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**АНАЛИЗ ПОТРЕБНОСТЕЙ УЧАЩИХСЯ И ГОТОВНОСТИ УЧИТЕЛЕЙ  
К ВНЕДРЕНИЮ ГЛУБОКОГО ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ  
В МЛАДШИХ КЛАССАХ СРЕДНЕЙ ШКОЛЫ**

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**ANALYSIS OF STUDENT NEEDS AND TEACHER READINESS  
FOR DEEP LEARNING IMPLEMENTATION  
IN JUNIOR HIGH SCHOOL ENGLISH TEACHING**

*Аннотация. Переход к глубокому обучению (DL), в котором особое внимание уделяется аутентичному и актуальному образовательному опыту, важен для подготовки школьников XXI века. Целью данного исследования является анализ готовности и потребностей к внедрению глубокого обучения в преподавание английского языка в средней школе как с точки зрения учителей, так и с точки зрения учащихся. Описательный анализ данных опроса 7 учителей и примерно 250 учащихся 7, 8 и 9-х классов показывает значительный разрыв между теорией и практикой среди педагогов, которые понимают концепции DL, но не имеют опыта практического применения. Учащиеся демонстрируют явное предпочтение интерактивным и проектным методам обучения, при этом разговорная речь (55,6%) и словарный запас (57,2%) определены как наиболее желаемые навыки и аспекты. К числу основных выявленных проблем относятся разный уровень подготовки учащихся, неуверенность учащихся в своей речи и технологические ограничения. Полученные результаты подчеркивают необходимость всестороннего профессионального развития учителей, ориентированного на разработку проектов и создание благоприятных условий для обучения. В этом исследовании делается вывод о том, что успешное внедрение DL требует согласованных усилий по повышению компетентности учителей, вовлечению учащихся и системной поддержке.*

*Abstract. The change towards Deep Learning (DL), which emphasizes authentic, relevant, and engaging educational experiences, is important in preparing 21st-century students. This study purposes to analyze the readiness and needs for implementing DL in English language teaching at the junior high school level from both teacher and student views. Using survey data from 7 teachers and approximately 250 students from grades 7, 8, and 9, this descriptive analysis tells a significant theory-practice gap among educators, who understand DL concepts but lack practical application experience. Students demonstrate a strong preference for interactive, project-based, and relevant learning activities, with speaking (55.6%) and vocabulary (57.2%) identified as the most desired skills and aspects. Key challenges identified include various student mastery levels, students' lack of confidence in speaking, and technological limitations. The findings underline the need for comprehensive teacher professional development focused on project design and the creation of a supportive learning environment. This study concludes that a successful DL implementation requires a synchronized effort towards teacher competency, student engagement, and systemic support.*

*Ключевые слова: глубокое обучение, преподавание английского языка, младшая школа, проектное обучение, анализ потребностей.*

*Keywords: Deep Learning, English language teaching, junior high school, project-based learning, need analysis.*

## **Introduction**

The Deep Learning approach introduced by Kemendikbud in 2025 emphasizes learning that goes beyond memorization toward deeper understanding and meaningful application of knowledge [1]. Abdul Mu'ti, Mendikdasmen, emphasized Deep Learning as a transformative process beyond mere knowledge transfer, encouraging reflection and contextualization in learning, especially in language skills [2]. Deep Learning is designed to make learning more mindful, meaningful, and joyful [3].

Through Deep Learning, English becomes a living language that students use to explore real-world issues, express their identities, and connect with diverse cultures [4]. This approach makes language learning meaningful by linking it to students' personal experiences and aspirations, joyful through engaging projects and collaborative activities, and mindful by encouraging reflection on both language use and intercultural understanding [5]. Studies show alignment with Kemendikbud's Kurikulum Merdeka, highlighting Deep Learning as fostering student agency, meaningful engagement, collaboration, creativity, and critical thinking [6].

The 21st-century education design highlights a move beyond repetitive memorization towards methods that adopted critical thinking, collaboration, creativity, and

real-world problem-solving, together known as Deep Learning (DL) [7]. In the context of English as a Foreign Language (EFL), DL changes the focus from grammatical accuracy in isolation to using language as a tool for authentic communication, cultural exchange, and personal expression [8]. For junior high school students, this approach can dramatically boost motivation, engagement, and long-term language retention by making learning meaningful [9].

Deep Learning in language education is considered by pedagogies that are *authentic* (using real-world texts and tasks), *contextualized* (connected to students' lives and interests), and *constructivist* (where students actively create meaning and produce knowledge) [10]. Effective strategies include Project-Based Learning (PBL), where students create podcasts or vlogs; role-playing real-world scenarios; and analyzing contemporary media, all of which promote integrated skills development [11].

However, the implementation of DL in classrooms faces numerous difficulties mostly in contexts with limited resources. Preliminary observations and the data gathered for this study indicate that a significant gap exists between the theoretical understanding of DL and its practical application in daily teaching. Teachers often use the conventional methods due to a lack of training, resources, and time. Furthermore, the existing curriculum and textbooks may not adequately support a DL approach, remaining focused on General English rather than the engaging, project-based work that DL requires.

Identifying students' real needs through need analysis is a vital foundation for designing effective curricula and improving teaching methods in English education. Need analysis is a critical first step in curriculum development and pedagogical reform [12]. As emphasized by Hutchinson & Waters [13], needs can be divided into target needs (what the learner needs to do in the target situation) and learning needs (what the learner needs to do in order to learn). There is a scarcity of research focusing on the needs for implementing DL in mainstream junior high school English education.

To address this gap, this study aims to answer the following research questions:

1. What is the current level of teacher understanding and experience with Deep Learning in English teaching?
2. What are the learning preferences and perceived challenges of students in English class?
3. What are the primary challenges and required support systems for implementing DL?

## **Method**

This research employs a descriptive qualitative method with an exploratory design. The study was conducted in two junior high schools in Purworejo, SMP Negeri

2 Purworejo and SMP Negeri 5 Purworejo, with participants consisting of English teachers and students from grades 7, 8, and 9.

Data were collected through two survey instruments:

1. Teacher Survey: A questionnaire designed to gather data on teaching experience, familiarity with DL concepts, perceived characteristics of DL, implementation challenges, and desired forms of support.

2. Student Survey: A questionnaire assessing students' enjoyment of English, preferred learning activities (with options like role-play, project creation, discussions, games), perceived obstacles (e.g., fear of mistakes, lack of practice), desired project types, and future aspirations for using English.

Thematic analysis was used to analyze qualitative data from open-ended responses. Descriptive statistics, in the form of simple percentage calculations, were used to analyze the quantitative data from closed-ended questions to identify patterns and trends in student preferences and teacher readiness.

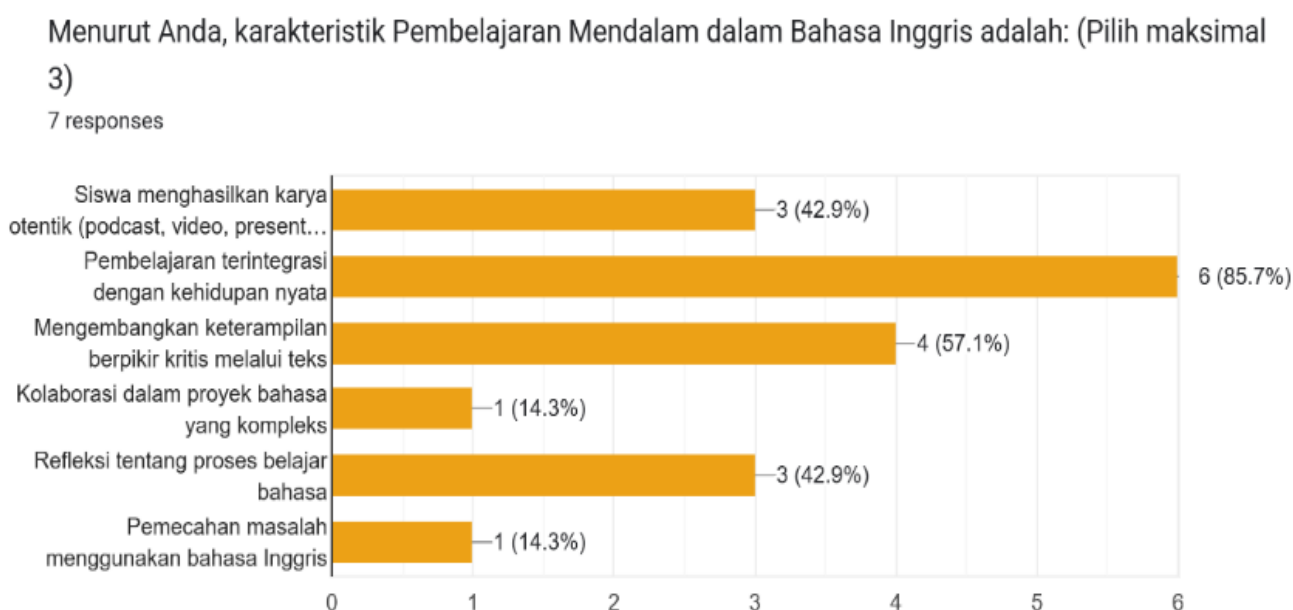
## Results and discussion

### 1. Teacher Readiness and Perceptions of Deep Learning

The data indicates a clear theory-practice gap among educators. The majority of teachers (5 out of 7) reported being “*Cukup memahami teori tetapi belum banyak praktik*” (Understanding the theory well but having little practice). Only one teacher stated they were very familiar and had implemented DL. This suggests that while DL is a recognized concept, it has not yet been widely operationalized in daily teaching practices.

a. Teachers characterized DL can be seen in Figure 1:

Figure 1. Teachers' characterization of Deep Learning



The data indicate that a large majority of teachers (85.7%) prioritize learning activities integrated with real-life contexts, while more than half (57.1%) value the development of critical thinking through text analysis. Additionally, authentic student production and reflective learning are recognized by 42.9% of respondents as important elements in fostering deeper skills. Collaboration in complex projects and problem-solving using English were less emphasized, chosen by only 14.3% of teachers.

These findings suggest that current deep learning practices in English classrooms are strongly connected to real-life relevance and analytical thinking. However, further efforts are needed to cultivate teamwork and problem-solving abilities, ensuring a more comprehensive integration of deep learning principles in language education and supporting students' holistic growth.

#### b. Specific Needs and Challenges in English Language Classrooms

Making Deep Learning work in English classrooms starts with knowing what teachers really struggle with. Survey results shine a light on these everyday challenges and help schools focus on what matters most for teachers and students. Understanding these obstacles means support and improvements can be more practical and effective for everyone involved. The challenge the teachers face is shown in Table 1.

*Table 1. Teachers' challenge in implementing deep learning*

Challenge	Number of Teachers	Percentage (%)
Student proficiency levels	7	100
Limited time for projects	1	14.3
Lack of authentic teaching materials	1	14.3
Exam score pressure	0	0
Limited opportunity for practice	5	71.4
Technological barriers and digital access	2	28.6
Others	0	0

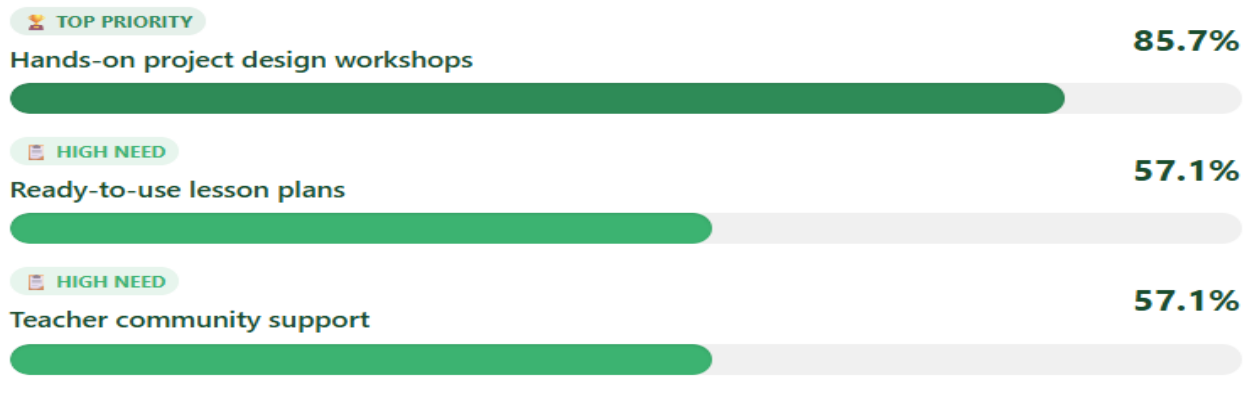
The data reveal that the most prominent challenge is varying student proficiency levels, with 100% of teachers citing this as a major barrier. Limited opportunities for practical language use were also significant, noted by 71.4% of respondents. Technological issues, such as access to digital tools, were mentioned by 28.6% of teachers, while constraints like time availability and lack of authentic materials each accounted for 14.3%. Strikingly, exam pressure and other factors were rated as minimal concerns. These results highlight the urgent need for supportive frameworks that promote inclusive language practice and technological accessibility to facilitate deep learning in the classroom.

#### c. Teachers' Support

The successful implementation of Deep Learning is highly dependent on the support systems available to teachers. While identifying challenges is a crucial first

step, understanding the specific types of support educators need is essential for designing effective interventions. This data reveals the professional development and resources that teachers themselves have identified as most critical for successfully integrating Deep Learning methodologies into their English language classrooms. The data can be seen in Figure 2.

Figure 2. Teachers' need for supporting deep learning implementation



The data indicates clear needs among teachers, with "Workshop on designing English projects" emerging as the most critical form of support, requested by an overwhelming 85.7% of respondents. This highlights a fundamental gap in practical, hands-on skills for creating and managing project-based learning units. Following this, there is a strong demand for practical examples and peer collaboration, as evidenced by the equal demand (57.1% each). This suggests that teachers are not just seeking theoretical knowledge but are actively looking for adaptable models and a supportive network to share experiences and solutions with colleagues.

The remaining needs, such as "Instructional videos" (42.9%), a "Bank of materials and templates" (28.6%), and "Mentoring for authentic assessment" (28.6%), represent important secondary and tertiary support layers. This distribution implies that while teachers prioritize foundational training in project design, they also require a comprehensive ecosystem of support. This ecosystem would combine direct training, ready-to-use resources, and ongoing collaboration to effectively.

## 2. Student Learning Preferences and Motivations

Student data reveals a strong inclination towards activities that align perfectly with DL principles.

a. **Enjoyment and Motivation:** A significant majority reported being “*Sangat senang*” (Very happy) or “*Cukup senang*” (Quite happy) learning English. Their primary motivations were future career preparation, understanding music/films without subtitles, and traveling abroad.

b. **Preferred Learning Activities:** The most favourite activities were highly interactive and authentic, as shown in Table 2.

Table 2. Student preferences for learning activities

No	Learning Activity	Preference Level
1	Menonton video/film (Watching videos/films)	Very High
2	Projek membuat sesuatu (poster, vlog, drama)	Very High
3	Bermain peran (role play)	High
4	Permainan bahasa (Language games)	High
5	Diskusi kelompok (Group discussion)	High
6	Menyanyi dan mendengarkan lagu (Songs)	High

c. Desired Skills and Language Aspects: Students identified speaking as the most critical skill and vocabulary as the most important language aspect, as detailed in Table 3. This aligns with their desire for effective communication.

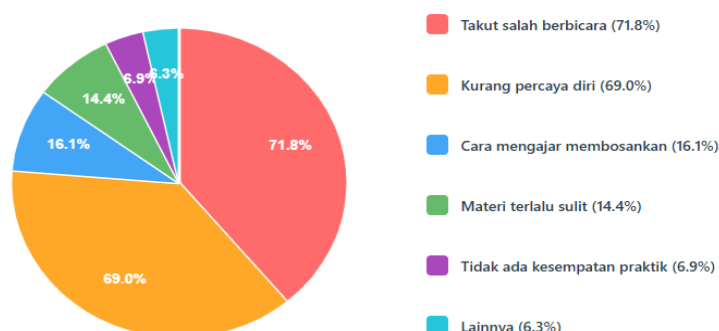
Table 3. Most important skills and language aspects according to students

Category	Component	Percentage
Language Skill	Speaking	55.6%
	Listening	17.7%
	Reading	16.1%
	Writing	10.4%
Language Aspect	Vocabulary	57.2%
	Grammar	29.8%
	Pronunciation	12.9%

d. Biggest Obstacles: The primary barriers for students were psychological and practical

When we listen to students describe their experience learning English, we move beyond test scores and curriculum to understand the real human barriers to fluency. Their feedback reveals that the greatest obstacles are not necessarily the complexity of grammar or vocabulary, but the emotional and practical environment in which they are asked to learn. The most common responses highlight a critical gap between knowing the language in theory and feeling able to use it in practice. The data can be seen in Figure 3.

Figure 3. Students' challenges



The two biggest obstacles by far are fear and confidence. A huge 71,8% of students said their main problem is "*fear of making mistakes when speaking*," and 69% struggle with "*lack of self-confidence*." This means the primary barrier for students is not the language itself, but the anxiety and embarrassment they feel about using it. The fact that issues like "*boring teaching methods*" (16,1%) and "*no chance for practice*" (6,9%) are much less common shows that the core challenge is psychological. Students are held back not by a lack of opportunity, but by a fear of what might happen if they try.

### 3. Synthesis of Challenges and Required Support

A strong position exists between teacher-identified DL characteristics and student learning preferences. Both groups value authentic, project-based work that connects to personal interests and the real world. The students' desire to create vlogs and dramas mirrors the teacher's concept of students producing authentic work.

The challenges are interconnected. The teachers' concern about "diverse student proficiency levels" is compounded by the students' "fear of making mistakes." A DL environment, which uses collaborative group work and values process over perfect output, can be designed to address both issues by creating a low-anxiety space for practice.

The requested support from teachers (workshops, lesson plans, technology) directly addresses the practical gap in moving from theory to implementation. Furthermore, providing this support would enable teachers to create the engaging learning experiences that students want, which can help overcome their fear and lack of practice.

## **Conclusion and implications**

This needs analysis proves a clear readiness and desire for Deep Learning in English language teaching at the junior high school level highlights a critical implementation gap. Teachers understand the "what" but need support with the "how". Students are eager for engaging, meaningful learning but are held back by anxiety and a lack of practical, engaging opportunities.

The implications of these findings are significant for curriculum development, teacher professional development, and school policy. To bridge this gap, the following actions are recommended:

1. **Teacher Professional Development:** Move beyond theoretical workshops to provide hands-on training in designing and scaffolding DL projects (e.g., storyboarding a vlog, scripting a podcast) and using authentic assessment rubrics.

2. **Resource Development:** Create and disseminate a centralized repository of model Lesson Plans (RPM) for DL units, ready-to-use project templates, and video examples of DL strategies in action.

3. **Systemic Support:** Schools must provide adequate technological infrastructure and foster professional learning communities (PLCs) for teachers to share best practices.

4. **Student-Centered Pedagogy:** The proposed English learning model should be built on the principles of REAL:

- **Relevant:** Topics and projects tied to student interests (music, games, social issues).
- **Engaging:** Use of role-play, multimedia creation, and collaborative tasks.
- **Authentic:** Connection to real-world communication and problem-solving.
- **Low-Anxiety:** Emphasis on constructive feedback and the learning process to build confidence.

By synchronizing efforts to build teacher capacity, provide practical resources, and create a supportive environment, the implementation of Deep Learning can transform English language education into a more effective, engaging, and empowering experience for all junior high school students.

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