



Students' Need Analysis on Critical Reading Learning Material at English Department of Universitas Negeri Padang

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Abstract

To achieve the objective of learning especially in a critical reading course, it is important to provide good teaching material. One of the important things to do before developing the materials is analyzing the needs of the students. This study aims to analyze students' needs on critical reading learning material at English department of UNP. This research was a descriptive study using a quantitative approach with the data collection technique using the combination of the closed-ended and open-ended questionnaires. The respondents in this study were 80 students from 2018 at English Department of Universitas Negeri Padang who had taken critical reading course. They were given 25 closed-ended questions and three open-ended questions. The results showed that 76% of students agreed that they have some difficulties learning critical reading. The Important of Topic Variation was categorized as "very important" (82%), The Importance of Tasks in Critical Reading was categorized as "important" (81%), Topic for Critical was categorized as "important". There were 96.25% students expected to have the improvement in the term of topics in Critical Reading Materials. There were 80% students wanted the improvement in the aspect of tasks. Then, 50% of 80 students wanted the improvement in term of skills.

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INTRODUCTION

English, nowadays, is a language that does not only belong to the inner circle users but also outer and expanding circle users. It is also one of official working languages used by United Nations. Honna (2008) strengthened the position of English among other languages by believing that learning English is very vital to

succeed in the global market. As stated by Deepak & Junichi (2011), English is necessary for survival economically, culturally, psychologically, as well as politically. Since education is the bridge for preparing the students in the real world, the language classroom is expected to fulfill the demands well as challenges of 21st century. Language teaching and learning is particularly expected to reach 5Cs goals, such as communication, cultures, connection, comparison, and communities (Theisen, 2011).

It has been suggested that a second or foreign language is best learned in an environment that places meaning at the forefront rather than accuracy. Such an environment makes the task of achieving the target language level challenging but achievable through the creation of situations that foster language practice and usage in a meaningful way (Burger, Weinberg, & Wesche, 2013; Butler, 2005; Dupuy, 2000; Krashen, 1982; Snow, 2005). These perspectives were gathered from research in the fields of cognitive psychology, language learning theories, second language acquisition, and psycholinguistics. All of those aspects have served as supportive pillars for the emergence of content and language integrated learning programs that create opportunities for a natural acquisition of a target language through meaningful communication.

In order to achieve the objective of learning especially in critical reading class, there are some aspects that need to be considered. One of them is providing good teaching material. Meanwhile, teaching material in critical reading class at UNP is still not good enough to support the learning process to become effective and efficient. Therefore, teaching material still need to be improved.

In improving teaching material, an analysis is important to do in order to find out what the students' need in teaching material. Urun (2015) stated that needs analysis is an important means of conducting research before designing and evaluating lessons/materials/syllabus and it helps draw a profile of students/course in order to determine and prioritize the needs for which students require English (Richards, 1992). Suad (2015) said that a need analysis is related to the notional functional approach with the purpose to achieve the following goals, to understand the main notions while communication and to be able to use language as a functional issue while requesting, telling, describing, enumerating, explaining, etc. (Yalden, 2012). Overall, a need analysis is very effective in evaluating students' needs in relation of English for academic, specific, and general purposes.

Several studies support this research. First is about analysis reading material. Radiah (2017) researched An Analysis on The Reading Material and Questioning Comprehension of English Textbook "Mount" For Eight Grade of Junior High School Students. Based on the results, the reading indicators, reading text types, and features of reading text types (generic structures and linguistic features) in English Mount textbook are already developed following the requirements specified in the curriculum 2013.

Then, some studies about need analysis of learning material. Syifa & Syafitri (2020) conducted a research about Need Analysis of Learning Materials for Teaching English for Specific Purpose at 2nd grade Computer Networking Students' in SMKN 1 Bukittinggi. The results of this study indicate that 2nd grade computer networking students need more specific English material for vocational students. Lestari & Isma

(2019) analyzed The Need of English Material on Hotel Hospitality Students at SMKN 1 Bojonegoro. The result shows that there are some skills and language components that students at hotel hospitality need related to English materials. In choosing materials, they have to consider what students skills that students need at hotel hospitality.

Farah (2021) researched about Exploring the English Needs of Mechanical Engineering Students in ESP Class: Indonesian University Context. The finding of the research shows that among 4 basic English skills, listening skill emerged as the most important skill that students' really need, followed by speaking, reading, and writing. Thus, this research suggests that ESP teachers should design more varied activities on listening course that students will have the competence to apply the skills later in future life context. Oktaviani (2020) studied about Need Analysis of the English Pocket Book for the Fourth Grade Students of SD Negeri 4 Tewah. The finding shows that the fourth-grade students of SD Negeri 4 Tewah were difficult in learning simple English vocabulary because the available English teaching material was lack of vocabulary. The finding also states that a pocket book was preferred by the teacher and the students as the form of the English material. Consequently, an English pocketbook for the fourth-grade students of SD Negeri 4 Tewah to be developed later need to be based on the students' needs of vocabulary.

Then, there are some studies related to the analysis of students' need on teaching material. Fitrawati (2016) studied Students' Need Analysis on Multimedia Based Grammar 1 Teaching Material. The results described here are the students' problems and needs in Grammar course. The result of the research showed that 1) there is a gap between the objective of Grammar 1 course and the students' achievement in the class, 2) students get the problems in understanding Grammar 1 due to inappropriate teaching materials used in teaching and learning process, and 3) the students need a multimedia-based teaching materials to improve their understanding and achievement in Grammar 1 course. Next, A study from Destianingsih & Satria (2017) about Students' Need Analysis on Web-Based English Learning Materials. The results indicated that the students were at the beginner level. They wanted to have various learning topics in learning English using website such as the topics related to daily life, science and technology and about teenagers' life. In learning activities for four skills the students preferred to practice the dialogue in pairs for speaking skill, complete jumble sentences for writing skill, identify key word of the monolog or dialogue for listening, listen to music for vocabulary learning activities and identify grammar errors in sentences and write sentences or paragraphs based on the grammar that ever learnt for grammar learning activities.

Wahyono & Puspitasari (2016) studied about students' needs for English reading skills among students of English Language Studies. The study showed that most of the students often have difficulties in reading English texts for academic purposes. They want to improve their comprehension level through EAP course and enable to improve their writing performance.

The explanation above becomes a strong reason for the researcher to conduct a study that focuses on need analysis in teaching material. This research put specific attention to the analysis of students' needs on critical reading learning material at the English Department of Universitas Negeri Padang.

RESEARCH METHOD

This was a descriptive study. Arikunto (2010) defines a descriptive study as a study which aim to investigate a certain situation, condition or other things and the result will be described in the form of a result report. The aim of employing descriptive study is to describe the nature of a situation as it exists at the time of the study and to explore the causes of particular phenomena. This study aimed to analyze students' needs on critical reading learning material at English department of Universitas Negeri Padang. The respondents in this research were population of this research was students at the English Department of UNP who had experienced in learning in Critical Reading course. They consisted of 150 students. The sample of the research was taken by using a random sampling technique. There were 50% of the total population became the sample of the research which were 80 students.

The instrument used in this research was a questionnaire. The questionnaire contains 25 close-ended and 3 open-ended questions which are divided into four parts, questions 1-5 were about The Importance of Topic Variation, questions 6-18 were about The Importance of Tasks in Critical reading, and questions 19-25 were about Topics for Critical Reading. In open-ended question part, there were 3 questions, such as Students Wants in Critical Reading Material in term of Topic, Students Wants in Critical Reading Material in term of Task, and Students Wants in Critical Reading Material in term of Skill. The questionnaire given to teachers used a Likert scale, 1 (not important), 2 (less important), 3 (important), 4 (very important). The questionnaire also has validity and reliability to make sure the questionnaire reliable and valid. In this case, to test the validity of the content contained in the questionnaire, it was given to English lecturers who were experts in the topic. To determine the reliability of the questionnaire, the formula was used Cronbach's Alpha, and the criteria of the reliability were very high, high, enough, low, or very low. Based on the criteria that the researcher got from the formula of Cronbach's Alpha, it was described that the questionnaire was reliable to be used in the research because the result of the calculation was 0,93. In collecting the data, the researcher has carried out these steps: The researcher contacted the students who is the participants through WhatsApp because of the pandemic situation to ask permission first. After receiving permission, the researcher shared a link of the questionnaire created in Google form through WhatsApp. After that, the researcher asked participants to fill out the questionnaire. After the participants filled out the questionnaire, the researcher collected the answers and analyzed the data.

RESULT AND DISCUSSION

A. Research Result

The questionnaire answered three research questions students' necessities on critical reading learning material and also students' wants on critical reading learning material. Questions 1-25 were about students' necessities on critical reading learning material and 3 open-ended questions were about students' wants on critical reading learning material. Students were given a checklist box to provide responses based on Likert Scale with range from 1 (Not Important), 2 (Less Important), 3 (Important), to 4 (Very Important).

In order to know students' needs on critical reading learning material, the researcher provided a questionnaire that consisted of 25 questions and 3 open-ended question. There were four aspects used in the questionnaire, such as the importance of topic variation, the importance of tasks, topics for critical reading, and also the wants of the students in critical reading material in term of topic, task, and skills. After analyzing the data, the researcher got the results. The data in general can be seen in the table below.

Table 1. Summary of Students' Needs on Critical Reading Learning Material

Aspects	%	Mean	Category
Necessities			
1 The Importance of Topic Variation	82%	3.28	Very Important
2 The Importance of Tasks in Critical Reading	81%	3.24	Important
3 Topics for Critical Reading	80%	3.21	Important

The mean of each aspect represents the average of the students' response toward the aspects. Each of those aspects was calculated by several statements formulated in the questionnaire. To know the necessities of students, the researcher provided three aspects. In the importance of topic variation aspect, the mean is 3.28. This aspect has the highest mean among all of the aspects that are being analyzed. It shows that 82% students believed that it is important for the topic to be varied. Next, the importance of tasks in critical reading got the mean 3.24. 81% of students claimed that the task is important in critical reading. Meanwhile, the aspect about topic for critical reading got the mean 3.21. It is still categorized as important. So, the entire topic that has been used in critical reading material is important to be learnt by students.

To know the students' wants in critical reading learning material in term of topic, task, and skill, the researcher provided three open-ended questions. In term of topic, 96.25% of 80 students expected that the topic should be varied, clear, interesting and up-to-date, related to their own experience, and also connected with cultural awareness. Therefore, the material can improve their reading comprehension in critical level and also develop their language effectively.

In term of task, 80% of 80 students wanted the tasks to contain HOTS. It should encourage them to be more fluent in reading and test their deeper understanding about the text. The students hoped that the task will focus more on the material that has been learnt, contain explicit question and discussion activity. The task should be varied, and clearly describe what need to be done.

Next, in term of skill, 50% of 80 students expected their skill in reading, critical thinking and also language improve. They wished that they can be easier to make conclusion, understand main idea of the text, and predict the text. They also desired that they can organize information and remember it, and do skimming text correctly.

Thus, it can be concluded that in analyzing students' needs on critical reading learning material, the researcher found that there are several students' necessities and

wants in critical reading learning material. The next sub chapter will give further explanation about these aspects.

B. Analysis

The researcher will present the detail findings in order to know students' necessities and wants in critical reading material.

1. The Students' Necessities of Critical Reading Material

a. The Importance of Topic Variation

To get the data in detail, the researcher provided five sub-aspects. It can be seen in the table that almost all sub-aspects are rated above 3.26. Meanwhile, sub-aspect number 1 got the lowest rated at 3.19, but it is still categorized as important. Overall, most students believed that it is important for the material to have variety of the topic. It is very important for the topics to encourage critical thinking and active learning. The topics should be relevant and encourage learners to express themselves. It is also highly expected to be realistic and likely to appeal to the learners. The last one is the topic should highly expand learners' awareness and enriches their experiences.

Table 2. The Importance of Topic Variation

Aspects	Sub-aspects	%	Mean	Category
The Importance of Topic Variation	1. It is important to have variety of topic	80%	3.19	Important
	2. The topics should encourage critical thinking and active learning.	84%	3.35	Very Important
	3. The topics are relevant and encourage learners to express themselves.	82%	3.26	Very Important
	4. The topics of the materials should be realistic and likely to appeal to the learners.	82%	3.26	Very Important
	5. The topics should expand learners' awareness and enrich their experience.	83%	3.31	Very Important

b. The Importance of Tasks in Critical Reading

Next aspect is the importance of tasks in critical reading. This aspect provided 13 sub-aspects. The data found that seven aspects are categorized as important. The mean rate of them is above 3.08. Then, the other six aspects are included as very important. The highest score in this section is number 25 with the

mean rate 3.35. In contrast, sub-aspect number 28 is in the rate 3.08 yet still in the category of important.

Table 3. The Importance of Tasks in Critical Reading

Aspects	Sub-aspects	%	Mean	Category
The Importance of Task in Critical Reading	6. The tasks make me be able to connect main ideas meaningfully to my own situations and experiences	81%	3.23	Important
	7. The tasks should be designed and practiced to range learners reading skill in order to search for information in text	83%	3.34	Very Important
	8. The tasks may be tricky for me but at the same time, it can expand my knowledge	84%	3.35	Very Important
	9. Finding the main idea of the paragraph should be included in the tasks	79%	3.18	Important
	10. Previewing is one of the tasks that should be included in critical reading	82%	3.26	Very Important
	11. Setting a purpose is one of the suitable tasks in critical reading	82%	3.29	Very Important
	12. The tasks should contain about predicting activity	78%	3.13	Important
	13. Posing questions should be included in the task	79%	3.16	Important
	14. Connecting to background knowledge is the suitable task in critical reading material	81%	3.25	Very Important

15. Asking about structure of the text should be included in the tasks	77%	3.08	Important
16. Guessing words is important to be included in the task	81%	3.23	Important
17. The task should include critiquing activity	83%	3.30	Very Important
18. Reflecting on the text is one of the suitable task for critical reading	83%	3.31	Important

Thus, most students thought that the tasks is important to make them connect main ideas meaningfully to their own experiences. They also believed that predicting activity, posing questions, guessing words, asking about structure of the text, finding the main idea of the paragraph, and reflecting on the text are important to be included in the tasks. Furthermore, they believed that the tasks may be tricky for them but at the same time, it can expand their knowledge. It is very essential for the tasks to be designed and practiced to range learners reading skill in order to search for information in the text. Students also argued that including critiquing activity, connecting to background knowledge, setting a purpose, and previewing in the tasks is very important.

c. Topics for Critical Reading

The fourth aspect is topics for critical reading. The researcher put seven aspects in this part. Five aspects are categorized as important and two aspects are in very important scale. The highest rate is sub-aspect number 37 with the mean rate 3.33. Meanwhile, the lowest is sub-aspect number 38 with the mean rate 3.08. In short, most students believed that every topic stated in this aspect is important to be included in critical reading material.

Table 4. The Importance of Topics in Critical Reading

Aspects	Sub-aspects	%	Mean	Category
Topics for Critical Reading	19. Differentiating facts and opinions in critical reading material	81%	3.23	Important
	20. Making inferences in critical reading material	80%	3.21	Important
	21. Understanding the author's approaches to relate information to the reader	80%	3.20	Important

	22. Organizing and remembering information in reading (maps, outlines, summary) in various disciplines.	81%	3.25	Very Important
	23. Applying different reading strategies in critical reading material	79%	3.18	Important
	24. Solving problems related to the text in critical reading material	83%	3.33	Very Important
	25. Obtaining intended score on a reading section of a TOEFL test	77%	3.06	Important

2. Students' Wants in Critical Reading Material

It is also important to know students' wants in critical reading material. In order to know that, the researcher made open-ended questionnaire. It is divided in three part such as, students' wants in critical reading material in term of topic, task, and skill. Students could answer anything related to the question without feeling anxious about it. From 80 answers, the researcher summarized it into a brief description.

a. Students' Wants on Topics for Critical Reading Material

There are several things that students' want in critical reading material in term of topic. 10 Students (12.5%) suggested that the topic should be related with their own experience and life. 11 students (13.75%) expected that topic should be interesting and up-to-date, so it can simply connect to what they learn. 15 students (18.75%) recommended that the topic should be clear in order to make students easier understand the lesson and can infer the information from the text correctly.

Next, 17 students (21.25%) wanted the topic to be varied in order to make students gain more knowledge and feel motivated to learn. 7 students (8.75%) expected the topic can increase their new vocabulary. 10 students (12.5%) hoped the topic can improve their reading comprehension in critical level and develop their language. 4 students (5%) wanted the topic to connect with cultural awareness. The last one, 3 students (3.75%) hoped the topic can encourage them to express themselves.

b. Students' Wants on Tasks for Critical Reading Material

There are 6 students (7.5%) hoped that the task will focus more on the material that has been learnt. 5 students (6.25%) expected the task can clearly describe what need to be done. 2 students (2.5%) wanted the task to include discussion activity in order to develop their critical thinking. 3 students (3.75%) suggested that the task should contain explicit question. Then, 9 students (11.25%) said the task should test students' deeper understanding about the text.

Next, 6 students (7.5) expected the task must be varied. 3 students (3.75%) wanted the task can tackle students' interest to think, connect, and analyze. 2 students (2.5%) desired to have multiple choices question in the task. After that, 16 students (20%) were eager that the task should contain high order thinking skill

(HOTS), so it could stimulate and gain the learners' knowledge. Furthermore, 12 students (15%) expected it can be a pusher for them to be more fluent in reading.

c. Students' Wants on Skill for Critical Reading Material

The last one is in term of skill. 10 students (12.5%) wanted that critical reading material can improve not only their critical thinking skill but also the language skill (English) itself. 2 students (2.5%) hoped that they can be easier to make conclusions and understand main idea of the text.

Then, 23 students (28.75%) wished that their skill in reading improve. There are 2 students (2.5%) wanted the ability to predict the text. 2 other students (2.5%) expected that they can organize the information and remember it. Last, 1 student (1.25%) expected to do skimming text correctly.

C. Discussion

This study aimed to know the students' needs on critical reading learning material. There were 80 students who participated by giving their answers in the questionnaire given. There were some aspects involved to analyze data about the students' needs in critical reading material such as, necessities and wants according to Nation and Macalister (2010).

First discussion is about the necessities of the students. In the importance of topic variation section, most students argued that it is very important to have variety of the topic. They believed the topics should encourage critical thinking and active learning. The topics should be relevant and can encourage learners to express themselves. Then, the topic is intended to be realistic and likely to appeal to the learners. The last one, they expected that the topic should expand learners' awareness and enrich their experiences.

Next is about the importance of tasks in critical reading. The data showed that most students believed that the tasks are very important. The task is important in order to make students be able to connect main ideas meaningfully to their own experiences. It is important for the task to include predicting activity, posing questions, guessing words, asking about structure of the text, finding the main idea of the paragraph, and reflecting on the text. Students claimed that the tasks may be tricky for them but at the same time, it can expand their knowledge. Next, it is also important for the tasks to be designed and practiced to range learners reading skill in order to search for information in the text. Last, it is very important for the task to contain critiquing activity, connecting to background knowledge, setting a purpose, previewing.

Third section is about topics for critical reading. The topics were from syllabus of critical reading in English department of UNP. There were seven topics used in critical reading material, such as differentiating facts and opinions, making inferences, understanding the authors' approaches to relate information to the reader, organizing and remembering information in reading (maps, outlines, and summary) in various disciplines, applying different reading strategies, solving problems related to the text, and the last one is obtaining intended score on a reading section of a TOEFL test. Overall, Most of students believed that every topic in critical reading material is important.

In analyzing students' needs in critical reading material, it is also important to know students' wants. Related to it, the researcher provided three open-ended questions. The students could freely give their idea, thoughts, and wants about the topic, task, and also skill in critical reading material. The researcher has summarized 80 answers and described it briefly.

There are some things that students want in terms of topic. Some students expected that topic must be chosen based on students' interest towards globalization era so that they can simply relate it to their background knowledge and of course it can improve their understanding about the text. Teaching material provides common topics which can relate to the current issues since it can be naturally grasped after reading the texts and seek the learners' attention. In this 4.0 era, people learn much about technologies, culture diversity, marketing, etc. in which contains new vocabularies and make a great brainstorm to students. So, it can help them to enrich their knowledge, and vocabulary. They also believed that the topic should be varied because the more variety of topic used, the more knowledge about it. Students also wanted the topics which not only introduce about relevant language but also help them to learn about cultures and tradition. In order to do so, it is recommendable to have students work with authentic materials. Cultural differences help students to select suitable language for a better interaction during different culture-related situations.

Task is a perfect way to know students' ability in understanding the topic that they have learnt before. By doing task, students can share their knowledge and perspective about the topic. Then, they expected that task will enhance their proficiency in reading. Students hoped that the task can lead them to think critically and improve high order thinking. Therefore, the task should not just asking the questions that the answers are already written on the text anymore.

Skill is the important things in the learning process. Skill makes students know how to implement the learning outcome that will be born from the treatment given. Skill in reading will be achieved fluently if students concerned about the topic and the task. If the topic and the task have been done successfully, of course it will improve students' knowledge and skill more than before. Students expected that they could master the content and also the language itself. They wanted to enhance their ability, such as predicting the text in critical reading. It means, background knowledge must also be owned by them too. Students also expected to learn content of subject and also language at the same time.

CONCLUSION

This study aimed to know students' needs on critical reading learning material. After analyzing it, the researcher came with the conclusion. It is divided in two parts, such as necessities, and wants. In analyzing necessities of the students, especially in the importance of topic variation, most students strongly agreed that the topic should be varied, realistic and relevant. The topics should encourage critical thinking and expand learners' awareness and also enrich students' experiences. In the importance of tasks, most students agreed that the tasks make them be able to connect main ideas meaningfully to their own experiences and can expand their knowledge. The tasks should include predicting activity, asking about structure of the text, critiquing

activity, and also previewing. In the section about topics for critical reading, most students argued that all of the topics from critical reading syllabus in English department of UNP are important and appropriate with their needs.

In the aspect of wants, the topic should be varied, interesting and up-to-date, related to their own experience, and also connected with cultural awareness. Therefore, the material can improve their reading comprehension in critical level and also develop their language effectively. In term of task, it should contain HOTS, explicit question and discussion activity. It should be varied and focus more on the material that has been learnt. Next, in term of skill, the material should improve students' skill in reading, critical thinking and also language. They wished that they can be easier to make conclusion, understand main idea of the text, and predict the text. They also desired that they can organize information and remember it, and do skimming text correctly. In short, those all about the needs of students in critical reading material.

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