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**АНАЛИЗ ПОТРЕБНОСТЕЙ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА  
В СРЕДНЕЙ ШКОЛЕ: УЧЕТ СТРЕМЛЕНИЙ УЧАЩИХСЯ  
И ПЕРСПЕКТИВ УЧИТЕЛЕЙ ЧЕРЕЗ ПРИЗМУ ДАННЫХ**

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**ENGLISH LEARNING NEEDS ANALYSIS AT THE HIGH SCHOOL  
LEVEL: ADDRESSING STUDENTS' ASPIRATIONS  
AND TEACHERS' PERSPECTIVES THROUGH DATA**

*Аннотация. В данном исследовании анализируются потребности в изучении английского языка на основе опроса 125 учащихся средней школы и мнений 10 учителей английского языка. Цель состоит в том, чтобы выявить предпочтения, проблемы, с которыми сталкиваются учащиеся, а также представления учителей о трудностях, связанных с разработкой учебных программ и стратегиями обучения. Данные были собраны с помощью анкет, охватывающих такие аспекты как интерес к разговорной речи, проблемы со словарным запасом и грамматикой, предпочтения в средствах массовой информации для обучения, внеклассные мероприятия и восприятие учителями инновационных средств массовой информации. Результаты показывают сильное желание учащихся свободно и уверенно говорить по-английски, но оно сдерживается страхом совершить ошибки и с трудностями в овладении лексикой и грамматикой. Для учителей основными проблемами являются квалификация, уровень владения языком, неуверенность в себе и необходимость обучения работе с инновационными средствами массовой информации. В заключение статьи рассматривается возможность повышения квалификации учителей и их поддержки.*

*Abstract. This study analyzes the learning needs of English at the high school level based on a survey of 125 students and the perceptions of 10 English teachers. The aim is to identify students' preferences, challenges, as well as teachers' perceptions and obstacles related to English instruction to inform curriculum*

*development and more effective teaching strategies. Data were collected through questionnaires covering aspects of speaking interest, vocabulary and grammar challenges, learning media preferences, extracurricular activities, and teachers' perceptions of innovative media. Results show a strong desire among students to speak English fluently and confidently, but tempered by fear of making mistakes and difficulties in vocabulary and grammar mastery. From the teacher side, main challenges include qualifications, language proficiency, lack of confidence, and the need for training and development of innovative media. This article concludes with the importance of student-centered pedagogical approaches, integration of technology, and promoting language practice in a supportive environment, while considering capacity-building and support for teachers.*

*Ключевые слова: анализ потребностей в обучении, предпочтения учащихся, проблемы учащихся, мнения учителей, препятствия в обучении.*

*Keywords: learning need analysis, students preference, students challenges, teachers perceptions, and teaching obstacles.*

## **Introduction**

English language learning in Indonesia is a crucial component of the education system, preparing learners to face global challenges and leverage international opportunities. However, the effectiveness of learning is often questioned, especially if not aligned with student needs and interests and the challenges faced by educators. The Senior High school should provide the English material related to the general skills achieved by the student To design relevant and engaging learning experiences, in-depth understanding of learners' and teachers' perspectives is essential. A student-centered curriculum requires instructors to identify what students want to learn, how they want to learn, and the challenges they face, while considering the capacity and support needed by teachers. The Senior High school should provide the English material related to the general skills achieved by the students [1, 7].

This article presents the results of a survey of English learning needs conducted with 125 high school students and integrates it with the perceptions and challenges faced by high school English teachers. The main goal is to identify key areas that need improvement in English teaching from two primary perspectives: students as learners and teachers as facilitators. By understanding students' aspirations and barriers, it is hoped to formulate constructive recommendations to develop a more responsive and effective learning program, in line with the importance of needs analysis in curriculum development. Learning International language particularly English is related one of the important skills in global communication. The language is used in communication at work for sharing thought, asking questions, conveying ideas and giving solution [8].

The effects of learning materials on teaching and learning are important. A lecturer needs to assess the current ability of the students before designing an English course, as this will determine the particular requirements in English that the students need to fulfil, including knowledge, competence, and skills [4, 10, 11]. In response to the aforementioned issue, it is crucial to conduct a needs analysis of learning English that takes into account students' needs and interests as well as the subject matter they are currently teaching [2, 3, 9]. Without a structured analysis of needs, the course may overlook critical skills that students require, resulting in gaps in their language proficiency that could hinder their professional success [5, 6].

## **Method**

The study uses a descriptive quantitative approach through surveys [5, 10] enriched with a teacher-perception review. Data were collected from two main sources:

1) Student Questionnaires: distributed to 125 high school students. The questionnaire explores learning interests and goals (desire to speak fluently, importance of English for the future, enjoyment of English), learning challenges (vocabulary and grammar difficulties, fear of speaking), learning methods and media preferences (desire for speaking practice, use of songs/videos, engaging stories/texts, group learning, and media use by teachers), and involvement in extracurricular activities (frequency of using English outside class and interest in activities such as English Day). Student responses are visualized in pie charts showing the percentage of answers for each option (Strongly Agree, Agree, Disagree, Strongly Disagree).

2) Teacher Questionnaires: distributed to 10 high school English teachers, covering perceptions of teaching challenges (qualifications, language proficiency, teacher confidence), effectiveness of methods (such as communicative activities, assessment, instructional time, classroom management), and school support (extracurricular activities, collaboration, project-based learning, and digital media). Teacher responses are also visualized in pie charts with a similar scale.

## **Data analysis**

Descriptive analysis to identify patterns, trends, and dominant areas in student needs and preferences, as well as teachers' challenges and perceptions. A comparison between these two perspectives is conducted to find common ground and discrepancies to generate holistic recommendations.

## **Results**

The study reports significant findings from 125 student respondents and 10 teachers. Detailed explanations per diagram (Question 1-20) focus on response distributions (SS Strongly Agree, S Agree, TS Disagree, STS Strongly Disagree). Student

diagrams are from the main survey, while teacher diagrams come from a separate questionnaire.

### **Diagram Student (Questions 1-20):**

1. I like English lessons. (72.8% SS, 21.6% S, 5.6% TS, 0% STS). Majority of students very much enjoy the subject, indicating high intrinsic motivation.

2. English is important for my future. (60.8% SS, 39.2% S, 0% TS, 0% STS). All students agree on the importance of English for career and global opportunities.

3. I feel confident speaking English in class. (6.4% SS, 39.2% S, 52% TS, 2.4% STS). Low confidence is a major issue, with most students not feeling confident.

4. I want to be able to speak English fluently. (76% SS, 21.6% S, 2.4% TS, 0% STS). Strong aspiration for speaking fluency, nearly all students support.

5. I prefer learning through songs or videos. (65.6% SS, 19.2% S, 15.2% TS, 0% STS). High preference for audiovisual media for enjoyable learning.

6. I enjoy learning English through games. (57.6% SS, 32.8% S, 9.6% TS, 0% STS). Enthusiasm for gamified elements to boost engagement.

7. I find it easy to understand lessons with pictures or videos. (65.6% SS, 19.2% S, 15.2% TS, 0% STS). Visual aids are effective for understanding.

8. Grammar is difficult for me. (61.6% SS, 15.2% S, 23.2% TS, 0% STS). Grammar is a dominant challenge for many students.

9. I often forget new vocabulary. (76.8% SS, 7.2% S, 16% TS, 0% STS). High retention challenges indicate need for repetition strategies.

10. I am afraid of making mistakes when speaking English. (66.4% SS, 24.8% S, 8% TS, 0.8% STS). Speaking anxiety is common and hinders practice.

11. I want more speaking practice. (52% SS, 44% S, 4% TS, 0% STS). Urgent need for more speaking activities.

12. I want to listen to English songs or videos in class. (55.2% SS, 39.2% S, 5.6% TS, 0% STS). Strong support for multimedia content.

13. I want to read engaging English stories or texts. (68.8% SS, 12.8% S, 17.6% TS, 0.8% STS). High interest in engaging reading materials.

14. My teacher makes English lessons enjoyable. (50.4% SS, 47.2% S, 2.4% TS, 0% STS). High appreciation for teachers, majority satisfied.

15. Teachers often use media such as videos, PowerPoint, or songs. (76% SS, 14.4% S, 9.6% TS, 0% STS). Teacher media use is effective and valued.

16. I find textbooks easy to understand. (58.4% SS, 34.4% S, 4% TS, 3.2% STS). Textbooks are generally easy to understand.

17. I enjoy group learning with friends. (59.2% SS, 21.6% S, 15.2% TS, 4% STS). Strong collaborative preference, though some dislike it.

18. I rarely use English outside the classroom. (65.6% SS, 20.8% S, 12% TS, 1.6% STS). Limited use outside class indicates need for more exposure.

19. I would like activities like English Day or English competitions. (61.6% SS, 26.4% S, 8% TS, 4% STS). Strong support for extracurricular activities.

20. English lessons should be more engaging and varied. (61.6% SS, 32% S, 4% TS, 2.4% STS). High demand for varied methods to avoid boredom.

**Diagram Teacher (Questions 1-20, based on 10 respondents):**

1. Students prefer communicative activities like games or role plays. (50% SS, 40% S, 10% TS, 0% STS). Agreement on interactive activities.

2. Student assessment includes written and oral tests. (60% SS, 30% S, 10% TS, 0% STS). Mixed assessment seen as effective.

3. English instruction time is still insufficient. (70% SS, 20% S, 10% TS, 0% STS). Time shortage is a key issue.

4. Difficulty in managing large classes. (50% SS, 30% S, 20% TS, 0% STS). Large classes present challenges.

5. Students need more speaking practice. (70% SS, 20% S, 10% TS, 0% STS). Consensus on speaking practice need.

6. Materials in the book generally match students' abilities. (50% SS, 40% S, 10% TS, 0% STS). Textbooks broadly relevant.

7. Frequently use media such as videos, PowerPoints, or songs. (60% SS, 30% S, 10% TS, 0% STS). Teachers actively use media.

8. Project-based learning enhances lesson effectiveness. (50% SS, 30% S, 20% TS, 0% STS). PBL seen as effective for deep learning.

9. Collaboration with other teachers is needed for English programs. (60% SS, 30% S, 10% TS, 0% STS). Inter-teacher collaboration required.

10. Students are more enthusiastic when learning with digital media. (50% SS, 40% S, 10% TS, 0% STS). Digital media boosts enthusiasm.

11. School supports activities like English Club or competitions. (50% SS, 50% S, 0% TS, 0% STS). Strong school support for extracurriculars.

12. English learning should be more contextual and enjoyable. (60% SS, 40% S, 0% TS, 0% STS). Contextual approach agreed.

13. Difficulties in integrating technology into teaching. (40% SS, 30% S, 20% TS, 10% STS). Tech challenges exist but are not dominant.

14. Teacher training is needed for innovative teaching methods. (70% SS, 20% S, 10% TS, 0% STS). High training need.

15. Students have good intrinsic motivation to learn English. (50% SS, 40% S, 10% TS, 0% STS). Motivation viewed positively.

16. Current curriculum supports developing speaking skills. (40% SS, 50% S, 10% TS, 0% STS). Curriculum seen as supportive for speaking.

17. Confidence in teaching speaking skills. (50% SS, 30% S, 20% TS, 0% STS). Teacher confidence is moderate.

18. Parents support English learning. (60% SS, 30% S, 10% TS, 0% STS). Strong parental support.

19. Formative assessment more effective than final tests. (70% SS, 20% S, 10% TS, 0% STS). Formative assessment preferred for feedback.

20. Local culture integration in English learning is needed. (50% SS, 40% S, 10% TS, 0% STS). Local-context relevance is important.

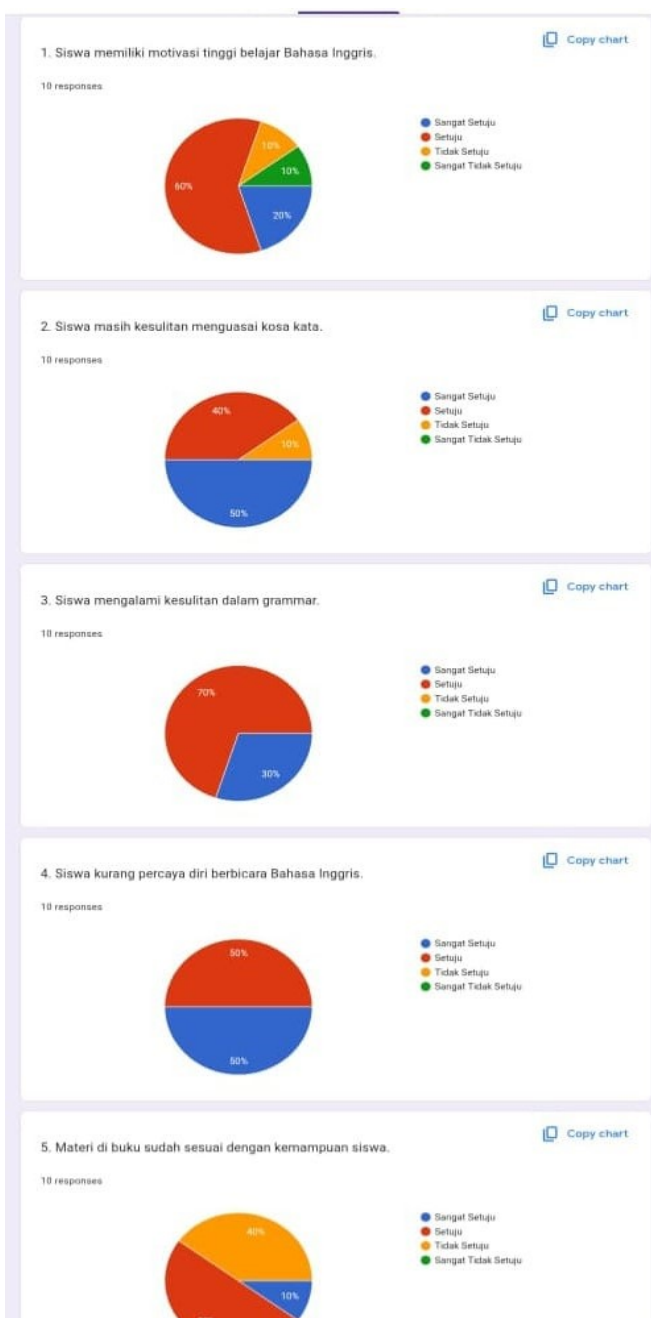


Figure 1.

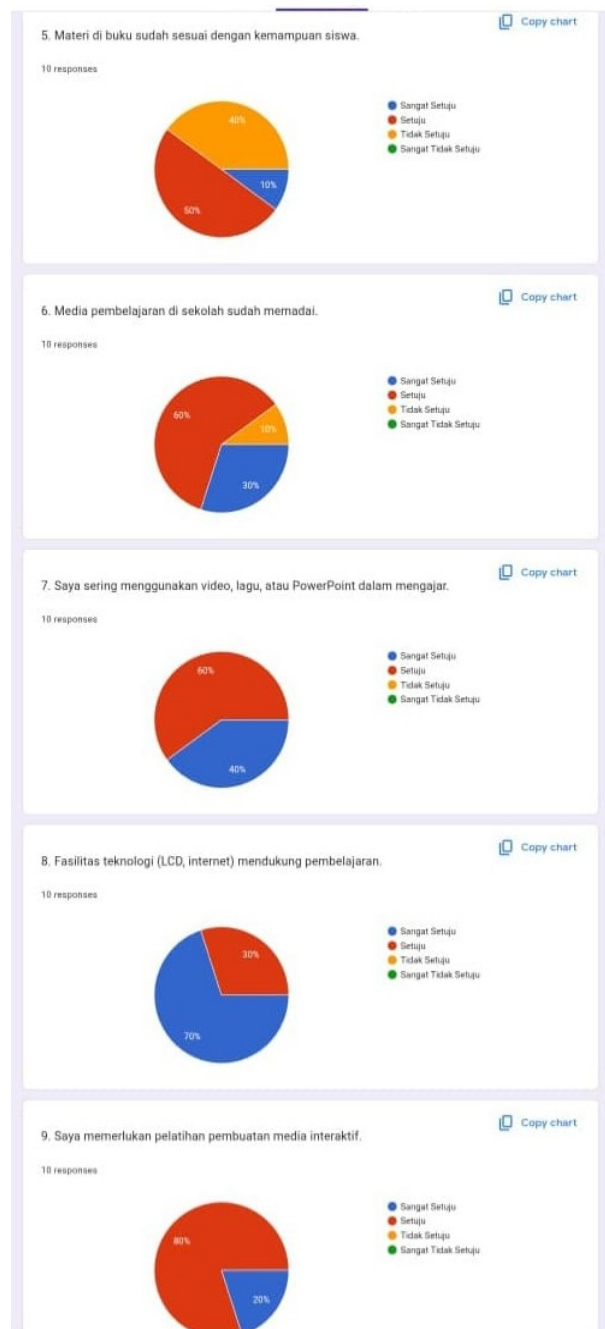


Figure 2.

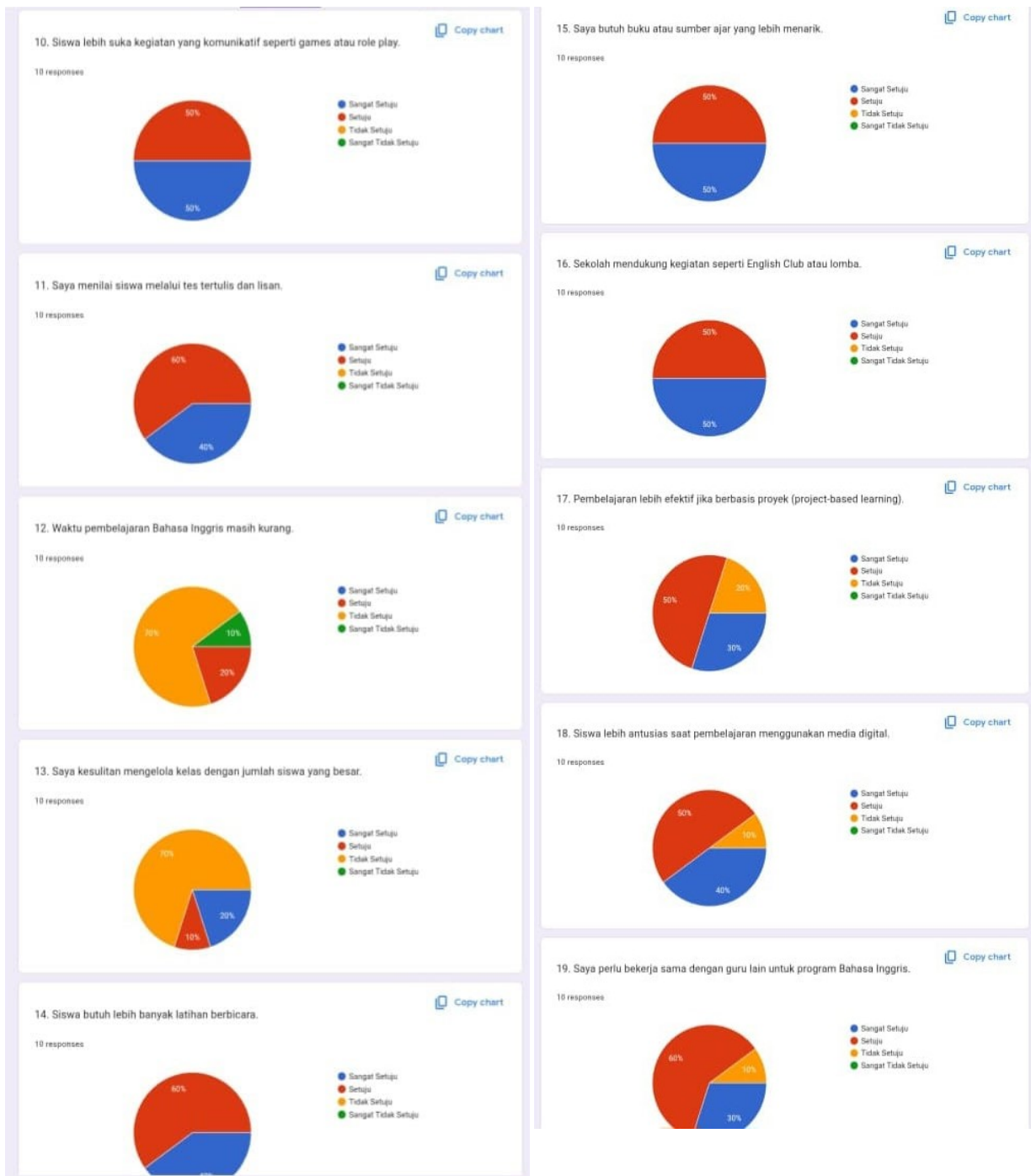


Figure 3.

Figure 4.



Figure 5.

## **Alignment and gaps**

There is strong alignment between students' desire for varied learning with innovative media and teachers' emphasis on media technology and project-based learning. Teachers also feel school support for extracurricular activities and collaboration, aligning with students' interest in English Day and competitions. However, there is a gap in implementation: students want more speaking practice, while teachers face internal (qualifications, confidence) and external (classroom environment, limited time) barriers to provide it.

## **Conclusion**

The survey indicates strong student aspirations to master speaking skills and engage in dynamic, relevant learning, while teachers acknowledge the importance of innovation and technology and feel school support for activities. Yet challenges remain in qualifications, language proficiency, confidence, and classroom constraints. Recommendations for developing English learning at the high school level should rest on two interdependent pillars:

1) **Teacher Capacity Building:** Ongoing training and workshops on interactive learning media development, especially technology-based tools like AI, professional development to improve language proficiency and confidence in teaching speaking, and support to create a classroom environment conducive to speaking practice and collaborative work, including handling large classes.

2) **Student-Centered Learning Innovation:** Focus on speaking skills by creating more opportunities for practice in a safe environment; integration of media and innovative methods such as songs, videos, and educational games; effective vocabulary and grammar mastery strategies; and encouraging speaking use outside class through extracurricular programs like English Day or competitions.

The adoption of these holistic recommendations is expected to make English learning at the high school level more effective, enjoyable, and aligned with students' needs and aspirations, while empowering teachers to become more competent learning facilitators.

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