teaching English in vocational schools prioritizes students being able to communicate both written and spoken, as well as proficient in using technology in the world of work. The weaknesses, desires, and student needs, which have been comprehensively described as having a relationship with each other. For example, the ability to read is considered to be the ability of literacy, the desire of students to continue reading English texts and the influence of the use of ICT. Learning materials must be adapted to vocational, cultural issues and familiar content.

The findings can be used as material to develop a learning and assessment application, which in turn will give birth to many benefits for both teachers and students. First, learning and assessment systems can be run under all conditions. The coronavirus pandemic can be used as an opportunity and challenge for English teaching. Second, the burden of costs incurred can be reduced, so the cost of education is relatively cheap. Third, the use of ICT in the learning and assessment process becomes a blended and hybrid education solution, which will give birth to a learning process with several keywords: learning, collaborative, and independent.

The researcher feels that research has many shortcomings, both in obtaining data and discussing findings in depth. Thus, researcher provides advice

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<sup>57</sup> Rizky Prasetya, "English Teaching Based-Strategy LMS Moodle and Google Classroom," *English Education: Journal of English Teaching and Research* 6, no. 1 (2021): 32–44, <https://doi.org/10.29407/jetar.v6i1.15622>.

<sup>58</sup> Tazkiyatunnafs Elhawwa, "The Implementation of Moodle Platform Through Lecturer's Perspectives at English Department," *Journal on English as a Foreign Language* 7, no. 2 (2017): 227, <https://doi.org/10.23971/jefl.v7i2.502>.

to future researcher to more comprehensively discuss this issue, and it is necessary to develop learning products and assessments based on e-learning platforms.

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