



A NEEDS ANALYSIS OF HUMANISTIC AND COLLABORATIVE LEARNING-ORIENTED NARRATIVE WRITING INSTRUCTION IN JUNIOR HIGH SCHOOL ENGLISH CLASSES

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ABSTRACT

Narrative writing instruction in junior high school English classrooms continues to face challenges, including students' limited ability to generate ideas, low engagement, and teacher-centered practices emphasizing writing products rather than learning processes. This study aimed to analyze the needs for humanistic and collaborative narrative writing instruction. A mixed-methods sequential explanatory design was employed. Quantitative data were collected through a needs analysis questionnaire administered to 150 students from junior high schools and Madrasah Tsanawiyah in Bekasi and Depok, Indonesia, while qualitative data were obtained through semi-structured interviews with eight English teachers. Quantitative data were analyzed using descriptive statistics, and qualitative data were analyzed using Miles and Huberman's interactive model. The findings revealed students' difficulties in idea generation, narrative organization, grammar, and vocabulary, alongside strong needs for supportive, collaborative, and technology-enhanced learning. Teachers also emphasized the need for a practical humanistic instructional model that promotes engagement, creativity, and interaction. These findings support the development of a Humanistic and Collaborative Learning-Oriented Narrative Writing Instructional Model for junior high school English classrooms.

Keywords: *narrative writing; humanistic learning; collaborative learning; needs analysis; EFL classrooms*

INTRODUCTION

English language learning in junior high schools is directed toward enabling students to understand and produce various types of texts according to their communicative purposes and social functions. In this process, writing skills become one of the most important competencies because through writing activities students learn to convey ideas, experiences, thoughts, and meanings into structured and contextualized texts. Writing is not only understood as the ability to arrange grammar and vocabulary correctly, but also as a social ability to construct meaning through language according to its context of use.

Therefore, writing instruction is insufficient if it only focuses on language accuracy, but it must also help students understand how a text is constructed, used, and interpreted in social life. This is in line with the concept of the Genre-Based Approach (GBA), which views

language as a tool for social communication; therefore, language learning should help students understand the relationship between social purposes, text structure, and language use within a genre.

Hyland (2007) states that genre-based instruction helps students understand how language is used to construct meaning in specific contexts so that students are able to produce more communicative and meaningful texts. Similarly, Martin and Rose (2008) explain that genre is a structured and purposeful social process; therefore, writing instruction needs to be carried out through systematic stages so that students can understand social functions and text structures contextually.

In practice, the Genre-Based Approach has become one of the most widely used approaches in writing instruction because it is considered capable of helping students understand texts more systematically. Emilia (2011) explains that GBA helps students understand the relationship among social context, communicative purpose, text structure, and language features of a genre so that students do not write merely based on intuition, but understand how texts are systematically constructed. This approach also positions the teacher as a facilitator who provides scaffolding to students through gradual learning stages.

In the context of EFL learning, scaffolding becomes important because students often experience difficulties in understanding text structures and language use simultaneously. Liu (2022) found that the implementation of GBA in writing instruction helps students understand text organization and improves their ability to develop ideas more coherently. In addition, Nagao (2022) also revealed that genre-based writing instruction positively influences students' ability to understand text structures and contextual language features. Thus, the genre-based approach not only helps students understand text forms, but also enables them to understand social functions and the process of text construction more meaningfully.

One of the genres studied in junior high school English learning is narrative text. Narrative text is a type of text aimed at entertaining readers through stories arranged systematically with the structure of orientation, complication, and resolution. From the perspective of the Genre-Based Approach, narrative writing instruction does not merely emphasize the final product of writing, but also the process through which students understand text models, build knowledge about the text, construct texts collaboratively, and eventually produce texts independently.

Martin and Rose (2008) explain that genre-based learning is conducted through the stages of building knowledge of the field, modelling of text, joint construction of text, and independent construction of text so that students can gradually understand the social functions, text structures, and language features of a genre. Through these stages, students are guided to understand how a narrative text is constructed before producing their own texts independently.

Narrative writing instruction is important because it not only helps students develop writing skills, but also trains creativity, imagination, critical thinking, and the ability to express experiences and emotions through written language. Narrative writing allows students to communicate personal experiences, imagination, and life values through meaningful stories. Jubhari, Sasabone, and Nurliah (2022) found that contextual narrative writing instruction helps students develop story ideas and increase their engagement in the writing process.



Furthermore, Ueasiriphan and Tangkiengsirisin (2019) revealed that genre-based writing instruction improves students' ability to organize ideas and compose more communicative texts because students understand the relationship between text structures and communicative purposes. These findings indicate that well-structured and contextual narrative writing instruction can help students understand the writing process more deeply.

However, junior high school students' ability in writing narrative texts is still relatively low. Many students experience difficulties in developing story ideas, understanding generic structures, using language features appropriately, and composing coherent and communicative texts. In classroom practice, writing activities are still often oriented toward the final product, causing students to receive limited learning experiences that help them understand the gradual process of constructing texts.

Cholifah, Pustika, and Winanta (2022) found that the implementation of writing instruction in EFL classrooms still tends to focus on the final product rather than the writing process itself. As a result, students receive limited opportunities to discuss, explore ideas, and obtain adequate scaffolding during the writing process.

In addition, Susanti, Suharsono, and Kurniawan (2020) revealed that EFL students still experience difficulties in developing narrative texts due to the lack of interaction and guidance during the writing learning process. This condition indicates that writing instruction still requires a more humanistic, collaborative, and learner-centered approach so that students are not only able to produce good writing, but also actively engaged and emotionally comfortable during the learning process.

These conditions indicate that the implementation of the Genre-Based Approach in writing instruction has not yet been optimal. In practice, instruction still frequently focuses on explaining generic structures and language features theoretically, after which students are asked to write texts individually without adequate scaffolding. Consequently, students understand narrative texts merely as text patterns to memorize rather than as tools for communication and self-expression. In fact, within GBA, writing instruction should be carried out through interaction, discussion, and gradual guidance so that students can develop deeper understanding of texts. This indicates a gap between the ideal concept of the Genre-Based Approach and the actual implementation of writing instruction in classrooms.

Moreover, narrative writing instruction in schools still tends to be teacher-centered. Teachers dominate the learning process through one-way explanations, while students merely receive information and complete individual assignments. This condition leads to low student engagement in the writing process. In the Genre-Based Approach, interaction and scaffolding are essential components in helping students understand how texts are constructed and used within particular social contexts. When instruction is excessively teacher-centered, students become less active in discussions, less confident in expressing ideas, and lack sufficient opportunities to explore their creativity in writing.

Another problem found in narrative writing instruction is students' low motivation and self-confidence in writing in English. Many students are afraid of making grammatical mistakes, lack confidence in developing story ideas, and worry about receiving negative evaluations from teachers or peers. Krashen (1982), through the affective filter theory, explains that anxiety and low motivation can hinder second language acquisition. Students

with high levels of anxiety tend to experience difficulties in receiving and processing language input because the “affective filter” blocks the learning process. Conversely, when students feel comfortable, motivated, and confident, language acquisition becomes more optimal because students are more open to receiving and using the target language. In the context of writing instruction, students’ emotional conditions strongly influence their ability to develop ideas, express thoughts, and compose texts freely.

An excessive emphasis on grammatical errors and the final product of writing may increase students’ anxiety, causing them to lose confidence in exploring ideas and writing creatively. Therefore, teachers need to create a supportive and safe learning environment that provides students with opportunities to express their ideas without fear. From a humanistic learning perspective, writing is not merely viewed as an academic activity, but also as a medium for self-expression and students’ personal development.

Research conducted by Song (2025) revealed that writing instruction that considers students’ emotional aspects can improve student engagement, learning motivation, and students’ self-confidence in using English. Similarly, Amini (2025) found that a humanistic learning environment encourages students to participate more actively in language learning because they feel valued and accepted throughout the learning process.

Therefore, narrative writing instruction requires a more humanistic approach. A humanistic approach views students as individuals who possess emotions, experiences, needs, and potentials that should be respected throughout the learning process. Rogers (1969) argues that effective learning occurs when learners feel accepted, appreciated, and personally involved in the learning process. In the context of narrative writing, a humanistic approach enables students to write based on their own experiences, imagination, and perspectives, making the writing process more meaningful. When students are given opportunities to connect their writing with personal experiences, learning becomes more relevant and enhances students’ emotional engagement in the learning process.

The importance of a humanistic approach in writing instruction is further supported by Song’s (2025) study, which found that humanistic education can increase student engagement, learning motivation, and students’ emotional involvement in English writing instruction. The study demonstrated that students became more active and confident when the learning process provided opportunities for personal experiences and creativity. These findings indicate that the success of writing instruction is influenced not only by teaching strategies, but also by teachers’ ability to create a learning environment that values students’ emotional needs.

On the other hand, 21st-century learning emphasizes the importance of collaboration, communication, creativity, and critical thinking skills. Therefore, writing instruction should not rely solely on individual activities, but should also incorporate collaborative learning. From the perspective of the Genre-Based Approach (GBA), collaborative learning is closely related to the process of *joint construction of text*, in which students work together with teachers and peers to develop an understanding of texts before writing independently. Through collaborative learning, students can exchange ideas, provide feedback, engage in discussions, and support one another throughout the writing process. Such conditions not only help students improve their writing ability, but also help them develop social, communication, and teamwork skills that are essential in 21st-century learning.



Vygotsky (1978) explains that students' cognitive development occurs through social interaction with their surrounding environment. In writing instruction, such interaction helps students develop ideas, understand text structures, and build shared understanding through discussion and collaboration. Wijaya (2024) found that collaborative writing can improve EFL students' motivation, participation, and writing quality because students are actively involved in idea development and meaning negotiation. In addition, Sembiring (2025) also found that collaborative writing helps students develop creativity and interaction in writing instruction.

Thus, collaborative learning plays an important role in narrative writing instruction because it helps students understand texts more actively and meaningfully. In genre-based instruction, collaborative learning can be implemented through group brainstorming, model text discussions, peer review, and collaborative drafting. These activities help students understand the structure and social functions of narrative texts while simultaneously improving their communication and teamwork skills.

Although numerous studies on writing instruction have been conducted, research integrating humanistic and collaborative learning aspects in genre-based narrative writing instruction at the junior high school level remains limited. Most previous studies have focused primarily on the effectiveness of specific teaching methods without beginning with an in-depth needs analysis regarding actual classroom conditions, students' needs, and teachers' needs.

Needs analysis is an important stage in instructional development because it helps researchers identify the gap between ideal and actual learning conditions. Munby (1978) explains that needs analysis aims to identify learners' needs so that instructional programs can be designed in ways that are relevant and appropriate to those needs.

The urgency of needs analysis is also reinforced by the studies of Prof. Endry Boeriswati, who emphasizes the importance of developing language learning based on students' needs and learning creativity. Boeriswati, Oktrifanty, and Zulela (2019) argue that writing instruction should provide opportunities for students to develop ideas, creativity, and meaningful learning experiences so that writing skills can develop optimally. According to them, writing ability cannot develop effectively if instruction focuses only on the final product, grammar, and memorization of text structures. Students should be given opportunities to explore ideas, connect personal experiences with writing topics, and actively participate in the learning process so that writing becomes a communicative and meaningful activity.

In English as a Foreign Language (EFL) learning, needs analysis does not only focus on students' language proficiency, but also on their learning needs, characteristics, motivation, and classroom learning experiences. This is important because writing instruction in schools still tends to be teacher-centered and places greater emphasis on grammar rather than on the development of students' ideas and creativity. As a result, students often experience difficulties in developing ideas, organizing storylines, and expressing their thoughts in narrative writing.

Recent studies indicate that students need writing instruction that is more contextual, interactive, and collaborative. Ilham (2024) found that students need learning activities that

provide opportunities for discussion, group work, and collaborative writing production in order to develop their writing skills optimally. In addition, students also require learning materials and activities that are relevant to their experiences and daily lives so that the learning process becomes more meaningful and increases students' learning motivation.

In line with this trend, humanistic approaches in language learning have increasingly been explored in recent studies. A humanistic approach emphasizes the importance of addressing students' emotional, psychological, and social aspects throughout the learning process. Amini (2025) found that a humanistic approach can enhance students' engagement, motivation, self-confidence, and active participation in English language learning because students feel valued and are given opportunities to express themselves during the learning process.

In addition to the humanistic approach, collaborative learning is also considered effective in improving students' writing skills. Through collaborative learning, students can exchange ideas, provide feedback, and build shared understanding throughout the writing process. Haghnia, Karimi, and Marzban (2024) found that collaborative activities have a positive impact on students' language development compared to individual learning. Collaborative learning also helps students become more active, communicative, and confident in expressing their ideas.

Recent studies indicate that writing instruction in the EFL context is increasingly moving toward collaborative, interactive, and student-centered learning. Writing is no longer viewed merely as an individual activity focused only on the final product, but also as a social process involving interaction, discussion, reflection, and collaboration among students throughout the writing process. In this context, collaborative learning is considered capable of helping students develop ideas, improve learning motivation, and build self-confidence in using English.

This is reflected in the study conducted by Lázaro-Ibarrola and Hidalgo (2024), which revealed that young learners who engaged in collaborative writing produced texts that were better, more accurate, and richer in ideas than those written individually. The processes of discussion and interaction during writing activities helped students exchange ideas, correct mistakes, and build shared understanding of their texts. These findings indicate that writing instruction becomes more effective when students are given opportunities to learn actively through collaboration and communication with peers. This condition is highly relevant to junior high school students, who tend to learn more effectively through social activities and group work.

The importance of collaborative learning is further reinforced by Li's (2023) study on online collaborative writing. The study demonstrated that collaborative writing activities not only improve students' writing skills, but also enhance their learning motivation and self-efficacy in using English. When students work together to compose texts, they become more active in discussions, more confident in expressing opinions, and more willing to express ideas through writing. Thus, collaborative learning creates a more participatory learning process that is no longer entirely teacher-centered.

Furthermore, Khuder and Negretti (2025) found that the success of collaborative writing is influenced by students' ability to manage group collaboration processes through co-regulation and socially shared regulation. In other words, collaborative learning is not simply about placing students in groups, but also about developing their ability to understand



one another, share responsibilities, build agreements, and regulate the learning process collectively. This study highlights the important role of social interaction in helping students construct understanding and improve the quality of their writing. However, the study was conducted in a higher education context and therefore may not fully correspond to the characteristics of junior high school students.

Technological development has also contributed significantly to supporting more collaborative and interactive writing instruction. Mat et al. (2025) explained that the use of Web-Based Learning, such as Learning Management Systems (LMS), cloud tools, and digital storytelling, can improve EFL/ESL students' writing skills, motivation, and collaboration. Technology enables students to learn more flexibly, interact more broadly, and actively participate in the revision and development of their writing. Similar findings were reported by Wijaya (2024), who found that the use of Google Docs can foster a collaborative writing culture because students are able to discuss, provide feedback, and revise their writing simultaneously. Through digital media, the writing process becomes more dynamic and encourages students' active participation throughout the learning process.

On the other hand, technological development in writing instruction is also reflected in the study conducted by Bai and Nordin (2025) on Human-AI Collaborative Feedback. The study revealed that collaboration between teacher feedback and AI technology can improve the accuracy, complexity, and fluency of EFL students' writing. AI technology helps students receive feedback more quickly, making the revision process more effective. However, the study focused primarily on technology as an evaluation tool and did not relate it to students' emotional needs or humanistic approaches in learning.

Meanwhile, humanistic approaches have begun to receive significant attention in writing instruction because they are considered capable of creating more meaningful and comfortable learning experiences for students. Syarifudin et al. (2025) found that writing instruction that provides opportunities for students' personal experiences and self-reflection can improve students' self-confidence, idea development, and vocabulary mastery. When students are allowed to write based on their own experiences and lives, the learning process becomes more relevant and meaningful. In narrative writing instruction, this condition is particularly important because narrative texts are closely related to students' experiences, imagination, and self-expression.

The importance of a humanistic approach is also reflected in the study conducted by Song and Mukundan (2025), which explained that humanistic values are needed not only in the learning process but also in writing assessment. Humanistic-based assessment can improve students' emotional well-being, reduce learning pressure, and help students become more independent learners. This finding indicates that students need a learning environment that not only emphasizes academic achievement, but also values the learning process, individual development, and students' emotional conditions during instruction.

In addition, Lubis (2025) found that Online Collaborative Learning can improve students' writing skills through peer feedback activities, social interaction, and collaboration among students. Through collaborative learning, students become more active in exchanging ideas, giving suggestions, and revising texts together with peers. These findings indicate that

writing instruction involving social interaction can help students develop language skills more effectively than passive individual learning.

Based on these studies, it can be understood that effective writing instruction requires the integration of humanistic and collaborative learning approaches so that students are not only able to produce academically sound writing, but also feel comfortable, confident, active, and emotionally engaged throughout the learning process. However, previous studies have generally examined these aspects separately. Some studies have focused primarily on the use of technology, others have emphasized collaborative learning, while several studies have discussed only humanistic approaches or students' learning experiences in general.

In the context of narrative writing instruction, opportunities for creativity development are particularly important because narrative texts are closely related to students' ability to construct storylines, conflicts, characters, and resolutions imaginatively. Therefore, writing instruction needs to be designed in a more interactive and humanistic manner so that students feel comfortable expressing their ideas and experiences through writing. In addition, meaningful learning experiences help students understand that writing is not merely an academic task, but also a means of communicating ideas, emotions, and experiences in meaningful ways.

Setiadi and Salma (2020) explain that collaborative learning in language instruction can create a more interactive, communicative, and student-centered learning process, thereby increasing students' active participation in learning. Through collaborative learning, students not only receive information from teachers, but also engage in discussions, idea exchange, problem-solving, and group collaboration that help them construct deeper understanding. In the context of writing instruction, interaction among students becomes important because students can provide feedback to one another, develop writing ideas collaboratively, and improve their confidence in using English. Therefore, collaborative learning is considered capable of creating a more active, participatory, and meaningful learning environment for students.

The humanistic approach also has a strong connection with the implementation of the Genre-Based Approach (GBA) in writing instruction. In GBA, students are not only required to understand text structures and linguistic features, but are also guided gradually through scaffolding processes to develop deeper understanding of texts. However, scaffolding may not function optimally if students are in emotionally uncomfortable conditions, feel pressured, or are afraid of making mistakes. Therefore, a humanistic approach becomes essential in supporting the successful implementation of GBA because it helps create a safe, supportive, and learner-centered environment that values students' learning processes.

In narrative writing instruction, students' emotional conditions strongly influence their ability to develop stories, construct conflicts, and express ideas creatively. Narrative texts require not only linguistic competence, but also imagination, personal experiences, and students' ability to convey emotions through writing. When students feel comfortable and appreciated during the learning process, they become more capable of developing ideas and more confident in writing. Conversely, learning environments that overemphasize grammatical errors and the final writing product may discourage students from experimenting with language, thereby limiting their creativity.

Furthermore, the humanistic approach plays an important role in improving the quality of teacher-student interaction in writing instruction. Within this approach, teachers



function not only as evaluators who assess the correctness of students' writing, but also as facilitators, motivators, and learning companions who support students throughout the writing process. Teachers provide emotional support, appreciate students' ideas, and create a safe and comfortable learning atmosphere so that students do not feel afraid of making mistakes when writing in English. This condition is particularly important because many EFL students experience writing anxiety and low self-confidence when asked to write in a foreign language. As a result, students often become passive, afraid of making mistakes, and unable to develop ideas effectively in their writing.

Through a humanistic approach, students are given opportunities to express their thoughts, feelings, experiences, and opinions more freely without excessive pressure. When students feel appreciated and accepted throughout the learning process, they become more willing to communicate ideas and personal experiences through writing. Consequently, writing instruction is not solely oriented toward grammatical and vocabulary accuracy, but also toward developing students' confidence, creativity, and ability to use language as a means of communication. This is consistent with the principles of humanistic learning, which view learners as individuals with unique potentials, experiences, and emotional needs that should be addressed in the learning process.

The humanistic approach also contributes to creating more meaningful learning experiences in writing instruction. Learning becomes more relevant because students are given opportunities to connect writing topics with their personal experiences, social environments, and everyday realities. In narrative writing instruction, this condition enables students to write based on real experiences, imaginative stories, and life values they understand. As a result, students not only learn how to construct narrative text structures, but also learn how to reflect on experiences, express emotions, and develop creativity through writing. Such learning conditions encourage students to become more emotionally and intellectually engaged in the writing process.

Recent studies indicate that humanistic approaches can enhance students' motivation and engagement in English language learning. Amini (2025) explains that humanistic learning helps establish positive relationships between teachers and students, making students feel more comfortable, confident, and active during the learning process. This approach also encourages students to express opinions more confidently, participate actively in discussions, and express themselves through language activities.

In addition to supporting individual development, the humanistic approach also strengthens collaborative learning processes in writing instruction. Students who feel emotionally comfortable tend to be more open to discussion, idea exchange, peer feedback, and collaboration with classmates throughout the writing process. In collaborative activities, students learn not only from teachers, but also from their peers' experiences and perspectives. This condition helps students develop critical thinking, communication abilities, and social skills that are essential in 21st-century learning.

In narrative writing instruction, the implementation of collaborative learning allows students to work together in developing story ideas, organizing plots, correcting writing errors, and providing feedback on peers' writing. Such processes make students more active and engaged compared to conventional teacher-centered instruction. Haghnia, Karimi, and

Marzban (2024) found that collaborative activities positively influence students' language development because students can construct shared understanding through interaction and teamwork within groups.

Therefore, a humanistic approach not only helps improve students' writing abilities individually, but also creates learning experiences that are more collaborative, communicative, participatory, and meaningful. Learning that pays attention to students' emotional needs while providing opportunities for interaction and collaboration among students can help learners become more confident, creative, and active in the process of writing English narrative texts. Therefore, a humanistic approach through group investigation is considered a relevant alternative for supporting the development of narrative writing instruction at the junior high school level within the EFL context.

Based on these considerations, it is necessary to conduct a study that comprehensively analyzes the needs of narrative writing instruction oriented toward humanistic and collaborative learning in junior high school English classrooms. This study is important to provide a clear understanding of students' and teachers' needs in writing instruction so that it can serve as the foundation for developing learning models that are more relevant, interactive, humanistic, and suitable for the characteristics of junior high school students. Therefore, this study is entitled "*A Needs Analysis of Humanistic and Collaborative Learning-Oriented Narrative Writing Instruction in Junior High School English Classes.*".

METHOD

Research Design

This study employed a mixed-methods approach (McKim, 2017) to comprehensively investigate students' and teachers' needs regarding humanistic and collaborative learning-oriented narrative writing instruction in junior high school English classes. By integrating quantitative and qualitative data, the study aimed to obtain a holistic understanding of the instructional needs, challenges, and expectations associated with narrative writing learning.

Specifically, a sequential explanatory design (Creswell et al., 2003) was adopted. The study began with the collection and analysis of quantitative data through a needs analysis questionnaire administered to junior high school students. The questionnaire was designed to identify students' perceptions, learning preferences, difficulties in narrative writing, collaborative learning experiences, and expectations toward humanistic and collaborative writing instruction.

Following the quantitative phase, qualitative data were collected through semi-structured interviews with English teachers. The interviews were conducted to gain deeper insights into the quantitative findings and to explore teachers' perspectives on students' narrative writing difficulties, the implementation of collaborative learning activities, the integration of humanistic values in English language teaching, and the challenges encountered in teaching narrative writing.

The integration of quantitative and qualitative findings enabled the researchers to obtain a comprehensive needs profile that would serve as the foundation for developing a humanistic and collaborative learning-oriented narrative writing instructional model for junior high school students. The research design is illustrated in Figure 1.

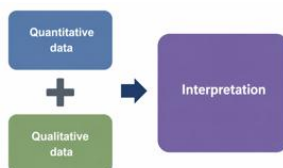


Figure 1: Sequential Explanatory Design

Research Participants

The participants of this study consisted of 150 students from junior high schools (SMP) and Islamic junior high schools (Madrasah Tsanawiyah/MTs) located in Bekasi and Depok, Indonesia. The students participated in the quantitative phase by completing a needs analysis questionnaire designed to identify their needs, preferences, challenges, and expectations regarding humanistic and collaborative learning-oriented narrative writing instruction.

For the qualitative phase, eight English teachers were selected using purposive sampling (Sugiyono, 2018). The selection criteria required participants to have a minimum of three years of English teaching experience at the junior secondary level. This criterion was established to ensure that the participants possessed sufficient professional experience and understanding of students' narrative writing learning needs. The teachers were interviewed to explore their perspectives on narrative writing instruction, students' learning difficulties, the implementation of collaborative learning, and the integration of humanistic values in English language teaching.

The combination of student and teacher participants enabled the researchers to obtain comprehensive information regarding the needs of narrative writing instruction from both learner and teacher perspectives.

Data Collection Techniques and Instruments

Quantitative data were collected using a needs analysis questionnaire administered to junior high school and Madrasah Tsanawiyah students. The questionnaire was adapted from previous needs analysis studies and developed based on the principles of humanistic learning, collaborative learning, and narrative writing instruction (Budiarto et al., 2021; Zhou, 2021). The instrument was designed to identify students' learning needs, preferences, difficulties, learning experiences, and expectations regarding humanistic and collaborative learning-oriented narrative writing instruction.

Qualitative data were collected through semi-structured interviews with English teachers. The interview protocol was adapted from previous studies and modified to explore teachers' perspectives on narrative writing instruction, students' writing difficulties, the implementation of collaborative learning activities, and the integration of humanistic values in English language teaching (Ariusnita & Bayu, 2023).

To ensure content validity, both the questionnaire and interview guide were reviewed and validated by expert in English Language Teaching and Educational Research. The

validation process focused on the relevance, clarity, and appropriateness of the instrument items in relation to the objectives of the study (Utama et al., 2020).

The questionnaire consisted of several dimensions, including students' difficulties in narrative writing, motivation in English writing, humanistic learning needs, collaborative learning needs, preferences for narrative writing activities, instructional media preferences, and expectations toward narrative writing instruction. The interview guide covered themes related to current narrative writing practices, students' learning needs, challenges in teaching narrative writing, and teachers' expectations regarding an innovative instructional model. The detailed questionnaire and interview indicators are presented in Tables 1 and 2.

Table 1. Grid for Interview Guidelines with Teachers

No	Aspect	Indicator	Item
1	Narrative Writing Instruction	Current practices in teaching narrative writing	2
		Students' difficulties in narrative writing	2
		Assessment of narrative writing	1
2	Humanistic Learning	Teacher understanding of humanistic learning principles	2
		Integration of humanistic values in English classes	2
		Strategies to promote students' motivation and self-expression	1
3	Collaborative Learning	Implementation of collaborative learning activities	2
		Use of Group Investigation and peer collaboration	2
4	Student Learning Needs	Students' needs in narrative writing instruction	2
		Students' motivation and engagement	1
5	Teacher Needs and Challenges	Challenges in teaching narrative writing	2
		Needs for instructional models, training, and teaching resources	2
		Expectations toward an innovative instructional model	1

Table 2. Student Needs Analysis Questionnaire Grid

No	Aspect	Indicator	Item
1	Narrative Difficulties	Generating ideas, organizing stories, grammar, vocabulary, and writing mechanics	6
2	Motivation in Narrative Writing	Interest, confidence, and engagement in narrative writing activities	5
3	Humanistic Learning Needs	Self-expression, respect, teacher support, empathy, and learning autonomy	6
4	Collaborative Learning Needs	Group work, peer interaction, discussion, cooperation, and peer feedback	6

5	Narrative Writing Activities	Preferences for individual, pair, and group writing activities	4
6	Learning Media and Technology	Use of digital media, videos, pictures, and online learning platforms	4
7	Expectations toward Narrative Writing Instruction	Expectations regarding teaching methods, learning environment, and instructional support	4

Data Analysis Techniques

The collected data were analyzed using methods appropriate to the nature of the data. Quantitative data obtained from the needs analysis questionnaire were analyzed using descriptive statistics, including frequencies, percentages, means, and standard deviations, to provide a comprehensive overview of students' needs, preferences, difficulties, and expectations regarding humanistic and collaborative learning-oriented narrative writing instruction (Mahvelati, 2021).

Meanwhile, qualitative data obtained from semi-structured interviews with English teachers were analyzed using the interactive model proposed by Miles and Huberman (Miles et al., 2016). The analysis involved four stages: data collection, data reduction, data display, and conclusion drawing/verification. This process enabled the researchers to identify recurring themes and patterns related to narrative writing instruction, humanistic learning practices, collaborative learning implementation, and instructional needs.

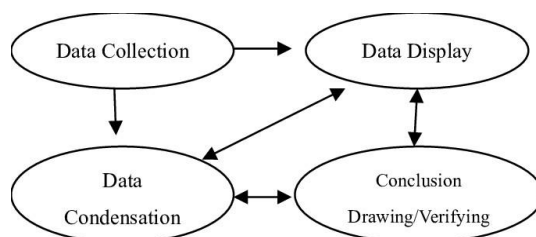


Figure 2 Interactive Data Analysis Model (Miles & Huberman, 2018)

The integration of quantitative and qualitative data was conducted to strengthen and complement the findings obtained from both instruments. Quantitative findings provided a general overview of students' needs, whereas qualitative findings offered deeper insights into teachers' perspectives and classroom realities. The research procedure began with the collection of quantitative data through a needs analysis questionnaire administered to 150 junior high school and Madrasah Tsanawiyah students in Bekasi and Depok. Subsequently, qualitative data were collected through semi-structured interviews with eight English teachers who met the predetermined selection criteria.

The results of both quantitative and qualitative analyses were integrated during the interpretation stage to develop a comprehensive needs profile. This profile served as the foundation for identifying the instructional needs of students and teachers and for providing recommendations for the development of a humanistic and collaborative learning-oriented narrative writing instructional model for junior high school English classes.

RESULTS AND DISCUSSION

Results

English Teachers' Needs for Humanistic and Collaborative Learning-Oriented Narrative Writing Instruction

To identify teachers' needs regarding narrative writing instruction, semi-structured interviews were conducted with eight English teachers from junior high schools (SMP) and Madrasah Tsanawiyah (MTs) in Bekasi and Depok. The interviews explored teachers' experiences in teaching narrative writing, students' learning difficulties, the implementation of collaborative learning activities, the integration of humanistic values, and expectations toward an innovative instructional model.

The interview findings revealed that most teachers experienced difficulties in facilitating narrative writing instruction. Although narrative texts are included in the junior secondary English curriculum, many students still struggle to generate ideas, organize story structures, use appropriate grammar, and develop sufficient vocabulary for writing activities.

Several teachers reported that students often lacked confidence in expressing their ideas in written form. Consequently, teachers emphasized the importance of creating a supportive learning environment that encourages self-expression, active participation, and respect for individual differences. These characteristics reflect the principles of humanistic learning.

Regarding collaborative learning, teachers acknowledged that group discussions and peer collaboration had been implemented in their classrooms. However, these activities were often conducted informally and lacked a structured instructional framework. Teachers believed that collaborative learning could improve students' motivation, engagement, and writing performance when supported by clear procedures and meaningful tasks.

The interviews also revealed a strong need for an instructional model that integrates humanistic and collaborative learning principles into narrative writing instruction. Teachers expected a model that could facilitate students' active participation, encourage creativity, promote peer interaction, and improve narrative writing achievement.

Overall, the interview findings indicate that English teachers require a practical instructional model that addresses students' writing difficulties while simultaneously fostering a supportive, student-centered, and collaborative learning environment.



Content Analysis of Teacher Interviews

To identify recurring themes, interview data were analyzed using content analysis. Frequently occurring keywords and concepts were coded and categorized into several themes. The results are presented in Table 3.

Table 3. Content Analysis of Teacher Interviews

No	Code	Description	Example Keywords	Frequency
1	Narrative Writing	Narrative writing instruction and students' writing difficulties	Ideas, story structure, grammar, vocabulary, writing	22
2	Humanistic	Humanistic learning practices	Self-expression, motivation, empathy, confidence, support	18
3	Collaborative	Collaborative learning activities	Group work, discussion, peer feedback, cooperation	17
4	Student Needs	Students' learning needs	Learning needs, engagement, participation	15
5	Teacher Needs	Teachers' professional needs	Training, instructional model, teaching resources	14
6	Challenges	Challenges in narrative writing instruction	Writing difficulties, limited time, diverse abilities	13
7	Learning Media	Learning media and technology	Digital media, videos, online platforms	10
8	Expectation	Expectations toward instructional innovation	Innovative model, active learning, writing improvement	9

Based on Table 3, the most frequently occurring theme in the teacher interviews was narrative writing instruction and students' writing difficulties (22 occurrences). This finding indicates that writing remains a major concern in English language teaching at the junior secondary level. The difficulties most frequently reported by teachers included generating ideas, organizing story structures, using appropriate grammar, and developing sufficient vocabulary.

The themes of humanistic learning (18 occurrences) and collaborative learning (17 occurrences) also appeared with high frequency. These findings suggest that teachers perceive both approaches as essential components in creating more effective and meaningful writing instruction. In addition, students' learning needs (15 occurrences), teachers' professional needs (14 occurrences), and instructional challenges (13 occurrences) were also frequently discussed by the participants.

These findings indicate that teachers require support in the form of an instructional model that integrates humanistic and collaborative learning principles into narrative writing instruction. Such a model is expected to help students overcome writing difficulties, enhance learning motivation, strengthen social interaction, and create a more active and meaningful learning experience.

Overall, the needs analysis findings highlight the urgency of developing a humanistic and collaborative learning-oriented English narrative writing instructional model to address the needs of both teachers and students in junior high schools (SMP) and Madrasah Tsanawiyah (MTs).

Students' Needs for Humanistic and Collaborative Learning-Oriented Narrative Writing Instruction

To identify students' needs regarding narrative writing instruction, a needs analysis questionnaire was administered to 150 students from junior high schools (SMP) and Madrasah Tsanawiyah (MTs) in Bekasi and Depok. The questionnaire explored students' difficulties in narrative writing, writing motivation, humanistic learning needs, collaborative learning needs, learning media preferences, and expectations toward narrative writing instruction.

The findings revealed that students experienced various difficulties in narrative writing. The most frequently reported challenges included generating ideas, organizing narrative structures coherently, using appropriate grammar, and selecting suitable vocabulary. These findings indicate that narrative writing remains one of the most challenging language skills for junior secondary school students.

Regarding learning motivation, most students demonstrated positive attitudes toward narrative writing activities when the learning tasks were designed to be engaging, meaningful, and relevant to their daily experiences. Students also showed higher levels of participation when teachers provided opportunities for creativity and self-expression during writing activities.

The questionnaire results further revealed a strong need for humanistic learning practices. Students emphasized the importance of positive teacher feedback, respect for individual differences, opportunities to express ideas freely, and a supportive classroom atmosphere. These findings suggest that students value learning environments that foster personal growth, self-confidence, and emotional support throughout the learning process.

In addition, collaborative learning emerged as an important instructional need. Most students preferred learning activities involving group discussions, collaborative writing tasks, peer interaction, and peer feedback. According to the students, working collaboratively



with classmates helped them generate ideas, solve writing-related problems, and improve the quality of their written work.

The findings also showed that students had strong preferences for the integration of digital media and technology in narrative writing instruction. Videos, pictures, online learning platforms, and other interactive digital resources were perceived as useful in helping students generate ideas, increase learning engagement, and facilitate the writing process.

With regard to instructional expectations, students expressed a preference for learning activities that are interesting, interactive, and relevant to their everyday lives. They also expected learning environments that encourage active participation, creativity, collaboration, and meaningful communication throughout the learning process.

Overall, the results of the needs analysis indicate that students require narrative writing instruction that not only focuses on the development of writing skills but also integrates humanistic and collaborative learning principles. Such instruction should provide opportunities for self-expression, social interaction, meaningful learning experiences, and the effective use of engaging learning media to support students' narrative writing development.

Integration of Teachers' and Students' Needs

The findings from the student questionnaire were consistent with the interview results obtained from English teachers. Both teachers and students emphasized the importance of creating a supportive learning environment, increasing student engagement, promoting collaboration, and addressing students' difficulties in narrative writing.

Teachers identified that students still experienced difficulties in generating ideas, organizing narrative structures, and using appropriate grammar in writing. These findings were consistent with the questionnaire results, which revealed various barriers encountered by students during the narrative writing process. Furthermore, both groups highlighted the importance of instructional strategies that promote creativity, learning motivation, and peer interaction.

Moreover, teachers expressed the need for a practical instructional model that integrates humanistic and collaborative learning principles into narrative writing instruction. Similarly, students expected learning activities that are interactive, engaging, and supportive of both their personal and academic development.

These findings suggest that the development of a Humanistic and Collaborative Learning-Oriented Narrative Writing Instructional Model is urgently needed to address the needs of both teachers and students in junior high school English classes. Such a model is expected not only to improve students' narrative writing skills but also to foster self-confidence, collaboration, creativity, and more meaningful learning experiences.

Table 4. Summary of Students' Needs Analysis Findings and Instructional Implications

Aspect	Main Findings	Instructional Implications
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Narrative Writing Difficulties	Students experience difficulties in generating ideas, organizing narrative structures, using appropriate grammar, and selecting suitable vocabulary when writing narrative texts.	Narrative writing instruction should provide scaffolding, guided writing activities, vocabulary enrichment, and grammar support to help students overcome writing difficulties.
Writing Motivation	Students demonstrate higher motivation when learning activities are engaging, enjoyable, meaningful, and related to their daily experiences.	Learning activities should be designed to promote student engagement, creativity, and meaningful learning experiences through authentic writing tasks.
Humanistic Learning Needs	Students need teacher support, positive feedback, opportunities for self-expression, respect for individual differences, and a supportive classroom atmosphere.	Instruction should incorporate humanistic learning principles that foster self-confidence, autonomy, emotional support, and personal growth.
Collaborative Learning Needs	Students prefer group discussions, collaborative writing activities, peer interaction, and peer feedback during the writing process.	Collaborative learning strategies, including Group Investigation, peer collaboration, and cooperative writing tasks, should be integrated into classroom instruction.
Learning Media Preferences	Students show strong preferences for digital media, videos, pictures, online learning platforms, and interactive learning resources.	Technology-enhanced learning resources should be incorporated to facilitate idea generation, increase motivation, and support the writing process.
Expectations toward Instruction	Students expect learning activities that are interactive, creative, collaborative, meaningful, and student-centered.	Instructional design should promote active participation, creativity, collaboration, and meaningful communication while supporting students' narrative writing development.

As presented in Table 4, the findings indicate that students' needs extend beyond the development of linguistic competence in narrative writing. Students also emphasized the importance of motivational, social, and emotional aspects of learning. The results reveal that students require learning environments that support self-expression, encourage collaboration, and provide meaningful learning experiences.

Among the identified needs, narrative writing difficulties emerged as one of the most significant concerns. Students reported challenges related to idea generation, text organization, grammar usage, and vocabulary development. These findings suggest the



necessity of instructional support that enables students to develop both language proficiency and writing competence.

Furthermore, students demonstrated strong preferences for humanistic and collaborative learning practices. They expected teachers to provide encouragement, constructive feedback, and opportunities for active participation. Similarly, students valued collaborative activities that enabled them to exchange ideas, receive peer feedback, and work together to solve writing-related problems.

The findings also highlight the importance of integrating technology into narrative writing instruction. Students perceived digital learning resources as useful tools for increasing engagement and supporting the writing process. Therefore, future instructional models should incorporate digital media alongside humanistic and collaborative learning principles.

Overall, the findings suggest that the development of a Humanistic and Collaborative Learning-Oriented Narrative Writing Instructional Model is necessary to address students' academic, social, and emotional learning needs. Such a model is expected to facilitate narrative writing development while promoting self-confidence, collaboration, creativity, and meaningful learning experiences.

DISCUSSION

The findings of this study reveal that both teachers and students recognize the importance of developing narrative writing instruction that integrates humanistic and collaborative learning principles. The needs analysis demonstrated that students' difficulties in narrative writing extend beyond linguistic issues, encompassing motivational, social, and emotional dimensions. Consequently, effective narrative writing instruction should not only focus on language proficiency but also address students' psychological and interpersonal needs.

One of the major findings of this study is that students continue to experience difficulties in generating ideas, organizing narrative structures, applying appropriate grammatical forms, and selecting suitable vocabulary. These findings are consistent with previous studies indicating that writing is one of the most challenging language skills for English as a Foreign Language (EFL) learners because it requires the integration of cognitive, linguistic, and communicative competencies. Such challenges highlight the need for instructional support that provides scaffolding, guided practice, and meaningful opportunities for language use.

The findings further indicate that students value learning environments that promote self-expression, respect for individual differences, and positive teacher support. These characteristics reflect the principles of humanistic learning, which emphasize the development of the whole person, including emotional well-being, self-confidence, and personal growth. Students' preferences for supportive classroom environments suggest that

humanistic learning practices can play a significant role in enhancing motivation and engagement in narrative writing activities.

Another important finding concerns students' preferences for collaborative learning activities. Most students expressed positive attitudes toward group discussions, collaborative writing tasks, peer interaction, and peer feedback. These findings support the view that learning is a social process in which knowledge is constructed through interaction and collaboration. Collaborative learning enables students to exchange ideas, negotiate meaning, and solve writing-related problems collectively, thereby improving both learning outcomes and social skills.

The interview findings also revealed that teachers perceived collaborative learning as a valuable strategy for increasing student participation and engagement. However, teachers reported the need for a more systematic instructional framework to facilitate collaborative narrative writing activities effectively. This finding suggests that collaborative learning should be integrated into instructional design through structured procedures and meaningful learning tasks. The use of Group Investigation, for example, may provide opportunities for students to explore ideas, work cooperatively, and construct narrative texts through inquiry-based activities.

The study additionally highlights the importance of integrating digital media and technology into narrative writing instruction. Students demonstrated strong preferences for videos, pictures, online platforms, and interactive digital resources. These findings are consistent with contemporary educational perspectives emphasizing the role of technology in increasing engagement, supporting creativity, and facilitating access to learning resources. Therefore, instructional models designed for narrative writing should incorporate technology-enhanced learning experiences that support both individual and collaborative learning processes.

The consistency between teachers' and students' perspectives strengthens the validity of the identified needs. Both groups emphasized the importance of supportive learning environments, active participation, collaboration, and meaningful learning experiences. Furthermore, both teachers and students acknowledged the need for instructional innovations that can address students' writing difficulties while simultaneously promoting motivation, creativity, and social interaction.

Based on these findings, the development of a Humanistic and Collaborative Learning-Oriented Narrative Writing Instructional Model appears highly relevant to the needs of junior high school English classes. Such a model should integrate humanistic learning principles, collaborative learning strategies, meaningful writing activities, and technology-enhanced resources to create a comprehensive learning environment that supports students' academic, social, and emotional development.

Although this study provides valuable insights into teachers' and students' needs, several limitations should be acknowledged. The study focused only on teachers and students from selected junior high schools and Madrasah Tsanawiyah in Bekasi and Depok. Perspectives from school administrators, parents, and curriculum developers were not included. Future studies may expand the participant groups and examine the effectiveness of



the proposed instructional model through classroom implementation and experimental evaluation.

CONCLUSION

Through a range of activities conducted in this study, it has been demonstrated that narrative writing instruction in junior high school English classrooms continues to face substantial challenges that extend beyond linguistic competence. The findings reveal that students experience difficulties in generating ideas, organizing narrative structures, applying grammatical rules appropriately, and developing sufficient vocabulary to express their thoughts effectively. These challenges indicate that writing instruction should not be viewed solely as a process of developing language accuracy but also as a process that involves cognitive, social, emotional, and motivational dimensions. Consequently, effective narrative writing instruction requires learning experiences that support students' academic development while simultaneously fostering their confidence, creativity, engagement, and willingness to communicate through writing.

The study further reveals that students expect learning environments that are supportive, meaningful, and interactive. They value opportunities for self-expression, constructive feedback, collaboration with peers, and the use of digital learning resources that facilitate the writing process. Such findings suggest that students perceive writing not merely as an academic task but also as a medium for communication, creativity, and personal growth. These expectations are closely aligned with the principles of humanistic learning, which emphasize respect for learners' individuality, emotional well-being, autonomy, and personal development throughout the learning process.

From the teachers' perspective, the findings indicate that collaborative learning practices have been implemented in English classrooms; however, they are often conducted without a structured pedagogical framework. Teachers acknowledged the benefits of collaboration in enhancing student participation, motivation, and writing performance, yet they also expressed the need for practical instructional guidance that can systematically integrate collaborative activities into narrative writing instruction. Furthermore, teachers emphasized the importance of creating a learning atmosphere that encourages self-expression, mutual respect, active participation, and meaningful interaction among learners. These findings highlight the need for instructional innovation that combines humanistic and collaborative learning principles within a coherent instructional framework.

The convergence of perspectives from both teachers and students strengthens the validity of the identified instructional needs. Both groups emphasized the importance of student-centered learning, meaningful communication, collaborative interaction, creativity, and emotional support throughout the writing process. Therefore, the findings suggest that current narrative writing instruction has not yet fully accommodated learners' academic, social, and emotional needs. As a result, the development of a Humanistic and Collaborative Learning-Oriented Narrative Writing Instructional Model is considered highly relevant and

necessary to bridge the gap between existing instructional practices and the learning conditions required to support students' holistic development.

Academically, this study contributes to the growing body of knowledge in English Language Teaching, particularly in the field of narrative writing instruction within EFL contexts. The findings provide empirical evidence that students' writing difficulties are multidimensional and cannot be addressed solely through traditional grammar- and product-oriented approaches. The study supports the integration of humanistic learning theory and collaborative learning theory as complementary frameworks for developing more meaningful writing instruction. Furthermore, the findings provide a needs-based foundation for future research focusing on instructional model development, validation, implementation, and effectiveness testing. The study also reinforces the importance of conducting comprehensive needs analyses that involve both teachers and students as primary stakeholders in instructional development.

Practically, the findings have important implications for teachers, curriculum developers, and educational institutions. English teachers are encouraged to shift from teacher-centered and product-oriented instruction toward learning experiences that actively engage students throughout the writing process. Learning activities should provide opportunities for brainstorming, collaborative writing, peer feedback, reflection, and self-expression. Teachers should also create supportive classroom environments that foster confidence, autonomy, and active participation. Curriculum developers are encouraged to integrate humanistic and collaborative learning principles into instructional materials, learning activities, and assessment practices while incorporating technology-enhanced resources that support interaction and engagement. In addition, educational institutions should provide professional development opportunities that equip teachers with the knowledge and skills necessary to implement innovative writing instruction effectively. Through these efforts, narrative writing instruction can become more meaningful, engaging, collaborative, and responsive to the needs of twenty-first-century learners while promoting students' linguistic competence, creativity, self-confidence, and social development.

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