



Needs Analysis for the Development of Readiness-Based Differentiated English Writing Materials

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Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-08-10 Keywords: needs analysis; differentiated instruction; readiness-based differentiation; EFL writing; writing material DOI: 10.24256/ideas.v14i1.11635 Corresponding Author: Sakina Simal Sakinasimal.2023@student.uny .ic.id English Education, Yogyakarta State University, D.I. Yogyakarta	<i>Many English writing materials are designed for heterogeneous classrooms without adequately considering differences in students' writing readiness levels. Therefore, this study aims to analyze students' needs as a basis for developing readiness-based differentiated English writing materials. Readiness-based differentiation is an approach that adapts content, process, and product to students' readiness levels. The novelty of this study lies in integrating needs analysis with readiness-based differentiation to inform the development of English writing materials. A mixed-methods design was employed involving 26 eighth-grade students and one English teacher from an Indonesian junior secondary school. Data were collected through student questionnaires, semi-structured interviews, and writing tests. The findings revealed variations in students' writing readiness levels within the same classroom. In addition, students demonstrated different learning needs according to their readiness levels. Furthermore, students required English writing materials focusing on descriptive texts with topics relevant to their daily lives, clear instructions, visual support, and collaborative learning activities supported by scaffolding. These findings provide an empirical foundation for developing readiness-based differentiated English writing materials tailored to students' needs and contribute to more effective differentiated English writing instruction at the junior secondary school level.</i>

1. Introduction

Writing is one of the essential productive language skills that enables individuals to communicate ideas, knowledge, experiences, and feelings effectively through written language (Lin, 2018; Nunan, 2013; Spratt et al., 2005). Unlike

spoken communication, writing allows information, arguments, and ideas to be conveyed across different times and places (Brown, 2001; Newton & Nation, 2021; Nunan, 2015; Richards, 2015). In English as a Foreign Language (EFL) contexts, writing is regarded as an essential competency because it supports academic success, promotes literacy development, and enables students to develop and communicate their ideas effectively (Hughes, 2003; Richards, 2015). However, writing is widely recognized as one of the most challenging language skills for EFL learners to master (Burns & Siegel, 2018; Javed et al., 2013; Jong & Tan, 2021; Newton et al., 2018; Tan, 2022), as it requires the integration of various cognitive and linguistic abilities, including generating ideas, organizing texts coherently, and using appropriate vocabulary and grammatical structures accurately (Brown & Lee, 2015; Hyland, 2019; Jong & Tan, 2021; Tan, 2022). Consequently, many EFL learners continue to experience difficulties in generating ideas, using grammar accurately, and selecting appropriate vocabulary when producing written texts (Amalia et al., 2021; Purba et al., 2023). This condition indicates that writing instruction needs to be designed more responsively to students' characteristics and needs.

One important characteristic that should be considered in instruction is students' readiness. According to Tomlinson & Imbeau (2023), readiness refers to a student's current proximity to specific knowledge, understanding, and skills. In the context of English writing instruction, learning readiness is reflected in students' abilities to develop ideas, master vocabulary, use grammar accurately, and organize texts logically and coherently (Mujiono et al., 2023). Each student has a different level of readiness (Blaz, 2016; Ginja & Chen, 2020; Hariry et al., 2025; Laksono et al., 2024; Subban, 2006; Tomlinson, 2017). Such differences in readiness levels can even be found within the same classroom. For example, some students still require guidance in generating ideas, improving grammatical accuracy, and expanding their vocabulary, whereas others have already mastered these skills and therefore require more complex and challenging writing tasks (Javed et al., 2013; Sartika et al., 2022). This diversity indicates that students have different learning needs according to their levels of readiness. Therefore, applying the same instructional approach to all students may not optimally accommodate these differences. This condition requires teachers to implement flexible instructional strategies so that learning can better align with each student's readiness level.

One widely recommended approach to accommodate such diversity is differentiated instruction. Differentiated instruction is an instructional approach that adjusts the content, process, product, and learning environment based on three main characteristics of students, namely their learning readiness, interests, and learning profiles (Magableh & Abdullah, 2020; Tomlinson & Imbeau, 2023). Through such adjustments, each student is provided with learning opportunities that align with their individual characteristics and learning needs, enabling them to achieve learning objectives optimally (Blaz, 2006, 2016; Tomlinson, 2001).

Although differentiated instruction takes into account learning readiness, interest, and learning profile (Tomlinson, 2017), this study focuses specifically on learning readiness. This focus was chosen because learning readiness provides the foundation for identifying students' instructional needs and determining the appropriate complexity of materials, tasks, and scaffolding based on their current level of readiness (Tomlinson & Imbeau, 2023). In contrast, interest contributes to enhancing students' motivation and engagement, while learning profile relates to their preferred ways of learning (Tomlinson & Imbeau, 2023). Therefore, although all three dimensions are important in differentiated instruction, learning readiness is considered the most relevant dimension for this study because it serves as the basis for adapting writing materials and tasks to students' readiness levels, ensuring that learning activities are neither too easy nor too difficult (Blaz, 2006).

In writing instruction, differentiated instruction based on learning readiness can be implemented through adjustments in task complexity, text models, scaffolding provision, writing activities, and writing products according to students' readiness levels (Blaz, 2016). For example, students who still require support can be provided with scaffolding, gradual writing practices, or tasks with lower levels of complexity. Conversely, students with higher levels of readiness can be given writing activities or tasks with greater complexity. These adjustments allow each student to obtain learning experiences that are appropriate to their abilities and learning needs, enabling them to develop optimally (Blaz, 2016; Tomlinson, 2001). Therefore, the successful implementation of differentiated writing instruction largely depends on teachers' understanding of students' readiness levels and learning needs in order to design appropriate differentiated learning experiences.

To gain such an understanding, teachers need to conduct a needs analysis. According to Hutchinson and Waters (1987), needs analysis is a systematic process of identifying students' needs, providing insights into what needs to be learned and how instruction should be designed. In the context of writing instruction, needs analysis not only helps identify students' actual conditions, including students' abilities, difficulties, and learning needs (Meadseena et al., 2023; Sbastian & Yuniarto, 2025), but also provides information that can be used by teachers to determine instructional priorities and develop teaching materials that are appropriate to students' characteristics (Ampa & Quraisy, 2018). Such information serves as a foundation for teachers in designing and developing writing materials based on readiness-based differentiated instruction, ensuring that the developed materials are more aligned with students' abilities and learning needs.

Based on the theoretical perspectives discussed above, students' learning readiness is considered one of the key aspects in the implementation of differentiated instruction. Therefore, needs analysis is conducted to identify students' levels of learning readiness and learning needs, particularly in English writing instruction. The information obtained through the needs analysis serves as

the basis for designing readiness-based differentiated instruction, which subsequently provides the foundation for developing English writing materials that are aligned with students' learning readiness and learning needs. The relationships among these concepts are illustrated in the conceptual framework presented in Figure 1.

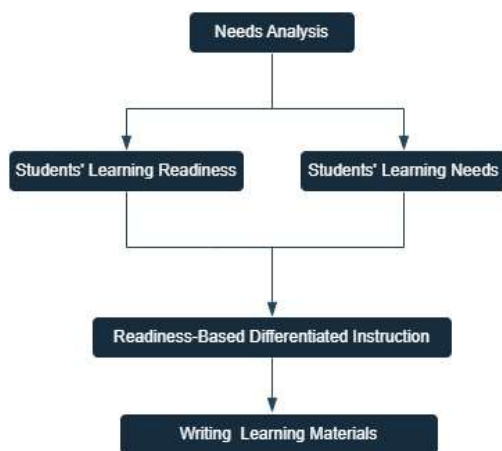


Figure 1. Conceptual Framework

Previous studies have demonstrated that needs analysis plays an important role in English language learning. Several studies have employed needs analysis to identify students' needs in English language learning with different focuses. (Meadseena et al., 2023), for instance, explored students' needs related to the development of listening and speaking skills, whereas Mahbub (2018) examined vocational students' needs in English learning by focusing on their target needs and learning needs. Meanwhile, other studies have utilized the results of needs analysis as a basis for developing instructional materials for specific skills, such as Oktarina et al. (2022) in developing reading materials and Kamariah et al. (2018), Lailah and Amalia (2025), Sari et al. (2023), and Yundayani et al. (2017) in developing writing materials. These findings indicate that needs analysis provides essential information for aligning instruction and materials with students' needs. However, these studies have not explicitly examined students' writing learning needs from the perspective of learning readiness within the framework of readiness-based differentiated instruction.

Based on this gap, the present study aims to analyze junior high school students' writing learning needs to inform the development of readiness-based differentiated English writing materials. Unlike previous studies, which have primarily used needs analysis to identify students' learning needs or develop instructional materials, this study integrates the findings of needs analysis with students' writing readiness. This integration provides a more comprehensive basis for developing readiness-based differentiated English writing materials by aligning

instructional support with students' learning readiness and writing needs.

2. Method

Research Design

This study employed a convergent mixed methods design to identify junior high school students' writing learning needs to inform the development of readiness-based differentiated English writing materials. This design was selected because it enables the parallel collection of quantitative and qualitative data, providing a more comprehensive understanding of students' learning needs (Creswell, 2022). Quantitative data were collected through questionnaires and a writing test, while qualitative data were obtained through semi-structured interviews. Both types of data were analyzed separately using their respective procedures and were subsequently integrated during the interpretation stage by comparing and connecting findings from multiple data sources. The integration process was conducted to identify converging and complementary findings in describing students' writing learning needs.

Research Procedure

The research procedure employed in this study is illustrated in Figure 2.

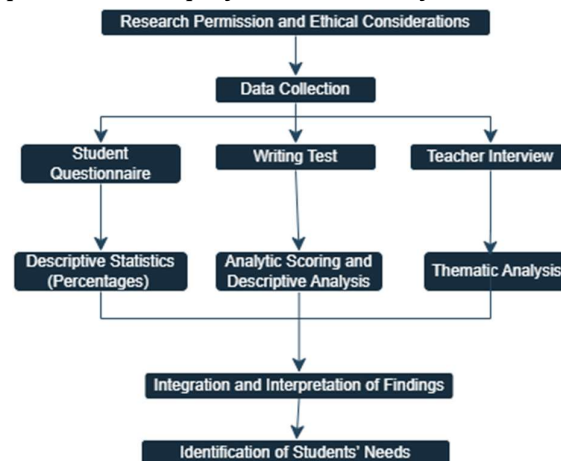


Figure 2. Research Procedure

Participants

The participants of this study consisted of 26 eighth-grade students and one English teacher from a junior high school in Indonesia. The students were selected because they represented the target group whose writing learning needs were analyzed in this study, while the English teacher was selected to provide more in-depth information regarding students' writing abilities, difficulties, and needs based on his teaching experience in the classroom. All students participated in completing the questionnaire and writing test, while the English teacher participated in a semi-structured interview.

Permission to conduct the study was obtained from the school and the English

teacher prior to data collection. Before data collection, the participants were informed about the purpose of the study, the data collection procedures, and the intended use of the collected data. The confidentiality of participants' identities was maintained throughout the research and reporting process.

Research Instruments

This study employed three instruments, namely a questionnaire, a writing test, and a semi-structured interview to obtain data regarding students' writing learning needs from both students' and teacher' perspectives.

The questionnaire was developed to identify students' needs in English writing learning, including writing ability, learning difficulties, knowledge needs, preferred text types and topics, and learning activities. The questionnaire consisted of closed-ended items. Prior to data collection, the questionnaire was reviewed through expert judgment by an English language education expert to ensure that the items were appropriate and aligned with the research objectives.

Students' writing ability was identified through a writing test in which students were asked to write a recount text about a valuable experience. The students were given 50 minutes to complete the writing task. The students' written products were assessed using an analytic scoring rubric adapted from Jacobs et al. (1981), which consisted of five aspects of assessment: content, organization, vocabulary, grammar, and mechanics. The assessment was conducted by the researcher.

A semi-structured interview was conducted to obtain information regarding students' writing ability, difficulties encountered in writing learning, and English language competencies required to support writing ability from the teacher's perspective. The interview guide consisted of three main questions covering three focuses: students' writing ability, difficulties in writing learning, and English language competencies required for writing (see Table 1). Follow-up questions were asked when necessary to obtain more in-depth information. The interview was recorded with the participant's consent and then transcribed as the basis for qualitative data analysis.

Table 1. Interview Questions

Focus	Questions
Writing proficiency	What is the current level of writing proficiency of the eighth-grade students (beginner, intermediate, or advanced)?
Learning Difficulties	What difficulties do eighth-grade students encounter in learning English writing?
Required English Writing Competencies	What English competencies should eighth-grade students possess to achieve optimal performance in writing?

Data Analysis

The questionnaire data were analyzed using descriptive statistics. The collected data were calculated in the form of percentages to describe the distribution of students' responses to each questionnaire item.

The writing test data were analyzed using an analytic scoring rubric adapted from Jacobs et al. (1981). Each written text was assessed based on five aspects: content, organization, vocabulary, grammar, and mechanics. The obtained scores were then analyzed descriptively to describe students' writing ability as well as their performance in each assessment aspect.

The interview data were analyzed using thematic analysis. After the interviews were transcribed, the transcripts were read repeatedly to gain an overall understanding of the data. Relevant information was then identified and coded. The codes were subsequently grouped and categorized based on the research focuses: students' writing ability, difficulties in writing, and the English language competencies required for writing.

Furthermore, the findings from the questionnaire, writing test, and interview data were compared and interpreted together. Findings that showed consistency were used to strengthen the research results, while complementary findings were used to provide a more comprehensive understanding of students' needs.

3. Result

Students' Current English Writing Ability

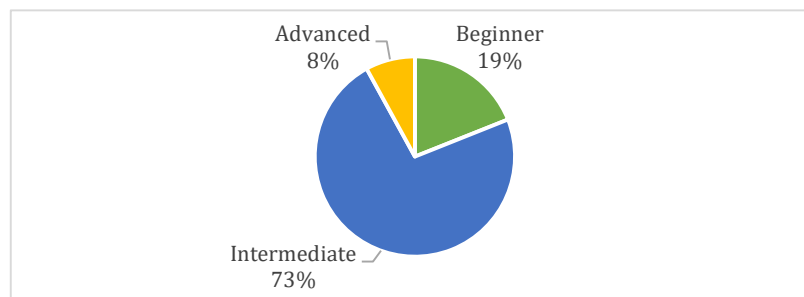


Figure 3. Students' Self-Assessment of English Writing Ability

As shown in Figure 3, most students rated their English writing ability at the intermediate level, while only a small proportion rated themselves at the beginner or advanced levels. However, the interview results with the teacher revealed a different assessment. According to the teacher, most students were still at the beginner. This discrepancy indicates that students' perceptions of their writing ability were not fully aligned with the teacher's assessment of their writing ability based on their performance in classroom writing activities. The writing test results presented in Figure 4 further provide an overview of students' writing ability based on their actual performance.

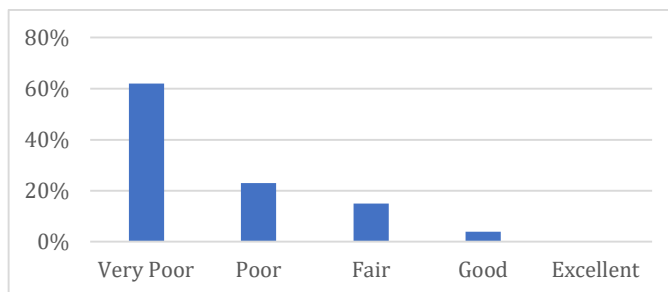


Figure 4. Students' Writing Performance Based on the Writing Test

Figure 4 shows that most students were classified in the Very Poor category, followed by the Poor and Fair categories. Only a small proportion of students achieved the Good category, while none were classified as Excellent. These writing test results indicate that the students' overall writing ability was still at a low level.

Students' Difficulties in Writing English

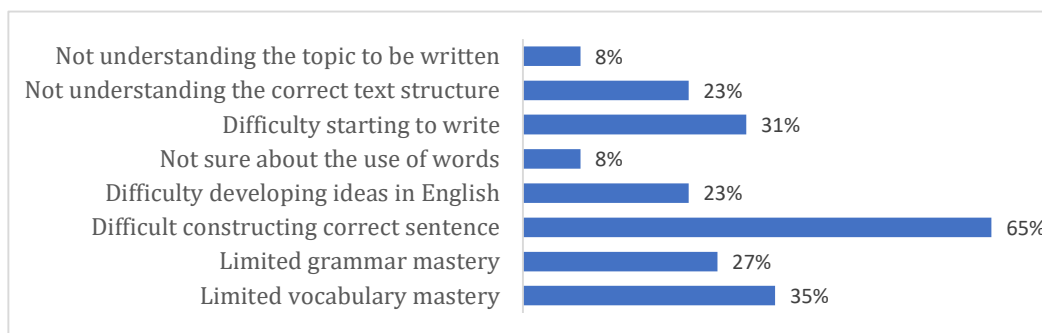


Figure 5. Students' Writing Difficulties Based on Questionnaire Responses

As shown in Figure 5, the most frequently reported difficulty experienced by the students was constructing correct sentences. In addition, limited vocabulary mastery, difficulty starting a piece of writing, limited grammar mastery, and difficulties in understanding text structure were also reported by some students. These findings were supported by the teacher interview. The teacher explained that limited vocabulary, particularly in the use of regular and irregular verbs, as well as inadequate grammar mastery, were among the major challenges students faced in writing. A detailed overview of the students' writing ability across the five assessment aspects is presented in Table 2.

Table 2. Students' Writing Performance Based on Five Writing Assessment Aspects

Writing Aspect	Very Poor	Poor	Fair	Good
Content	31%	50%	19%	0%
Organization	50%	38%	12%	0%
Vocabulary	50%	42%	8%	0%
Grammar	65%	31%	4%	0%

Mechanic	42%	50%	4%	4%
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Table 2 shows that grammar was the weakest aspect of students' writing, with the most of students classified in the Very Poor category. In addition to grammar, the vocabulary and organization aspects also demonstrated low performance, with most students falling into the Very Poor and Poor categories. Meanwhile, the content and mechanics aspects showed relatively better performance, although the majority of students were still classified in the lower categories. Sample excerpts illustrating the grammar and vocabulary problems identified in the students' writing are presented in Table 3.

Table 3. Sample Excerpts of Students' Grammar and Vocabulary Difficulties

Writing Excerpt	Identified Weakness
I'm played badminton.	Incorrect verb tense and auxiliary use
My family and I left using the spit around 10 a.m.	Incorrect word choice
There Im choose menu favorite.	Incorrect verb tense and sentence structure
Before we to go, we breakfast together.	Incorrect verb form, missing verb, and spelling error
I tried to get fish.	Inappropriate word choice

Students' Knowledge Needs for English Writing

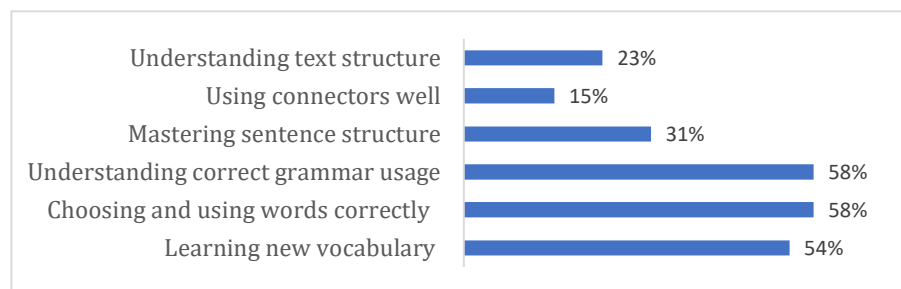


Figure 6. Students' Knowledge Needs for English Writing

Figure 6 shows that selecting and using appropriate words correctly and understanding the proper use of grammar were the knowledge needs most frequently reported by the students. Other identified needs included learning new vocabulary, mastering sentence structure, understanding text structure, and using connectors appropriately. These findings were supported by the teacher interview, which emphasized vocabulary and grammar mastery as the students' primary knowledge needs in learning English writing.

Students' Preferred Learning Activities

Table 4. Students' Preferred Learning Activities

Writing Aspect	Preferred Activities	Percentage
Vocabulary	Completing sentences with appropriate vocabulary based on context	54%
	Arranging words into sentences	23%
	Using new vocabulary in sentences/ paragraphs	19%
	Playing word games (e.g., crossword and word scramble)	4%
Grammar	Correcting grammatical errors	42%
	Making sentences from word fragments	31%
	Completing incomplete sentences	27%
Text Structure	Arranging jumbled sentences into coherent paragraphs	50%
	Rewriting paragraphs with clearer structure	35%
	Writing paragraphs based on structural guidelines	15%
	Writing paragraphs based on structural guidelines	15%
Content/ Idea Development	Brainstorming ideas	42%
	Using guiding questions	31%
	Writing freely	27%

As shown in Table 4, for the vocabulary aspect, students preferred activities involving context-based vocabulary completion. For the grammar aspect, students preferred correcting grammatical errors. Regarding text structure, students most frequently selected activities involving arranging jumbled sentences into coherent paragraphs. For content and idea development, students preferred brainstorming activities.

Students' Preferred Text Types

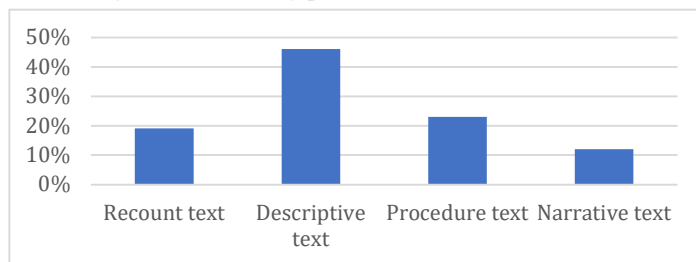


Figure 7. Students' Preferred Text Types

Figure 7 shows that descriptive text was the text type most frequently selected by the students. In contrast, narrative text was the least preferred text type compared with the other text types.

Students' Preferred Topics*Table 5. Students' Preferred Writing Topics*

Text Type	Preferred Topics	Percentage
Recount	Holiday experience	19%
Text	Celebration or special event	12%
	Unforgettable personal experience	4%
	Incidents at school	12%
	Funny and embarrassing experience	0%
	Valuable experience	54%
Descriptive Text	Place	15%
	Animal	8%
	Person	8%
	Event	4%
	Nature	19%
	School	27%
	Thing	4%
	Food	15%
Procedure Text	Food	12%
	Drink	4%
	Technology	8%
	Health and hygiene	46%
	Game	12%
	Environment	15%
	Daily life	4%
	Fairy tale	35%
Narrative Text	Fable	19%
	Fantasy story	35%
	inspirational story	12%

As shown in Table 5, students showed a stronger preference for topics related to meaningful personal experiences in recount texts. For descriptive texts, topics related to the school environment were the most preferred. Meanwhile, for procedure texts, students most frequently selected topics related to health and hygiene. For narrative texts, students' preferences were relatively balanced between folktales and fantasy stories.

Students' Preferred Learning Materials

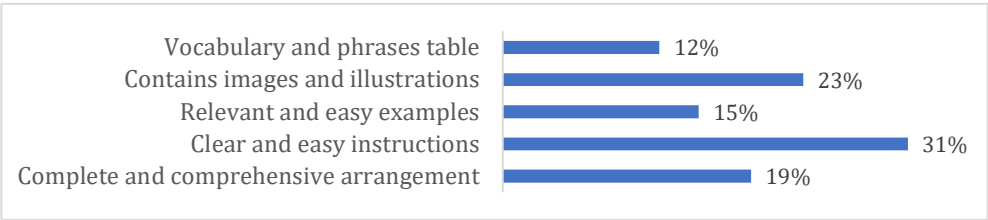


Figure 8. Students' Preferred Learning Material

Figure 8 shows that clear and easy-to-understand instructions were the material characteristic most preferred by the students. In addition, the students also expressed a preference for the use of pictures and illustrations to support comprehension, as well as for learning materials that were well organized and comprehensive.

Students' Grouping Preferences for Writing Activities

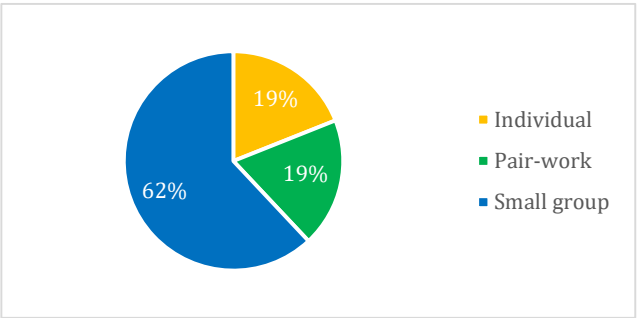


Figure 9. Students' Grouping Preferences for Writing Activity

As shown in Figure 9, most students preferred completing writing activities in small groups rather than individually or in pairs.

Differences in students' Needs Across Readiness Levels

Based on the writing test results (Figure 4), students were classified into two readiness groups: lower readiness (Very Poor and Poor) and higher readiness (Fair and Good). Students' needs identified through the questionnaire were then compared across these readiness groups, except for topic and text type preferences. Table 6 presents the learning need aspects that showed differences between the two groups.

Table 6. Comparison of Students' Needs Across Readiness Levels

Aspect	Lower Readiness	Higher Readiness
Writing Difficulty	Difficulty constructing sentences accurately	Limited vocabulary mastery

Knowledge Needs	Understanding grammar usage	Choosing and using words correctly
Structure Activity	Arranging jumbled sentences into coherent paragraphs	Rewriting paragraphs with a clearer structure
Idea Development Activity	Brainstorming ideas	Using guiding questions

Conceptual Model of the Relationship between Readiness, Learning Needs, and Learning Preferences

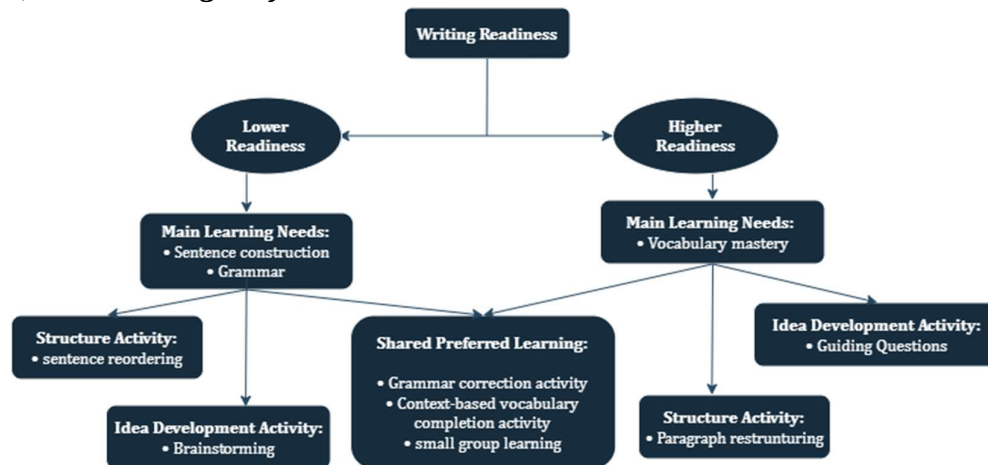


Figure 10. Conceptual Model of the Relationship between Writing Readiness, Learning Needs, and Learning Preferences

Based on Figure 10, students were classified into two readiness groups: lower readiness and higher readiness. The conceptual model illustrates that students' writing readiness is associated with differences in both learning needs and learning preferences. Students with lower readiness required greater support in grammar and sentence arrangement and preferred brainstorming activities to generate ideas before writing. In contrast, students with higher readiness needed greater vocabulary development and more precise word use and preferred paragraph reconstruction and guided questions to support their writing. These differences indicate that different levels of writing readiness require different types of instructional support.

At the same time, several learning activities were consistently preferred across both readiness groups. Grammar correction, vocabulary completion, and small-group learning were selected by most students regardless of their readiness level. This suggests that while learning needs vary according to readiness, some learning preferences are shared by all students. Therefore, the conceptual model

highlights that differentiated English writing materials should accommodate both readiness-specific needs and common learning preferences.

4. Discussion

Students Writing Readiness

In differentiated instruction, readiness refers to students' prior knowledge, understanding, and skills, which influence their preparedness to achieve the intended learning objectives (Tomlinson & Eidson, 2003; Tomlinson & Imbeau, 2010; Tomlinson & Moon, 2013). In this study, students' readiness was reflected in their writing proficiency levels. The findings revealed a discrepancy among students' self-perceptions, the teacher's assessment, and students' actual writing performance as measured by the writing test. Most students perceived their writing ability to be at an intermediate level, whereas the teacher assessed the majority of students as being at the beginner level.

The writing test results supported the teacher's assessment, showing that most students fell into the very poor category. These findings indicate that students' self-perceptions did not always accurately represent their actual writing performance. Despite the differences in the reported proficiency levels, all three data sources consistently indicated variation in students' writing abilities. This variation suggests that students entered the learning process with different levels of readiness.

This variation supports the concept of readiness proposed by Blaz (2016) and Tomlinson (2017), which emphasizes that students may have different levels of preparedness for learning. The findings are also consistent with Hudriati (2025) and Purnamaningwulan and Purwanto (2025), who reported that EFL classrooms commonly consist of students with diverse initial proficiency level. The similarity between these findings suggests that heterogeneity in students' readiness is a common characteristic among EFL learners. Therefore, differences in writing readiness should be considered as an important basis for designing differentiated writing instruction and materials.

Students' Needs

The findings from the needs analysis provided an empirical basis for understanding students' needs in English writing instruction. In line with Hutchinson and Waters (1987), needs analysis concerns not only what learners need to achieve in the target situation but also how they can achieve these goals through the learning process. In this study, the needs analysis revealed students' language needs and preferences for learning activities and instructional materials.

The variation in students' writing readiness indicates that students in the same classroom do not necessarily have identical learning needs. Students with lower writing readiness required greater support in basic writing skills, including understanding grammar, arranging jumbled sentences into coherent paragraphs, and brainstorming activities to generate ideas. In contrast, students with higher

writing readiness demonstrated needs that were more related to improving the quality of their writing, such as selecting appropriate vocabulary, rewriting paragraphs with a clearer structure, and developing ideas through guiding questions. These differences suggest that writing instruction should provide varying levels of learning support according to students' readiness. This finding supports Tomlinson's (2017) concept of Differentiated Instruction, which emphasizes adjusting the content, process, and product of learning according to students' readiness levels. Similarly, Magableh and Abdullah (2020) reported that differentiated instruction that considers students' readiness provides more responsive learning opportunities than a one-size-fits-all approach.

Accordingly, the development of differentiated writing materials should consider providing model texts, writing activities, and writing tasks with varying levels of complexity and scaffolding according to students' writing readiness. For example, students with lower writing readiness may be provided with simpler model texts and more structured writing activities to support idea generation, paragraph organization, and grammatical accuracy. In contrast, students with higher writing readiness may be provided with more complex model texts and more independent writing tasks to encourage the development of vocabulary, text organization, and idea elaboration. Such materials may be delivered through digital learning platforms, such as a Learning Management System (LMS), enabling students to access materials that correspond to their writing readiness.

Students' needs for vocabulary and grammar enhancement further indicate that these two areas are perceived as essential knowledge components in learning English writing. These findings are consistent with the difficulties students experienced in both areas. Insufficient grammatical knowledge affected students' ability to construct accurate sentences, while limited vocabulary constrained their ability to select appropriate words to express and develop their ideas. These findings are consistent with those of Muman and Rahayu (2025), who reported that grammar was the weakest aspect of students' English writing ability.

Similarly, Putri et al. (2022) found that limited vocabulary and inadequate grammatical knowledge were the primary causes of students' writing difficulties. Syifa et al. (2022) also reported that insufficient vocabulary knowledge, limited understanding of word meanings, and difficulties in constructing grammatically correct sentences were main obstacles faced by EFL learners in writing. Collectively, these findings reinforce the view that grammatical competence contributes to students' ability to produce accurate and meaningful sentences (Afroogh, 2019; Quines, 2023; Ratnaningsih & Clara, 2021), while vocabulary knowledge provides essential resources for expressing ideas clearly and appropriately (Dhuli et al., 2023; Lin, 2018). Therefore, readiness-based differentiated writing materials should provide adequate opportunities for students to develop grammar and vocabulary knowledge according to their individual learning needs.

Regarding learning activities, students showed the strongest preference for

controlled writing activities, such as completing sentences with appropriate vocabulary and correcting grammatical errors, as well as responsive writing activities, such as arranging jumbled sentences into coherent paragraphs. This finding is supported by Brown and Abeywickrama (2019), who explain that controlled writing activities help students improve language accuracy through structured writing practices, whereas responsive writing encourages learners to produce connected sentences in the form of short paragraphs.

In addition, students expressed a preference for brainstorming as a pre-writing activity. This finding is consistent with process writing theory, which views writing as a recursive process involving planning, drafting, revising, and editing (Harmer, 2014; Hyland, 2019). During the planning stage, brainstorming helps students generate and organize ideas before composing a draft (Harmer, 2004). Therefore, readiness-based differentiated writing materials should incorporate controlled and responsive writing activities to strengthen students' language accuracy and text organization while also providing brainstorming activities to support idea development before writing.

In terms of text types, descriptive text was the most preferred among the students. In addition, students showed greater interest in topics related to valuable experiences, school, health and hygiene, and fairy tales and fantasy stories. These preferences can serve as one of the considerations in selecting contexts and topics for the development of English writing materials. This is in line with Tomlinson and Masuhara (2018), who argue that materials developed based on students' interests have the potential to enhance learners' engagement, motivation, and participation in the learning process.

Clear instructions and illustrations were among the most preferred features of instructional materials by students. Clear instructions may reduce extraneous cognitive load, allowing students to focus their attention on processing relevant information (Bolkan, 2016). Meanwhile, illustrations facilitate contextual understanding and increase students' interest and engagement in learning (Athirah et al., 2025; Listyani, 2019). Therefore, the development of differentiated writing materials should consider the clarity of instructions and the integration of relevant illustrations to better support students during the writing process.

Furthermore, students demonstrated a stronger preference for small-group writing activities compared with individual and pair-based activities. This finding suggests that collaborative learning opportunities should be considered in the development of writing materials. This result is consistent with Ratnaningsih (2025), who found that small-group writing activities provide opportunities for students to exchange ideas, collaboratively solve writing problems, conduct peer revision, and provide feedback throughout the writing process.

Limitation of the Study

Overall, the findings of this study suggest that the development of differentiated English writing materials should be informed by students' readiness, learning

needs, and preferences. The instructional materials should accommodate different levels of students' writing readiness by varying task complexity, providing appropriate instructional support, and integrating vocabulary and grammar development as essential components of writing instruction. In addition, the materials may prioritize descriptive texts with the topic of school as the starting point for instruction. Subsequently, other text types may be developed using topics such as valuable experiences, health and hygiene, as well as fairy tales and fantasy stories. To facilitate effective learning, the instructional materials should also include clear instructions, relevant illustrations, controlled writing and brainstorming activities, as well as small-group activities. These characteristics provide a practical framework for developing differentiated English writing materials that are responsive to students' varying readiness levels and learning needs while supporting their writing development.

5. Conclusion

In summary, Socrative can help students improve their grammar skills. Socrative can improve the students' grammar skills because this application provides immediate feedback and correction, allowing them to understand whether their answer is wrong or right. The Socrative application also has real progress monitoring, which can be seen by the teacher to see which grammar concept the students need explaining. Another reason is that Socrative encourages students to participate and learn from their mistakes.

The researcher chose grammar because some of the students found grammar hard and challenging. Based on the pre- and post-test results, there is a significant improvement in the score. Even though some of the students already got a high score in the pre-test, after receiving a lesson using Socrative, they still managed to improve even further and become even better in grammar. The researcher found that the lecturer and some students seem to have difficulty using Socrative, and the researcher must provide more detailed information on teaching grammar with the application. It can also be summarized that some of the students found Socrative to be competitive, and it is really good to stimulate the students to be more active and study hard. Impact of Socrative on students' motivation. Socrative effectively enhanced students' motivation to learn grammar. The various features, including interactive quizzes, instant scoring, and competitive elements, contributed to students' interest, persistence, and engagement.

Students reported feeling more competent and confident in their learning, which encouraged continued participation and effort during grammar activities. Students' perceptions of Socrative Students generally perceived Socrative positively in Students' perceptions of Socrative Students generally perceived Socrative positively in terms of ease of use, enjoyment, engagement, and learning support. They indicated that the platform helped them understand grammatical concepts better, provided opportunities to learn from mistakes, and made lessons

more enjoyable and interactive. The high level of acceptance and willingness to recommend Socrative demonstrates its effectiveness as a learner-centered instructional tool.

6. References

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