ALIGNMENT BETWEEN STUDENT LEARNING NEEDS AND CLASSROOM LEARNING MODELS: CASE STUDY

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Abstract

This research aims to identify the learning needs of students at SMP Muhamadiyah 3 Depok and the main concern of researcher is analyze the alignment between student learning needs and the learning model applied by teachers. Knowing students' learning needs and using appropriate learning models in the classroom is very important in supporting students to achieve learning objectives.The method used in this research is case study. The data were collected by interview and observation. The structure interview distributed to six students from two different VIII classes in the 2023/2024 academic year students and two teachers. Data analysis techniques in this study used narrative analysis. The findings of this research shows thatthat students' English language skills are still at A1 or Pre-A1 level and face problems such asregular and irregular verbs, spelling, pronunciation, lack of vocabulary, self-confidence speaking in English, limited learning resources, and lack of motivation in learning English. Furthermore,regarding to their learning needs,they wanted more practical learning in English such as speaking English, prefer teaching materials related to fiction and storytelling, and prefer to learn using a combination of learning media such as pictures and videos rather than just using books and worksheets. While, the implementation of the learning model, in this case, did not align with the students' needs, and the teacher still used the lecture method and teacher centers which made students less motivated and contributed during the learning process.Therefore, based on the research findings, it is recommended that teachers have a good understanding of what students need in their learning so the teacher can implement the appropriate model learning that facilitates their learning and able to achieve the learning objectives.

Keywords: Students Learning Needs, Classroom learning, Learning Model

INTRODUCTION

Aligning learning models to students' learning needs not only improves academic results, but also strengthens student involvement in the learning process, making education more effective and meaningful. Because learning is a process of facilitating students or learners to learn appropriately according to their needs. Learning is defined as an effort to influence feelings, intellectuals, and spirituality within a person to learn according to their own desires (Angga et al., 2022). This is reinforced by Kahar et al (2023) that the ability of a teacher to manage a class by implementing various learning models is the external factor influencing students' success in learning. Furthermore, Juliawan in Kahar et al (2023) also stated that teachers' skill in selecting a learning model supports them in achieving learning goals. Joyce & Weil argue that a learning model is a plan or pattern that can be used to form a

curriculum (long-term learning plan), design learning materials, and guide learning in class or elsewhere (Khoerunnisa & Aqwal, 2020).

Research shows that when learning models are adjusted to individual preferences and learning styles, students tend to be more motivated and active in class. This is because they feel more cared for and appreciated in the teaching and learning process. Otherwise, a mismatch between learning styles and methods can result in difficulty understanding, loss of interest in learning, and ultimately, a negative impact on academic achievement (Putra, et al., 2024). According to Abidin (2019) teachers who only use one method in teaching usually find it difficult to create a conducive classroom atmosphere for a relatively long time. If there is a change in the classroom atmosphere, it is difficult to return to normal. As a result, the teaching and learning process becomes less effective. The efficiency and effectiveness of achieving teaching goals are disrupted, and students are less able to concentrate. So, it will be seen how many students are fully involved, which can be seen from their unfocused attention, blank stares, and students not understanding the teaching material.That is why, the success of the learning process cannot be separated from the teacher's ability to develop learning models that are oriented towards increasing the intensity of student involvement effectively in the learning process (Abidin, 2019).Besides, the teacher's responsibility is to help students understand the teaching material and master skills in accordance with the expected competencies. Furthermore, teachers are expected to understand that students have initial knowledge and skills that are influenced by how they were raised in their family and environment. The teacher's task is to recognize their characteristics and needs to develop their potential.

Several learning models that are responsive to student needs, such as discovery learning models, game-based learning, and project-based learning (PJBL) learning models, have been proven to increase student enthusiasm, participation and learning outcomes (Azzahra, et al.,2023; Naashir& Hindun, 2023; Putri, et al., 2017; Riyanto et al; 2023)). Because these learning models place students at the center of learning and encourage them to actively participate in the learning process. In the context of 21st-century education, this approach is very relevant because it emphasizes critical thinking, collaboration, creativity, and communication skills. The 21st century requires students to have life skills. Because students not only compete in their country but with other countries (Angga et al., 2022).21st Century Skills have been the goal of Indonesian education for a long time, where 21st Century skills are the goal of implementing the 2013 Curriculum which started at the

beginning of the 2013-2014 school year and was implemented in stages at the elementary, senior school, and junior high school/vocational school levels (Anwar, 2014). Then replaced with an independent curriculum which has been implemented continuously from 2021 until now, which also uses 21st century skills as a reference for education, even the correlation between the two cannot be separated from each other (Hasanah& Haryadi,2022).Discovery Learning allows students to discover new concepts independently through exploration and problem-solving, which can increase their curiosity and motivation. Game-based learning brings game elements to learning, which not only makes the learning process more fun but also increases student engagement and motivation through challenges and rewards. Meanwhile, Project Based Learning (PJBL) invites students to work on real projects that are relevant to their daily lives, so that they can see firsthand the practical application of the knowledge they have acquired and feel more motivated to learn. The combination of these approaches helps create a more dynamic and interactive learning environment, ultimately contributing to improved student learning outcomes.Thus, educators need to evaluate and adapt their learning models continuously to create a dynamic and inclusive learning environment, where each student can develop according to their potential.

Apart from considering appropriate learning models for students, a teacher also needs to pay attention to students' learning needs and realize if each student has unique characteristics (Miranda & Wahyudin, 2023; Serasi et al, 2022) that influence the way they receive and process information, because the learning model is a process of organizing learning activities that teachers can choose according to students' learning needs, and efficiently to achieve learning objectives (Wulandari, 2021).So, knowing students' learning needs which include emotional, social, and psychological intelligence plays an important role in developing their knowledge and skills (Sukirman & Amelia, 2023).Besides, student learning needs also cover various aspects, including learning style, interests, and learning speed. Therefore, teachers need to understand and accommodate these learning needs through implementing appropriate learning models. An appropriate learning model can increase student motivation, engagement, and learning achievement.

However, the reality shows that there is often a gap between students' learning needs and the learning model implemented by teachers. Many teachers still use conventional learning models which less flexible and not fully able to adapt to individual students' needs. This can cause a lack of student involvement in the learning process, decreased motivation, and achievement of learning outcomes that are not optimal. This case was discovered by

researchers at SMP Muhammadiyah 3 Depok, one of school in Yogyakarta already implement Kurikulum Merdeka. Based on initial observations and interviews with several teachers and students, it was found that there was a mismatch between students' learning needs and the learning model applied in the classroom. Some students feel that the teaching model used do not support their unique way of learning, so they have difficulty understanding the lesson material.

A similar thing was also conveyed by (Purnawanto, 2023) that the diversity of students in the classroom has been recognized in pedagogy for a long time and the learning process should be following the achievements during learning, but it turns out that attention to this condition has not been optimal. The classical learning system with one teacher dealing with around 30 students is unable to accommodate this diversity. Likewise, a material-intensive curriculum system makes teachers' attention more focused on strategies for delivering lesson material to students. The indicator of a teacher's success lies in completing the curriculum targets with complete student scores.

Whereas, If we look further, in the *Merdeka* curriculum, the Indonesian Ministry of Education and Culture (*Kemendikbud*) has recommended several learning models that teachers can use to facilitate the different learning needs of students in order to realize the goals of the curriculum itself, namely student-oriented or student-centered learning(Salhuteru et al., 2023). There are several learning models that teachers can use, such as: Problem Based-Learning (PBL), Project Based Learning (PJBL), Discovery Learning, Inquiry learning, Teams Achievement Division (STAD), Jigsaw, Group Investigation (GI), Problem Solving), Numbered Heads Together (NHT), and Differentiated Instruction Models (Salhuteru et al., 2023; Sarnoto, 2024). Apart from that, researcher saw during classroom observation, the the teacher still inappropriate in using the media in class, so that learning tends to be boring for students. For example, when using an LCD projector, the teacher only transfers the contents of the book to the screen without any innovation in it to engaged their motivation, while students need more learning activities than that.

This research aims to identify the learning needs of students at SMP Muhamadiyah 3 Depok and the main concern of researcher is analyze the alignment between student learning needs and the learning model applied. It is hoped that the results of this research can provide useful recommendations for improving the learning model at Muhammadiyah 3 Depok School, so that it can be more effective in fulfilled students' learning needs.

METHOD
Research Design

The method used in this research is a case study. According to (Gustafsson, 2017) case study can be defined as an intensive study about a person, a group of people or a unit, which is aimed to generalize over several units (Gustafsson, 2017). Furthermore, Cousin (in (Gustafsson, 2017) stated that the case study method is not aimed to analyse cases, but it is a good way to define cases and to explore a setting in order to understand it. In other words, a case study not only explores a case, but is able to explain and explore the case so that it can be widely understood. This case study aims to identify the alignment between student learning needs and the learning model applied.

Respondents

This research examines cases of alignment between student needs and learning models implemented in classes consisting of 2 teachers and 6 students from two different VIII classes in the 2023/2024 academic year. The researcher used a purposive sampling to determine the participants of this study. The participant selection criteria are based on data on the highest, middle and lowest student learning outcomes. These criteria aim to obtain information according to individual learning needs. According to Creswell (in Hakim, 2023) intentional sampling aims to learn or understand core phenomena through deliberate selection of individuals and locations.

Instruments

In this case study, the researcher used two data collection techniques such as structured interview and classroom observation. The interview guideline for teachers included twenty-five questions divided into several categories, such as student overview, content, evaluation, challenges, teaching style, planning, and infrastructure. While, the interview guideline for students included twenty-seven questions divided into six categories such as motivation, implementation, obstacles, content, teacher teaching style, and infrastructure.

Data analysis

This study analyzed the data using narrative analysis. According to Cortazzi (1994) Narrative analysis is an approach in qualitative research that concentrates on delving into and

comprehending the stories or narratives shared by individuals. It finds applications in diverse fields like criminology, education, and organizational studies, aiming to scrutinize the structure, significance, and influence of narratives. Additionally, narrative analysis is a qualitative research method used to analyze and interpret stories or narratives, which can include any form of spoken or written communication, such as interviews, diaries, autobiographies, articles, and more.

FINDINGS
Identifying Students' Learning Needs

In this case, the researcher used the results of class observation and structured interviews. The interview data was obtained from two teachers and six students. In identifying student learning needs, researchers used Brown's (1994) framework: Learning Problem, Learning Content, Learning Abilities, Learning Attitudes, and Learning Solution.

Table 1. Students' Learning Needs Based on Interview and Observation

	Interview result	Observation
Learning Problem	In general, students' English ability is still at A1 or even Pre-A1 level. It can be seen from the fact that there are still difficulties in understanding changes in regular verbs and irregular verbs, and some of them have never been taught English at the elementary school level. After that, they still have difficulties in spelling and pronunciation, have no friends to talk to in English, and are not interested in reading English literature, so this causes a lack of English vocabulary, which also affects students' confidence when speaking English. It is also supported by the limited library book resources and less than optimal introduction of digital learning resources. Another reason is that teachers have not found effective learning tools or resources to help students learn English. Because teachers have mostly used textbooks, quizzes, and worksheets. Apart from that, the teacher's teaching style also does not attract students' interest. The books used are quite difficult for students who are still at pre and A1 levels to understand, meaning that the teaching materials do not facilitate students' abilities. which is still at pre-A1 and A1 levels. So, it is still a challenge for teachers to deal with slow learners who have to provide more help and choose activities that many students like.	Based on observations, the classroom atmosphere is not conducive to student learning activities because there is noise from outside, so the teacher's voice does not reach the entire room. The reason is that this school and other high schools and elementary schools are located in the same area close to each other. After that, teachers still used teacher centers, and students were given little opportunity to practice during class. Apart from that, students lack interest and motivation in learning, and they also seem not to understand the instructions or the questions asked by the teacher in English.
	Interview result	Observation
Learning Content	In general, the books used are quite interesting because they are accompanied by lots of pictures and have a colorful appearance. The books are also quite easy for students to understand because they contain guidance before entering the lesson material, but there are still many students who are confused about understanding grammar material, especially about regular and irregular verbs, to be (am is are, was, were), and difficulty in understanding texts that are too long, so students are lazy about doing their assignments. However, some of the material still in students' memories includes present and past tense, time and narrative text, verbs, adjectives, and self-introduction. Besides, some students still feel that the existing teaching materials are not enough, so they need other learning resources such as YouTube, websites, and dictionaries. Then, some of them like narrative material related to fairy tales and storytelling.	The teaching materials used by teachers provide quite a lot of practice questions that students can answer, such as fill-in-the-blanks and story questions.
	Interview result	Observation
Learning	In general, students are still at level A1 in mastering English. the	The skills that students are

Abilities	majority of students are rarely exposed to and use English in everyday life, most are only exposed to English only when learning English in class. Even when learning English, most people still need more attention from the teacher to understand the lesson material.	expected to have such as reading, writing, listening, and speaking skills are less prominent. During class, some students understood when asked by the teacher using English, but they chose to remain silent because they were not confident. When we looked at it for longer, it turned out that the female students were more active than the male students in the class
	Interview results	Observation
Learning Attitides	Students' interest in learning English varies. Some students have high interest, and some are less interested. Students consider English quite useful in everyday life because they often meet foreign tourists who come to Jogja. Their ways of learning English also quite varied. Some students sometimes use English with the teacher in class, and some students practice English more with friends who have the same interest in English like friends of Chinese descent usually called Cindo even though they are still mixed between Indonesian and English. Some students memorize ten vocabulary words every meeting, repeat lessons they have learned in class and tutoring, try to love learning English and ask their parents for guidance at home about material that is difficult to understand.	Students do not ask questions or clarify instructions regarding what they do not understand. Students read the story material in the textbook independently. Students do not interact much with their classmates, tend to be busy themselves, and do not pay attention to the teacher's explanations.
	Interview result	observation
Learning Solution	Students: • Variations in learning media add learning resources such as YouTube, websites, dictionaries, etc. • Repeating lessons that have been learned and memorizing vocabulary. • The teacher's ability to condition students to create enjoyable learning • Participate in tutoring, learn auto didactically using English songs and films, and get help from parents. • Teachers increase students' intensity and exposure to the use of English. • Variations in learning models that can improve students' understanding of learning. • Maximize access to the use of ICT laboratory facilities and digital libraries for students. • Create a comfortable library atmosphere for students. Teachers: • Motivate students to enjoy learning English • Increase the materials that can support students' English-speaking skills • The teacher addresses different levels of student understanding by providing enrichment to students who already understand the learning material, while for students who still have difficulty understanding the lesson the teacher provides more assistance or attention to help the student. • Teachers facilitate students by providing information on YouTube channels, websites, English exercises, and games that students can access to learn outside of school.	After seeing the situation in the classroom, teachers were expected to provide more opportunities for students to practice English. Teachers also need to look for new teaching models or methods rather than continue to use the teacher center to increase students' interest and motivation in learning and add references to other teaching materials to increase knowledge. In addition, students need to be introduced to various learning resources they can use outside the classroom.

Based on the results of interviews and observations, it was found that students' English language skills were generally still at A1 or even Pre-A1 level, with many students having difficulty understanding changes in regular and irregular verbs. Another factor that contributes is that some students have not received English language learning at the

elementary school level because not all elementary schools implement English language learning, as well as limitations in spelling, pronunciation, and vocabulary.Some students learn slower, so they need extra help. In addition, students also face challenges in finding friends to speak English and are less interested in reading English literature. This is inseparable from limited library resources and the introduction of less-than-optimal digital learning resources is also an obstacle. Thats why students stated want teachers to make learning more interesting, using fun ways and digital tools. Meanwhile, teachers have not found effective learning tools or resources, often only using textbooks, quizzes, and worksheets, with a teaching style that is less attractive to students. Judging from the material provided, the material is often too difficult for students at pre-A1 and A1 levels, and a classroom atmosphere that is not conducive due to noise from outside also adds to the difficulty. In addition, students' interest and motivation to learn is low, and their understanding of instructions and questions in English is poor.Furthermore, they want more chances to use English, both in and outside of class, to get better at it. Observations show that students' reading, writing, listening, and speaking skills are less prominent, and students tend to remain silent even though they understand because they lack self-confidence. So, they need help with translating and building confidence, especially when speaking.

In conclusion, there is an urgent need for variations in learning media, increased learning resources, as well as more interesting and interactive teaching methods or models to improve students' English language skills and learning motivation. It's important for teachers to encourage students to use English more both in and outside of class, make learning activities more fun, and motivate students to learn English. Apart from that, libraries and technology must be more easily accessible, or teachers must explore more learning sources, whether digital or not, that can be easily accessed by students. Furthermore, teachers must use different teaching methods that suit students' desires to learn and are more interesting and relevant to their lives.

Classifying Students' Target Needs

Allwright in Songhori (2008) is credited with differentiating between three key aspects in language learning: needs (skills that a student deems personally relevant), wants (prioritized needs within the constraints of limited time), and lack (the gap between a student's current proficiency and their desired proficiency level). Interview result that related to the need, want, and lack.

a. Needs

Students recognize the significance of acquiring English language skills in preparation for progressing to higher education (high school) and confronting school examinations. They consider English as a global language that facilitates communication with individuals from diverse nations. Additionally, the teacher recommends incorporating materials that enhance students' English-speaking skills. Increased English language study hours, enhanced student interaction, and practice in English are necessary. Infrastructure development, including the creation of instructional tools or learning media for a more authentic learning experience, is also advised.

b. Lacks

Students face challenges in understanding English texts, changing tenses including regular and irregular verbs, and understanding formulas related to tenses. In addition, they have difficulty understanding teacher explanations, especially in noisy and not ideal learning environments. Student express dissatisfaction with current teaching materials and need additional learning tools such as YouTube, websites, and dictionaries. Apart from that, teachers believe that there is a need for additional study hours in learning English. The teaching materials currently used do not adequately support students at Pre-A1 and A1 levels. There are obstacles in terms of technological resources and online media for the learning process.

c. Wants

Students prefer fun teaching methods, which combine visual media and video and allow flexibility from the teacher, including the freedom to eat and drink in class. Students believe that the current teaching materials are still lacking and want additional learning resources such as YouTube, websites, and dictionaries. They expressed a great interest in narrative content, especially folk tales, and storytelling, indicating a preference for more engaging learning experiences. Students also want teachers to adopt engaging teaching methods, incorporating multimedia elements such as images and videos. In line with this, teachers also aim to increase students' vocabulary. Support from related parties for the provision of dictionaries and English learning materials is highly sought. In addition, there is a desire for library programs that can attract students' interest in reading English books.

DISCUSSION

In this section, researchers discuss the results of the research from the analysis of students' needs in English language learning models and whether the learning model is aligned with the student's needs.The learning models referred to here according to Joyce and Weill learning model is a pattern used as a guide in learning planning (Hendrakreatif, 2021). Then broadly, Joyce and Weil stated that the learning model is a description of the learning environment which describes curriculum planning, courses, learning unit design, learning equipment, textbooks, multi-media programs, and learning assistance through computer programs (Hendrakreatif, 2021). While, as explained by Hutchinson and Waters cite in (Sulistiawati, 2022), target needs is what students do to achieve certain goals and learning needs is what students do to learn.Furthermore, information related to student needs is used to analyze whether the learning model applyed is in accordance with student needs or not.

The findings of this research reveal that students' English abilities are predominantly at the A1 or pre-A1 level, indicating a basic proficiency that necessitates significant improvement. This aligns with the Common European Framework of Reference for Languages (CEFR), where A1 level users are described as beginners with the ability to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type (Taylor & Wier, 2008). Generally, most of them have limited of vocabulary and lack of motivation in learning English which ultimately makes them can not understand the instruction and not confident in speaking English. These challenges significantly hampers their ability to comprehend instructions and erodes their confidence in speaking the language. The limited vocabulary restricts their capacity to engage with classroom materials and participate in activities effectively, while the lack of motivation further exacerbates this issue by reducing their willingness to practice and improve. As a result, students struggle to follow lessons, understand assignments, and communicate their thoughts in English, which underscores the need for targeted interventions to boost both their vocabulary and motivation levels.

Furthermore, from the results of interviews with students, it was discovered that students had a desire to do more practice in English, for example, they stated that they preferred teaching materials related to fiction and storytelling. Meanwhile, of the four main skills in English, namely speaking, reading, and writing that need to be mastered, they said they wanted to sharpen their speaking skills in English. This relates to the purpose of students learning English is to be able to communicate using English fluently because they want to

study abroad and be able to speak with natives, as they consider English as a global language that facilitates communication with individuals from diverse nations. So based on their goals and views towards English, it indicates that they are aware of the importance of mastering English in the current era of globalization which is full of competition. In line with what (Nuraeni, 2021) stated, mastering foreign languages in the era of globalization is an important priority and a demand of the times. Everyone must be aware of changing times for the progress and prosperity of their society. Supported by (Kustanti & Prihmayadi, 2017) who also said the same thing that language proficiency in English is really necessary to face competition towards a better life. That's why students expressed that they wanted more practical learning in English, especially speaking. Because the best way to learn English is to get used to it and practice it (Kustanti & Prihmayadi, 2017). However,they face several difficulties such as they are hampered by the difficulty of finding friends who have the same goals and lack of vocabulary.

A limited vocabulary is a fundamental barrier to language acquisition. Vocabulary is the cornerstone of language learning, as it provides the basic building blocks for communication. Sydow & Ämneslärarprogramet (2015) emphasized that a rich vocabulary is essential for language proficiency, as it directly affects listening, speaking, reading, and writing skills. When students have a restricted vocabulary, their ability to understand spoken and written instructions is compromised. This leads to difficulties in following lessons, completing assignments, and participating in classroom activities. The lack of motivation among students is another significant obstacle. Motivation plays a pivotal role in language learning, influencing the effort and persistence students put into their studies. The research indicates that students are generally unmotivated, which aligns with findings from previous studies showing that motivation is a critical determinant of language learning success (Riyanti, 2019). To address this issue, teachers can employ strategies that foster intrinsic motivation. For instance, making the learning process enjoyable and interactive can help students develop a genuine interest in English. This can be achieved through the use of multimedia resources, group activities, and real-life scenarios that make language learning relevant and engaging. Additionally, providing opportunities for students to set their own learning goals and track their progress can enhance their sense of autonomy and motivation.

The combination of limited vocabulary and lack of motivation creates a detrimental cycle. This aligns with (Rohmatillah, 2014) when students have a restricted vocabulary, they often struggle to comprehend instructions clearly. This difficulty in understanding can lead to

frustration, as they may feel they are not able to grasp the material. Frustration, in turn, can cause disengagement. Disengaged students are less likely to participate in class, complete assignments, or seek help when needed. This disengagement further exacerbates the problem, as it reduces opportunities for students to improve their vocabulary and build motivation. As a result, the cycle of limited vocabulary and lack of motivation continues, making it challenging for students to break free and achieve academic success.Additionally, the lack of confidence in speaking English is a direct consequence of these issues. When students struggle with understanding and following instructions, it can lead to feelings of inadequacy and self-doubt. This lack of confidence in their ability to communicate effectively in English can be particularly debilitating for language learners.This can lead to missed opportunities for practice, which is essential for improving language skills as Wijaya (2022) work explain that without practice, learners may find it difficult to build upon their existing knowledge and develop more complex language abilities.

To address the challenges of limited vocabulary, it is crucial to adopt teaching methods that enhance vocabulary acquisition. One such effective approach is Communicative Language Teaching (CLT), which emphasizes interaction and practical communication.CLT has been shown to be effective in improving students' vocabulary mastery. Studies have demonstrated that when students are engaged in communicative activities, they are more likely to encounter new words and phrases in context, which aids in their retention and understanding (Asrul & Dahlan, 2022; Kurniawan et al, 2024)For instance, a study conducted by Asrul and Dahlan found that students who were taught using the CLT method showed significant improvements in their vocabulary skills compared to those who were not(Asrul & Dahlan, 2022).CLT also has a positive impact on students' motivation. By providing opportunities for students to engage in meaningful communication, CLT creates a supportive and interactive learning environment. This approach encourages students to take an active role in their learning process, which can lead to increased motivation and engagement. Research has shown that CLT can improve students' English learning motivation by creating a sense of security based on cooperation and interaction with the teacher or other students (Yuliawati & Aprillia, 2019).

However, while CLT is effective in promoting communication skills, it is equally important to recognize the diverse needs of students within a classroom to boost their motivation in learning the target language. This is where differentiated learning comes into play. The concept of differentiated learning, as recommended by the Ministry of Education

and Culture (Kemendikbud), as it allows teachers to adjust subject matter, teaching methods, and learning approaches based on students' abilities, interests, and needs(Azimah & Sujannah, 2024). A framework for addressing the challenges of limited vocabulary and lack of motivation in language learning. Differentiated learning involves tailoring instruction to meet the diverse needs of students, which can significantly enhance vocabulary acquisition and boost motivation.Differentiated learning can enhance vocabulary acquisition by providing students with content that is relevant to their interests and abilities. For instance, students who are enthusiastic about sports could be provided with reading materials and vocabulary exercises related to different sports, their rules, and famous athletes. Similarly, for students who enjoy technology and gaming, teachers can incorporate vocabulary related to coding, game design, and tech innovations. By aligning the learning materials with students' personal interests, teachers can foster a deeper engagement and a more intrinsic motivation to learn new words. This approach ensures that students are motivated to learn because the content is meaningful to them(Tomlinson & Strickland, 2005).

Rock et al. (2008) state that differentiated learning can enhance vocabulary acquisition by providing students with content that is tailored to their abilities. This approach involves the teacher adapting their methods and materials to meet the needs of students at different proficiency levels, such as pre-A1, A1 movers, and B2 level students.For pre-A1 students, this involves using simplified language and repetitive practice, supported by visual aids like flashcards and real objects to help associate words with images. Engaging activities such as "Simon Says" and thematic units like colors and family members make learning interactive and memorable. For A1 movers, vocabulary is introduced in meaningful contexts through simple stories and dialogues, with gradually increasing complexity. These students benefit from student-centered activities where they create their own sentences and engage in short conversations. For B2 level students, differentiated learning involves using authentic materials like news articles and podcasts to introduce advanced vocabulary. Teachers encourage critical thinking about word meanings and provide opportunities for extensive reading, writing, debates, and discussions to actively use new vocabulary. This tailored approach ensures that each student, regardless of their proficiency level, receives instruction that meets their specific learning needs and preferences, ultimately enhancing their vocabulary acquisition and overall language proficiency.

Additionally, students favoured the use of multimedia resources, such as pictures and videos, over traditional books and worksheets. This preference aligns with (Mayer, 2002)

cognitive theory of multimedia learning, which suggests that people learn more effectively from a combination of words and pictures than from words alone.While, the fact is that most teachers only use printed books. Although the teacher has indeed used learning support media such as an LCD projector, from classroom observations conducted, it was found that the teacher only used the projector as a tool to display the contents of the book so that it looked bigger on the screen. This means that it is the same as a teacher teaching using a book or using the usual lecture method without any learning innovations that can attract students' interest in learning. This traditional approach, focused on passive learning, contrasts with the active learning strategies recommended by educational experts. For example, (Bonwell & Eison, 1991) advocated for active learning techniques that engage students in the learning process, making it more dynamic and interactive. This research highlights a significant misalignment between students' learning needs and the instructional methods employed by teachers. Aligning teaching methods with student learning needs is crucial for achieving educational goals. A good combination of student-centered learning approaches and appropriate instructional materials can lead to more effective language acquisition and higher student engagement. This alignment not only addresses the immediate learning challenges but also fosters a more inclusive and supportive educational environment that recognizes and values the diversity of student needs and preferences.

CONCLUSION

This research has revealed that students have different learning problems and needs. We can see the differences in learning needs from the results which show that some students need more practical English learning activities, then others need learning content that focuses on fiction and storytelling, and finally, they need more interesting learning models refers to students center which encourage them more active in English practice and media innovations such as using picture and video. Meanwhile, from the results of interviews and observations of activities carried out by teachers in class, teachers mostly use learning media such as books and LCD projector screens to display soft files from printed books and use lecture and teacher center methods.So, based on the results of this data analysis, it shows that the learning model used by teachers in the classroom is not in line with students' learning needs. The implications of this research are very important in the fields of teaching and educational psychology, where teachers can use these findings to adapt learning models that are more effective and appropriate to student needs and motivate teachers to increase teachers' abilities in implementing innovative learning models and assist teachers in identifying and supporting

students with special needs or learning difficulties. Overall, these findings emphasize the importance of alignment between student learning needs and learning models.

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