

Needs Analysis of Storytelling-Based Reflective Argumentative Writing Materials for High School Students

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Abstract

This study aims to identify the needs of teachers and students in developing teaching materials for storytelling-based reflective argumentative texts for high school students. This research is based on the *Independent Curriculum*, emphasising reflective and inclusive learning. The learning results in the previous school year showed that students' ability to write *motivation letters* was still low and did not meet the expected competency standards. Existing writing learning still focuses on structural aspects and has not left room for personal reflection and future planning for students. This study uses a qualitative descriptive method at the Analysis stage of the ADDIE development model to identify the needs of teachers and students before the teaching material design stage. Data were collected from four public high schools in Humbang Hasundutan Regency through teacher interviews, student questionnaires, and classroom observations. The results show that students have difficulty building reflective arguments based on their experiences and future ideals, while teachers need contextual and meaningful teaching materials. These findings confirm that *storytelling* can be an inclusive pedagogical strategy to foster reflective and future-oriented writing skills through reflective argumentative text writing tasks. The results of this needs analysis are the basis for developing teaching materials for writing storytelling-based reflective argumentative texts that align with the Independent Curriculum.

Introduction

Writing skills are multidimensional productive skills that go beyond mastering language alone. This ability involves a close interaction between cognitive processes (planning, organising ideas, reasoning), affective (motivation, emotional involvement), and social (communication of goals, adjustments to the audience), so that it becomes the primary means for the formation of critical and reflective thinking in students (Brookfield, 2017). From a constructivist perspective, writing is understood as a meaning-building activity in which the writer constructs sentences and interprets experiences, negotiates values, and reconstructs personal identity through the resulting discourse (Bamberg, 2009). In the context of teaching, meaningfully designed writing assignments can facilitate the development of metacognition, the ability of students to be aware, evaluate, and organise their own thought processes, which in turn enhances their capacity to craft coherent and thoughtful reflective arguments (Du & Liu, 2024). Therefore, writing is a core competency of the 21st century that demands linguistic accuracy and the ability to analyse, reflect on experience, and formulate future goals communicatively and argumentatively. Places teaching writing as an essential field to foster critical thinking skills, self-awareness, and students' readiness to face social-professional demands.

In Indonesian education, *the Independent Curriculum* emphasises that writing skills are not just language skills, but a vehicle to develop students' literacy, character, and self-awareness. This curriculum places writing activities as an integral part of the learning process oriented towards

personal experience, meaning, and authenticity of the learning context (Kemendikdasmen, 2025). Through this approach, writing is seen as a means for students to understand themselves, construct knowledge from life experiences, and articulate the values they believe in through reflective and communicative discourse. Thus, teaching writing in schools is no longer only directed at mastering the structure of texts or linguistic rules, but also at efforts to build critical awareness and ethical reasoning skills. This approach is in line with the orientation of 21st-century education, which emphasises strengthening higher-order thinking skills, creativity, and reflective literacy as the basis for forming the profile of Pancasila students who think critically, independently, and morally. Therefore, the development of writing teaching materials in the context of *the Independent Curriculum* must be able to integrate elements of self-reflection and life experience as part of a humanistic, contextual, and future-oriented learning process.

A motivation letter is one form of text that requires the ability to think reflectively and argumentatively simultaneously. This text serves not only as a means of formal communication in academic and professional contexts but also as a medium of self-expression that allows the author to put forward his values, life goals, and future direction logically and convincingly (Nugroho & Masykuri, 2025; Oktavianti & Prayogi, 2022). In the context of secondary education, *motivation letters* are an essential vehicle for students to reflect on their learning journey and link it to career aspirations or personal goals. Through this kind of text writing activity, students are expected to be able to combine narrative elements (life experiences) with argumentative reasoning (reasons and goals), so that writing becomes a future-oriented reflective thinking practice.

However, the assessment results in the previous school year in several high schools in Humbang Hasundutan Regency showed that students' ability to write reflective argumentative texts was still in the low category. Analysis of students' writings shows that most texts are descriptive and tend to tell personal experiences without critical analysis or deep reflection. Students have difficulty relating experiences to values they believe in and constructing logical, persuasive, and future-oriented arguments. On the other hand, teachers reveal the limitations of teaching materials that can guide students to write reflectively and contextually. Most teaching materials focus on structural and linguistic aspects, not yet allowing students to explore their identity and life goals through writing. This condition is in line with the findings of Rahmawati et al. (2023), which confirms that writing teaching materials in secondary school is often not contextual and lacks support for developing students' reflective awareness. This gap shows that the practice of writing learning in schools is not fully aligned with the principles of the Independent Curriculum, which emphasises reflective, contextual, and life experience-based learning of students.

One of the pedagogical approaches that is considered effective in fostering reflective and argumentative writing skills is storytelling. This approach is rooted in a constructivist view that places experience and narrative as the primary basis of learning. Bruner (1991) explains that humans understand reality and build knowledge through narrative, by telling, one organises experiences into a structure of intelligible meaning. In line with that, Fisher (1989), through *narrative theory, the paradigm* emphasises that human communication is basically narrative, and that the quality of narrative is measured from two aspects: *coherence* (coherence of storylines) and *fidelity* (reliability of meaning). In learning to write, *storytelling* bridges students' life experiences and reflective thinking processes that encourage the emergence of meaningful ideas and arguments. Research by Dobrin & Shcherbatykh (2021) supports this view by showing that the integration of *storytelling* in writing classes helps students develop reflective awareness through organising personal experiences into logical and emotionally valuable texts. Through storytelling activities, both verbally and in writing, students learn to express themselves, understand the values they hold, and relate them to the future goals they want to achieve.

More than just a language teaching strategy, *storytelling* also forms self-awareness and social empathy. Green & Brock (2000) explain that *transportation into narrative* can increase emotional engagement and deepen an individual's understanding of the message. In the context of a writing class, this means that when students are immersed in stories, whether their own or others, they learn to write and understand themselves and others more deeply. Research findings of Spatioti et al. (2022) reinforce this view by showing that the integration of *storytelling* in language learning increases students' intrinsic motivation and active participation, particularly because this approach

provides space for personal experiences and individual identities. Therefore, *storytelling* can be considered an inclusive learning medium because every student, regardless of social background or ability level, has experiences that can be processed into meaningful learning resources.

Thus, the application of *storytelling* in writing learning enriches linguistic skills and deepens students' affective and reflective aspects. This approach helps teachers shift learning focus from simply producing structurally correct texts to self-exploration and meaning-formation. In the context of a *motivation letter*, *storytelling* serves as a first step to activate students' personal memories and experiences, which then become raw materials in building arguments about their values, motivations, and vision of the future. This approach aligns with the education direction that emphasises experiential learning and reflection to build students' character and self-awareness.

The *storytelling* approach is closely related to the principle of reflective learning that places life experiences as the primary source of self-awareness and personal growth of students. Brookfield (2017) explains that reflection is at the heart of meaningful learning because it allows individuals to test assumptions, evaluate experiences, and discover new meanings from the events experienced. Ryan & Ryan (2013) state that reflection is both retrospective and prospective, leading individuals to project past experiences as the basis for future decision-making. In learning to write, the reflective process helps students interpret their personal experiences and values logically and argumentatively through text. *Storytelling* in this case becomes a narrative medium that connects concrete experiences with conceptual awareness of students' identities and life directions. Furthermore, in 21st-century education, reflective practices are strengthened by using digital narratives that allow students to express their identities and learning experiences in a personal and communicative manner (Mantei et al., 2025). This integration between reflection and digital narrative allows students to associate personal values with academic goals, making writing more meaningful, contextual, and future-oriented.

Some recent studies confirm the effectiveness of *storytelling* integration in reflective writing learning. Agbo et al. (2021) show that using personal narratives in language classes can increase students' intrinsic motivation and emotional engagement because they feel they have control over the experiences they are telling. Bakken & Brevik (2023) even found that narrative-based writing activities can develop *reflective identity construction*, which is the formation of identity through reflection on written experiences. Thus, *storytelling* is an expressive medium and a cognitive tool that helps students structure their thoughts and emotions into meaningful discourse.

In Indonesian education, this approach is powerfully relevant to the spirit of the *Independent Curriculum*, which emphasises differentiated and student-centred learning. Each student is given space to write from their experiences and values, making writing activities more personalised, contextual, and humanistic. Through *storytelling* activities, students can reflect on life experiences, identify strengths, and formulate future directions according to their potential and ideals. Therefore, *storytelling* can be seen as a pedagogical approach that improves reflective writing skills and develops *future-oriented literacy*, which is the ability to interpret today's experiences as a provision to direct life in the future.

In the development of practical and contextual teaching materials, the first step that must be taken is to conduct a needs analysis. This analysis serves to identify gaps between students' actual abilities and expected competencies, as well as to understand the context, objectives, and learning conditions that affect the learning process (Hutchison et al., 2024). Through *needs analysis*, teachers obtain a strong empirical basis to determine the focus, content, and learning strategies that are in accordance with the characteristics of students and the demands of the curriculum. In developing reflective writing teaching materials, needs analysis helps reveal the extent to which students understand the relationship between life experience, personal value, and logical argumentation at the core of argumentative-reflective texts. In addition, the needs analysis results also provide an overview of the pedagogical obstacles experienced by teachers in facilitating the reflection process of students in the writing class.

The development framework used in this study refers to the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model developed by Dick et al. (1996). This model provides a systematic flow in designing learning products that are tested for effectiveness. In the first stage, namely Analysis, data is collected about the needs, characteristics of students, and

learning conditions in the field as the basis for designing teaching materials that are right on target. This approach ensures that the products developed are not only theoretically innovative but also applicable and appropriate to the real needs of the school.

Based on this theoretical and empirical foundation, this study aims to analyse the needs of teachers and students in developing teaching materials for writing storytelling-based reflective argumentative texts in senior high schools in Humbang Hasundutan Regency. This analysis is the initial stage of developing teaching materials that are expected to address the gap between the demands of *the Independent Curriculum* and the practice of writing learning in schools. Through this research, it is hoped that a teaching material design will be born that improves reflective writing skills and fosters students' self-awareness and future orientation through writing argumentative-reflective texts. Thus, this research contributes to strengthening an inclusive, reflective, and contextual writing pedagogy, in line with the direction of national education transformation towards learning that frees students in thinking and expression.

Based on the theoretical and empirical description in the introduction, it is clear that the development of teaching materials for writing reflective argumentative texts based on storytelling requires an initial foundation in the form of an accurate and contextual analysis of needs. This stage is the key in determining the direction of learning design in accordance with the actual conditions in the school and the characteristics of students. Therefore, this research focuses on the Analysis stage in the ADDIE development model to identify the needs of teachers and students for reflective writing teaching materials that are reflective, contextual, and based on life experiences. The results of this stage will be the conceptual and empirical basis for the design process of teaching materials in the next stage. To achieve this goal, this study uses a qualitative descriptive approach by collecting data through questionnaires, interviews, and observations involving teachers and students from four high schools in Humbang Hasundutan Regency.

Method

This study uses a research and development approach with reference to the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model developed by Dick et al. (1996). This model provides a systematic framework for designing, developing, and evaluating teaching materials to suit the learning needs of students. This article focuses explicitly on the first stage, namely Analysis, which aims to identify the needs of teachers and students for the development of teaching materials for writing reflective argumentative texts based on storytelling. This stage is an essential foundation in the development process because it determines the direction and relevance of the teaching materials designed in the next stage.

The research approach used is qualitative descriptive with the support of simple quantitative data. This approach was chosen because it allows researchers to obtain a comprehensive picture of the real needs of teachers and students, both in terms of learning experience, perception, and obstacles in learning to write argumentative-reflective texts (Creswell, 2023). Quantitative data is used in a limited way to reinforce qualitative findings and clarify patterns of needs that arise in the field.

The research subjects consisted of 8 Indonesian teachers and 120 grade XI students from four high schools in Humbang Hasundutan Regency who represented the characteristics of public schools with different social and geographical backgrounds. Participants were selected by purposive sampling based on their involvement in learning and willingness to provide data openly.

Data collection was carried out through three main techniques, namely (1) a needs analysis questionnaire which includes aspects of target needs, learning needs, and contextual needs as stated by Hutchinson & Waters (2010); (2) semi-structured interviews to explore the perceptions and experiences of teachers and students in depth; and (3) documentation of learning outcomes of writing *motivation letters* from the previous school year as supporting data.

The collected data were analysed using an interactive analysis model, Miles et al. (2014), which includes three stages: data reduction, data presentation, and conclusion drawing. Data validity is maintained through triangulation of sources and methods by comparing the results of questionnaires, interviews, and value documents. The analysis is carried out inductively by

interpreting the patterns of needs that arise, so that a comprehensive picture of the actual conditions and needs for developing reflective writing teaching materials based on storytelling is obtained.

Results and Discussion

Writing Learning Needs in High School

The needs analysis results conducted in four high schools in Humbang Hasundutan Regency show that learning to write argumentative-reflective texts has not fully supported the development of students' reflective and argumentative thinking skills. Based on the questionnaire results, 78% of students stated difficulties relating personal experiences to future values and goals. Students write informatively and descriptively, but cannot develop logical and convincing arguments.

Teachers in Indonesia also emphasise the same thing in learning reflective writing. The teaching materials available are generally still oriented towards structural and linguistic aspects, such as grammatical accuracy, text organisation, and writing format, rather than encouraging a process of reflection and personal meaning. Only about 20% of teachers admitted to integrating reflective or narrative-based activities, such as sharing experiences, discussing grades, or telling short stories, before the writing stage. These findings show that learning to write in schools is still oriented towards the final result of writing, not on the reflective thinking process that underlies it (Oktavianti & Prayogi, 2022; Suryani et al., 2015).

These conditions reflect what is called Hyland & Hyland (2003) as a form-focused paradigm, which is the view that writing is understood solely as a linguistic product, not as a cognitive and affective process in building meaning. As a result, many students can write formally correct texts, but lack depth of reflection, authenticity, and connectedness to self-experience. The absence of structured reflective stages, such as self-reflection activities, experiential narration, and revision based on new understandings, limits students' ability to construct arguments rooted in personal values and experiences.

In the context of the *Independent Curriculum*, this gap is crucial because it emphasises learning that connects knowledge with self-development, identity exploration, and future planning. Therefore, integrating reflective and narrative-based activities is very relevant, pedagogically and as part of efforts to realise educational goals that foster students' critical thinking skills, self-awareness, and meaningful communication.

Students' Needs for Reflective Teaching Materials

The questionnaire results show that students want teaching materials that provide authentic and relevant examples of texts pertinent to adolescent life, a guide to self-exploration, and an initial activity in the form of *storytelling* before writing. As many as 82% of students stated that *storytelling* activities can help them find ideas and understand the values they hold. This need is aligned with the view of Bruner (1991) that man understands the world and himself through narrative. By telling stories, students actually arrange experiences into a structure of meaning. In the context of learning to write, *storytelling* serves as a bridge between life experiences and argumentative reasoning.

Moreover, Fisher (1989), through *narrative paradigm theory*, it states that the quality of human communication is determined by coherence (story coherence) and fidelity (reliability of meaning). In the context of students, *storytelling* helps them achieve both of these aspects: they learn to write coherently (the flow of ideas) and credible (based on real experiences). These findings indicate that learning to write starting from narrative activities can increase students' sense of ownership and intrinsic motivation. This is reinforced by the research of Green & Brock (2000) and Bakken & Brevik (2023), who found that *transportation into narrative* increases learners' empathy, self-reflection, and emotional engagement.

Teachers' Needs for Learning Models

The interviews with Indonesian teachers showed that their primary needs in learning reflective writing were related to three essential aspects: the flexibility of teaching materials, the effectiveness of learning strategies, and an assessment system emphasising reflective and argumentative elements. First, teachers need teaching materials that are flexible and easily adapted to the local context, so that the learning process can be adapted to the social and cultural background of

students. The teacher assessed that many of the teaching materials circulating were still general and did not reflect the life experiences of students in the region. With contextual teaching materials, teachers can relate writing activities to the reality of students' daily lives, such as community activities, living environment, or meaningful personal experiences. This flexibility also allows teachers to tailor the theme of the writing to relevant local issues, making learning more lively, close, and authentic.

Second, teachers expressed the need for efficient and applicable narrative learning strategies, especially considering the limited learning time in the classroom. Teachers want a model of writing activities that can be applied without interfering with allocating time for other materials. In this context, the storytelling approach is considered potential because it can be packaged through short storytelling tasks, value discussions, and self-reflection before writing. Activities like these save time and provide space for students to explore their life experiences as a source of writing inspiration. As Bruner (1991) stated narrative activities allow students to organise experiences into coherent structures of meaning, while Fisher (1989) emphasises that narratives reinforce the connection between experiences and values believed. Thus, narrative learning strategies can help teachers achieve the goal of learning to write, which is oriented to writing products and reflective thinking processes.

Third, teachers conveyed the need for assessment rubrics that emphasise reflective and argumentative dimensions, not just on the language and structure of the text. Teachers feel that the existing assessment system still focuses too much on formal aspects such as spelling and cohesion, even though the essence of reflective texts is the ability of students to express meaning, values, and views of themselves. Assessment rubrics focusing on reflection will help teachers assess how students can demonstrate self-awareness, logical reasoning, and the relevance between personal experiences and future goals. This approach aligns with the idea of *reflective learning* (Brookfield, 2017; Ryan & Ryan, 2013), which places the process of critical thinking and self-evaluation as the core of meaningful learning.

Overall, the needs of these teachers show that they want a paradigm shift in writing learning from structural and evaluative to reflective, narrative, and humanistic education. Teachers want to be facilitators who guide students in relating experiences to their values and life goals through writing activities. Therefore, the teaching materials to be developed must accommodate these needs, namely being adaptive to the local context, providing an efficient narrative strategy, and being equipped with an assessment system that values personal reflection and meaningful argumentation.

Findings on teachers' need for reflective teaching materials align with the principles of learning-centred design (Hutchinson & Waters, 2010), emphasising the importance of understanding learners' learning context, needs, and characteristics. Within this framework, the role of the teacher is no longer limited to correcting language errors, but evolving into a facilitator who leads students to write with self-awareness, associating personal experiences with meaning and values that are believed.

The need for reflective teaching materials also aligns with the Independent Curriculum's educational paradigm change which emphasises experiential learning, human values, and the development of students' holistic competencies (Kemendikdasmen, 2025). This approach demands teaching materials that not only teach the structure of the text, but also foster reflective awareness and the ability to articulate personal meaning argumentatively. Therefore, the design of teaching materials developed in the next stage must systematically integrate reflective and narrative activities as part of a meaningful writing learning strategy.

Gap Analysis

The gap analysis results between current writing learning practices and ideal conditions formulated through reflective learning principles reveal four primary areas of improvement: learning objectives, teaching materials, the role of teachers, and learning activities. First, in terms of learning objectives, school writing activities still focus on structural and grammatical aspects. Students are more directed to write texts that meet linguistic rules and formal formats, without much room for self-reflection and the development of personal argumentation. In fact, the Merdeka Curriculum

emphasises the importance of learning to write that is oriented to expressing students' values, identities, and future goals. Therefore, learning objectives ideally shift from simply mastering the form of language to the development of reflective awareness and argumentative skills.

Second, in terms of teaching materials, most teachers still use modules or textbooks that are general and less contextual with the lives of students in the region. Teaching materials like this cannot spark reflection because they do not relate students' experiences to relevant real-life themes. Ideal teaching materials should be contextual, reflective, and narrative, allowing students to write based on their life experiences while relating them to future values or aspirations.

Third, regarding the role of teachers, the practice of writing learning still places teachers as evaluators who assess the final results of writing based on the suitability of structure and language standards. This role needs to be transformed into a reflection facilitator, i.e., a teacher who accompanies students in narrating experiences, guides them to interpret meaning, and helps develop personal narratives into logical and convincing arguments.

Fourth, in learning activities, the writing process in class is generally carried out directly, without stages that allow for exploration of ideas and deep reflection. The storytelling approach offers a more processive learning structure, starting from storytelling activities, reflecting on the meaning of the experience, writing an initial draft, and then revising based on feedback. This cycle not only improves the quality of writing but also strengthens students' self-awareness and intrinsic motivation to write more meaningfully.

The gap between the demands of the curriculum and the practice of writing learning in schools shows the need to transform the learning approach, from teacher-centred to learner-centred and experience-based. This transformation is essential because the writing process serves not only to train language skills but also to build students' self-awareness, critical thinking, and reflective abilities. In this context, the storytelling approach becomes a relevant pedagogical alternative because it allows students to express personal experiences, interpret the values they believe in, and build arguments based on the meanings they construct themselves. This is in line with the research of Spatioti et al. (2022) shows that integrating storytelling in language learning can increase students' learning motivation, active participation, and reflective abilities through contextual and meaningful narratives.

In addition, the needs *analysis* theory put forward by Hutchinson & Waters (2010) menegaskan that the design of effective teaching materials must begin with an in-depth understanding of the three main categories of students' needs. First, *the target needs* relate to the competencies and skills expected after the learning process. Second, *learning needs* include strategies, learning styles, and activities that support these competencies' achievement. Third, *contextual needs* highlight the influence of the learning environment, including social, cultural, and institutional factors that affect the student learning process. In this study, students' needs for narrative-based teaching materials reflect *learning needs* that have not been met in traditional learning, where writing activities still focus on structural aspects and have not accommodated students' personal experiences and self-reflection.

Storytelling as an Inclusive and Transformative Media

This study's findings strengthen *storytelling* as an inclusive learning medium, allowing students to write from different backgrounds, experiences, and values. In writing classes, *storytelling* makes individual experiences a source of shared learning. This concept follows the spirit of *the Independent Curriculum*, which emphasises differentiated learning and empowering students' personal experiences (Kemendikdasmen, 2025). With *storytelling*, students learn to appreciate differences, build empathy, and express their identity without the pressure of academic homogenisation.

Furthermore, *storytelling* has transformative value: it builds writing skills and shapes self-awareness and future orientation. It is essential for high school students in the identity formation phase and career decision-making. Thus, the results of this study show that the narrative approach can be a means of developing reflective literacy that not only measures language skills but also strengthens students' character and vision of life.

Discussion

The results of the study show that learning to write reflective argumentative texts in high school still faces challenges in terms of the relevance of teaching materials, the effectiveness of strategies, and the depth of students' reflections. Data from four high schools in Humbang Hasundutan Regency show that teachers need flexible and contextual teaching materials. At the same time, students want writing activities that start from the exploration of personal experiences. This condition shows that the learning approach that has been used so far is still centred on the technical aspect and has not fully accommodated the reflective needs of students.

The needs of teachers include three main things. First, teachers need teaching materials easily adapted to the local context to make the writing process more relevant to the reality of student life in the region. Second, teachers need efficient and practical narrative learning strategies for limited learning time. The *storytelling approach* is seen as potential because it can be packaged as a short storytelling task, value discussion, or self-reflection before writing, thereby saving time while fostering reflective awareness. Third, teachers expect assessment rubrics that assess language proficiency and the extent to which students can relate personal experiences to logical arguments and future ideals.

These findings reinforce the view of Bruner (1991) that narrative is the primary tool in understanding and structuring human experience. Through *storytelling*, students learn to transform personal experiences into coherent structures of meaning, so writing activities function as language exercises and reflective processes that hone self-awareness. In line with that, Fisher (1987), through *the narrative paradigm*, emphasises that the quality of human communication depends on the level of *coherence* (coherence) and *fidelity* (accuracy of meaning) in the story conveyed, two aspects that are also indicators of effective reflective writing. In the context of learning, Brookfield (2017) emphasises that teachers play a role not only as assessors of written results but as facilitators of reflection that helps students reinterpret experiences and values that arise in the writing process.

The results of this study also show that *storytelling* has an inclusive function in learning to write. Through personal experience storytelling, every student has an equal opportunity to express their values, experiences, and aspirations without being limited by academic ability alone. This approach aligns with the principles of *inclusive learning* carried out by the *Independent Curriculum*, where each student is valued as a unique individual with a different background of experience. Therefore, integrating storytelling in reflective writing improves literacy skills and fosters empathy, self-awareness, and appreciation for diversity.

Conclusions

The results of this study show that writing learning at the high school level has not fully supported the development of students' reflective and argumentative skills. The ongoing learning process is still oriented towards the accuracy of linguistic structures and elements. At the same time, the reflective dimension, which allows students to relate personal experiences, life values, and future goals, has not been optimally facilitated. Teachers and students alike need teaching materials that are contextual, flexible, and meaningful, which can integrate narrative activities in the writing process. The needs analysis conducted revealed that the storytelling approach has the potential to be an inclusive and transformative pedagogical strategy to strengthen students' reflective literacy. Through storytelling activities, students learn to develop writing skills and hone their self-awareness, empathy, and the ability to relate life experiences to logical reasoning and future orientation. Teachers also need teaching materials that can accommodate the diversity of students' experiences, provide efficient learning steps, and be equipped with assessment rubrics that emphasise reflection and argumentation.

These findings make a theoretical contribution to strengthening the *reflective narrative argumentation* approach that combines narrative theory and reflection as the basis for developing writing learning. Pedagogically, the results of this study affirm the urgency of storytelling-based teaching materials that are contextual and adaptive to student characteristics in the context of the Independent Curriculum. Practically, the results of this needs analysis are the foundation for the next stage in the ADDIE development model, namely the design and development of teaching materials that are more applicable in schools. Therefore, it is recommended that Indonesian

teachers and curriculum developers consider the integration of storytelling as the primary strategy in learning reflective writing at the high school level.

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