



Need analysis on developing Using (*Osing*) teaching material as a mother tongue learning in Indonesia

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Abstract

Students in Indonesia must complete the study of regional languages as their mother tongue learning. Regional languages for students are considered difficult because of inadequate teaching materials, especially Using (*Osing*) language teaching materials for elementary school students. This study is an analysis of the need to determine the foundation to be used in the development of teaching material products in elementary school in Banyuwangi, East Java, Indonesia. This study used convergent parallel mixed method and qualitative approach to conduct surveys and interviews for data analysis. The results showed that students need teaching materials Using (*Osing*) regional languages for mother tongue learning. Analyze student needs by pointing out eight things: who the language learner is, proficiency level, intercultural competence, learning preferences, attitudes, goals and expectations, target context, and student interests. Meanwhile, four things for teachers' needs are related to problems and identifying priorities facing teachers, identifying abilities, identifying attitudes, and solutions. These results will be the basis for the development of Using (*Osing*) language teaching materials for elementary school students in Indonesia.

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Introduction

In Indonesia, Using (*Osing*) language is used in everyday conversation by the people of Blambangan Banyuwangi, East Java, Indonesia (Asrumi, 2021). Using (*Osing*) ethnique in Banyuwangi is regarded as the heir of Blambangan Kingdom in the past. Using (*Osing*) is

still considered a separate ethnic community, although it is still a matter of debate whether it is a separate ethnic group or a sub-group ethnicity of the Javanese in Indonesia. A part from the debate, there is a need for Using (*Osing*) language teaching materials for learning in elementary schools. Researches focusing on Using (*Osing*) continue to be carried out through various ways

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by paying attention to develop and collaboration on the traditions of a region, both language, dance, and song, so that regional culture can be known by the world (Anoeграjekti et al., 2023). The mother tongue, Using (*Osing*) language, introduced in the school curriculum shows excellent results for child language development (Van der Elst-Koeiman et al., 2022). Mother tongue proficiency begins to be implemented in elementary schools because early childhood is considered as a critical period, and they spend more time in the classroom in the early years (Brien et al., 2020). The choice of regional language learning has attracted a lot of attention from researchers, this shows that regional language learning can provide more useful instructions in local languages because students understand the material more quickly, student participation in class increases rapidly (Kafata, 2016).

There are two faces in learning local content at elementary schools, which are the innovation in teaching materials for students, a part from the lack of content in teaching materials, and the teacher's ability in using language because Using (*Osing*) language is no longer actively used as a language of communication (Tyasari et al., 2017). As a teacher, you should be able to facilitate students so that they do not experience obstacles in tribe regional languages as a means of communication (Kartashova, 2015). Quite a number of researchers have developed Using (*Osing*) language teaching materials, one of which is illustrated Using (*Osing*) language books used by elementary school students in Banyuwangi, Indonesia (Rahmat & Hasibin, 2018).

Richards (2005) stated that before developing a teaching material model, an initial needs analysis procedure must be conducted. Rofii et al. (2010), before developing research on a CTL-based academic writing learning model, began with an analysis of student and teacher needs to portray the student's writing process and identify weaknesses that occurred in learning. Similarly, Fitriani et al. (2020) conducted a needs analysis research on the English Language Education Program at STKIP Kusuma Negara Jakarta aimed at current learning conditions. Such needs analysis was conducted in order to provide suitable material for the students. Macalister and Nation (2010) also said that the needs analysis stage is a process for examining learning conditions from the student's perspective by Using (*Osing*) language instruments directly according to the information needed. So, needs analysis is the main point that needs to be considered in designing a syllabus and developing materials (Karimi & Vahdani, 2014).

Needs analysis is a tool for identifying what is a

problem, what is important, and what students need. Not only with students, needs analysis is also carried out on teachers so that the model developed meets their learning needs (Graves, 2000). Similarly, McCawley (2004) needs analysis can describe the gap between what exists and what is needed, so that filling that gap can become a goal of the teaching material product. Through a needs assessment, a more complete picture of the learning experienced by teachers and students will be completed (Klusmann et al., 2022). The needs analysis approach should include the purpose of the needs of analysis, the origin of the need to whom it will be used, who the target population will be, who will collect the information, how the procedures will be applied, and how the information will be used. Needs analysis becomes a tool for capturing what is a problem for students, what is important for students and what students need (Macalister & Nation, 2010). The focus of this research is the needs of teachers and students regarding Using (*Osing*) language learning. The research uses indicators developed by Brown (1995) to capture teacher needs through questions in needs analysis regarding: problem identification, priorities, abilities, attitudes and solutions. Meanwhile, for students we use indicators developed by Graves (2000) through statements in the needs analysis regarding: who are Using (*Osing*) language learners, language proficiency, intercultural competence, learning preferences, attitudes, goals, and expectations, target context, and student interests.

The development of learning models should be conducted in stages (Dick et al., 2005). The first stage involves the identification of instructional goals. This is followed by conducting instructional analysis, analyzing learners and contexts, and writing performance objectives. The other steps include developing assessment instruments, developing instructional strategy, developing and selecting instructional materials, designing and conducting a formative evaluation of instruction, and revising instructions. The final stage is about designing and conducting a summative assessment.

Literature Reviews

Needs analysis involves the student as the research subject, in addition to some parties who are interested in the learning program such as: teachers, principals, curriculum representatives, and others who may be influenced such as the student's parents. The collection of needs analysis is then used in the development of learning media and the desired end result with the knowledge and

skills that have been owned by students (Songhori, 2008). In decision making, consideration of the results of needs analysis alone cannot be used as the main benchmark, it needs to be balanced with the results of situation analysis because the difference between the results of needs analysis and the results of situation analysis is very fundamental in decision making. Boshier and Smalkoski (2002) provide solutions in the analysis of needs focusing on learning learning problems. McCawley's (2004) student needs analysis describes the gap between what is 'and' what is needed by the students so as to fill that gap into an objective of educational products. In addition, it also explains how the learning program should meet the needs of students (Tenri et al., 2013). Jiajing (2007) shows all data information about students ' expectations or desires that need to be utilized while Barkhuizen and Wette (2008) state the benefits obtained in the needs analysis can provide an idea of the student's deficiencies in learning, the collection of information about any need with an indication of the expected language proficiency at different levels.

This pilot study analyzes the needs of students and teachers to teaching materials Using (*Osing*) as a regional language learning in Indonesia. This study aims to answer the following research questions: what are the students' needs in Using (*Osing*) teaching materials? and what are the teachers' needs in Using (*Osing*) teaching materials?

Methodology

Research subjects, time, and model: This pilot study took place at the Banyuwangi Model State Elementary School, East Java, Indonesia. The study was developed in the middle of the pandemic between October - November 2021. The sample data were drawn from 107 students 5th grade students who studied Using (*Osing*) language as a local content subject of regional language learning and 6 Using (*Osing*) teachers. The method in this study was a mixed method in research and development, which only focused on one of the stages in it, namely, needs analysis. Analysis of teaching material needs is something that must be done in research and development, not only identifying learner needs, but also those related to the language itself and determining goals and objectives.

Qualitative methods were carried out to capture teacher needs with data collection techniques in the form of in-depth interviews and observations, while quantitative methods were used to capture student needs with data collection techniques in the form of questionnaires. Descriptive statistical research, qualitative analysis was used to examine data collected through focus group interviews. To describe the Likert questionnaire data supported by qualitative data can be obtained through focus group interviews (Creswell, 2008).

The research instrument is the questionnaire, which gathers information from data collection tools using interview guidelines with indicators developed by Rossett in (Macalister & Nation, 2010), through questions in needs analysis: identification of problems, priorities, abilities, attitudes and solutions. The questionnaire instrument regarding student needs was based on Graves' (2000) theory through statements in the needs analysis regarding: who are Using (*Osing*) language learners, language proficiency, intercultural competence, learning preferences, attitudes, goals and expectations, target context, and student interests, a questionnaire measuring the needs with 3 choices, namely: really need, need, don't need.

Data analysis: needs analysis in this study involved students and teachers in elementary schools Banyuwangi. The data obtained by closed questionnaires were analyzed in percentage form, while interviews and open questionnaires were qualitatively analyzed by recording techniques, and then described, classified, and interpreted qualitatively.

Results and Discussion

In Table 1 shows the results of questions regarding the analysis of students' needs to discover the background of Using (*Osing*) language learners. Needs analysis procedures were employed to identify the requirements of Grade 5th Using (*Osing*) language learners. Based on data from students from the Using (*Osing*) 47 percent and 80 percent from Non- Using (*Osing*) language, 83 percent of students do not use Using (*Osing*) language in everyday life, only 24 percent of students still can, but it is rare Using (*Osing*) language. According to Fishman (2007), if a language is not passed down to the

Table 1 Student background

Using (<i>Osing</i>) Language	Non- Using (<i>Osing</i>) Language	Using (<i>Osing</i>) Language	No Using (<i>Osing</i>) Language
47%	80%	24%	83%

next generation, the language will be extinct within three generations, starting with a language transition. Likewise, if the Using (*Osing*) language in Banyuwangi is not continuously used, it will face the threat of extinction, so the school environment is considered to have a positive influence so that the Using (*Osing*) language can be passed on to the next generation, so that the process of transitioning Using (*Osing*) language will take place. This is in line with the work of Ibrahim (2011), who states that the movement towards extinction will be faster if accompanied by a reduction in the scope and number of domains of language use in daily communication, or an increasingly widespread absence of language use in a number of domains, especially in the family domain. Hulukati et al. (2017) state that the movement towards extinction will be faster if accompanied by a reduction in the scope and number of domains of language use in daily communication, or an increasingly widespread absence of language use in a number of domains, especially in the family domain.

As illustrated in Figure 1, the background of students in relation to the use of the Using (*Osing*) language shows a significant imbalance between speakers and non-speakers. The data indicate that a considerable proportion of students originate from non-Using (*Osing*) language backgrounds, reaching approximately 80 percent, while only 47 percent of students are identified as coming from Using (*Osing*) language backgrounds. Furthermore, the findings reveal that 83 percent of students do not use the Using (*Osing*) language in their daily communication, whereas only 24 percent of students report occasional use of the language.

These findings suggest that the Using (*Osing*) language is experiencing a decline in functional use among elementary school students, particularly in everyday communication contexts. The dominance of non-Using (*Osing*) language backgrounds among students may contribute to limited exposure and reduced

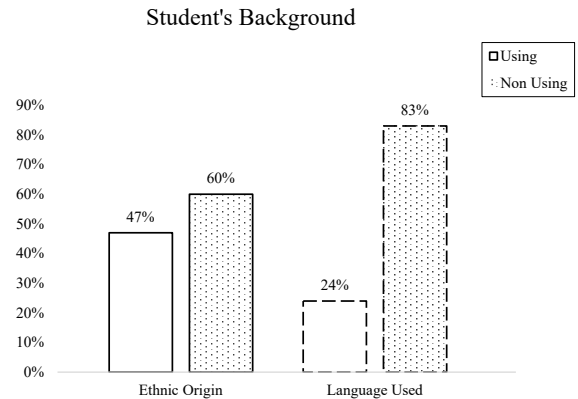


Figure 1 Background of Students' Use of The Using (*Osing*) Language

opportunities for language practice. Consequently, the school environment plays a crucial role as a formal domain for language maintenance and revitalization. Integrating Using (*Osing*) language into structured learning activities can serve as a strategic effort to support intergenerational language transmission.

In addition, the discrepancy between students' linguistic background and their actual language use highlights the urgent need for the development of effective teaching materials. Such materials should not only accommodate diverse student backgrounds but also promote active language use through communicative and context-based approaches. Therefore, the results presented in Figure 1 provide a strong empirical basis for designing Using (*Osing*) language teaching materials that are responsive to students' sociolinguistic conditions.

The second question; Table 2 focuses on the student's level of language proficiency. Based on data on Using (*Osing*) language learning in schools, it still needs to be improved, with the percentage of students' listening ability obtained at 38.3 percent, speaking ability at 43.9 percent, reading ability at 42.1 percent, and writing ability at 41.1

Table 2 Student language proficiency level

Component	Percentage	Criteria
Students are proficient at listening in Using (<i>Osing</i>) language	38.3	Really needed
Students are proficient in speaking the Using (<i>Osing</i>) language	43.9	Really Needed
Students are proficient in reading Using (<i>Osing</i>) language texts	42.1	Really Needed
Students are proficient in writing in the Using (<i>Osing</i>) language	41.1	Really Needed
Students master Using (<i>Osing</i>) language dialect	40.2	Needed
Students master the characters in BU language	41.1	Needed
Students master various vocabulary in Using (<i>Osing</i>) language	42.2	Needed
Students master Using (<i>Osing</i>) language vocabulary with correct pronunciation/dialect	42.1	Needed
Students master sound changes in writing Using (<i>Osing</i>) language	42.1	Needed

percent with needed criteria. Good. Furthermore, the ability of students to master the dialect of Using (*Osing*) language is 40.2 percent, the ability of students to master letters in Using (*Osing*) language is 41.1 percent, the ability of students to master various vocabulary in Using (*Osing*) language is 42.2 percent, the ability of students to master vocabulary in Using (*Osing*) language with dialect pronunciation is 42.1 percent, and the students' ability to master sound changes in writing Using (*Osing*) language is 42.1 percent. From these assessment points, it can be said that teaching materials that emphasize language skills will be able to help students improve their abilities in grammar, vocabulary, pronunciation and functional skills in learning Using (*Osing*) language. According to Nation (2003), mastery of vocabulary in the design of teaching materials is very necessary for mastery of the four language skills and activities of interpreting words or expressions, so that the model of teaching materials created by emphasizing communication skills meets the expectations of the user (Šulistová, 2013).

The third question; Table 3 regarding students' intercultural competence can be said to be quite good, the students' ability to understand the theme of each Banyuwangi festival as an annual agenda organized by the Banyuwangi district government with a percentage of 48.6 percent. Students' ability to master the customs or rituals typical of the Banyuwangi Using (*Osing*) language is really needed with a percentage of 45.8

percent, while one item has needed criteria with a percentage of 59.8 percent, namely, about students' experiences in participating in Using (*Osing*) language competition activities held in Banyuwangi district. So, it is expected that teaching materials with socio-cultural aspects can help students to improve their abilities and have a deep respect for Using (*Osing*) language culture in Banyuwangi. This finding is in line with Putri (2020) that local wisdom can be utilized in the development of teaching materials, which is considered important because it is close to students' lives.

The fourth question, as shown in Table 4, focuses on students' learning preferences. It can be seen that the proficiency of students in using language in learning still needs to be improved. This can be seen from the results of students' perceptions in pronouncing BU language dialect at 43.9 percent, students' ability to be able to learn correct Using (*Osing*) grammar at 49.5 percent, and students being able to tell stories Using (*Osing*) language only at 38.3 percent with the criteria needed. In line with research, Bao (2013) suggests that conversation strategies should be included in teaching materials because they are an important tool for achieving communication meaning for students.

The fifth question, as shown in Table 5, is that students' attitude categories toward Using (*Osing*) language learning is 38.3 percent, students' attitudes like Using (*Osing*) language for singing activities by

Table 3 Student intercultural competence

Component	Percentage	Criteria
Students took part in and mastered Using (<i>Osing</i>) language competition which was held in Banyuwangi	59.8	Needed
Students understand the theme of each Banyuwangi festival as an annual agenda for the Banyuwangi Regency Government	48.6	Really needed
Students understand the typical customs/rituals of the Using (<i>Osing</i>) language Banyuwangi	45.8	Really needed

Table 4 Student learning preferences

Component	Percentage	Criteria
Students can pronounce Using (<i>Osing</i>) language dialect	43.9	Needed
Students can learn the correct grammar of Using (<i>Osing</i>) language	49.5	Needed
Students can tell stories Using (<i>Osing</i>) language	38.3	Really needed

Table 5 Students' attitudes towards learning BU language

Component	Percentage	Criteria
Students enjoy Using (<i>Osing</i>) language	38.3	Needed
Students are happy to be able to sing in the Using (<i>Osing</i>) language	39.3	Needed
Students are serious about learning Using (<i>Osing</i>) language	41.1	Really needed

39.3 percent, and students are serious about learning *BU* language at school, amounting to 41.1 percent with good criteria. Through the perception of students' attitudes, there is still a belief regarding the continuity of learning Using (*Osing*) language which encourages students to learn in the way they like. Interest in studying regional languages is still below the standard. The condition of regional languages is also influenced by globalization, which has a direct impact in the form of language by redefining language boundaries more broadly so that the relationship between one language and another is more open (Hakim, 2009). This is necessary to maintain Using (*Osing*) language in Banyuwangi, Indonesia.

The sixth question, as shown in Table 6, is that the aim of students learning Using (*Osing*) language is to be able to communicate by 42.1 percent, students can learn Using (*Osing*) language as part of local content subjects in regional languages at school by 46.7 percent, and students learning Using (*Osing*) language to be able to speak, listen, write and read in Using (*Osing*) language is 50.5 percent. Using (*Osing*) language as local content provides students with an understanding of what they must have as an ethnic or regional identity. The results shows if the student perception can improve their mastery of Using (*Osing*) language both for daily needs and at school so that it can support student empowerment in carrying out further learning. Siti (2018) stated the importance of communication skills to express thoughts, ideas, knowledge or new information that is owned both in writing and orally. These skills include listening, writing and public speaking skills (NEA, 2010).

The seventh question, as shown in Table 7, is that the target context for students Using (*Osing*) language is for communication with family and friends, 43.9 percent is still said to be deficient, while what topics are really needed to be able to communicate or what content

do students need to know in studying Using (*Osing*) language, such is related to customs, crafts, figures or heroes, geographical conditions, arts, folklore and natural tourism in Banyuwangi, which are 43 percent with really needed criteria. This finding is in line with Juangsih et al. (2020) who found differences in students' learning goals for studying a foreign language. The results of this needs analysis are the main points in developing Japanese language teaching materials for tourism purposes.

The eighth question, as shown in Table 8 focuses on student's interest of themes that are topics in Using (*Osing*) language learning. The topic of Using (*Osing*) language for grade 5 elementary school students related to customs has a percentage of students' perceptions of 33.6 percent with the choice of the topic 'tumpeng sewu'. For topics related to Using (*Osing*) crafts, based on students' perceptions, the percentage obtained was 69.2 percent regarding 'typical Banyuwangi batik', while the figure in Banyuwangi that was of interest to students was 'Dewi Sri Tanjung', which is one of the main figures in Banyuwangi at 47.7 percent. Then for topics related to geographical conditions, the choice of 'population' was 58.9 percent, while the arts theme with the topic 'Seblang Dances' obtained a percentage of 47.7 percent. Furthermore, for topics related to folklore for students' perceptions, the percentage obtained was 69 percent with the topic 'Origins of the city of Banyuwangi', for material that highlighted regional tourism potential, the percentage obtained was 51.4 percent with the topic about the natural tourist attraction 'Ijen Crater' in Banyuwangi. Then topics related to family, based on students' perceptions, a percentage of 64.5 percent was obtained for the topic 'Sedulor' or a typical term for kinship that still has blood relations for Using (*Osing*) community. Furthermore, the ethnic carnival which is on the agenda of the Banyuwangi regional government every year obtained a percentage of

Table 6 Student goals and expectations

Component	Percentage	Criteria
Students can learn Using (<i>Osing</i>) language to communicate	42.1	Really needed
Students can learn Using (<i>Osing</i>) language for the local language subject at school	46.7	Really needed
Students learn to be able to speak, listen, write and read in Using (<i>Osing</i>) language	50.5	Needed

Table 7 Student target context

Student target context	Percentage	Criteria
Students Using (<i>Osing</i>) language to communicate with family and friends	43.9	Really needed
Students study Using (<i>Osing</i>) language topics related to customs, crafts, figures/heroes, geographical conditions, arts, folklore and natural tourism in Banyuwangi	43.0	Really needed

Table 8 Student interests

Component	Topic	Percentage
Customs	Tumpeng sewu	33.6
Using (<i>Osing</i>) Tribal Crafts	Batik khas Banyuwangi	69.2
Figures/Heroes in Banyuwangi	Sri Tanjung	47.7
Geographical Conditions	Penduduk di Banyuwangi	58.9
Art	Tarian Seblang	47.7
Folklore	Asal usul kota Banyuwangi	76.6
Natural Tourism	Kawah ijen	51.4
Family	Sedulor/ kekerabatan	64.5
Ethnic Carnival	Kebo-keboan	27.1
History	Kerajaan Blambangan	58.9

27.1 percent of students with the topic ‘kebo-keboan’, while the historical material in Using (*Osing*) language teaching materials with the topic ‘Blambangan Kingdom’ obtained a percentage of 58.9 percent. These findings are not far from the results of research conducted by Lestari (2014) regarding the importance of asking students’ opinions to investigate what topics are needed, liked and added to teaching materials.

The second research question presented in Table 9 focuses on analyzing teacher needs for the first category, namely, identifying problems faced in learning Using

(*Osing*) language in the classroom. According to statistics, there is a connection between teachers’ needs for the curriculum, syllabus and content of teaching materials with 83.3 percent really requiring it and 16.7 percent being in the need category. During the focus group interview, the teacher pointed out the need for teaching materials to meet Using (*Osing*) language learning outcomes that could be easily understood by both teachers and students. This is in line with Botifar et al. (2019) through research on the Rejang language in Bengkulu, the obstacles faced by teachers in elementary schools, namely, that the curriculum, syllabus and teaching materials are still not balanced. The results of the needs analysis concluded that it is necessary to develop a synergistic curriculum, syllabus or teaching materials.

In the priority category, the achievement of learning objectives in teaching materials and topics relevant to the Using (*Osing*) language curriculum is very needed by teachers at 66.7 percent of the value percentage, as is the need for teaching materials that contain character education values. Based on interviews, this is one of the efforts to achieve the goal of curriculum development in schools, namely, strengthening character education in all subjects, including Using (*Osing*) language as local language content. The need for achieving learning objectives Using (*Osing*) language teaching materials is clearly needed at 33.3 percent, and Using (*Osing*) language teaching materials that reflect awareness of Banyuwangi regional culture with a percentage of 83.3

Table 9 Problems and identification of priorities faced by teachers

Aspect	Component	Percentage	Criteria
Problem	Requirements between curriculum, syllabus and content of teaching materials	83.3	very needed
	Learning resources and media	83.3	very needed
Priority	Achievement of learning objectives in teaching materials and topics relevant to the Using (<i>Osing</i>) language curriculum	66.7	very needed
	The need for teaching materials that contain character values	66.7	very needed
	The Using (<i>Osing</i>) language teaching materials that reflect awareness of Banyuwangi regional culture	83.3	very needed
	The Using (<i>Osing</i>) language teaching materials with digital technology innovation to make it interesting	83.3	very needed

Table 10 Interview results on teacher ability towards BU learning

Indicator	Description	Comments/Suggestions
Do you understand the Using (<i>Osing</i>) language well?	Yes	Quite good capabilities
Do you use BU language in your daily communication?	No	Even though they understand the Using (<i>Osing</i>) language, they don't use it in daily communication
Do you master the Using (<i>Osing</i>) language from school?	Yes	Because of habit, it took a long time to understand the material about Using (<i>Osing</i>) language
Do you master the Using (<i>Osing</i>) language both orally and in writing?	Yes	Yes, but it's still not optimal, just general knowledge.

percent are really needed, and innovation in digital-based teaching materials is 66.7 percent. This finding is in line with Lustyantje et al. (2019) on the need to apply character education to French literary material for students majoring in French, Silanoi (2012) on the positive influence of character education in Thailand, and schools in South Korea (Kim et al., 2019). In the development of digital-based learning, education is very necessary as a language information skill for students (Iskandar et al., 2022). As designing interactive animations introducing Sundanese aims to make it easier for students to learn Sundanese, research results show that digital teaching materials such as interactive animations are very suitable for introducing Sundanese to children (Anwar et al., 2018).

As presented in table 10, the interview results indicate that teachers generally demonstrate an adequate level of competence in Using (*Osing*) language ability, although several limitations remain. All respondents reported that they understand the Using (*Osing*) language, suggesting a foundational level of linguistic competence. However, this competence is not consistently reflected in daily communication practices, as teachers admitted that they do not regularly use the language in everyday interactions. Teachers have been able to develop appropriate methods for learning Using (*Osing*) language which enable students from outside the region to learn naturally. Imroatun's research (2017) states that if teachers want to conduct a language learning that is natural, without a teacher, and without intention, called the naturalistic type, then a technology-based learning design is needed in developing regional languages that allows children to learn regional languages naturally.

As presented in Table 11, the interview findings reveal that teachers generally exhibit positive attitudes toward the Using (*Osing*) language and its instruction. All respondents expressed favorable perceptions of the

language, including enjoyment in teaching it, willingness to use it as a medium of communication with students, and appreciation for engaging with the language through listening, reading, speaking, and writing activities. This indicates that affective factors, such as interest and motivation, are not significant barriers in the implementation of Using (*Osing*) language learning.

In the need for identification of teacher attitudes towards Using (*Osing*) language, it can be concluded that teachers' attitudes towards teaching Using (*Osing*) language include: feeling contented about Using (*Osing*) language, happy teaching Using (*Osing*) language, pleased to communicate using in Using (*Osing*) language to students, and excited listening, reading, speaking and writing in Using (*Osing*) language. Based on the results of identifying these attitudes, the respondents' attitudes still have positive expectations towards Using (*Osing*) language so that ability and a good attitude towards Using (*Osing*) language can improve learning Using (*Osing*) language optimally. This finding is in line with (Ali & Rahman, 2016) that the positive attitude shown by teachers in learning Malay is due to the desire for innovation in education in Indonesia. According to Fullan's (2001) view, the teacher's positive attitude will have a deep impression on the teacher's acceptance of every educational innovation. Based on the results of interviews, identify teachers' attitudes towards Using (*Osing*) language.

As shown in Table 12, the interview results highlight several challenges faced by teachers in implementing Using (*Osing*) language instruction, as well as the strategies they employ to address these challenges. Teachers reported that they attempt to use engaging and varied teaching methods, such as discussions and audiovisual media, to make learning more interactive and appealing for students. This indicates an awareness of the importance of student-centered and communicative

Table 11 Interview results for teacher attitudes towards learning BU

Indicator	Description	Comments/Suggestions
Do you like Using (<i>Osing</i>) language for everyday communication?	Yes	It would be nice if someone invited you to communicate Using (<i>Osing</i>) language
Do you like Using (<i>Osing</i>) language teaching?	Yes	Yes, apart from the obligations of the school curriculum
Do you like Using (<i>Osing</i>) language as communication for students?	Yes	It's nice if there are students communicating Using (<i>Osing</i>) language during learning, we even arrange a schedule for Mrs. Nani (the team who created BU language materials and as the school supervisor) to fill in the material so that students can speak Using (<i>Osing</i>) language correctly.
Do you like reading and writing in the Using (<i>Osing</i>) language?	Yes	Quite good capabilities
Do you enjoy hearing someone speak or sing in the Using (<i>Osing</i>) language?	Yes	Yes, even if you don't know the meaning but happy to listen to songs in Using (<i>Osing</i>) language.

Table 12 Interview results with teacher solutions for using tribe learning

Indicator	Description	Comments/Suggestions
Do you teach <i>BU</i> language using a fun method?	Yes	Yes, try to change methods such as discussions, showing films from Infocus so that <i>BU</i> language learning is interesting for students
Do you teach <i>BU</i> language with strategies that suit students' needs?	Yes	Yes, we adjust it to the situation in class.
Do you teach <i>BU</i> language with communicative media?	No	Lack of children's interest in learning the <i>BU</i> language
Do you teach <i>BU</i> language in accordance with the specified curriculum content?	No	Do not follow the material from the curriculum because this lesson is considered only a complement so it is just learning
Do you use other sources in teaching <i>BU</i> language to students?	No	There are not just worksheets, for this reason, on behalf of other colleagues, we hope that there will be teaching materials that are in accordance with the curriculum content along with explanations of the material so that it is easy to learn.

approaches in language teaching. In this last category, teachers were asked to find solutions to solve problems that arise in learning Using (*Osing*) language. Indicators of teachers' needs for Using (*Osing*) language learning solutions are such as: methods used, media and learning resources, and effective strategies and approaches for students. This is done to determine what actions should be taken to overcome problems in learning Using (*Osing*) language. Based on the respondents' answers to this question, it leads to efforts to improve teachers' needs regarding the need for curriculum, syllabus and Using (*Osing*) language teaching materials that support each other so that the goals of Using (*Osing*) language learning can be achieved well.

Conclusion

To sum up, there is a need to develop a new approach of Using (*Osing*) language teaching materials as mother tongue learning. Results indicate that the student needs *BU* teaching materials. Furthermore, Using (*Osing*) teaching materials designed based on student needs, will be very helpful for learners. Improving the ability of four language skills is important in meeting the needs of *BU* teaching materials, and for teachers Using (*Osing*) Teaching materials must be developed in accordance with the curriculum and syllabus.

Conflict of Interest

There is no conflict of interest.

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