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A Descriptive Needs Analysis of Poetry-Writing Teaching Materials for Grade X Vocational High School Students

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ABSTRACT

Poetry writing is an important component of Indonesian language learning because it enables students to express ideas, experiences, emotions, imagination, and creativity through written language. However, poetry-writing instruction requires appropriate instructional support, particularly to help students generate ideas, select diction, organize poems, and apply figurative language. This study aimed to analyze the needs for poetry-writing teaching materials for Grade X vocational high school students. A descriptive needs analysis examined four aspects: lesson planning, lesson implementation, students' learning difficulties, and teachers' efforts and expectations. Data were collected using a questionnaire administered to Indonesian language teachers at the participating schools, and the responses were analyzed descriptively using percentages for each aspect. The results showed that teachers required instructional support across all four aspects, with the strongest needs related to students' learning difficulties and teachers' efforts and expectations. The findings indicate that prospective materials should provide structured guidance throughout the poetry-writing process, including poetry examples, contextual stimuli, guided exercises, diction and figurative-language activities, varied learning activities, and opportunities for revision and reflection. These findings provide an empirical basis for developing poetry-writing teaching materials that correspond to the instructional needs of Grade X vocational high school students.

1. Introduction

Writing skills are an important component of Indonesian language learning because writing enables students to organize, develop, and communicate ideas in written form. In literary learning, writing skills can be developed through poetry writing, which provides opportunities to express experiences, emotions, imagination, and

ideas creatively. Poetry writing requires students to select appropriate diction, develop imagery, use figurative language, organize ideas, and construct meaningful poetic texts. Therefore, poetry-writing instruction requires not only an understanding of literary elements but also systematic instructional support throughout the writing process.

Various studies have examined instructional approaches for improving students' poetry-writing skills. Jayanti, (2024) examined outdoor learning, and Windari et al., (2024) examined Problem Based Learning. Rahmawati et al., (2025) examined the ARIAS learning model in a vocational high school, and Nurafifah et al., (2025) examined the Writing in the Here and Now strategy in Grade X. These studies demonstrate that poetry writing can be supported through active, experiential, and problem-oriented learning activities. However, the use of a particular learning approach does not by itself indicate what instructional materials are required in a specific classroom. Materials need to translate learning activities into concrete guidance that teachers and students can use during the writing process. Pramesthi & Sunanda, (2026) found that the application of Discovery Learning could increase students' engagement, motivation, independence, and confidence in poetry writing, indicating the importance of learning activities that actively involve students in the process of developing and expressing ideas.

Students may nevertheless experience difficulties when writing poetry. Pratila & Trianto, (2023) examined problems experienced by Grade X students in writing poetry. These studies indicate the importance of identifying students' difficulties and providing structured instructional support. Specific learning activities have also been investigated. Khoiriyah, (2023) examined a word-chain game, Puspitasari et al., (2024) examined the Sugima suggestion-imagination method, and Ayaturrahman & Karkono, (2024) examined a diction-based spider-web method supported by Canva e-LKPD. Together, these studies show the relevance of activities that stimulate ideas, imagination, vocabulary, and diction.

Poetry writing is also closely related to creativity and self-expression. Mardiningrum & Adriyanti, (2023) examined poetry through students' self-expression and the creative process. Kusmana et al., (2025) developed creative process-based digital teaching materials, while Sihombing et al., (2026) developed poetry-writing teaching materials using gamification media and found that students still faced difficulties in selecting appropriate diction, creating imagery, and expressing ideas creatively, highlighting the need for instructional materials that provide appropriate and engaging support for the poetry-writing process. These studies demonstrate the potential of creative, digital, and interactive features in poetry-writing instruction. Nevertheless, such features need to be selected according to the learning conditions and the instructional problems identified in the target classroom rather than included merely for technological appeal. The development of teaching materials is another important consideration. Akhyaruddin et al., (2025) developed speaking teaching materials based on language politeness, illustrating the importance of instructional needs and learner characteristics in material development. Sahir et al., (2025) demonstrated that teaching-material development should involve needs analysis and contextual learning activities,

including writing guidelines, text examples, student activities, and formative assessment, to produce materials that are relevant to learners' instructional needs.

Needs analysis should precede material development. Sari et al., (2020) conducted needs analysis for teaching-material development in a vocational education context. Similarly, Sugiarsih et al., (2026) showed that needs analysis can identify instructional problems, teacher difficulties, and limitations of existing learning materials, thereby providing an empirical basis for developing more structured and applicable instructional support. Digital presentation has also been explored: Yusra, (2022) developed poetry materials based on 3D Flipbook multimedia, and (Kristianti et al., 2025) developed Grade X poetry-writing materials based on Content and Language Integrated Learning (CLIL). (Risky Ardhana et al., 2025) developed an artificial-intelligence-based teaching module for poetry-writing instruction in Grade X, while Syamsi et al., (2024) developed culture-based Indonesian language teaching materials for academic purposes. These studies indicate that contextual and cultural elements can provide meaningful stimuli for language and literary learning.

Students' diverse needs should also be considered. Sanjaya et al., (2025) examined differentiated learning strategies in modern Balinese poetry instruction at the senior high school level. This provides a basis for considering different levels of guidance and learning opportunities in poetry-writing materials. Although these studies provide relevant references, they differ in educational level, instructional approach, media, and learning context. Therefore, their findings cannot simply be transferred to every educational setting without considering the actual needs of the target context.

Although previous studies have examined various strategies, learning models, media, and teaching materials for poetry writing, these studies have generally focused on improving students' writing performance or developing particular instructional products. For example, poetry-writing instruction has been supported through active learning models, creative activities, and technology-based teaching materials. However, there is still limited research that specifically conducts a needs analysis to map teachers' instructional needs and the difficulties encountered by students in Grade X vocational high schools before teaching materials are developed. This distinction is important because vocational high schools have particular learning characteristics and contexts that may require instructional materials to be practical, relevant, and responsive to students' educational backgrounds. Therefore, teaching materials developed for general secondary education cannot necessarily be applied directly to vocational high school students without considering their actual instructional needs.

Needs analysis is therefore positioned in this study as an empirical and diagnostic stage preceding the development of poetry-writing teaching materials. Rather than assuming the characteristics of appropriate materials from previous instructional models, this study identifies the conditions of lesson planning and implementation, the difficulties reported by teachers in guiding students, and teachers' efforts and expectations. The findings are expected to provide an empirical basis for

determining the content, activities, examples, guidance, and learning support that should be incorporated into poetry-writing teaching materials for Grade X vocational high school students.

In particular, teaching-material development should be preceded by information about actual classroom conditions. Wigati & Pujiawati, (2026) emphasized the importance of needs analysis in identifying gaps between learners' existing abilities and the practical demands of their learning context, suggesting that instructional design should be based on specific needs rather than on general instructional assumptions. This is especially relevant in vocational high schools, where instructional materials need to be functional, practical, and responsive to classroom conditions.

Therefore, the objective of this study was to analyze the needs for poetry-writing teaching materials for Grade X vocational high school students by examining lesson planning and implementation, students' learning difficulties, and teachers' efforts and expectations regarding the teaching materials required. The findings are expected to provide an empirical basis for determining the characteristics and components of appropriate poetry-writing teaching materials.

2. Methodology

Instrument and Participants

This study employed a descriptive needs-analysis approach to identify the instructional needs for developing poetry-writing teaching materials for Grade X vocational high school students. The study was conducted using a questionnaire administered to 12 Indonesian language teachers from vocational high schools in Sleman Regency, Yogyakarta, on April 14, 2026. The participants were selected using purposive sampling based on their relevance to the research context. The inclusion criteria were Indonesian language teachers who were teaching at the participating vocational high schools, had experience teaching Indonesian language and writing, and were directly involved in poetry-writing instruction or familiar with the learning conditions of Grade X students. The teachers were selected because they were considered able to provide relevant information about lesson planning, classroom implementation, students' difficulties in poetry writing, and the instructional support needed during the writing process. The participating teachers represented ten vocational high schools in Sleman Regency.

The questionnaire was developed based on the instructional aspects relevant to poetry-writing learning and was organized into four aspects: lesson planning, lesson implementation, learning difficulties, and teachers' efforts and expectations. Each aspect consisted of five statements, resulting in 20 statements in total. The first aspect addressed the clarity of learning objectives, appropriateness of learning materials, provision of poetry examples, systematic learning steps, and clarity of instructions. The second aspect addressed teacher guidance, active and engaging learning, student involvement, opportunities for independent idea development, and self-expression. The third aspect addressed difficulties in guiding students to find

ideas, select appropriate diction, use figurative language, organize poems coherently, and manage instructional time. The fourth aspect addressed teachers' efforts and expectations concerning creative learning activities, poetry examples, intensive guidance, varied learning methods, and improvement of students' poetry-writing abilities.

Data Collection

The questionnaire used a five-point Likert scale consisting of strongly agree, agree, less agree, disagree, and strongly disagree, scored from 5 to 1, respectively. The questionnaire was administered to the selected teachers to obtain information about the actual conditions and instructional needs of poetry-writing learning. The data were then analyzed descriptively using percentage calculations. Before being administered, the questionnaire was reviewed through expert judgment to examine the relevance and clarity of the items in relation to the research objectives and the characteristics of poetry-writing instruction.

Data Analysis

The questionnaire data were analyzed descriptively by calculating the percentage of responses for each indicator and aspect. The analysis results were used to identify the instructional conditions, difficulties, and teachers' expectations that should be addressed through the development of poetry-writing teaching materials. The participating schools included SMKN 1 Depok, SMK Nasional Berbah, SMK Diponegoro Depok Sleman, SMK YPKK 1 Sleman, SMKN 1 Tempel, SMK Muhammadiyah 1 Turi, SMK Muhammadiyah Cangkringan, SMKN 1 Godean, SMK PI 1 Ambarukmo Sleman, and SMK Yapemda 1.

3. Results and Discussion

The needs analysis identified four aspects that describe the current conditions and instructional requirements of poetry-writing instruction: lesson planning, lesson implementation, learning difficulties, and teachers' efforts and expectations. The data were collected from 12 Indonesian language teachers from ten vocational high schools in Sleman Regency, Yogyakarta. The questionnaire was administered to the selected teachers on April 14, 2026. Each teacher completed the 20-item questionnaire based on their experience in planning and implementing poetry-writing instruction and their observations of students' difficulties during the writing process.

The completed responses were compiled and analyzed descriptively by calculating the percentage for each questionnaire item and the average percentage for each aspect. The results were then interpreted to identify the instructional needs that should be considered in the development of poetry-writing teaching materials for Grade X vocational high school students. The questionnaire used in this study consisted of 20 statements organized into four aspects of poetry-writing instruction: lesson planning, lesson implementation, learning difficulties, and teachers' efforts and expectations. The statements used to identify teachers' perceptions of the

conditions and instructional needs in poetry-writing learning are presented in Table 1.

Table 1. Questionnaire Statements for Teachers' Needs Analysis

No.	Questionnaire Statement	Aspect
1	The teacher formulates clear learning objectives for poetry writing before the learning activity is conducted.	Lesson planning
2	The poetry-writing learning materials presented are appropriate to students' abilities.	Lesson planning
3	The teacher prepares poetry examples as teaching materials.	Lesson planning
4	The teacher arranges poetry-writing learning steps systematically.	Lesson planning
5	The teacher prepares clear instructions or guidance before students write poetry.	Lesson planning
6	The teacher guides students throughout the poetry-writing process.	Lesson implementation
7	The teacher conducts poetry-writing learning activities actively and engagingly.	Lesson implementation
8	The teacher actively involves students in poetry-writing activities in the classroom.	Lesson implementation
9	The teacher provides opportunities for students to develop ideas independently.	Lesson implementation
10	Poetry-writing instruction helps students express their feelings.	Lesson implementation
11	The teacher experiences difficulties in guiding students to find ideas when writing poetry.	Learning difficulties
12	The teacher experiences difficulties in guiding students to select appropriate diction when writing poetry.	Learning difficulties
13	The teacher experiences difficulties in teaching the use of figurative language in poetry.	Learning difficulties
14	The teacher experiences difficulties in guiding students to organize poems coherently and cohesively.	Learning difficulties
15	The allocated time for poetry-writing instruction is insufficient.	Learning difficulties
16	The teacher makes efforts to make poetry-writing learning more interesting and creative.	Teachers' efforts and expectations
17	The teacher provides more poetry examples to improve students' understanding.	Teachers' efforts and expectations
18	The teacher provides intensive guidance to students in writing poetry.	Teachers' efforts and expectations
19	The teacher uses varied learning methods in poetry-writing instruction.	Teachers' efforts and expectations
20	The teacher makes efforts to improve students' poetry-writing abilities.	Teachers' efforts and expectations

The responses to the 20 questionnaire statements were analyzed descriptively to identify teachers' perceptions of poetry-writing instruction and the instructional needs that should be addressed. The percentage for each statement was calculated based on the responses using the five-point Likert scale. The results were then grouped according to the four aspects of the questionnaire to provide an overall description of lesson planning, lesson implementation, learning difficulties, and

teachers' efforts and expectations. The results of the questionnaire analysis are presented in Table 2.

Table 2. Needs Analysis of Poetry-Writing Instruction

Aspect	Percentage (%)	Interpretation
Lesson planning	74.33	Needs development
Lesson implementation	71.67	Needs development
Learning difficulties	81.67	Relatively high difficulties
Teachers' efforts and expectations	86.33	High need for development

The results show that the four aspects are related to the need for stronger instructional support. The lower percentages in lesson planning and implementation do not indicate that poetry-writing instruction is absent; rather, they suggest that existing instructional practices have not fully provided systematic support for students during the writing process. In contrast, the higher percentages for learning difficulties and teachers' efforts and expectations indicate that the need becomes more apparent when teachers have to assist students in overcoming writing problems and seek ways to improve instruction. Thus, the findings suggest that the main issue is not simply whether poetry writing is taught, but whether teachers have adequate instructional support to guide students from preparing ideas to producing and improving a poem.

The planning aspect reached 74.33%. At the indicator level, teachers reported that formulating learning objectives reached 78.33%, preparing materials according to students' abilities reached 75.00%, preparing poetry examples reached 71.67%, arranging systematic learning steps reached 76.67%, and providing clear instructions before writing reached 70.00%. These findings indicate that planning is already present, but several components still require stronger support, particularly examples and explicit instructions. Poetry writing is an open-ended activity, so students may not immediately know how to transform an idea or experience into a poetic text. When learning materials provide only general explanations, teachers may need to formulate additional examples and instructions themselves. This explains why the prospective teaching materials should not merely contain definitions of poetry and its elements. They should provide clear learning objectives, examples of poems, sequential instructions, and guided activities that can be used directly during the writing process.

The implementation aspect reached 71.67%, with responses indicating that teacher guidance during writing reached 73.33%, active and interesting learning reached 68.33%, student involvement reached 71.67%, opportunities for independent idea development reached 75.00%, and the contribution of poetry writing to students' self-expression reached 70.00%. The relatively lower result for active and interesting learning is particularly important because poetry writing requires students to generate ideas and make individual linguistic choices. If classroom activities rely heavily on teacher explanation and conventional assignments, students may have limited opportunities to explore experiences, words, images, and personal responses before writing. Therefore, the teaching materials should provide

activities that gradually move students from receiving information to actively responding to texts, exploring ideas, selecting words, and producing their own poems. Such a sequence can also reduce the amount of additional preparation required from teachers.

The most prominent instructional problems were found in the learning-difficulties aspect, which reached 81.67%. The highest difficulty concerned guiding students to select appropriate diction (85.00%), followed by organizing poems coherently (83.33%), finding ideas (81.67%), managing limited instructional time (80.00%), and teaching figurative language (78.33%). These results indicate that students' difficulties are distributed across several stages of the writing process rather than being limited to the final production of a poem. Difficulty finding ideas occurs at the beginning of writing, difficulty selecting diction and applying figurative language occurs during the development of poetic expression, while difficulty organizing the poem concerns the arrangement of ideas into a coherent text. Consequently, materials that provide only a final writing assignment would not adequately address the problems identified by teachers.

The findings have a direct implication for the organization of the prospective teaching materials. Students need support before, during, and after drafting. At the pre-writing stage, the materials should provide contextual stimuli and activities that help students generate ideas. During drafting, students should receive guided activities for exploring and selecting diction and applying figurative language in meaningful contexts. Students also need guidance for organizing their ideas into a complete poem. Finally, opportunities for reviewing and revising the draft are needed so that students can improve their diction, organization, and expression. This structure transforms the teaching material from a collection of information into a form of instructional scaffolding that supports the actual process of writing.

The learning difficulties identified in this study indicate that students need support at different stages of the poetry-writing process. The difficulty in finding ideas, reported at 81.67%, suggests the need for contextual stimuli, brainstorming activities, and guided prompts, while the difficulty in selecting appropriate diction, which reached 85.00%, indicates the need for model poems and word-selection exercises that guide students in developing appropriate poetic expression. The difficulty in teaching figurative language (78.33%) and organizing poems coherently (83.33%) further suggests the need for contextual examples, practice activities, and step-by-step guidance in arranging ideas, lines, and stanzas.

The high result for teachers' efforts and expectations, 86.33%, further strengthens this implication. Teachers reported efforts to improve students' poetry-writing ability at 90.00%, efforts to make learning more interesting and creative at 88.33%, the need for intensive guidance at 86.67%, the need for more poetry examples at 85.00%, and the need for varied learning methods at 81.67%. The pattern suggests that teachers are not simply asking for additional teaching resources; they need materials that can help them respond to specific classroom difficulties. The highest response, concerning efforts to improve students' writing ability, indicates the importance of practical instructional support. Meanwhile, the need for intensive

guidance corresponds directly with the difficulties identified in finding ideas, selecting diction, organizing poems, and teaching figurative language.

The relationship between these findings is important for determining the characteristics of the teaching materials. The learning-difficulty results identify the problems that students encounter, while the teachers' efforts and expectations indicate the type of support teachers consider necessary. For example, the 85.00% difficulty in guiding diction is connected with the 85.00% need for more poetry examples. This suggests that examples can function not only as models of finished poems but also as learning resources through which students examine word choice and poetic expression. Similarly, the difficulty in finding ideas can be addressed through contextual stimuli and preparatory activities rather than requiring students to immediately produce a complete poem. The need for intensive guidance also indicates that each writing stage should contain explicit instructions and manageable exercises.

The findings also have implications for the variety of learning activities. The 81.67% need for varied methods shows that teachers require alternatives to routine writing assignments. However, variation should remain connected to the writing objective. Activities should therefore be selected according to their function in the writing process, such as stimulating ideas, responding to a text, exploring diction, identifying figurative language, drafting, revising, and reflecting. In this way, variation does not become an additional feature without instructional purpose; instead, it helps students experience different ways of developing and expressing ideas.

The needs analysis also provides a basis for incorporating examples, contextual stimuli, and differentiated guidance into the prospective materials. The data show that teachers already provide examples and opportunities for students to develop ideas, but these practices still require further support. Therefore, the materials can provide several examples of poetry accompanied by activities that direct students to identify relevant features and use them as a basis for their own writing. Different levels of guidance can also be provided so that students who experience greater difficulty can follow more structured prompts, while students who are more independent can develop their poems with less support. Such flexibility is consistent with the finding that the material should respond to actual classroom needs rather than merely present standardized content.

The finding regarding diction difficulties is consistent with Sihombing et al., (2026), who identified difficulties in selecting appropriate diction, creating imagery, and expressing ideas in poetry writing. However, the present study extends this discussion by identifying the difficulties from teachers' perspectives across several stages of the writing process and translating those difficulties into specific requirements for teaching materials. The finding concerning the need for active and engaging learning also corresponds with Pramesthi & Sunanda, (2026), who reported that Discovery Learning increased students' engagement, motivation, independence, and confidence in poetry writing. While their study focused on the implementation of a particular learning model, the present study focuses on

identifying the instructional support that should be incorporated into teaching materials before a specific instructional model is selected. This distinction strengthens the position of needs analysis as a preliminary stage of material development.

The present findings also support Sahir et al., (2025), who emphasized the importance of contextual teaching materials containing writing guidance, examples, student activities, and formative assessment. In the present study, the need for poetry examples, guided activities, and intensive teacher support similarly indicates that teaching materials should provide practical assistance throughout the writing process rather than only present theoretical information. The findings are also in line with Sugiarsih et al., (2026), who demonstrated that needs analysis can reveal instructional problems, teacher difficulties, and limitations in existing learning resources and use these findings as a basis for developing a more structured instructional approach. In the present study, the needs analysis similarly identifies specific classroom problems that can be translated into components of poetry-writing teaching materials.

Furthermore, Wigati & Pujiawati, (2026) emphasized that needs analysis can identify gaps between existing learning conditions and the practical demands of a particular educational context. This supports the present study's emphasis on vocational high schools, where teaching materials should be designed according to the actual instructional conditions and needs of Grade X students rather than simply adopting materials developed for other educational contexts.

Overall, the results demonstrate a clear connection between the identified instructional conditions and the characteristics required of the teaching materials. The needs are not limited to additional content about poetry; they concern the entire writing process. The prospective materials should therefore provide systematic scaffolding beginning with idea generation, continuing through diction selection, figurative-language practice, poem organization, and drafting, and ending with revision and reflection. Poetry examples, contextual stimuli, clear instructions, guided exercises, and varied activities should be integrated into these stages. The materials should consequently function as a practical guide that supports both teachers and students during poetry-writing instruction. This interpretation provides a direct empirical basis for the subsequent development of poetry-writing teaching materials for Grade X vocational high school students.

4. Conclusion

This study identified the instructional needs related to poetry-writing teaching materials for Grade X vocational high school students. The findings indicate that teachers require stronger instructional support in planning and implementing poetry-writing activities and in addressing students' difficulties during the writing process. Particular attention is needed for idea generation, diction selection, poem organization, figurative language, and instructional time. Teachers also expect materials that provide intensive guidance, poetry examples, creative activities, and

varied learning methods. Therefore, the prospective teaching materials should provide systematic scaffolding from pre-writing to drafting, revision, and reflection. Contextual stimuli, examples, guided exercises, creative activities, and appropriate digital or interactive features may be incorporated according to the learning context. These findings provide a basis for the subsequent development and validation of poetry-writing teaching materials for Grade X vocational high school students.

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