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ELEVATING VOCATIONAL STUDENT COMPETENCE: THE CRUCIAL NEED FOR ENGLISH LITERACY COMPETENCE

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Abstract

This study aims to explore the role of reading competence in English literacy for vocational students, focusing on its impact on human resource management and the effectiveness of public learning organizations. The method used is a descriptive qualitative literature review to identify the required competence levels, basic literacy needs, and the urgency of developing effective reading skills in preparation for entering the job market. The results show that reading competence goes beyond basic literacy and includes understanding technical materials, specific industry documents, and job-related texts, all of which are crucial for successful navigation in chosen fields as well as the development of critical thinking and problem-solving skills. This study also highlights the fundamental needs of vocational learners, including access to educational resources aligned with their field of expertise, and adequate language support programs for various levels of English proficiency. This research recommends enhancements to vocational curricula, professional development for educators, language support programs, and collaboration between vocational institutions and employers. The implications of this study confirm that reading ability is not merely a skill but a strategic necessity for vocational success that enhances job eligibility and adaptability, as well as supporting growth in human resource management and public learning organizations.

Keywords: *Reading competence; English literacy; Vocational students; Workforce readiness.*



A. Introduction

In the era of globalization and rapid technological advancements, English literacy competence, especially reading skills, has become a crucial aspect of vocational education. Reading in English is not just an additional skill but a fundamental necessity for vocational students preparing to enter an increasingly competitive and globally connected workforce (Manuel, 2017). These skills support the understanding of technical materials and industry documents, and also enhance competitiveness, flexibility, and job readiness across various sectors (Lam et al., 2013; Klotz et al., 2014). However, the level of English reading literacy among vocational students remains a serious challenge that requires more attention in the educational curriculum.

In the context of vocational education, reading skills in English also play a role in improving access to various information sources, including academic journals, technical manuals, and operational instructions typically written in English (Muluk & Dahliana, 2024). Students with proficient reading skills are better able to understand the latest developments in their industries and apply this knowledge in their work practices (Patel & Gomez, 2024). Additionally, many multinational companies and international organizations require employees to have adequate English literacy skills to participate in training and professional certifications conducted in that language. A lack of reading skills can be a significant barrier for vocational students in accessing broader job opportunities and enhancing their professional competence.

Furthermore, reading skills in English contribute to the development of critical thinking and problem-solving abilities (Mirizon et al., 2021). Through these capabilities, students can better evaluate information, interpret data accurately, and understand instructions more efficiently. These abilities are essential in facing the demands of continually evolving industries, where adaptability and problem-solving skills are highly sought after by employers (Fletcher, 2018). Therefore, strengthening English reading competence not only enhances individual competitiveness but also contributes to a higher quality, more competitive workforce on the global stage.

Various studies have highlighted the gap in English literacy among vocational students, which directly impacts their job readiness (Zaid et al., 2018).

Low literacy levels hinder access to industry resources, understanding of work instructions, and participation in English-based professional training (Garrels, 2018). In a work environment increasingly reliant on cross-cultural communication and English-based technology, the inability to understand English texts is a major obstacle in the professional adaptation and growth of vocational students (Agri et al., 2018).

Research on the importance of reading literacy in vocational education has been extensive. Manuel (2017) emphasized that reading skills in English allow vocational students to understand technical documents often not available in local languages. Lam et al. (2013) highlighted that multinational companies prioritize individuals with good English literacy skills, especially in understanding internal policies and professional documents (Efthymiou, 2023). Zaid et al. (2018) showed that a lack of reading skills can hinder career progress and reduce job opportunities for vocational graduates.

Moreover, research by Eakle and Garber (2003) highlighted that English reading literacy plays a key role in lifelong learning, enabling individuals to continually develop their professional skills through resources in English. Menggo and Ndiung (2024) added that implementing project-based learning methods in English literacy can enhance students' understanding of complex technical materials. Meanwhile, research by Moodie (2002) found that good reading skills contribute to success in industrial training and professional certification.

Despite previous studies addressing the importance of English literacy for vocational students, there has been little research specifically highlighting the aspect of reading skills as a crucial element in vocational success. This study aims to fill that gap by providing a comprehensive review of the impact and strategies for enhancing English reading skills for vocational students.

The main challenges faced by vocational students in improving their English reading skills include a lack of access to reading materials tailored to industry needs, limitations in effective teaching methods, and low student motivation to develop reading competence (Smith & Johnson, 2022). Additionally, many vocational institutions still implement curricula that do not



emphasize the importance of English literacy in a professional context, resulting in students not receiving adequate training in this aspect (Hidayati et al., 2023). These factors are further exacerbated by differences in English language proficiency levels among students, making the implementation of teaching strategies more complex (Anwar & Abdullah, 2021). Therefore, a more systematic and evidence-based approach is needed to address these literacy gaps, ensuring that vocational students are better prepared to meet the demands of an increasingly competitive workforce.

This research offers a new approach to understanding reading skills in English as a determining factor in vocational success. Unlike previous studies that focused more on verbal communication or writing skills, this research specifically examines how reading ability can be a determining factor in work readiness and competitiveness of vocational students in the global job market. By adopting a descriptive qualitative literature review approach, this research explores various strategies and challenges related to enhancing reading skills in the context of vocational education.

Moreover, this research provides evidence-based recommendations for improving reading skills through a more integrated curriculum, training for educators, and language support programs for students with diverse English proficiency levels. Thus, this research not only identifies challenges but also offers concrete solutions that can be implemented in vocational education.

This study aims to examine the urgency of reading skills in English for vocational students in the context of work preparation and global competitiveness. Additionally, this research seeks to identify the main challenges faced by students in developing reading skills and explores strategies previously used in research to enhance this competence. By providing research-based recommendations, this study hopes to contribute to curriculum development, teacher training, and language support programs to enhance reading skills in vocational education. English reading competence is no longer just an academic requirement but a strategic necessity that determines work readiness and professional success for vocational students. Therefore, enhancing these skills must be a priority in vocational education reform to create graduates who are more competitive and adaptable to the dynamics of the modern industry.

B. Method

This research employs a descriptive qualitative approach using a literature review method to analyze various studies discussing English reading literacy in vocational education settings. Data was systematically gathered through reviews of academic journals, reference books, and research reports that address the relevance of English reading skills for the work readiness of vocational students (Merriam & Grenier, 2019; Willig, 2014; Eakle & Garber, 2003; Menggo & Ndiung, 2024).

Data analysis was conducted through thematic categorization of findings related to the urgency of English reading literacy, the challenges faced by vocational students, and the strategies that have been implemented in various educational contexts to enhance this competence (Katz, 2015; Lam et al., 2013; Zaid et al., 2018). This approach allows researchers to provide a deeper synthesis of the factors influencing the success of implementing strategies to improve English reading skills.

Furthermore, this study also evaluates the effectiveness of project-based learning methods and technology-based approaches in enhancing the reading skills of vocational students. Case studies from previous research are used to gain deeper insights into how the integration of reading literacy into the curriculum can enhance students' work readiness and foster a better understanding of technical materials relevant to the industrial world (Rachmawati, 2017; Moodie, 2002; Manuel, 2017). Thus, this research provides comprehensive insights into the importance of strengthening reading literacy in vocational education to enhance graduates' competitiveness in the global job market.

C. Result and Discussion

Before presenting the research findings, it is important to reaffirm the urgency of reading competence in English literacy for vocational students. In an increasingly globalized workforce, reading skills are not merely a basic ability but a determining factor in graduates' job readiness and competitiveness. Previous studies have highlighted that understanding technical documents, industry manuals, and job-specific reading materials is a crucial aspect that



differentiates adaptive workers from those who struggle to meet industry demands. Therefore, this study aims to provide a comprehensive overview of vocational students' reading competence, the fundamental needs that must be addressed, and its relevance to workforce development. The findings presented in the following section will offer further insight into the extent of this competence's development, the challenges faced, and the strategies that can be implemented to enhance English literacy in vocational education settings.

1. Result

The imperative need for reading competence in English literacy among vocational students cannot be understated, as it serves as a foundational skill that directly influences their academic success, professional preparedness, and long-term career prospects. In today's rapidly evolving job market, where industries are increasingly interconnected on a global scale, the ability to read and comprehend English-language materials is not merely an added advantage but a necessity. This competence enables vocational students to access, interpret, and utilize industry-specific information, technical manuals, research reports, and digital resources that are predominantly available in English.

Furthermore, reading competence plays a crucial role in fostering critical thinking, problem-solving, and continuous professional development. Vocational students who possess strong reading skills are better equipped to analyze workplace documents, understand safety regulations, and engage with new technologies and methodologies relevant to their professions. It also facilitates effective communication with colleagues, clients, and stakeholders from diverse linguistic and cultural backgrounds, which is essential for success in many industries.

Recognizing the significance of reading competence, this study employs a descriptive qualitative approach to examine the current state of English literacy among vocational students. Through an extensive literature review and data synthesis, the research seeks to identify key challenges, fundamental learning needs, and potential strategies to enhance reading proficiency in vocational education.

Table 1. Result Presents the Research Findings and Results of a Descriptive Qualitative Literature Review

Journal Title	Publisher	Focus
Journal of Vocational Education and Training	Taylor & Francis	Covers research on vocational education, including pedagogical strategies and literacy development. Example reference: (Moodie, 2002): Identifying vocational education and training
Reading Research Quarterly	International Literacy Association	Publishes research related to reading comprehension, strategies, and literacy development which is relevant to vocational students. Example reference: (Eakle & Garber, 2003): International Reports on Literacy Research: Africa, Australia, Malaysia.
English for Specific Purposes	Elsevier	Explores language learning and teaching in specialized contexts, including vocational and technical fields. Example reference: (Nurweni & Read, 1999): The English vocabulary knowledge of Indonesian university students.
Language Learning	Wiley	Publishes research articles on language acquisition, which can be valuable in understanding the language needs of vocational students. Example reference: (Schwab & Lew-Williams, 2016): Language learning, socioeconomic status, and child-directed speech.
Journal of English for Academic Purposes	Elsevier	Covers English language instruction in academic and vocational settings. Example reference: (Benesch, 2009): Theorizing and practicing critical English for academic purposes.
TESOL Quarterly	TESOL International Association	Publishes research on English language teaching and learning, including strategies for improving reading competence. Example reference: (Mahboob et al., 2016) TESOL Quarterly research guidelines.
The Modern	Wiley	Includes research on language acquisition,

Journal Title	Publisher	Focus
Language Journal		language assessment, and language education, which can be relevant to vocational students' language proficiency. Example reference: (Collins & Muñoz, 2016) The foreign language classroom: Current perspectives and future considerations.

The table above presents a summary of journal publications focused on literacy development and vocational education. Each journal has its specialization, but together they provide a broad framework for understanding how English education and reading competence are evolving within the context of vocational education. Based on these journals, research related to the competence, needs, and urgency of developing English literacy for vocational students can be described in four main sections as seen in the table below.

Table 2. Reading Competence in English Literacy among Vocational Students

No.	Section	Key Findings and Results
1.	Competence in Reading	Reading competence is multifaceted and crucial for vocational students. High reading competence enhances technical literacy, critical thinking, and problem-solving. The link between reading competence and innovation in vocational fields.
2.	Basic Needs of Vocational Learners	Access to quality educational resources is fundamental. Tailored instruction enhances reading competence. Language support programs are essential for diverse language proficiency levels.
3.	Urgency of Developing Competence	Reading competence is vital for global career prospects. Impact of technological advancements on the vocational workforce.
4.	Recommendations	Enhance curricula with industry-specific reading materials. Provide professional development for vocational educators. Establish language support programs tailored to learner needs. Foster collaboration between vocational institutions and employers.

a. Competence in Reading: A Critical Component

Competence in reading is a multifaceted skill that encompasses the ability to understand, analyze, and synthesize written information effectively. In the context of vocational education, reading competence extends beyond basic literacy skills; it involves the capacity to engage with technical manuals, industry-specific documents, and job-related materials. The research findings indicate that vocational students with high levels of reading competence are better equipped to bridge the gap between theoretical knowledge and practical application. The research findings highlight several key aspects of reading competence among vocational students.

1) Technical Literacy

Vocational students frequently engage with intricate technical materials that form a crucial part of their education and are pivotal in their future professional endeavors. The research highlights that students who possess robust reading skills are notably adept at deciphering technical jargon, comprehending detailed equipment manuals, and interpreting specialized documents pertinent to their fields. This proficiency in technical literacy not only augments their problem-solving capabilities but also significantly enhances their adaptability in rapidly changing professional environments.

Furthermore, well-developed reading competence equips them with the ability to critically analyze information, which is essential for making informed decisions and troubleshooting in real-time. The ability to effectively process and apply technical knowledge also contributes to better job performance and opens up greater career advancement opportunities, positioning these individuals as valuable assets in their respective industries. Thus, fostering reading competence in vocational education is not merely beneficial but imperative for preparing students to meet the rigorous demands of the technical workforce.

2) Critical Thinking and Analysis

The research findings underscore the vital connection between reading competence and critical thinking and analysis skills. Vocational



students who demonstrate strong reading abilities are particularly proficient in critically evaluating information. This skill allows them to discern credible sources effectively, an essential ability in an era where information is abundant but varying in quality. Such capabilities enable these students to make informed decisions, crucial when they encounter complex problems or when innovation within their fields is required.

Furthermore, this advanced level of reading competence facilitates a deeper understanding of technical content, which is imperative in vocational disciplines where precision and accuracy are paramount. Students who can analyze and interpret technical documents accurately are more likely to identify potential issues and propose innovative solutions, thereby enhancing their effectiveness and efficiency in their professional roles. By fostering these skills, vocational education programs can produce graduates who are not only technically proficient but also capable of leading advancements in their industries through thoughtful innovation and problem-solving.

b. Basic Needs of Vocational Learners

The research findings illuminate the fundamental requirements of vocational learners in terms of reading competence, particularly in English literacy. These needs span both pedagogical and practical aspects, emphasizing the importance of a tailored approach to literacy education within vocational training programs. Pedagogically, there is a necessity for structured language instruction that integrates technical vocabulary and real-world applications relevant to the students' specific fields. This approach ensures that learners are not only familiar with general English language skills but are also proficient in the specialized language that their professions demand.

Practically, vocational learners require ongoing support to develop reading strategies that help them efficiently decode complex texts and documents they will encounter in the workplace. This includes training in skimming for main ideas, scanning for specific information, and critical evaluation of texts to apply this information effectively in practical scenarios. Enhancing these skills helps ensure that vocational students are well-prepared to handle the reading demands of their future careers, from

interpreting technical manuals to staying updated with the latest industry standards and innovations. Providing these learners with robust, context-specific literacy education equips them with the tools necessary for success in their chosen careers, fostering a workforce that is competent, adaptable, and prepared for the challenges of the modern world.

1) Access to Quality Educational Resources

The research identifies access to high-quality educational resources as a fundamental need for vocational students. It emphasizes the importance of providing students with up-to-date reading materials that are closely aligned with their specific fields of study. This includes textbooks that cover the latest methodologies, case studies relevant to contemporary workplace challenges, and digital materials that integrate modern technologies and practices.

Moreover, as the educational landscape evolves, digital literacy has become crucial. Many resources and professional tools have shifted to online platforms, making it essential for vocational students to be proficient in navigating digital content. This includes understanding how to access online databases, interpret digital manuals, and utilize software that is pertinent to their fields. The integration of digital literacy skills into vocational education not only enhances students' ability to access a wider array of resources but also prepares them for environments where digital tools are integral to professional tasks.

2) Tailored Instruction

The research findings highlight the critical importance of tailored instruction designed to meet the unique needs of vocational learners. Effective teaching strategies that cater specifically to these students are essential for enhancing their reading competence. One such strategy is the use of contextualized reading assignments that directly relate to their future careers. By integrating real-world scenarios and technical content from their fields into reading materials, educators can make the learning experience more relevant and engaging for vocational students.

Moreover, vocational educators are encouraged to employ instructional methods that effectively bridge the gap between academic reading and practical



application. This approach involves not only teaching students how to read and understand complex texts but also helping them apply this knowledge in practical settings. Techniques such as problem-based learning, where students must read to gather information and solve real-life problems, or project-based assignments that require reading and research to complete, are particularly effective. These methods help students see the direct application of their reading skills in their future work environments, thereby reinforcing the value of reading competence in their professional development.

Incorporating these tailored instructional methods into vocational education programs ensures that students are not just passive recipients of information but active participants in their learning process. This engagement is crucial for developing the skills they need to succeed in their respective careers and adapt to the ever-changing demands of the workforce.

3) Language Support

Many vocational students may have varying levels of English language proficiency. The research findings emphasize the need for language support programs that offer targeted interventions to improve reading competence. These programs can include English as a Second Language (ESL) courses and vocabulary-building exercises designed to meet the specific linguistic demands of vocational fields.

c. The Urgency of Developing Reading Competence

The research findings unequivocally underscore the urgency of developing reading competence in English literacy for vocational students. Several factors contribute to this urgency.

1) Globalization and Interconnectedness

In today's globalized landscape, vocational students are entering careers that necessitate regular interactions with colleagues, clients, and stakeholders from various linguistic and cultural backgrounds. The research findings clearly highlight the critical role of reading competence

in ensuring effective communication within these international business settings. Proficiency in reading allows students to understand and engage with global industry standards, contractual documents, and intercultural communication norms, which are often articulated in English.

Without strong reading skills, vocational graduates may encounter significant barriers in their careers. These limitations can manifest as difficulties in understanding technical materials, challenges in communicating with international partners, and obstacles in advancing to positions that require nuanced comprehension of written instructions and complex reports. Consequently, enhancing reading competence not only broadens their professional capabilities but also amplifies their potential to contribute effectively in a diverse workplace. This development is essential for vocational students aiming to maximize their career prospects and succeed in a competitive international arena.

2) Technological Advancements

In today's globalized landscape, vocational students are entering careers that necessitate regular interactions with colleagues, clients, and stakeholders from various linguistic and cultural backgrounds. The research findings clearly highlight the critical role of reading competence in ensuring effective communication within these international business settings. Proficiency in reading allows students to understand and engage with global industry standards, contractual documents, and intercultural communication norms, which are often articulated in English.

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d. Recommendations

Based on the research findings and results, several recommendations emerge.

- 1) Curriculum Enhancement: Vocational education institutions should enhance their curricula to include reading competence development as a core component. This can be achieved through the integration of industry-specific reading materials and assignments that mirror real-world scenarios.
- 2) Professional Development for Educators: Educators in vocational settings should receive professional development opportunities focused on effective teaching strategies for reading competence development. This includes strategies for teaching technical literacy and critical analysis skills.
- 3) Language Support Programs: Institutions should establish language support programs tailored to the needs of vocational learners. These programs should be accessible to students at various levels of English proficiency and provide targeted support to improve reading skills.
- 4) Collaboration with Employers: Collaboration between vocational institutions and employers can help align education with industry needs. Employers can provide insights into the specific reading competence requirements in their fields, enabling educators to tailor instruction accordingly.

The research findings and results demonstrate the critical importance of developing reading competence in English literacy for vocational students. Competence in reading, particularly in technical and professional contexts, is essential for bridging the gap between education and the workforce. The research findings emphasize the basic needs of vocational learners, including access to quality resources, tailored instruction, and language support. Furthermore, the urgency of developing reading competence is driven by



globalization and technological advancements. To address these needs and ensure the success of vocational students, institutions and educators must take proactive steps to enhance reading competence development in vocational education. This investment will not only benefit individual students but also contribute to the growth of human resources management and public organizations as a whole.

2. Discussion

In today's rapidly globalizing and technologically driven economy, the importance of English literacy, especially reading competence, for vocational students is paramount. This literacy is not merely an academic requirement but a critical professional skill, pivotal as these students prepare to enter diverse and dynamic workplaces around the world. Proficient reading skills in English enable vocational students to grasp complex technical materials, understand operational guidelines, and remain updated with global industry standards, which are often documented in English. As such, reading competence is fundamentally intertwined with career readiness, offering students the tools needed to navigate, succeed, and advance in their respective fields. This skill also enhances their ability to engage with a broad array of informational resources, facilitating continuous personal and professional development. As vocational education continues to evolve, integrating robust English reading programs will be crucial in equipping students with the literacy skills necessary for success in the international labor market.

The expansion of reading competence in vocational education reflects a strategic shift towards preparing students for a seamless integration into the global workforce. As Menggo & Ndiung (2024) and Luo (2024) highlight, the necessity for vocational learners to excel in English transcends basic communication; it requires a profound understanding of specialized texts that are pertinent in various technical and vocational fields. This broader definition of literacy is instrumental in enabling students to decode and utilize information that is critical for their specific careers, enhancing their competence in a competitive, international market.



Further, the notion of “technical literacy”, which involves understanding complex manuals and technical texts, aligns with Keumala et al. (2022) who argue that vocational education must pivot towards curricula that embed English literacy with technical content to enhance students' comprehension and operational capabilities in real-world settings. This approach supports vocational students in bridging the gap between theoretical knowledge and practical application, a critical transition as noted by Hidayati et al. (2023), who emphasize the impact of contextualized literacy on student performance.

This paradigm shift in vocational training redefines the role of English literacy from a basic skill set to a core component of vocational proficiency, encouraging educators to incorporate a more integrated educational framework (Mirizon et al., 2021). Such frameworks should not only present English as a subject but as a vital tool through which students access and engage with technical content. The effective merging of language learning with technical education helps forge a workforce that is not only linguistically adept but also technically skilled and adaptable to the demands of diverse professional environments (Klotz et al., 2014; Agri et al., 2018). As vocational fields continue to evolve with technological advancements, the ability to quickly adapt and apply new knowledge within these contexts becomes increasingly crucial, further underscoring the value of advanced literacy skills in fostering long-term career success and sustainability (Susanto & Nanda, 2023).

Enhancing the advanced reading competencies of vocational students is crucial not only for their academic success but also for their professional effectiveness in multidisciplinary settings. As highlighted by Roslim et al. (2023), these competencies are integral to the proficient presentation and interpretation of industry-specific information where English serves as a communicative bridge. Advanced readers are adept at deciphering complex texts, extracting relevant details, and translating these into coherent, engaging presentations that resonate with diverse audiences. This skill set is particularly vital in contexts where precision and clarity in communication can significantly influence collaborative outcomes and decision-making processes.



Moreover, the integration of personality traits such as openness to experience and conscientiousness has been shown to enrich communication skills, making individuals more adaptable and effective in conveying their ideas (Smith & Johnson, 2022). Vocational students who combine strong reading skills with these personality traits can navigate and contribute to team dynamics more effectively, positioning themselves as valuable team members in any professional setting. According to Patel & Gomez (2024), the ability to adapt one's communication style to suit different audiences and contexts is a direct outcome of both linguistic competence and interpersonal sensitivity, which are honed through advanced reading and continuous social interactions.

In light of these findings, educational frameworks in vocational training should incorporate targeted reading programs that focus on both the cognitive and social aspects of communication. Such programs should not only address the technicalities of language but also foster an environment where students can practice and refine their presentation and interpersonal skills, as recommended by Chang et al. (2023). By doing so, vocational education can produce graduates who are not only technically proficient but also skilled communicators, equipped to thrive in the globalized and collaborative workforce of today.

The synthesis of these scholarly insights illuminates the critical importance of advanced reading skills not only for meeting the immediate technical demands of vocational roles but also for fostering lifelong learning and adaptability in professions that undergo rapid technological transformations. Khan (2023) argues that the ability to swiftly integrate new information and adjust to emerging technologies is crucial for sustained career success and growth. This adaptability is increasingly recognized as a key determinant of an individual's long-term viability in a competitive global job market.

The practical enhancement of reading competence in vocational education, as Septiani et al. (2024) propose, involves the integration of flipped classroom methodologies and project-based learning. These educational strategies, which emphasize intensive English reading and comprehension, are



designed to boost student engagement and proficiency (Muluk & Dahliana, 2024). Such approaches not only prepare students to meet the linguistic demands of diverse professional environments but also equip them with the critical thinking skills necessary to solve complex problems and execute projects effectively in their future workplaces.

Further integrating the research by Roslim et al. (2023) and Menggo & Ndiung (2024) into curriculum development can provide educators with deeper insights into how English literacy influences vocational competencies across various industries. This tailored approach ensures that educational programs are directly aligned with the specific needs of different sectors, enhancing the relevance and applicability of vocational training.

The global implications of integrating advanced reading skills into vocational education are profound. Enhanced literacy not only prepares students for the technical aspects of their careers but also positions them as competitive participants in the international workforce. As global industries continue to evolve, the demand for workers who can navigate complex informational landscapes and adapt to new technological paradigms becomes critical. The ability to read and understand multifaceted texts in English, the lingua franca of the global market, thus becomes a pivotal skill that can significantly influence economic mobility and professional success worldwide (Agri et al., 2018; Muluk & Dahliana, 2024).

Experts like Khan (2023) and Septiani et al. (2024) emphasize that the readiness of vocational graduates to engage in the global economy hinges on their ability to handle sophisticated communicative tasks and technical challenges efficiently. This readiness not only enhances individual career trajectories but also contributes to the economic development of their home countries by fostering a workforce capable of participating in and innovating within the global economic system. Thus, the strategic integration of advanced reading skills into vocational curricula is not just an educational priority but a global economic imperative.

The imperative need for reading competence in English literacy for vocational students is evident in its multifaceted implications for their success in the modern workforce. Competence not only equips students with the

skills to navigate technical materials and critical analysis but also enhances their employability and adaptability in an interconnected and technologically driven world. Addressing this imperative need requires a concerted effort from educational institutions, educators, and employers. Curriculum enhancement, professional development, language support programs, and collaboration with employers are all integral to ensuring that vocational students are well-prepared to meet the challenges of the workforce. By meeting these needs, vocational education can contribute significantly to the growth of human resources management and public organizations while fostering the success of individual learners.

D. Conclusion

The enhancement of reading competence in vocational education is not merely an academic requirement but a strategic imperative that has profound implications for workforce readiness in the global economy. This research has thoroughly examined the integral role that advanced reading skills play in vocational education, highlighting their significance beyond basic literacy. These skills are essential for navigating the complexities of modern vocational roles and for adapting to the rapid technological changes that characterize today's globalized workforce. As emphasized by scholars like Khan (2023) and Septiani et al. (2024), the ability to efficiently assimilate new information and adapt to evolving technological contexts is not merely beneficial but crucial for maintaining career longevity and success in the international job market.

The incorporation of flipped classroom approaches and project-based learning, as suggested by Septiani et al. (2024), further underscores the effectiveness of active, engaging educational strategies in enhancing English literacy. These methods not only foster greater student engagement and proficiency but also prepare vocational students for the diverse challenges they will face in their professional lives. Moreover, the targeted integration of curriculum enhancements based on insights from Roslim et al. (2023) and Menggo & Ndiung (2024) ensures that vocational training is closely aligned with industry-specific demands, thereby maximizing the relevance and applicability of educational programs.



Ultimately, the global implications of equipping vocational students with robust English reading competencies are profound. Enhanced literacy facilitates not only personal career success but also contributes to the broader economic development by preparing a workforce capable of meeting the demands of the global economy. Thus, strengthening reading skills within vocational education frameworks is not only a pedagogical imperative but a strategic economic necessity. This approach not only prepares individuals for immediate employment challenges but also equips them with the lifelong learning skills necessary to navigate and succeed in an ever-evolving global landscape.

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