

Needs analysis of English learning in an eastern Indonesian junior high school: A study in NTT

ABSTRACT - The absence of tailored English instructional materials for beginner learners in underserved regions may impede students' linguistic development. This study addresses this gap by identifying the specific learning needs of junior high school students in Kupang, East Nusa Tenggara (NTT), Indonesia. Employing an explanatory sequential mixed-methods design, data were collected from 27 purposively selected students at a public school in Kupang through online surveys and focus group interviews. Quantitative data were analyzed using frequency distribution, while qualitative data were subjected to thematic analysis. The quantitative findings revealed that 66.7% of students prioritized the development of speaking skills, despite persistent difficulties attributed to limited vocabulary knowledge. Additionally, 63% of respondents expressed a preference for technology-mediated English instruction. Thematic analysis of qualitative data generated five key themes: the need for oral communication competence, vocabulary constraints, preference for ICT-integrated learning, extrinsic motivational orientation, and the perceived value of audiovisual resources. In conclusion, English curriculum development and instructional material design for junior high school students in eastern Indonesia—particularly in NTT—should prioritize the reinforcement of communicative competence through systematic vocabulary and pronunciation instruction, complemented by the strategic integration of information and communication technology (ICT).

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1. Introduction

English is a bridge to global communication, yet proficiency remains a challenge in countries where it is taught as a foreign language. In Indonesia, English is a compulsory subject from elementary school to senior high school. It is outlined in the country's latest education framework, the Emancipated Curriculum. The curriculum emphasizes the development of students' language skills at each stage of acquisition. At the junior high school level, English mastery is essential to build a stronger foundation that supports academic success and more effective communication. This stage is a transition for students from basic language learning to more complex linguistic competencies. However, it is crucial to recognize that junior high school students in Indonesia often encounter a unique set of challenges that can hinder their language learning progress. The challenges include habitual use of their native language and fear of errors (Katemba & Barus, 2024) difficulties in pronunciation, vocabulary, and grammar (Jaelani & Zabidi, 2020; Khafidhoh & Abdullah, 2022) and a lack of motivation (Utomo et al., 2020).

In order to address the challenges, a comprehensive needs analysis is important to be conducted. Umi and Nirwanto (2024) argue that needs analysis can assist teachers to identify learners' learning goals, challenges, and preferences. Wang (2024) supports this by emphasizing that well-structured needs analysis is essential for optimizing teaching strategies and improving student learning outcomes. It allows teachers to identify the gaps in students' language learning, design targeted teaching strategies and select appropriate materials. As highlighted by Rahayu and Sukardi (2020), needs analysis acts as a base for designing instructional strategies and learning materials that meet the needs of different learners. Thus, there is potential for teachers to create more effective lesson plans that match students' language skills and communicative goals. As the needs analysis role in language instruction is crucial to improve instructional effectiveness, this study explores the English language target and learning needs of grade eight junior high school students in Kupang, NTT. This is essential for students' academic success in real-world communication, as it reveals their proficiency levels, preferences, challenges, motivation, and learning strategies, which can lead to a meaningful language learning experience and guide the curriculum development.

Several studies have investigated English language needs in different Indonesian educational contexts. For instance, Suharti et al. (2022) conducted a needs analysis which aims to integrate technology into a Basic English Grammar course. The results revealed that students prefer using platforms such as YouTube and Instagram to enhance learning. Rosidah et al. (2021) conducted a needs analysis on junior high school students' difficulties in acquiring vocabulary, grammatical understanding, and speaking skills. They concluded that tailored teaching methods to address these issues are important. Furthermore, Karman et al. (2024) explored the learning needs of students in an English-speaking program at Pondok Tahfidz Al-Qur'an Al-Hudzaifiyyah. They highlighted materials that incorporate vocabulary related to Islamic studies and conversational exercises relevant to religious activities are needed.

Although previous studies have explored English language needs in various contexts, they have not specifically examined junior high school students in the Eastern part of Indonesia, especially in Kupang, NTT within a disadvantaged environment. While research has addressed

technology use in language learning (Suharti et al., 2022) and general challenges faced by junior high students (Rosidah et al., 2021), there is a gap in understanding the specific needs of beginner level learners in the disadvantaged area. This study fills that gap by employing both questionnaires and interviews to provide insights into how ICT impacts English language acquisition in a region with unique educational challenges. To address these gaps, this study seeks to answer the following research questions: (1) What are the English target needs of junior high school students? and (2) What are the English learning needs of junior high school students?

2. Literature review

2.1. Need analysis in language learning

Needs analysis is a fundamental aspect of language curriculum design. Hutchinson and Waters (1987) emphasize that needs analysis consists of target needs and learning needs. Target needs refer to the language skills required for real-world communication. Meanwhile, learning needs tend to focus on the best ways for learners to acquire those skills. They advocate for a learner-centered approach to language, emphasizing that instruction should be customized to address students' specific linguistic and cognitive needs. This viewpoint has significantly influenced modern curriculum design, ensuring that educational programs align with learners' goals and proficiency levels (Macalister & Nation, 2009). In their model, Hutchinson and Waters (1987) classify target needs into necessities, lacks, and wants. Necessities refer to what learners must know to function effectively in a given context. Lacks represent the gap between their current abilities and the required level. On the other hand, wants are learners' personal desires regarding their language learning journey. By addressing all three components, educators can create instructional materials that meet learners' professional, academic, or social needs. This framework continues to shape needs analysis in language education, ensuring that syllabi are developed with a clear understanding of learners' objectives and challenges (Basturkmen, 2010).

However, there is one major issue in conducting need analysis. It is the diverse proficiency levels among students, which makes a one-size-fits-all teaching approach ineffective (Macalister & Nation, 2020). Consequently, teachers must assess students' diverse proficiency levels, learning goals, and language skill gaps to develop targeted instructional strategies (Macalister & Nation, 2020; Richards, 2017). Variations in learning styles further necessitate adaptable teaching methods to enhance engagement and motivation (Dörnyei & Ushioda, 2021; Tomlinson, 2014). In hybrid and online learning, challenges such as technological adaptation and self-regulated learning must also be addressed (Boelens et al., 2017). Additionally, limited exposure to English in EFL contexts underscores the need for meaningful language integration (Birdsong & Paik, 2008; Ellis, 2008).

2.2. English learning in eastern Indonesia

In the Indonesian context, the demand for English has grown over time, yet the motivation for developing proficiency varies across regions (Poedjiastutie et al., 2021). Socioeconomic conditions and infrastructure limitations play a crucial role in shaping English language development, particularly in less developed areas. Based on Presidential Regulation

No. 63 of 2020 (Republic of Indonesia, 2020), Kupang is categorized as a disadvantaged region. It consequently impacts English education in the area. Teaching English in Indonesia's least-developed regions faces several challenges, such as low student language proficiency, limited learning resources, communication barriers between educators and students, lack of enthusiasm and participation, minimal community support, inadequate infrastructure, language barriers, parental mindsets, teacher shortages (Agung, 2019; Febriana et al., 2018). The study showed that to address these issues, educators adjusted their pedagogical instructions and materials to align with students' language comprehension levels. On the other hand, Nakul and Murtafi'ah (2024) identified several opportunities of teaching English in these regions including enthusiasm, expectation, and the courage and willingness to communicate.

Teaching English in disadvantaged regions demands a more flexible and adaptive educational approach to overcome unique challenges. Emancipated curriculum grants teachers' greater autonomy to design learning experiences that align with students' needs and school conditions. It features simplified lesson plans, activities aligned with the Pancasila Student Profile, and an emphasis on holistic development beyond academics (Reza et al., 2023). Furthermore, it offers students a relaxed, stress-free environment to learn, enjoy, and develop their natural talents while fostering creative thinking (Latifa et al., 2024). These characteristics support the creation of a more inclusive and effective learning environment.

2.3. ICT integration in language education

Information and Communication Technology (ICT) integration in language education is a growing topic due to its potential to create interactive and adaptive learning experiences (Elmi et al., 2024). In the realm of English education, a needs analysis that specializes on the use of ICT is beneficial for junior high school students learning speaking skills. For instance, speech recognition software and AI-driven applications can assess pronunciation and fluency (Khalizah & Damanik, 2024). Virtual platforms such as Flipgrid and Zoom also allow students to engage in speaking exercises and obtain instant feedback (Pham, 2023; Hammet, 2021). Therefore, ICT integration can enhance students' English skills and learning experience.

However, English teachers face several challenges in using ICT in classrooms, including inadequate training, limited skills, insufficient equipment, and poor internet connectivity (Khaerunnisa et al., 2023; Muslem et al., 2018). A study by Maru et al. (2021) emphasizes that while teachers acknowledge the significance of ICT, problems such as students' low-tech skills and poor infrastructure hamper its effective implementation. To address these challenges, educators apply various strategies, including individualized instruction, translation, repetition, and games, to enhance engagement and improve the effectiveness of teaching English to the learners (Laila et al., 2023).

In NTT context, the challenges found in the previous studies also exist. For instance, the limited availability of technology supporting devices is the primary challenge (Mali et al., 2023). Reported from News Desk (2020), students and teachers often conduct teaching and learning without internet connection and proper equipment in remote places in the Nusa Tenggara islands. This problem hinders students' language development due to the limited authentic learning

materials. In fact, technology has proven to provide easy access to authentic English language materials (Othman, 2025). By implementing authentic materials, students are able to engage with the natural environment of the language (Frantz, 2025). Moreover, these resources enable students to acquire functional and fluent proficiency (Dja'far, 2022; Iroda, 2024).

3. Method

3.1. Research design

In order to reach the aims of the study, we integrated a mixed-methods approach. This approach involves the collection and analysis of diverse data types, including quantitative data (numbers) and personal experiences or opinions (qualitative data), to gain a broader and deeper understanding of a topic and to corroborate findings (Johnson et al., 2007). Specifically, the mixed-method explanatory sequential design was used to guide this study. This design consists of two distinct phases of students' needs analysis (see figure 1) the figure was inspired by (Creswell, 2012).

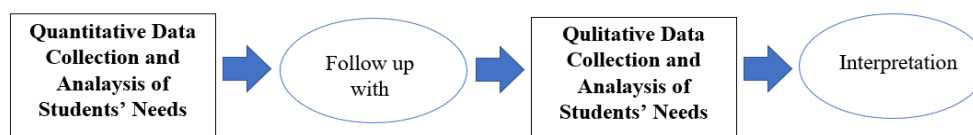


Figure 1. Explanatory sequential design for students needs analysis

The design of this study began with the collection and analysis of quantitative data of students' needs, which was prioritised to address the research questions. Subsequent to this, a qualitative data collection and analysis phase of students' needs was conducted, the objective of which is to build upon and provide further interpretation of the findings from the initial quantitative phase (Creswell & Clark, 2017). By using this design, the opportunity to gain more insight from the data from the participants would fully meet the study's aims.

3.2. Participants

This study was conducted to the 8th-grade junior high school students in Kupang, Nusa Tenggara Timur (Eastern Indonesia). The participants of this study consist of 27 students from a single class, with the demographic data indicating that 16 students (59.3%) are female, while 11 students (40.7%) are male. The students were selected based on the consideration that this class performed the lowest outcome in summative and formative assessments compared to other classes. Therefore, it is necessary to conduct a needs analysis to help the teacher understands students' needs in learning English, which will help students perform better. Their ages range from 11 to 16 years, with 7 students falling within the 11–13 age group and 20 students in the 14–16 age group. Furthermore, the students have varied durations of English learning experience, ranging from less than six months to two years.

3.3. Instruments

The research utilised online surveys and student interviews as its primary instruments. These instruments were designed based on Hutchinson's and Watters theory of needs analysis, with a focus on two key aspects: target needs and learning needs. The survey consisted of thirteen items divided into two parts. The first part was about target needs: students' learning necessities, lacks, and wants, with nine items in total. As for the second part, it consisted of two aspects: students' motivation and students' learning styles and preferences, with four items in total. For each item, students were free to choose more than one answer. For example, the question "In your opinion, what are the most important aspects to learn in English language learning?" aimed to explore students' learning necessities. For identifying the lacks, the sample question was "In your opinion, which aspects of learning English are the most difficult?". Students' wants were examined by the question "What learning styles do you prefer in learning English?". Additionally, the question "Why do you learn English?" aimed to identify students' motivation. To discover students' learning styles and preferences, question such as "How often would you like to use technology in learning English?" was delivered.

Furthermore, the instruments investigated students' needs pertaining to the integration of ICT in the teaching and learning process, offering insights into their expectations in utilising digital tools in their learning process. The primary phase of the data collection process entailed the administration of online surveys through WhatsApp group. The data collection process was concluded within a duration of one week. Subsequent to the survey, a selection of three male and three female students was made for the purpose of a group interviews, with the objective of acquiring qualitative data. Considering the students' language proficiency, surveys and interviews were conducted using the native language (Indonesian) in order to gather valuable insights and foster in-depth discussions. The students were selected based on their academic performance, with the intention of encompassing high, medium, and low achievers.

3.4. Data analysis procedures

Following the instruments and collection of data, the flow of the data of students' needs has been presented in two phases. Quantitative variables were analysed using descriptive statistical methods. Descriptive statistics involve the systematic summarisation of data by illustrating relationships between variables within a sample or population (Kaur et al., 2018). In this study, a manual analysis approach was employed, as emphasised by Ali (2021) to organise the data, we used a frequency distribution. Frequency distribution is a table or graph that displays the frequency with which each number or range of values occurs. The organisation of data facilitates the identification of patterns and trends. This analysis also reveals whether the data is concentrated within a specific range or dispersed throughout the entire scale (Manikandan, 2011). Referring to the objective of the research, data can be represented from the highest to the lowest values. By employing this approach, the distribution of data must be better understood if further statistical analysis and effective decision-making are to be facilitated.

In contrast, the qualitative data were analysed using thematic analysis. The fundamental principles of thematic analysis, encompassing data coding, topic identification, theme

refinement, and result presentation, bear notable parallels with other qualitative methodologies, including discourse analysis (Flick, 2022). The researchers followed some steps in conducting thematic analysis: 1. Familiarization with the data, 2. Generating initial codes, 3. Searching for themes, 4. Reviewing themes, 5. Defining and naming themes, 6. Producing the report (Braun & Clarke, 2012).

In the first step, the researchers read and re-read the interview transcripts to immerse themselves in the data and noted some responses that caught the researchers' interest. Secondly, we highlighted several keywords which repeatedly mentioned by the students in the notes, for example, responses such as "to speak" and "to communicate", and labeled them with codes such as "communication goal". Third, we classified several themes by grouping similar codes to make them potential themes. In the next step, we reviewed whether the themes were consistent with the data or not. We combined similar themes into one. Afterward, we defined and gave a clear theme that represents the essence of each theme. Finally, we found three themes for target needs, such as "to comprehend and communicate orally in English", "limited vocabulary", and "learning transactional communication through enjoyable ICT-integrated materials and activities". For learning needs, we discovered two themes, which were "extrinsic motivation" and "learning through audiovisual". Last step, we produced the report by connecting the themes to the supporting literature.

4. Findings and discussion

This section presents the findings and discussion based on the data collected from questionnaires and interviews. The findings are organized according to each research question to ensure alignment with the objectives of the research.

4.1. The English target needs of junior high school students

4.1.1. Students' learning necessities

An initial analysis was conducted to examine students' perceived necessities (see Table 1). The results indicate that speaking emerged as the most crucial aspect, with a relative cumulative frequency of 66.7%. Students perceived English learning as highly beneficial for expanding their world knowledge and understanding of people in English-speaking countries (77.8%). Additionally, a significant proportion of students (70.4%) believed that learning English facilitates interaction with foreigners.

Table 1
Students' necessities.

Necessities		
Question		
In your opinion, what are the most important aspects to learn in English language learning?		
(You may choose more than one)		
Aspects	Frequency	Relative cumulative frequency (%)
Speaking	18	66,7

Reading	17	63
Writing	17	63
Grammar	16	59,3
Vocabulary	16	59,3
Listening	15	55,6
Pronunciation	13	48,1

Question		
In what ways is English beneficial for you? (You may select more than one option)		
Aspects	Frequency	Relative cumulative frequency (%)
Helps me complete my study.	10	37
Helps me get good grades.	13	48,1
Helps me interact with foreigners.	19	70,4
Helps me gain more world knowledge and understand people in English-speaking countries.	21	77,8
Helps me understand English films/videos/books.	14	51,9

Additionally, the results from students' interview reveal that the most essential aspect of learning English was the ability to comprehend and communicate orally. They added that the reason for learning English speaking skills was *"I want to be able to understand and communicate with people who understand English."* This aligns with the view that the ability to speak is widely recognised as one of the most fundamental competencies in language proficiency (Ghafar & Raheem, 2023). Communication, as a vital aspect of human life, plays a significant role in shaping individuals and communities by facilitating connections, enabling information exchange, reinforcing values, and supporting the fulfilment of responsibilities (Sarwari et al., 2024). The findings highlight that speaking is the most critical aspect of communication that learners need to develop. However, the data also indicate that incorporating other language skills is essential to create a more dynamic and engaging learning process. The present findings appear to be in agreement with the results obtained by Poedjiastutie et al. (2021) which indicated that 203 out of 284 students considered speaking to be the most significant skill to be mastered. Therefore, in designing materials the primary focus is on speaking, particularly on communication with people.

4.1.2. Students' linguistics lacks

Following the necessities of the learners, the data (Table 2) reveal that speaking (70.4%) and pronunciation (55.6%) were the most challenging aspects of learning English. Moreover, A significant proportion of learners (37%) encountered pronunciation-related challenges, underscoring a salient issue in spoken English proficiency. Limited vocabulary and grammar

were identified as obstacles to comprehending conversations (22.2%) and writing in English (22.2%).

Table 2

Students' lacks.

Lacks		
Question		
In your opinion, which aspects of learning English are the most difficult?		
Aspects	Frequency	Relative cumulative frequency (%)
Speaking	19	70,4
Reading	13	48,1
Writing	11	40,7
Grammar	11	40,7
Vocabulary	13	48,1
Listening	7	25,9
Pronunciation	15	55,6

Question		
How often do you experience the following? (Please select the appropriate option)		
Aspects	Frequency	Relative cumulative frequency (%)
I can't understand what my teacher and classmates are saying because my vocabulary and grammar are limited.	6	22,2
I have trouble speaking in English because my pronunciation is not good.	10	37
I struggle to speak/write in English because of my limited vocabulary and grammar.	6	22,2
I find it difficult to speak/write in English because I don't know how English people speak/write.	1	3,7
I find it difficult to understand the reading because of my limited vocabulary and grammar.	1	3,7
I have trouble understanding the reading because I don't know how the sentences are organised.	0	0
I don't understand cultural information.	3	11,1

Building upon the data in the table, students perceived their lack as stemming from limited vocabulary. Students revealed their lack of particular skill in English by mentioning that "For me, writing is different from reading, so it is quite difficult" (P5). Moreover, P6 mentioned: "Sometimes, in listening, the writing is different, and when we hear it, it also sounds different. So, yes, that is a challenge". They believed that unlike vocabulary in Indonesia that pronounced exactly similar words, English vocabulary is pronounced differently. In this case, (P5) revealed that she encountered difficulty because the written vocabulary is different when it comes with spoken speech.

This result is aligned with the study conducted by Salawazo et al. (2020) mentioned that it is challenging for students to pronounce English words effectively due to the discrepancy between the written and spoken forms of the language. This discrepancy can make it difficult to predict how a word will be pronounced based on its spelling. Notably, students revealed that some of the vocabulary that they use in their learning material have not been translated yet, making them difficult to understand. In conclusion, students encounter challenges that result in the lack of speaking skill and other skills (receptive and productive skills) because of the lack of vocabulary. Aligned with the statement by Suryanto et al. (2021) who mentioned that vocabulary understanding falls under the umbrella of receptive mastery, whereas the ability to use vocabulary is classified as productive mastery. Receptive mastery is demonstrated when individuals engage in reading and listening activities, while productive mastery becomes evident through speaking and writing tasks. Therefore, in designing the material of learning need to be considered on lacks as a crucial point that need to be overcome.

4.1.3. Students' learning wants

Furthermore, table 3 reveals that the most preferred learning style was lectures and practice (66.7%), while independent study was the least favored (22.2%). In terms of learning activities, students enjoyed doing English-Indonesian exercises the most (51.9%), along with watching films and listening to music in English (40.7% each). Other preferred activities included role-playing (33.3%) and reading English novels or magazines (29.6%), while memorising textbook dialogues, writing a diary, and finding learning resources outside the classroom were the least favoured (14.8% each).

Table 3

Students' wants.

Wants		
Question		
What learning styles do you prefer in learning English? (You may select more than one option)		
Aspects	Frequency	Relative cumulative frequency (%)
The teacher gives a lecture and I listen.	11	40,7
The teacher lectures and gives me the opportunity to practice.	18	66,7
I want to study independently.	6	22,2
I want to have a discussion with my peers.	17	63
I want to have a group discussion and work.	10	37
Question		
What activities do you enjoy in learning English? (You may select more than one option)		
Aspects	Frequency	Relative cumulative frequency (%)

Memorizing word lists in two languages.	6	22,2
Memorizing dialogues from the textbook.	4	14,8
Doing English-Indonesian exercises.	14	51,9
Performing role plays.	9	33,3
Watching films in English.	11	40,7
Listening to music in English.	11	40,7
Read English novels or magazines.	8	29,6
Writing a diary in English.	4	14,8
Chatting on the internet in English.	7	25,9
Talking with friends in English.	6	22,2
Talking to native English speakers when the opportunity arises.	6	22,2
Finding learning resources outside the classroom.	4	14,8

The data above thus suggests a preference for interactive and practice-based learning approaches over passive methods such as memorisation or independent study. Enjoyment and engagement play a crucial role in shaping their preferences. Students expressed that learning transactional communication through enjoyable ICT-integrated materials and activities helps them stay focused and motivated. The interviews further highlight that students perceived ICT tools, such as videos, games, and mobile phones, as beneficial in enhancing concentration and making learning more engaging. P1 mentioned that “Yes, I am very interested because it helps with learning, improves concentration”. Moreover, P3 mentioned that “Interested because it includes images and other engaging elements”. Regarding preferred learning activities, students emphasized the importance of interactive and engaging approaches. P1 mentioned that “I like watching videos to help me understand (English materials)”. Moreover, P6 mentioned that “I really want (using projector and phones)”. They reported enthusiasm for activities such as ice-breaking games, watching videos, and using ICT tools, including projectors and mobile phones.

Studies undertaken by Wang and Tahir (2020) have indicated that students exhibit increased levels of engagement when digital tools such as videos and gamification are incorporated into educational lessons. Furthermore, Vijayalakshmi and Reddy (2020) have determined that the integration of multimedia in teaching enhances students' language retention and motivation. However, contrasting findings are observed in studies such as Astuti and Rozikin (2024), which suggest that independent study fosters higher levels of self-regulated learning and long-term retention. While the present study found independent study to be the least favored method (22.2%). Rusmin et al. (2024) argue that self-study enhances problem-solving and critical thinking skills. This discrepancy may be attributed to variations in educational contexts, student demographics, and curriculum structures. The preference for transactional and interpersonal communication is consistent with the findings of Rao (2019), who determined that students perceive English proficiency as a gateway to global mobility and academic success. The motivation to learn English for travel and career advancement is also supported by studies in Asian EFL contexts, where students often view English as a means for international communication (Kim & Kim, 2019). Consequently, these findings imply that a balanced approach, integrating structured interactive learning with elements of self-directed study, may be optimal in English language education.

4.2. The English learning needs of junior high school students

4.2.1. Students' motivation

Table 4 presents students' motivations for learning English. The finding reveals a mix of extrinsic and intrinsic factors. The most prevalent motivations among students were extrinsic motivations, including school requirements, the desire for good grades, and the perception of English as a useful language, each cited by 44.4% of respondents. While many students were motivated by external factors, some exhibited intrinsic motivation. 33.3% expressed a genuine love for the language, a passion for engaging with English songs, or a desire to read English books. Furthermore, their level of enjoyment was examined. 70.4% of students reported that sometimes they find English learning enjoyable, while merely 3.7% of students stated that they never found English lessons enjoyable. It indicates that students experience some level of enjoyment. This enjoyment may contribute to their motivation.

Table 4

Students' motivation.

Students' motivation		
Question		
Why do you learn English? (You may select more than one option)		
Aspects	Frequency	Relative cumulative frequency (%)
Because English is a useful language.	12	44,4
Because my school requires me to learn English.	12	44,4
Because I want to get good grades at school.	12	44,4
Because I want to talk to foreigners.	11	40,7
Because I want to travel abroad.	10	37
Because I love English.	9	33,3
Because I want to understand English songs.	9	33,3
Because I want to understand English books.	9	33,3
Because my parents want me to learn English.	8	29,6
Because I want to understand English films.	6	22,6
Question		
Do you find learning English enjoyable?		
Aspects	Frequency	Relative cumulative frequency (%)
Never	1	3,7
Sometimes	19	70,4
Often	7	25,9

Interview responses further support these findings. Some students emphasized future aspiration as a key motivation in learning English. P2, P3, P1, P5, and P6 said, "I want to travel abroad". Additionally, P4 explicitly stated, "I want to have good grades". The findings highlight that

students were more affected by extrinsic motivation than intrinsic motivation. This aligns with Jefiza (2017) who found that most students had more extrinsic motivation than intrinsic motivation. In addition, Ulfa and Bania (2019) emphasized the influence of extrinsic motivation. The study noted that teachers play a significant role in motivating students to learn English including the way of teaching, the media, and the attitude.

On the other hand, Mahmud et al. (2023) observed that students are motivated by a desire to learn English rather than just by requirements. Furthermore, their study underscored the importance of intrinsic motivation. Additionally, Bessa et al. (2024) observed that extrinsic motivation had a lesser impact, while intrinsic motivation prevailed. Erniyati and Putra (2022) found that students have a high level of intrinsic and extrinsic motivations, which differs from other studies that emphasize the predominance of one type of motivation over the other.

It is essential to enhance both types of motivation to improve students' learning enjoyment. Based on the study, teachers should focus on boosting students' intrinsic motivation, as intrinsic motivation positively influences English learning performance (Jiao et al., 2022). Enjoyment plays a mediating role in the relationship between motivation and second foreign language proficiency, which means that teachers should improve the classroom atmosphere and integrate enjoyment into their teaching to enhance students' curriculum experience (Zhang et al., 2020). English instruction should balance academic objectives with engaging and real-world applications. Students are more likely to sustain their motivation when lessons incorporate elements that align with their personal interests, such as music, media, and opportunities for real communication.

4.2.2. Students' learning styles and preferences

The findings show that students had diverse preferences for using technology in English learning. 29.6% of students preferred using technology more frequently in class, while 3.7% preferred never using it. These results suggest different levels of reliance on digital tools in language learning. In terms of preferred ways of using technology, the highest preference was for technology-supported teaching, such as computers and sound systems (63%), while the lowest was for audiovisual media like audiobooks, videos, and films (33.3%).

Table 5

Students' learning styles and preferences.

Learning styles and preferences		
Question		
How often would you like to use technology in learning English?		
Aspects	Frequency	Relative cumulative frequency (%)
Using information technology more frequently in class.	8	29,6
Using information technology 100% in class without face-to-face meetings.	7	25,9

Rarely using information technology in class.	7	25,9
Occasionally using information technology in class.	4	14,8
Never using information technology in class.	1	3,7

Question		
How do you think technology should be used in learning English? (You may select more than one option)		
Aspects	Frequency	Relative cumulative frequency (%)
Teaching with technology facilities (computers, complete sound systems)	17	63
Quizzes and exercises using online applications (Kahoot, Edmodo, online games)	15	55,6
Online learning (Zoom, Google Meet, video conferences)	12	44,4
Using websites and YouTube	10	37
Using audiovisual media (play way, audiobooks, videos, films)	9	33,3

Interestingly, while audiovisual media ranked lowest in the questionnaire results, qualitative data from student interviews revealed a strong preference for audiovisual and interactive activities. Students emphasized that using videos, games, and projectors helped them better understand the material and stay engaged. For instance, P1 noted, "I prefer watching videos because they help me understand better". In addition, P3 and P6 mentioned, "Games and using a projector make learning more enjoyable." These responses highlight the important role of audiovisual and interactive activities in supporting students' English learning.

Study results underscore the varied technological preferences exhibited by students in English language learning. Integrating technology enhances students' digital literacy to keep pace with global development (Fathoni et al., 2024; Nguyen, 2024). Furthermore, interactive technologies significantly impact learning attitudes, self-efficacy, language skills, vocabulary, grammar, and overall learning outcomes (He et al., 2024), overcome time and space limitations, and offer a flexible learning environment (Qian, 2024). Muchlis and Ardi (2024) found that integrating digital and interactive methods improves English learning for young learners with a strong preference for visually engaging approaches, particularly video-based learning and interactive games. The studies highlight the importance of leveraging diverse interactive technologies to create engaging, flexible, and effective learning environments that enhance language acquisition and digital literacy.

6. Conclusion

The findings indicate that to address students' target needs in mastering speaking skills, vocabulary expansion and accurate pronunciation instruction are essential. The results further reveal that junior high school students in Kupang exhibit a preference for audio-visual learning modalities. Consequently, they favor technology-supported instruction utilizing tools such as mobile phones, projectors, computers, and online learning applications (e.g., Kahoot, Edmodo, and other internet-based educational games). Given the geographical and infrastructural constraints of the region, the integration of information and communication technology (ICT) into English classrooms is critical for enhancing both student engagement and instructional accessibility. Therefore, future curriculum development and instructional materials for junior high school students in Kupang, East Nusa Tenggara, should incorporate ICT tools in a manner adaptable to local conditions. This includes leveraging offline and accessible resources, interactive digital platforms, and community-based learning strategies to mitigate potential gaps in internet connectivity and device availability. Regarding student motivation, both intrinsic and extrinsic factors were identified, with extrinsic motivation being more dominant. To foster more meaningful learning experiences, educators in Kupang should implement strategies that enhance students' intrinsic motivation, such as game-based learning and culturally relevant instructional materials. Teachers may also provide authentic, real-life communication opportunities that connect English learning to students' daily experiences. In light of these findings, it is recommended that curricula and instructional materials be designed to align with students' needs, thereby effectively meeting their educational requirements in English language learning.

Declaration on the use of AI

The authors used ChatGPT to assist with outlining and language editing. Grammarly was used for grammar checking. The authors have reviewed and revised the content and take full responsibility for its accuracy and originality.

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