KAMBOTI: Jurnal Sosial dan Humaniora *(eISSN: 2746-475X)*
Volume 7, Nomor 1, Hal: 91-102

Needs Analysis as a Strategy to Support the Learning Process of Senior High School Students

Marlina Kora[1]*, Emanuel C. Resilay[2], Arnold Elkaratat[3], Suryani Wuarlela[4], Lenorce P. Labatar[5], Marice Unawekla[6]
[1] Universitas Lelemuku Saumlaki, Saumlaki, Maluku, Indonesia
[2] Universitas Lelemuku Saumlaki, Saumlaki, Maluku, Indonesia
[3] Universitas Lelemuku Saumlaki, Saumlaki, Maluku, Indonesia
[4] Universitas Lelemuku Saumlaki, Saumlaki, Maluku, Indonesia
[5] Universitas Lelemuku Saumlaki, Saumlaki, Maluku, Indonesia
[6] Universitas Lelemuku Saumlaki, Saumlaki, Maluku, Indonesia
* Correspondence: marleenkora@gmail.com

Article Info

Article history:
Submitted : 09-04-2026
Accepted : 11-11-2026
Published : 19-11-2026

Keywords:
English Language Learning; Learner Needs; Needs Analysis; Senior High School

Copyright & License:

How to cite this article:
Marlina Kora et al., (2026). Needs Analysis as A Strategy to Support the Learning Process of Senior High School Students, *Kamboti: Jurnal Sosial dan Humaniora. 7*(1). 91-102.

https://doi.org/10.51135/kambotivol7issue1page91-102

Abstract

Effective English instruction requires an understanding of students' linguistic, affective, and contextual needs. This qualitative case study explored the English learning needs of Grade X students at SMA Negeri 10 Kepulauan Tanimbar and their relationship with classroom instruction and participation. Data were collected through interviews with an English teacher and selected students, as well as classroom observations, and analyzed thematically using Hutchinson and Waters' framework of lacks, wants, and necessities. The findings revealed limited vocabulary, low speaking confidence, insufficient language practice, and difficulties in grammar and writing. Although the teacher employed diagnostic assessment, differentiated support, feedback, and communicative activities, classroom observations indicated limited student participation. This gap highlights the need to align instructional strategies with students' actual readiness and learning needs. The study emphasizes the importance of comprehensive needs analysis in designing more responsive English instruction and supportive classroom activities..

I. INTRODUCTION

Effective English language instruction requires an understanding of learners' linguistic abilities, learning expectations, and classroom experiences. At the senior high school level, students demonstrate considerable differences in vocabulary knowledge, language proficiency, confidence, motivation, and exposure to English. These differences influence their ability to engage in classroom activities and achieve expected learning outcomes. Although curriculum standards provide an essential foundation for instructional planning, teaching practices that prioritize curriculum requirements without adequately considering individual learning needs may limit students' participation and language development.

Consequently, a mismatch may emerge between the instructional strategies employed by teachers and the actual needs experienced by students in the classroom. Addressing this mismatch is essential for developing responsive, inclusive, and learner-centered English language instruction.

Needs analysis provides a systematic approach to identifying learners' characteristics, difficulties, and expectations as a basis for instructional decision-making. Brown, (1995), as cited in (Tien Nguyen & Van Ho, 2024) conceptualizes needs analysis as a structured process of collecting and evaluating subjective and objective information to establish appropriate curriculum objectives within a particular educational context. Previous research has highlighted its relevance to instructional material development, assessment practices, and classroom (Dinovia Fannil Kher, 2022; Maruf & Helingo, 2022; Rohimajaya et al., 2025) Through needs analysis, teachers can identify discrepancies between students' existing competencies and expected learning outcomes while recognizing their individual learning preferences and aspirations. Such information can inform the selection of instructional materials, learning activities, assessment procedures, and teaching strategies that are more closely aligned with students' actual learning conditions (Kakerissa & Lengkanawati, 2022)

The conceptual foundation of needs analysis adopted in this study follows Hutchinson and Waters (1987), as cited in (Fatima & Irshad, 2026), who distinguish learners' needs into three interrelated categories: *lacks*, *wants*, and *necessities*. Lacks refer to the gap between learners' current language proficiency and the competencies required to achieve learning objectives. Wants represent learners' perceived needs and desired learning outcomes, whereas necessities refer to the language competencies required to function effectively in a particular target situation. These dimensions provide an analytical framework for examining students' English learning needs from both learner and instructional perspectives. Furthermore, Krashen's Affective Filter Hypothesis (Luo, 2024) offers a complementary explanation of how anxiety, low confidence, and emotional barriers may influence students' willingness to participate in language learning. Communicative Language Teaching (CLT) additionally emphasizes the importance of meaningful interaction and opportunities for authentic language use. Together, these perspectives support a more comprehensive understanding of the relationship between students' linguistic and affective needs and their classroom participation.

Previous studies have demonstrated the application of needs analysis in various educational settings, particularly as an initial stage in developing instructional resources and learning models. For example, (Yuliska & Syafriani, 2019)employed needs analysis in developing inquiry-based student worksheets, while (Andriani et al., 2021) applied it to the development of a blended learning model. Similarly, (Rohimajaya et al., 2025) examined learners' needs as a foundation for developing English learning materials. These studies indicate the importance of needs analysis for designing learning resources that respond to educational demands. However, the literature reviewed for the present study has predominantly emphasized instructional development rather than examining how students' perceived learning needs correspond to teachers' instructional practices and observable classroom participation. In particular, empirical investigations integrating students' perspectives, teachers' perceptions, and direct classroom observations within an existing senior high school English classroom remain relatively limited in the reviewed literature. This represents an important research gap because students' expressed needs may differ from teachers' perceptions and from the learning behaviors observed during classroom instruction (Efendi et al., 2025)

Addressing this gap requires an approach that considers learning needs not merely as preliminary information for instructional development but also as an analytical basis for understanding existing classroom practices. In this context, the present study examines English language learning among Grade X students at SMA Negeri 10 Kepulauan Tanimbar by integrating evidence from student interviews, a teacher interview, and classroom observations. The study specifically investigates students' lacks, wants, and necessities and explores how these dimensions relate to instructional strategies and classroom participation. Its distinctive contribution lies in the triangulation of these complementary sources of evidence to identify areas of alignment and mismatch between students' learning needs and the teaching

KAMBOTI is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

practices implemented in the classroom. Rather than evaluating the causal effects of needs analysis on academic achievement, the study seeks to generate context-specific empirical insights that can inform more responsive instructional planning.

Accordingly, this study aims to identify the English learning needs and difficulties experienced by Grade X students and examine how these needs are reflected in teachers' instructional strategies and students' classroom participation. The study addresses the following research question: What English learning needs are experienced by Grade X students, how do these needs relate to instructional strategies and classroom participation, and how can the findings inform more responsive English language instruction? By addressing this question, the study contributes to the literature on English language needs analysis by integrating linguistic, affective, and instructional perspectives within a single classroom context. Practically, the findings are expected to provide evidence-based considerations for teachers in designing learner-centered instructional strategies that accommodate differences in students' language proficiency, confidence, and learning expectations.

II. METHOD

This study employed a qualitative case study design to identify students' English learning needs and examine their relationship to classroom practices. It was conducted in one Grade X class at SMA Negeri 10 Kepulauan Tanimbar. The design was selected to explore students' learning needs, difficulties, experiences, and classroom participation alongside the teacher's perceptions. The inquiry focused on four themes: students' learning needs, learning difficulties, the teacher's perceptions, and classroom participation and interaction.

The observed class comprised 21 students. Twelve students (six male and six female) were purposively selected from this class as interview informants, while all 21 students participated in the classroom observations. Selection criteria included Grade X enrollment, involvement in the observed English class, variation in reported learning achievement, and willingness to participate. The English teacher was also interviewed because of their direct knowledge of the class, students' needs, and instructional practices. Thus, the 12 interview informants represented a purposively selected subset of the observed class rather than a statistically representative sample. The number was considered sufficient to obtain varied perspectives within this case.

Data were collected through semi-structured individual interviews and classroom observations. The teacher and each of the 12 student informants were interviewed using a guide comprising 12 main questions on learning needs, difficulties, experiences, and teaching practices. Interviews lasted approximately 20–30 minutes. With participants' consent, they were audio-recorded and transcribed verbatim, with follow-up questions asked when needed. Students are identified as S1–S12 and the teacher as T. Interviews were conducted in Indonesian, and the researchers translated the selected excerpts into English.

Classroom observations were conducted during three regular English lessons involving all 21 students. Each session lasted approximately 90 minutes. The observation guide focused on participation, classroom interaction, responses to learning activities, learning difficulties, use of English, and the teacher's strategies and feedback. Field notes documented relevant classroom events, verbal and nonverbal responses, and contextual information. Observation data complemented the interviews by showing how reported needs corresponded with participation and classroom behavior.

The qualitative data were analyzed thematically. First, interview recordings were transcribed and the observation notes were organized. Second, the researchers read the material repeatedly to become familiar with the data. Third, statements concerning learning needs, difficulties, motivation, confidence, participation, and instructional practices were assigned initial codes. Fourth, related codes were grouped into categories and broader themes. Finally, themes were compared across the student interviews, teacher

KAMBOTI is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

interview, and classroom observations and interpreted through the categories of lacks, wants, and necessities. Findings are reported using interview summaries and classroom observation evidence.

Credibility was addressed through triangulation, member checking, and an audit trail. Triangulation involved comparing themes across student interviews, the teacher interview, and classroom observations. For member checking, selected interpretations of interview responses were confirmed with the relevant participants. An audit trail was maintained to document data collection, transcription, coding, categorization, and theme development. These procedures were intended to improve the transparency and credibility of the qualitative analysis.

III. RESULTS AND DISCUSSION

A. Results

The findings are organized into three sections: student interviews, the teacher interview, and classroom observations. The themes are presented alongside summaries of interview accounts and relevant observational evidence. Participant codes are S1–S12 for students and T for the teacher.

1. Students' Interview Results

Students generally demonstrated positive attitudes toward learning English, although their interest appeared to develop gradually through continued exposure to the language and participation in classroom activities. Some students initially showed limited interest but became more engaged in speaking and writing activities as they gained familiarity with English. Nevertheless, several students continued to experience anxiety, fear of making mistakes, and low confidence, particularly when expressing ideas orally. These challenges were often intensified by limited vocabulary knowledge, which restricted their ability to communicate effectively. This finding is consistent with Krashen's Affective Filter Hypothesis (Gunawan, 2026; Luo, 2024; Ma, 2022)which suggests that emotional factors, including anxiety and low self-confidence, may hinder students' willingness to participate in language learning activities.

Despite these challenges, students expressed both intrinsic and extrinsic motivation to improve their English proficiency. Their motivation was associated with personal development, future employment opportunities, and the importance of English as a means of communication beyond their immediate social environment. These aspirations indicate that students recognize the practical value of English proficiency, even when they encounter difficulties during classroom instruction. Therefore, connecting learning activities with students' personal interests, career aspirations, and real-life communication needs may provide meaningful opportunities to strengthen their motivation and classroom engagement.

Vocabulary limitations emerged as the most frequently identified learning difficulty among the interviewed students. Insufficient vocabulary knowledge affected their ability to comprehend spoken and written English and to communicate ideas effectively through speaking and writing. Students reported difficulties selecting appropriate words when responding to questions, participating in discussions, and completing language-based assignments. These findings indicate that vocabulary development remains a fundamental learning need that requires consistent attention in classroom instruction. The distribution of students' identified learning needs is presented in Figure 1.

In addition to vocabulary difficulties, students reported challenges related to grammatical accuracy and written communication, particularly in applying verb tenses and initiating written responses. However, they indicated that clear explanations, relevant examples, and instructional guidance from the teacher helped them understand learning tasks and complete written assignments. Students also emphasized the importance of having more frequent opportunities to practice speaking and writing. These findings suggest that structured instructional support, combined with continuous language

KAMBOTI is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

practice, may help students develop greater confidence and improve their ability to use English in meaningful contexts.

Regarding the teaching and learning process, students generally expressed positive perceptions of the teacher's explanations, instructional assistance, and willingness to provide learning support. Nevertheless, some students remained hesitant to participate actively because of shyness, anxiety, and limited confidence in their English abilities. This condition suggests that positive perceptions of teaching practices do not necessarily translate into active classroom participation. Overall, the interview findings highlight the importance of strengthening vocabulary knowledge, developing students' speaking confidence, providing regular opportunities for language practice, and creating a supportive learning environment that encourages participation. A summary of the identified learning needs and their pedagogical implications is presented in Table 1

Table 1. Identification of Students' Needs

Aspect	Findings	Identified Needs	Pedagogical Implications
Attitude toward English	Interest increased over time, although some students remained anxious	Supportive and engaging learning environment	Use interactive and low-anxiety activities (games, pair work)
Confidence	Many students feel shy and lack confidence, especially in speaking	Confidence-building strategies	Provide frequent speaking practice and positive feedback
Motivation	Students reported personal and practical motivations	Sustained motivational support	Relate materials to students' goals and real-life contexts
Vocabulary	Limited vocabulary is the main difficulty	Vocabulary enrichment	Integrate vocabulary-building activities in every lesson
Writing skills	Difficulty in grammar (tenses) and starting writing	Structured writing guidance	Use scaffolding techniques (models, guided writing)
Practice Opportunities	Students need more practice to improve skills	Increased exposure and practice	Provide regular speaking and writing tasks
Teaching Process	Students generally valued the teacher's explanations but some still hesitated to participate	More inclusive participation	Encourage participation and provide additional scaffolding

Among the 12 student interviewees, five (41.7%) identified vocabulary development, three (25.0%) practice opportunities, two (16.7%) confidence building, and one (8.3%) each interactive learning and motivational support or grammar practice. Percentages were calculated using 12 interviewees as the denominator. Figure 1 summarizes the reported distribution of students' identified learning needs.

KAMBOTI is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

Figure 1. Distribution of Reported Student Learning Needs

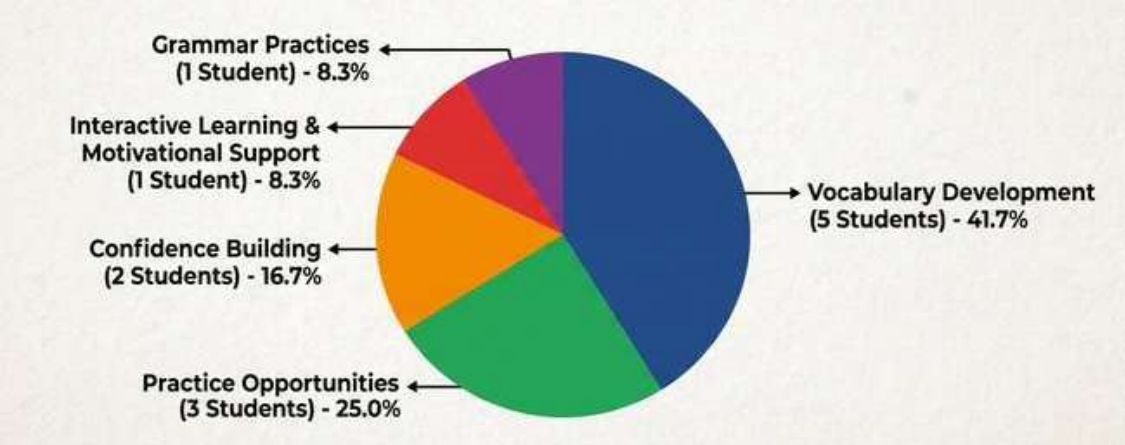


Figure 1 illustrates the distribution of needs reported during student interviews. Vocabulary development was mentioned most frequently, followed by opportunities for practice and confidence building. The frequencies refer to the coded interview categories shown in the figure.

2. Teacher Interview Findings

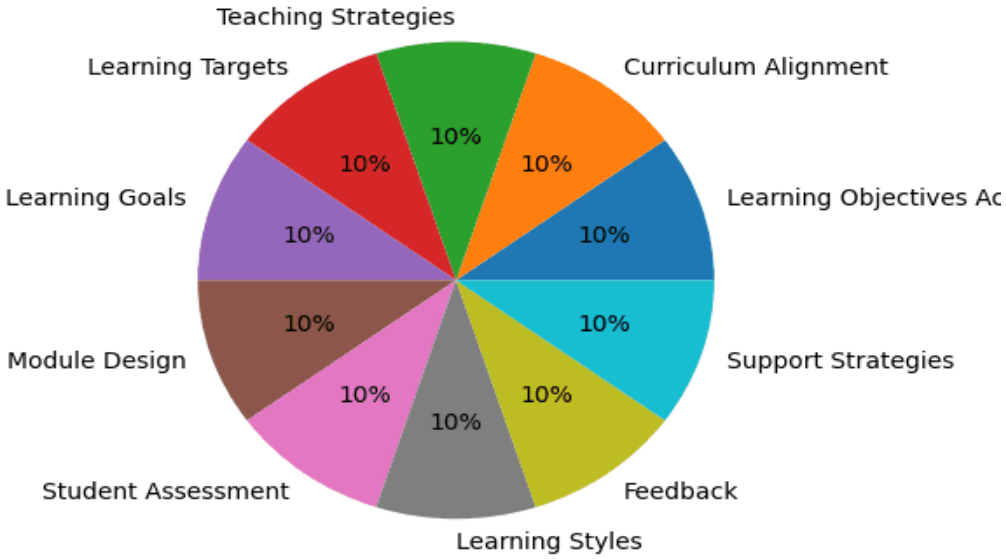
The English teacher was interviewed to complement the students' perspectives and provide a more comprehensive understanding of the instructional practices implemented in the classroom. According to the teacher, the learning objectives of Advanced English had generally been achieved, particularly in reading and writing. Students were reportedly able to comprehend relatively complex texts and produce written responses in accordance with the expected learning objectives. However, speaking fluency remained a significant challenge, as many students continued to experience difficulties expressing their ideas confidently and spontaneously in English. The teacher further explained that classroom instruction was guided by the *Kurikulum Merdeka* framework, which provides flexibility to adapt instructional activities to students' learning characteristics, abilities, and needs.

To address differences in students' learning abilities, the teacher reported implementing various student-centered instructional approaches, including Project-Based Learning (PjBL) and deep learning approaches. These approaches were incorporated into contextual learning activities, such as content creation, classroom presentations, and group discussions, to encourage students to apply English in meaningful situations. The instructional process also emphasized the development of twenty-first-century competencies, commonly referred to as the 4C skills: communication, collaboration, critical thinking, and creativity. In addition, the teacher described applying Teaching at the Right Level to adjust learning activities and instructional support according to students' demonstrated abilities. Instructional planning reportedly began with curriculum guidelines and diagnostic assessments, followed by ongoing formative evaluation. Within the needs-analysis framework, diagnostic assessment can provide preliminary information about students' existing competencies and identify gaps between their current proficiency and expected learning outcomes (Mutmainah et al., 2023) The teacher also emphasized the importance of continuous feedback and individualized learning support in facilitating students' language development. Feedback was reportedly provided during classroom activities, particularly in relation to students' language use, communication performance, and participation in collaborative tasks. Students who experienced difficulties achieving the expected learning objectives received additional instructional guidance through scaffolding and peer-assisted learning activities. Furthermore, the teacher identified family involvement as a potential supporting factor in sustaining students' motivation and engagement beyond the classroom. These reported practices reflect an intention to accommodate differences in students' learning needs and provide a more supportive instructional environment (Nurfaidah et al., 2024) Overall, the teacher's account

KAMBOTI is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

suggests that English instruction was planned and implemented through structured, student-centered strategies intended to respond to students' diverse learning needs. Nevertheless, the continued difficulties associated with speaking fluency and confidence indicate that certain aspects of language development require greater instructional attention. These findings highlight the importance of aligning teaching strategies with students' linguistic proficiency and affective readiness, particularly through opportunities for meaningful communication and appropriately scaffolded speaking activities. The instructional themes identified from the teacher interview are presented in Figure 2.

Figure 2. Themes Identified in the Teacher Interview



3. Classroom Observation Findings

Classroom observations involved all 21 students across three lessons. The findings were considered through Hutchinson and Waters' categories of lacks, wants, and necessities, with CLT and the Affective Filter Hypothesis used as supporting perspectives. Lessons included group discussion, contextual learning, and presentations, which were broadly consistent with communicative teaching principles. However, field notes indicated that a small group of students responded frequently while most classmates remained silent. This pattern suggests that the observed activities did not provide equally accessible opportunities for participation.

These participation patterns are consistent with Krashen's Affective Filter Hypothesis, which suggests that anxiety, low confidence, and fear of making mistakes may constrain language use. Observations indicated that several students appeared hesitant or embarrassed when using English publicly. Within the needs-analysis framework:

a. Lacks refer to differences between students' current language proficiency and the expected competence. In this case, limitations included vocabulary knowledge, speaking confidence, and broader English-language skills.
b. Wants refer to learners' personal goals, including communicating fluently and interacting with English speakers.
c. Necessities refer to the abilities and opportunities required for effective language use in the target situation, including interactive learning activities, speaking practice, and supportive feedback.

Although the teacher reported using interactive methods, these activities did not consistently provide sufficient scaffolding for students with lower confidence. Classroom participation remained

KAMBOTI is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

concentrated among a small group of students. Instructional planning could therefore place greater emphasis on the following needs:

a) Reducing students' anxiety through supportive classroom interactions;
b) Providing inclusive opportunities for participation; and
c) Structuring communicative practice through CLT-informed tasks.

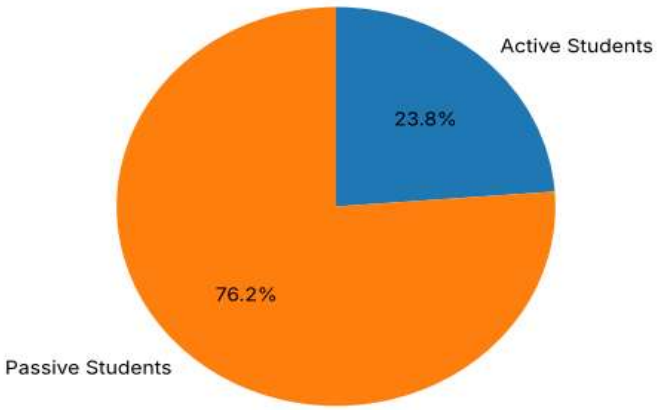
The central concern in the observed classroom was not an absence of interactive strategies but a mismatch between those strategies and students' linguistic competence and confidence. Table 2 summarizes the classroom observations and their implications for needs analysis.

Table 2. Classroom Observation Findings

Aspect	Findings	Theoretical Interpretation	Implications
Learning Process	Interactive activities, group discussions, and contextual learning	CLT principles applied	Needs better scaffolding for all learners
Participation	Only a small group participated actively	Affective Filter (Krashen)	Anxiety and low confidence hinder participation
Problems	Low confidence, limited vocabulary, embarrassment	Psychological + linguistic barriers	Need confidence-building strategies
Lacks	Limited speaking and writing confidence and vocabulary	Gap between current and expected proficiency	Need intensive language support
Wants	Fluency, communication, native speaker interaction	Learner-centered goals	Align materials with real communication
Necessities	Interactive activities, speaking practice, and feedback	Hutchinson & Waters framework	Provide accessible communicative practice

Of the 21 students observed, five (23.8%) participated actively and 16 (76.2%) were classified as passive. This pattern was consistent with the interview findings: interactive activities were available, but limited vocabulary and confidence appeared to constrain some students' participation. Figure 3 displays the distribution of observed classroom participation.

Figure 3. Classroom Participation among Observed Students



B. Discussion

Needs analysis served as the principal analytical framework for examining the relationship between students' English learning needs and the instructional practices implemented in the classroom. By integrating evidence from student interviews, the teacher interview, and classroom observations, this

KAMBOTI is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

study identified areas of convergence and divergence between students' perceived learning needs, the teacher's reported instructional strategies, and actual classroom participation. The findings were interpreted through Hutchinson and Waters' framework of lacks, wants, and necessities, while Krashen's Affective Filter Hypothesis and Communicative Language Teaching (CLT) provided complementary perspectives for understanding the linguistic and affective factors associated with students' classroom engagement.

Vocabulary limitations emerged as one of the most prominent learning difficulties across the different sources of evidence. Five of the twelve interviewed students identified vocabulary development as an important learning need, while classroom observations indicated that insufficient vocabulary knowledge constrained some students' ability to participate in discussions and express their ideas in English. Students also reported difficulties with grammatical structures and initiating written responses, particularly when instructional examples and guidance were limited. These findings suggest that students' learning difficulties extend beyond insufficient linguistic knowledge to include challenges in applying that knowledge during classroom activities. Within Hutchinson and Waters' framework, these difficulties reflect gaps between students' existing language proficiency and the competencies required to participate effectively in classroom learning. Consequently, instructional support should address both the development of fundamental language knowledge and students' ability to apply that knowledge in meaningful communicative situations.

Students also expressed aspirations to improve their English-speaking fluency, communicate more confidently, and use English for future employment opportunities and interactions beyond their immediate social environment. These aspirations reflect students' perceived learning priorities and indicate an awareness of the practical importance of English proficiency. Nevertheless, the findings revealed a discrepancy between students' learning aspirations and their actual classroom participation. Although students expressed positive motivations for learning English, only five of the twenty-one observed students participated actively in classroom activities. This finding suggests that motivation and learning aspirations alone may be insufficient to encourage participation when students experience linguistic limitations and low confidence. Therefore, instructional activities need to accommodate differences in students' language proficiency and affective readiness while providing accessible opportunities for meaningful communication.

The findings further indicate that students required interactive learning activities, regular opportunities to practice speaking, and constructive feedback within a supportive classroom environment. The teacher reported implementing several strategies intended to address these needs, including diagnostic assessment, Teaching at the Right Level, formative feedback, and additional scaffolding for students who experienced difficulties achieving learning objectives. These reported practices demonstrate an effort to recognize differences in students' abilities and provide appropriate instructional assistance. However, students continued to emphasize the need for more frequent language practice and a classroom atmosphere that reduced anxiety and encouraged participation. This difference suggests that the presence of learner-centered instructional strategies does not necessarily ensure that all students can benefit equally from the learning opportunities provided.

A particularly important finding from the triangulation of data was the mismatch between the teacher's reported instructional practices and the observed patterns of student participation. Although the teacher described implementing interactive and student-centered activities, and students generally expressed positive perceptions of the instruction, classroom observations revealed that active participation remained concentrated among a relatively small group of students. This discrepancy indicates that the central instructional challenge may not lie in the absence of appropriate teaching strategies, but rather in the extent to which these strategies accommodate students' linguistic competencies, confidence levels, and readiness to participate. The finding also demonstrates the methodological value of triangulating multiple sources of qualitative evidence, as relying exclusively on either teacher or student accounts might not adequately reveal differences between instructional

KAMBOTI is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

intentions and actual classroom engagement.

Krashen's Affective Filter Hypothesis provides a useful perspective for interpreting the relationship between students' emotional experiences and classroom participation (Luo, 2024) Although several students reported increasing interest in learning English, anxiety, shyness, and fear of making mistakes remained apparent, particularly during speaking activities. These affective barriers appeared to coexist with vocabulary limitations, potentially discouraging students from expressing their ideas publicly. Students who perceived their language proficiency as inadequate may have been less willing to participate in discussions or respond to classroom questions, even when opportunities for interaction were available. Accordingly, the findings suggest that improving students' participation requires attention not only to linguistic development but also to classroom conditions that foster confidence, psychological safety, and willingness to communicate.

From the perspective of Communicative Language Teaching, the use of group discussions, presentations, and contextual learning activities reflects an effort to facilitate meaningful language interaction. However, communicative instruction should provide opportunities for participation across different levels of language proficiency and confidence. Classroom observations showed that sixteen of the twenty-one students did not participate actively, indicating that existing communicative activities may require additional instructional support. Strategies such as vocabulary preparation, teacher modeling, guided speaking exercises, small-group rehearsal, and differentiated tasks could help students develop the linguistic resources and confidence necessary for more active participation. These strategies may also reduce the pressure associated with speaking before the entire class and provide a gradual transition toward more independent communication.

The integration of these findings has practical implications for designing more responsive English language instruction. Instructional planning should prioritize vocabulary development as a foundation for effective communication while providing consistent opportunities for students to practice speaking and writing in meaningful contexts. Equally important is the implementation of scaffolding techniques that accommodate different proficiency levels and support students who experience difficulties completing language-based tasks. Teachers may also benefit from establishing supportive classroom interactions, providing constructive feedback, and organizing learning activities that encourage equitable participation. Such approaches could help reduce linguistic and affective barriers while creating more inclusive opportunities for students to engage in English learning.

Although the study was conducted at SMA Negeri 10 Kepulauan Tanimbar, the findings should be interpreted within the specific classroom context examined. The available data did not establish whether geographical characteristics, local language practices, or access to educational resources directly influenced the learning needs identified in this study. Vocabulary limitations, speaking confidence, opportunities for language practice, and instructional support emerged as relevant concerns, but these findings cannot be assumed to represent distinctive characteristics of English language learning throughout the Tanimbar Islands. Further research involving multiple schools and more diverse participants could examine whether regional, linguistic, and socioeconomic conditions contribute to differences in students' English learning needs and classroom experiences.

Overall, the findings demonstrate the importance of aligning instructional strategies with students' linguistic, affective, and participation needs. Student interviews highlighted the need for vocabulary development, greater speaking confidence, and regular opportunities for language practice. The teacher interview indicated the implementation of diagnostic assessment, differentiated instruction, feedback, and communicative learning activities, whereas classroom observations revealed uneven participation and the need for additional scaffolding. The integration of these perspectives suggests that needs analysis can function as a practical foundation for identifying instructional mismatches and informing more responsive, learner-centered teaching practices. The study contributes to understanding how students' expressed needs, teachers' instructional intentions, and observed classroom experiences can be examined collectively to support instructional planning. However,

KAMBOTI is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

because the study did not measure learning achievement, its findings should be interpreted as evidence of instructional needs and participation patterns rather than as proof that needs analysis improves academic performance.

IV. CONCLUSION

This study identified the English learning needs of Grade X students and examined their implications for classroom instruction. Prominent needs included vocabulary development, confidence in speaking English, opportunities for regular language practice, structured writing and grammar support, and a supportive classroom environment. Student interviews suggested both personal and practical motivations for learning English, while anxiety and fear of making mistakes continued to constrain participation. The contribution of the study lies in combining student perspectives, the teacher's account, and classroom observations to provide a more comprehensive understanding of learners' linguistic, affective, and instructional needs.

The teacher reported using diagnostic assessment, differentiated support, feedback, Project-Based Learning, Teaching at the Right Level, and communicative activities. However, observations indicated uneven participation. Although discussions and presentations offered opportunities for interaction, students with lower confidence and limited vocabulary required additional scaffolding and more structured chances to participate.

The findings suggest that needs analysis can inform more responsive instructional planning. This study did not evaluate the effects of needs-based instruction on learning achievement, as it collected no pretest–posttest or other achievement measures. Its contribution is therefore descriptive and interpretive rather than evidence of causal effects on students' academic performance.

Several limitations should be considered. Interviews involved one teacher and 12 students selected purposively from a class of 21, and the observations covered one school; the findings are not intended to be statistically generalizable. The study did not examine whether characteristics of the Tanimbar Islands shaped learning needs, nor did it measure changes in achievement. Qualitative interpretation may also be influenced by researcher judgment. Future studies could include multiple schools, test instructional strategies informed by needs analysis, and combine qualitative evidence with achievement measures when evaluating learning outcomes.

Acknowledgements

The authors express their appreciation to the individuals and institutions who supported this research:

1. The fourth-semester students of the English Education Study Program at Universitas Lelemuku Saumlaki.
2. All students of SMA Negeri 10 Kepulauan Tanimbar for their participation and cooperation throughout the research process.
3. The participating teachers and school principal for granting permission and supporting the research.

Conflict of Interest

The authors declare no conflict of interest.

KAMBOTI is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

REFERENCES

Andriani, R., Umamah, N., & Na'im, M. (2021). The needs analysis of expansion blended learning using icare's model in history learning for tenth grade in senior high school level. *IOP Conference Series: Earth and Environmental Science*, *747*(1). https://doi.org/10.1088/1755-1315/747/1/012031

Atibrata, T. G., Margana, M., Herda, R. K., & Saputro, E. P. N. (2024). Need Analysis on Implementing Multilingualism in High School. *Journal of English Language and Education*, *9*(6), 11–17. https://doi.org/10.31004/jele.v9i6.593

Dinovia Fannil Kher. (2022). Students' Interest in Learning English: A Need Analysis for Teaching Large English Classes. *Jurnal Pendidikan, Vol.13, No.*, *13*(8.5.2017), 2003–2005.

Efendi, M. Y., Mayasari, E., Iswanto, J., & Apriyani, L. (2025). *Needs Analysis of English for Specific Purpose at Engineering Students in Vocational High School*. *07*(01), 248–256.

Fatima, A., & Irshad, I. (2026). Exploring the English Language Needs of Translation Studies Students at the University of Gujrat. *SOCIAL SCIENCE REVIEW ARCHIVES*, *4*(1), 994–1001. https://doi.org/https://doi.org/10.70670/sra.v3i3.967

Gunawan, I. D. (2026). Speaking anxiety in EFL learners: A systematic review of causes, strategies, and pedagogical interventions. *EduLite: Journal of English Education, Literature and Culture*, *11*(1), 127. https://doi.org/10.30659/e.11.1.127-145

Kakerissa, W. M., & Lengkanawati, N. S. (2022). Students ' Needs Analysis in Learning General English A Case at A German Education Study Program. *ICOLLITE 2022, ASSEHR 722*, 631–636. https://doi.org/https://doi.org/10.2991/978-2-494069-91-6_97

Luo, Z. (2024). A Review of Krashen's Input Theory. *Journal of Education, Humanities and Social Sciences*, *26*, 130–135. https://doi.org/10.54097/3fnf5786

Ma, Y. (2022). *The triarchy of L2 learners ' emotion , cognition , and language performance : Anxiety , self-efficacy , and speaking skill in lights of the emerging theories in SLA*. (September), 1–9. https://doi.org/10.3389/fpsyg.2022.1002492

Maruf, N., & Helingo, A. (2022). Assessment Strategy to Rectify EFL Students' Performance: A Need Analysis. *Jet Adi Buana*, *7*(02), 119–129. https://doi.org/10.36456/jet.v7.n02.2022.6191

Mutmainah, M., Sundari, H., & Juhana, J. (2023). English Teachers' Perceptions and Practices of Differentiated Instruction (DI) in the Merdeka Curriculum. *Linguistic, English Education and Art (LEEA) Journal*, *7*(1), 151–171. https://doi.org/10.31539/leea.v7i1.8261

Nurfaidah, S., Khairunnisa, U., Syukri, S., & Jamilarin, P. A. P. (2024). Exploring teachers' corrective feedback in EFL classrooms: Pre-service teachers' reflections. *Journal on English as a Foreign Language*, *14*(2), 523–544. https://doi.org/10.23971/jefl.v14i2.8863

Rohimajaya, N. A., Hartono, R., Yuliasri, I., & Fitriati, S. W. (2025). Crafting an English Ebook for the Merdeka Curriculum: Insights from Indonesian High School Teachers. *Journal of Curriculum and Teaching*, *14*(1), 90–105. https://doi.org/10.5430/jct.v14n1p90

Tien Nguyen, P., & Van Ho, H. (2024). Needs Analysis for University EFL Learners Majoring in Business English: A Scoping Review of Research and Practice. *International Journal of Current Science Research and Review*, *07*(05), 2939–2950. https://doi.org/10.47191/ijcsrr/v7-i5-55

Yuliska, R., & Syafriani. (2019). Needs analysis in developing student worksheets in senior high school physics-based inquiry learning models to improve students' critical thinking capabilities. *Journal of Physics: Conference Series*, *1185*(1), 0–7. https://doi.org/10.1088/1742-6596/1185/1/012107

Zhang, H., Ge, S., & Mohd Saad, M. R. Bin. (2024). Formative assessment in K-12 English as a foreign language education: A systematic review. *Heliyon*, *10*(10), e31367. https://doi.org/10.1016/j.heliyon.2024.e31367

KAMBOTI is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.