



## RESEARCH ARTICLE

## Testing the Feasibility of Developing Regional Language Teaching Materials for Elementary School Students in Indonesia

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**ABSTRACT**

Students' language skills in regional languages are still low. One effort to improve it is through the development of teaching materials. This study aims to test the feasibility of BU teaching materials in Banyuwangi, East Java, Indonesia in improving students' regional language skills. The feasibility test of BU was conducted by syllabus experts, material experts, and learning media experts involving 4 BU teachers and student participation. After the revised teaching materials, the teaching materials are then tested on students to measure the ability of the BU regional language. Analysis of quantitative and descriptive data was used to obtain the results of the expert judgment questionnaire and teacher and student assessments. The results of the feasibility test showed that BU teaching materials were in the very valid category. Therefore, BU teaching materials can be used in regional language learning for elementary school students.

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**INTRODUCTION**

Teaching materials are one of the learning tools that include materials, methods, measuring instruments, and assessment methods that are systematically arranged to achieve the expected competencies. Zohrabi (2011) there are several variables that need to be considered before developing teaching materials, namely students, lecturers, syllabus, methodology, resources, time, and finance. A syllabus design is necessary for teachers and students so that they can play a direct role in determining the direction of learning in the classroom according to their needs (Botifar et al, 2020). The development of teaching material models must be based on the teacher's confidence in using teaching materials, this belief will have a direct impact on learning success (Amerian & Pouromid, 2018). Nikoopour & Farsani (2011) on language teaching materials is everything that is used to make a presentation of language learning, capable of linguistic, visual, auditory or kinesthetic and can be studied in print, moving displays, tapes, CD ROMs, DVDs, or the internet.

The preparation of regional language teaching materials is part of community identity efforts that need to be preserved, in the field of regional language learning education has coverage on language, literature, art, and culture materials. In Indonesia there is a regional language BU (*Basa Using*) used in everyday conversation by the people of Blambangan Banyuwangi, East Java, Indonesia (Asrumi, 2021). Regional language research continues to be carried out through various ways by paying attention to, developing, and collaborating on the traditions of a region both language, dance, and songs so that regional culture can be known by the world (Anoegrajekti et al 2023), it is considered the beginning of reviving the cultural traditions of a region (Sallabank & Olko, 2018). Efforts to preserve regional languages are certainly still interesting to note and carried out by researchers (Yan et al, 2010);(Dolphen, 2014);(Kartashova, 2015);(Kafata, 2016);(Aziz, Yusuf, Raisha, & Kamaliah, 2017). The urgency of the extinction of cultural property in regional languages needs to be anticipated. BU regional language is one that needs attention to be preserved. BU's position is currently receiving less attention because people pay more attention to the English language.

Language skills are generally divided into four groups, the material teaching listening, speaking materials, reading materials, and writing materials. One of the basic principles that guide the development of appropriate reading material is to understand the purpose of reading (Evans et al, 2010); design of writing teaching materials begins with respecting the way students write according to their culture and providing feedback from teachers (Boggs & Manchón, 2023); activities on listening materials focused on language knowledge through comprehension strategies (Bi & Wang, 2024); while the teaching material speaks not only of grammar skills for effective language transfer but also of knowledge of how words are used in a given context, classroom teaching requires cultural situations to help students fully understand the relationship between the text and its corresponding environment, as well as analyzing the historical background and conditions that the text and its development context can generate (Wang et al, 2024).

At least in language teaching materials contain four main aspects such as, linguistic, culture, learning resources, and student identity and environment (Azarnoosh et al, 2016); Afitska (2016) also added that language teaching materials should support students in involvement and independence in the learning process. However, Banegas et al. (2020) the concept of language teaching materials not only includes linguistic knowledge but also can present identity and as a medium that can motivate to learn. Thus, teaching materials should be able to encourage students to take advantage of the knowledge and learning styles of the classroom culture and interests of each student. The development of teaching materials also requires the needs and interests of students in achieving goals in the learning process.

In getting teaching materials that meet the needs and criteria, then the teaching materials will be assessed through expert judgment, teacher assessment, and student participation. This paper discusses the feasibility of BU regional language teaching materials for elementary school students developed in previous research. This study aims to address the following research questions:

- Q1.** what is the feasibility result on the the syllabus experts?
- Q2.** what is the feasibility result on the BU material expert?
- Q3.** what is the feasibility result on the media expert?
- Q4.** what is the teacher's assessment of BU teaching materials ?
- Q5.** what is the assessment of students on BU teaching materials?

## **LITERATURE REVIEW**

### **Background and related work the feasibility**

Feasibility of teaching materials developed is the implementation of the evaluation stage. Bannan-Ritland (2003) divide the evaluation phase into three phases, formative test, improvement of teaching materials developed, and implementation. In getting teaching materials that meet the needs and criteria, teaching materials will be assessed through experts by providing a set of syllabus. Hedgcock (2018) that it is important to carefully determine the components in the syllabus in terms of objectives, content, approach, assessment, and time allocation. Syllabus also has an important role to be planned in detail to facilitate the development of the material (Imamah et al, 2020). Between the needs of the school and the regional language, material is needed about the peculiarities of culture, language and behavior of the community. Regional language teaching materials should also contain material related to local culture and language. Furthermore, the feasibility test of language materials can improve students' language competence (Tøge et al, 2022). Another important aspect in teaching materials is media such as digital that can help students understand the context and increase the motivation of the material to be studied (Wu et al, 2020). There are at least three aspects that need to be tested in the feasibility of teaching materials such as syllabus, language materials, and media.

### **Teaching materials**

Teaching materials can be developed effectively and pay attention to the needs of students (Cloonan & Fingeret, 2020). Teaching materials can at least also be easily accessed by students and teachers (Elvarita et al, 2020). Media in teaching materials should include visual aids such as handouts, slides, overheads, consisting of text, diagrams, images and photos, as well as other media such as audio, video and animation. The design of teaching materials by utilizing digital media can help students improve language skills such as writing (Åberg et al, 2016). In this case, the teaching

material is defined as a conceptual design that includes messages, facts, concepts, procedures, competencies and skills to be achieved in the learning process.

**Regional languages for elementary schools**

Regional languages for elementary school students as an effort to maintain the mother tongue, this condition is indicated by the choice of language used by students when communicating (Botifar et al., 2020). Brien et al. (2020) considering the age of primary school students is a critical period of development, more time is spent in the classroom so it is important to develop the mother tongue. Regional languages that are also known as mother tongues can support successful literacy learning in primary schools through strong school-home relationships (Puglisi et al, 2017). Regional languages in Indonesia shows the number seven hundred thirty-five which can be grouped into two categories of strong regional languages and regional languages that are classified as weak. that is, a strong language is a language that is considered to be able to survive for a long time, while a weak language is a regional language that is vulnerable to extinction (Ahmad et al, 2016).

**METHODOLOGY**

**Data collection**

This study is to produce regional language teaching materials for elementary school students, to achieve this goal, this study is designed based on the development steps (Dick, Carey, & Carey, 2015). The development steps started with the collection of information through literature reviews, field observations, documentation studies, interviews, and questionnaires. The information collected is to obtain a needs analysis and an overview of current teaching materials. From these two data, further developed teaching materials. His qualifications are tested through expert evaluation. Three experts include syllabus, BU materials, and media experts. assessment is also carried out by teachers and students. The results of the expert assessment were processed with an assessment scale ranging from very feasible (4), feasible (3), quite feasible (2), and less feasible (1) with the categories adopted from Rosidi as quoted in Khotimah (2019) as shown in Table 1 below.

**Table 1: Rating scale**

1.0 – 1.49	Less (1)
1.50 – 2.49	Quite feasible (2)
2.50 – 3.49	Feasible (3)
3.50 – 5.00	Very feasible (4)

**RESULTS**

Teaching materials have a very important role in achieving goals learning, ingredients teach regional languages that are developed should be able to create the process learning language skills in students. In developing teaching materials, the role of lecturers is determine, design and compile teaching materials can affect the success the process of learning and learning through a teaching material (Prastowo, 2016). Based on this, BU Teaching materials for regional language learning for elementary school students in Banyuwangi, East Java, Indonesia it has been developed on the topic of culture. Early appearance of the teaching the material is shown in figure 1.



**Figure 1: BU Regional language teaching materials**

Formative evaluation is conducted on syllabus experts, regional language materials and learning media to obtain assessment, input, and advice from theoretically competent experts. Expert assessment or expert judgment as one of the efforts to improve teaching materials to be better. First, the syllabus specialist involves Dr. Astri Widyaruli Anggraini, M.A., The feasibility test syllabus analyzed (Nation & MacAlister, 2010) contains five components, namely: learning objectives, material focus, format/presentation, learning activities, and evaluation. In the assessment of the syllabus generally get good results. The format of the syllabus developed is in accordance with the format and features that must be present in the current school learning device. However, the objectives in the syllabus need corrective consideration by clearly outlining what will be done by the student and clarifying the criteria used to assess the actions referred to in the objectives. Based on the results of the expert assessment of the syllabus can be concluded that the syllabus design that has been prepared shows an average score of 3.46 and worth maintaining.

**Table 2: Syllabus expert assessment**

Components	Score	Category
Learning Objectives	3,75	Very feasible
Material Focus	3,16	Feasible
Format and presentation	3,40	Feasible
Learning Activities	3,60	Very feasible
Evaluation	3,40	Feasible
average	3,46	Feasible

The second assessment material for regional language experts, Dr. Agus Mursidi, M.Pd. which contains five components: the characteristics of the material for the local content of the regional language, the purpose of teaching the regional language, the scope of the material, the content or content of the regional language, and evaluation. Overall, it can be said that there is a suitability between the syllabus and teaching materials, suitability between competencies in each unit with materials, exercises, and regional language and literature materials. According to experts in the developed teaching materials, it already contains the characteristic components of local content, because it has outlined the indicators of local content set by the government, namely meeting the needs of schools and regions, cultural peculiarities, language peculiarities and behavioral peculiarities of local communities. This teaching material contains material related to culture and art in the form of songs, household appliances, and rituals, the results of taste creation in the form of food and regional specialties, folklore, and kinship calls called *Sedulor*. The results of the regional language expert qualification test showed an average score of 3.78 Very feasible criteria.

**Table 3: Expert assessment of regional language materials**

Components	Score	Category
Characteristics of regional language teaching materials	3,80	Very feasible
Teaching Objectives	3,60	Very feasible
The scope of regional language materials	3,50	Very feasible
Content	4,00	Very feasible
Evaluation of regional language teaching materials	4,00	Very feasible
average	3,78	Very feasible

Third assessment of learning media by Dr. Cecep Kustandi, M.Pd which contains eight components: attractiveness of teaching materials, credibility, validity, reliability, media to stimulate learning, assessment, media to develop materials for teachers and students, and flexibility. Expert assessment of this learning media generally get very good results. Descriptively, this regional language teaching material has an appeal, especially from the varied image components. However, still in this context, improvements are needed, especially in the colors of the images that need to be contrasted, this also applies to units that instill student character attitudes in the learning process. Meanwhile, in terms of media, it is quite good to accommodate students' visual learning styles through videos taken from youtube. Experts also suggest that teaching materials be equipped with glossaries or dictionaries to make it easier for learners who do not master the regional language. The results of expert assessment of learning media showed an average score of 3.80 with Very feasible criteria.

**Table 4: Expert assessment of learning media**

Components	Score	Category
The appeal of teaching materials	3,80	Very feasible
The credibility of the teaching materials	3,60	Very feasible
The validity of teaching materials	3,75	Very feasible
Material reliability	3,30	Feasible
The ability of the media to attract the attention of students	3,40	Feasible
Teacher/student perception of the media in teaching materials	3,50	Very feasible
Assessment	3,25	Feasible
Flexibility	4,00	Very feasible
average	3,58	Very feasible

Dick and carey applied individual formative evaluation to avoid constraints on the developed product, one to one test to determine the user's response to regional language teaching materials developed before being tested by small groups of students and teachers. One to one test was conducted on four students who aimed to find out the response whether the teaching materials have met the needs of students. The test results of a small group of students get an average score of 3.72 equivalent to " Very feasible ".

**Table 5: Student assessment**

Components	S1	S2	S3	S4	Score	Category
The importance of teaching local languages	3.50	3.50	3.25	3.75	3.50	Very feasible
Media skills for student attention	3.60	3.60	3.60	3.40	3,55	Very feasible
Motivating media skills for students	3.60	3.33	3.33	3.33	3,39	feasible
User perception of Learning media	3.50	4.0	4.0	4.0	3,87	Very feasible
average					3.57	Very feasible

The trial on teachers involved four teachers by analyzing regional language teaching materials, namely providing comments in accordance with their respective opinions on the questionnaires given. Assessment of the design of teaching materials in the teacher group test generally get an average score of 3.64, equivalent to "Very feasible" which means that all parts of the existing regional language teaching material design is "maintained".

**Table 6: Assessment of teacher small group test**

Components	T1	T2	T3	T4	Score	Category
The appeal of teaching materials	3.60	3.80	3.20	3.60	3,6	Very feasible
The credibility of the teaching materials	4.0	4.0	4.0	4.0	4.0	Very feasible
Validity of the material	3.60	3.40	3.20	3.20	3.35	feasible
Material reliability	3.33	3.0	3.0	3.0	3.1	feasible
Material ability attracts learning interest	4.0	4.0	4.0	4.0	4.0	Very feasible
Material ability motivates students	3.60	3.60	3.60	4.0	3.75	Very feasible
Assessment	3.33	3.33	3.33	3.60	3.41	feasible
Identify students' perceptions of the material	4.0	4.0	4.0	4.0	4.0	Very feasible
Material flexibility	3.50	4.0	3.50	3.50	3.62	Very feasible
average					3.64	Very feasible

Based on Table 6, it can be said that the results of teacher assessment of regional language teaching materials can be seen from the attractiveness of teaching materials, materials, the ability of teaching materials to attract the interest and motivation of students and teachers, the evaluation and perception of students and teachers of teaching materials are covers of teaching materials, images and colors that vary, languages and content that are easy to understand so that they can attract students to learn, the credibility of the material developed is appropriate. In addition, teaching materials are able to attract interest and motivation with the development of materials that are interesting enough for students and teachers, with colorful images and digital media able to make students like and easily learn regional languages for both native and non-native speakers. In terms of material assessment, this teaching material has met the needs of assessment, meaning that the material can be assessed and developed for the needs to communicate and apply the four language skills, while in the aspect of teacher perception of students who will use this teaching material, students consider it easy to understand the material because the material developed is quite simple but able to develop language skill.

## CONCLUSION

This paper discusses the feasibility of BU regional language teaching materials for elementary school students developed in previous research. The feasibility of regional language teaching materials for primary school students involves experts, teachers and students. The syllabus expert showed a score of 3.46 with feasible criteria, the BU material expert showed a score of 3.78 with very feasible criteria, and the media expert showed a score of 3.58 with very feasible criteria. While on the test, students obtained an overview of student responses to BU teaching materials with a score of 3.57 or very decent, the last test of a small group of teachers obtained results of 3.64 with the criterion of very decent teaching materials.

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