**Assessing the needs for Javanese learning for speakers of other languages**

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| ABSTRACT | | |
| Considering the demand for Javanese lessons and there was no standardized BPJA curriculum, this article began with conducting a need analysis, particularly on the needs analysis of Javanese learning for speakers of other languages. Applying the quantitative-descriptive method, this study used data gathered from the survey of 57 participants from 27 different countries. The questionnaire used to conduct the survey was validated through a pilot study with a Cronbach Alpha score of 0.888. It covered Target Needs (seven statements) and Learning Needs (eleven statements) that were in the form of field notes. The data was then analyzed using descriptive analysis. The present study revealed that the most difficult aspect of studying Javanese is mastering its vocabulary (54.8%). This condition limited the learners’ confidence to converse with the locals (74.2%) and made them less progressive in other related competencies such as reading and writing. Based on the participants’ responses to the survey, the approach recommended to facilitate the program of Javanese for speakers of other languages is the communicative approach. Through its comprehensive examination of the challenges, opportunities, and potential solutions, this research not only contributes to the field of language education but also reinforces the value of embracing linguistic diversity as a cornerstone of our shared human experience.  **Keywords**: needs analysis, Javanese, learning, speaker of other languages | | |
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**INTRODUCTION**

As an integral part of Indonesian culture and identity, Javanese holds significant importance within Indonesia and the global community. The Javanese language, spoken by around 90 million people, predominantly in Indonesia's Central and East Java regions (Azizah & Adriani, 2020), stands as the largest local language in the country. However, there are challenges in promoting and preserving the Javanese language, especially among non-Javanese speakers. One important aspect to consider is the development of effective learning materials and tools. Assessing the needs for Javanese learning for speakers of other languages is a crucial endeavor in today's multicultural and globalized world. Suseno (2021) emphasizes the need for teachers to understand why students have less interest in Javanese compared to English. The preservation and promotion of the Javanese language in educational settings are crucial. Maghfirotun and Robik (2021) emphasize the efforts of teachers to improve the language skills of students in Javanese language learning. This is essential for creating a generation that values their cultural identity and can effectively communicate in Javanese. Moreover, the impact of Javanese language preservation on language skills for children Kurniastuti et al. (2022) particularly in elementary schools is explored by Rahman et al. (2022). Despite its widespread use, the demand for Javanese language learning resources for speakers of other languages remains relatively unexplored, especially in higher education.

Universities and higher education institutions offer a comprehensive and well-rounded approach to language education, combining academic expertise, structured curriculum, access to resources, and cultural immersion (Copice & Tracewski, 2016). These factors make them an excellent choice for individuals seeking to learn languages like Javanese in a thorough and meaningful way, whether for personal enrichment or professional development. Given the fact that Javanese is widely spoken in Indonesia, the interest in mastering the language has started to spread among foreigners joining the Indonesian Language for Speakers of Other Languages (BIPA) program. One of the universities that offer it is Universitas Negeri Yogyakarta (UNY). A focus group discussion, as a preliminary study, conducted by Ekowati (2017) presented the fact that 73% of international students including 16 students from Yunnan Minzu University, 19 students from Guangdong University of Foreign Studies, and 7 students from Fontys University of Applied Sciences, are attracted to learn Javanese language and culture. They expressed that they wanted to be able to greet local people and respond to some questions addressed to them in proper Javanese. They also wanted to know more about Javanese traditions and their philosophies.

In addition, to enrich the results of the focus group discussion, we also carried out an interview. The interview with the management of Wisma Bahasa and the Indonesian Language and Culture Learning Service (INCULS) of Universitas Gadjah Mada, language centers providing students with a Javanese Language program for Speakers of Other Languages (BPJA), was conducted to get some information about the system they have been running in their institutions. It is revealed that the Javanese program was initiated in 1992 based on the request of some international visitors who stayed in Yogyakarta and wanted to be able to communicate in Javanese. She explained that the participants joining the class were mostly international students and researchers of anthropology and linguistics. In Wisma Bahasa, teachers who will be given the responsibility to handle the classes are prepared seriously. They have to join several teachers’ training programs before being allowed to facilitate any language program. Classroom activities for BPJA in Wisma Bahasa are carried out for 100 hours. Extra programs outside the language class such as manuscripts, culture, traditions, puppets, and history, can be provided at the participant's request.

Furthermore, the BJPA program in Wisma Bahasa is based on the requests, needs, and placement tests of the participants. Based on the information and request, the institution arranged four levels of learning modules. This leveling is the same as the system in the BIPA program. They are beginner, intermediate, and advanced categories (level 1, 2, 3, or 4). At the end of the program, Wisma Bahasa provides an evaluation to test the comprehension of the participants. Thus, they could reflect on their progress during the courses. In addition, Wisma Bahasa has collaborated with some institutions in Yogyakarta to facilitate the learners for internships and cultural workshops.

BPJA program in the Indonesian Language and Culture Learning Service (INCULS) is similar to the program conducted in Wisma Bahasa. The Javanese class in INCULS is optional. The teacher assigned to teach Javanese in INCULS has to start with a needs analysis and assessment of the participant’s skills in order to get some information to design the appropriate Javanese class. INCLUS offers various activities to support the success of the learners to master the Indonesian or Javanese language such as tutorials (supporting activities for learning Indonesian and Javanese after class with UGM student tutors), Study Fields (visits to companies/ institutions/schools/organizations), Workshop on Batik / Gamelan / Traditional Dance / Pencak Silat / Indonesian Cuisine / Silver Crafts, Field Trip (traveling around Jogja, Lava Merapi Tour, etc.), and Study in the village. These additional activities can be held with at least 5 participants. At the end of the course, participants will receive a graduation certificate with endorsement from the Dean of the Faculty of Cultural Sciences UGM.

These pose some challenges to the Faculty of Languages and Arts, UNY to cater to a professional program of Javanese Language and Culture for Speakers of Other Languages (BJPA) that has not gained any serious attention in the past. The Javanese Language Study Program at UNY has no standardized BPJA curriculum. It never conducted a needs analysis on BJPA to develop the design of those learning facilities. This situation gets complex when international students in the university demand Javanese lessons. Teachers have difficulty finding reading material to teach reading and cannot find suitable learning audiovisuals for listening activities based on the level of the learners. Thus, it is necessary to have a comprehensive study focusing on the needs of foreign learners for Javanese language and culture classes. By conducting this needs analysis, it is expected that the program could run smoothly and the learners learn the language better. However, there is no research or study that may be used as a referent to be the model of BJPA in Indonesia and the standard curriculum that governs and standardizes the running of the lessons is not available yet.

Spolsky (1980) and Stern (1987) (in Widodo, 2001: 4) explained some aspects that have to be prepared before starting a foreign language learning including clear (1) learning objectives, (2) learning targets, (3) order of materials, (4) method selections, (5) media utilization, (6) activities of learning, (7) learning evaluations, and (8) learning problems. Neglecting the aspects will result in an unprofessional class of language learning, and the potential to be protested. Therefore, considering these aspects, preparing good language learning for foreign learners is complex, and a clear concept is required.

The present study adopted a comprehensive and multidimensional approach, exploring various factors influencing the acquisition of Javanese for learners of diverse linguistic backgrounds. In doing so, it examined the socio-cultural significance of the language through self-evaluation, the challenges faced by non-native speakers, the language skills, the existing language learning resources and methodologies, time allocation, and their wants (other activities and other materials for each skill). The findings of this study not only contributed to the understanding of Javanese as a language with immense cultural and historical value but also served as a foundation for the development of effective pedagogical approaches to facilitate its acquisition for non-native learners.

**METHOD**

This is quantitative descriptive research. The respondents involved in this study were foreign students who are currently studying or graduated from some universities located in Yogyakarta. The data collection technique used in this study was from a survey using a questionnaire. Five questions in the first section of the questionnaire specifically look at the gender, teaching experiences, credentials, and workshop experience of the teachers. The remaining questionnaire questions are in the form of field notes. The respondents were asked to choose the number representing their level of agreement. It involved target needs and learning needs which was adapted from Hutchinson and Waters (1989) that defined two further classifications under the overall title of needs: Target Needs (TN) and Learning Needs (LN). The target needs to address the issue of what knowledge and abilities learners will need to execute to the needed level of competence in the target setting. Learning needs are defined as "what learners need to do in order to learn" by Hutchinson and Waters (1989). In this sense, learning needs to seek data relevant to the learning situation, taking into account the learners' type, cultural awareness, and English proficiency level, as well as the available materials, existing resources, and all other information that can assist the teacher in providing appropriate knowledge to the learners. The number of participants involved was 57 people from 27 different countries.

A pilot study was conducted to get feedback on the questionnaire's operation and effectiveness (Dörnyei, 2010). This pilot study involved five coworkers who are comparable to the intended group, and it produced some unclear language. Cronbach Alpha score of.888, the outcome of this step, demonstrated the good reliability of the questionnaire.

**Table 1. Participants in the research**

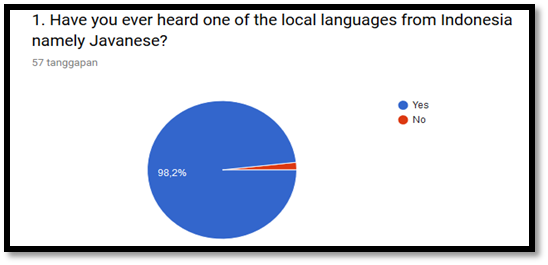
| No. | Country | Quantity |
| --- | --- | --- |
| 1. | Australia | 2 |
| 2. | Azerbaijan | 1 |
| 3. | Burundi | 2 |
| 4. | China | 8 |
| 5. | Colombia | 1 |
| 6. | Ethiopia | 1 |
| 7. | Germany | 3 |
| 8. | Greece | 1 |
| 9. | Hungary | 1 |
| 10. | India | 2 |
| 11. | Indonesia | 1 |
| 12. | Italy | 10 |
| 13. | Japan | 8 |
| 14. | Laos | 2 |
| 15. | Madagascar | 1 |
| 16. | Malaysia | 2 |
| 17 | Mali | 1 |
| 18 | Mexico | 1 |
| 19. | Morocco | 1 |
| 20. | Pakistan | 1 |
| 25. | Rwanda | 1 |
| 26. | Tanzania | 1 |
| 22. | Thailand | 1 |
| 23. | Turkmenistan | 1 |
| 24. | South Korea | 1 |
| 26 | Uganda | 1 |
| 27 | United States of America | 1 |

The data obtained from the questionnaire then were analyzed descriptively by the following steps; defining the objective of the study, cleaning the data from errors, organizing data using spreadsheets, calculating basic descriptive statistics (the percentage), visualizing them in pie charts, interpreting the descriptive statistics and visualizations, presenting the finding, and drawing conclusions.

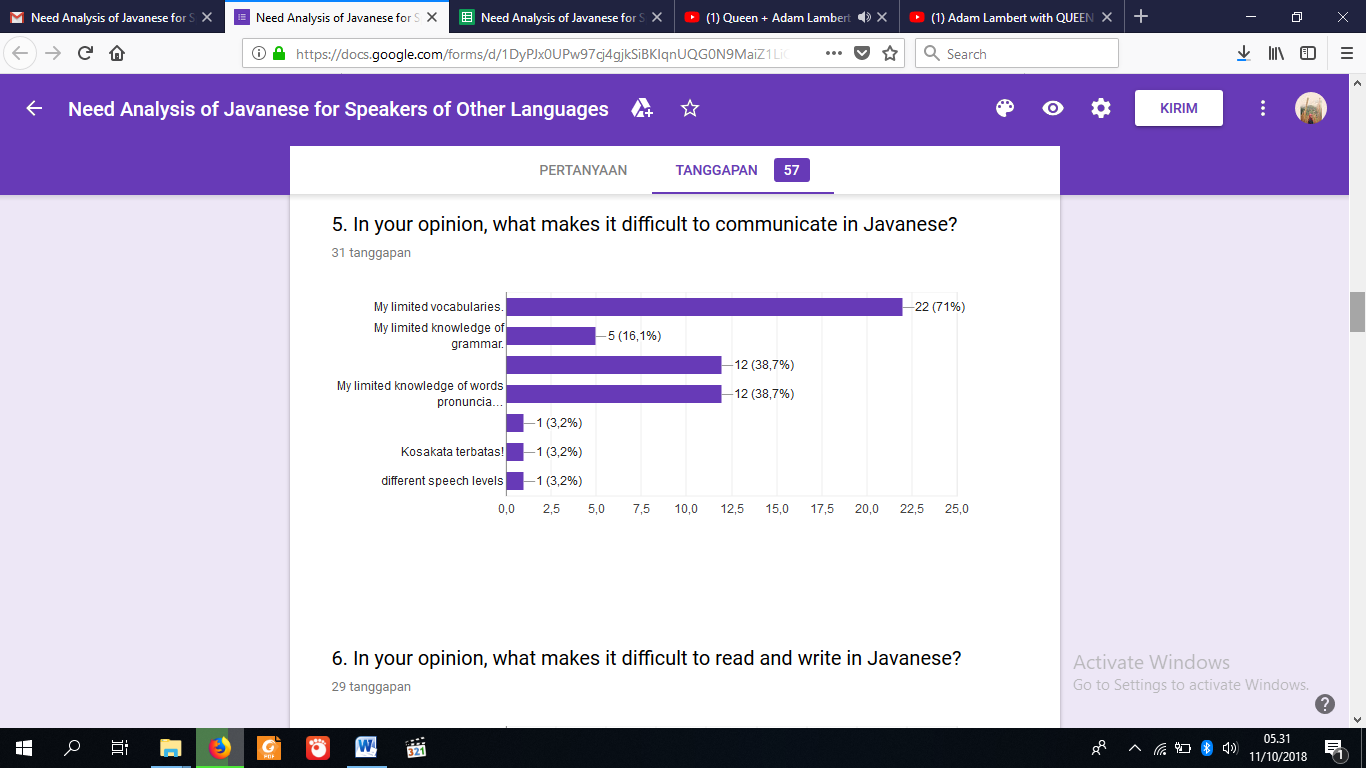
**RESULTS AND DISCUSSION**

**Results**

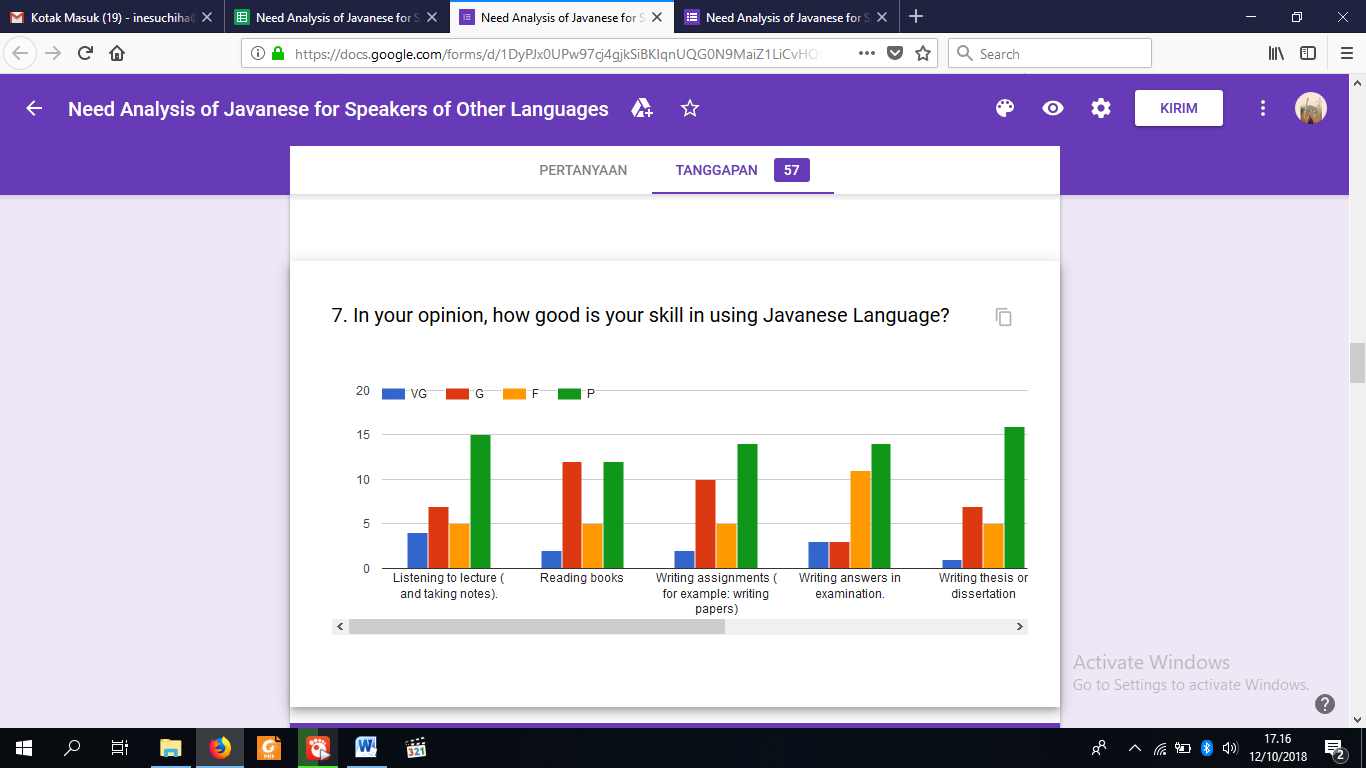
The results of the survey consisted of participants' self-reflection and participants needs. The statements related to participants’ self-reflection revealed that familiarity with Javanese was as much as 98.2% (as can be seen in Figure 1); Javanese as a foreign language had never been studied by 56.1% of participants; a total of 83.9% regarded Javanese as a difficult language to master; the most challenging was vocabulary (54.8%); problems with verbal communicationwere due to limited vocabulary (74.2% as presented in Figure 2), problems with reading and written communication had the similar reason with the previous problem (55.1%), and Javanese proficiency of the participants is varied (Figure 3).

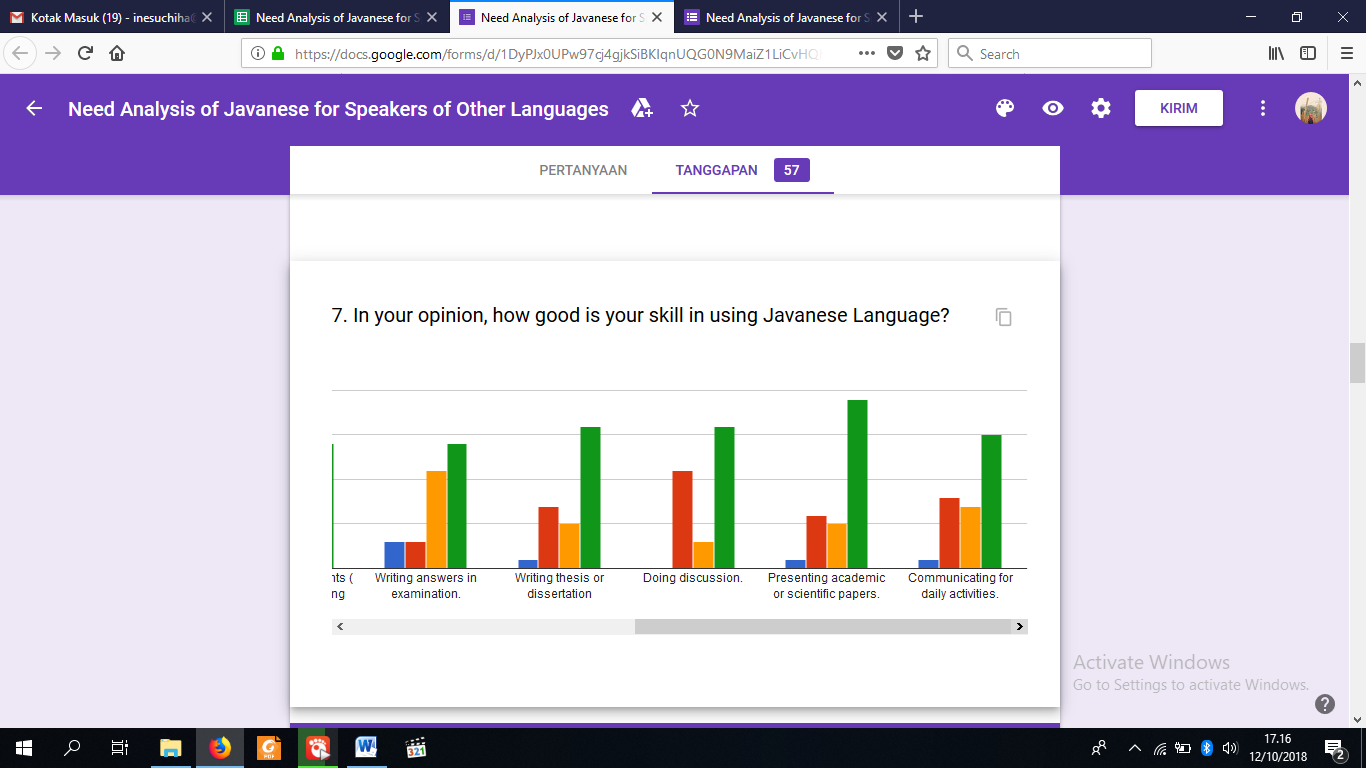


**Figure 1. Survey percentage of respondents’ familiarity with Javanese**



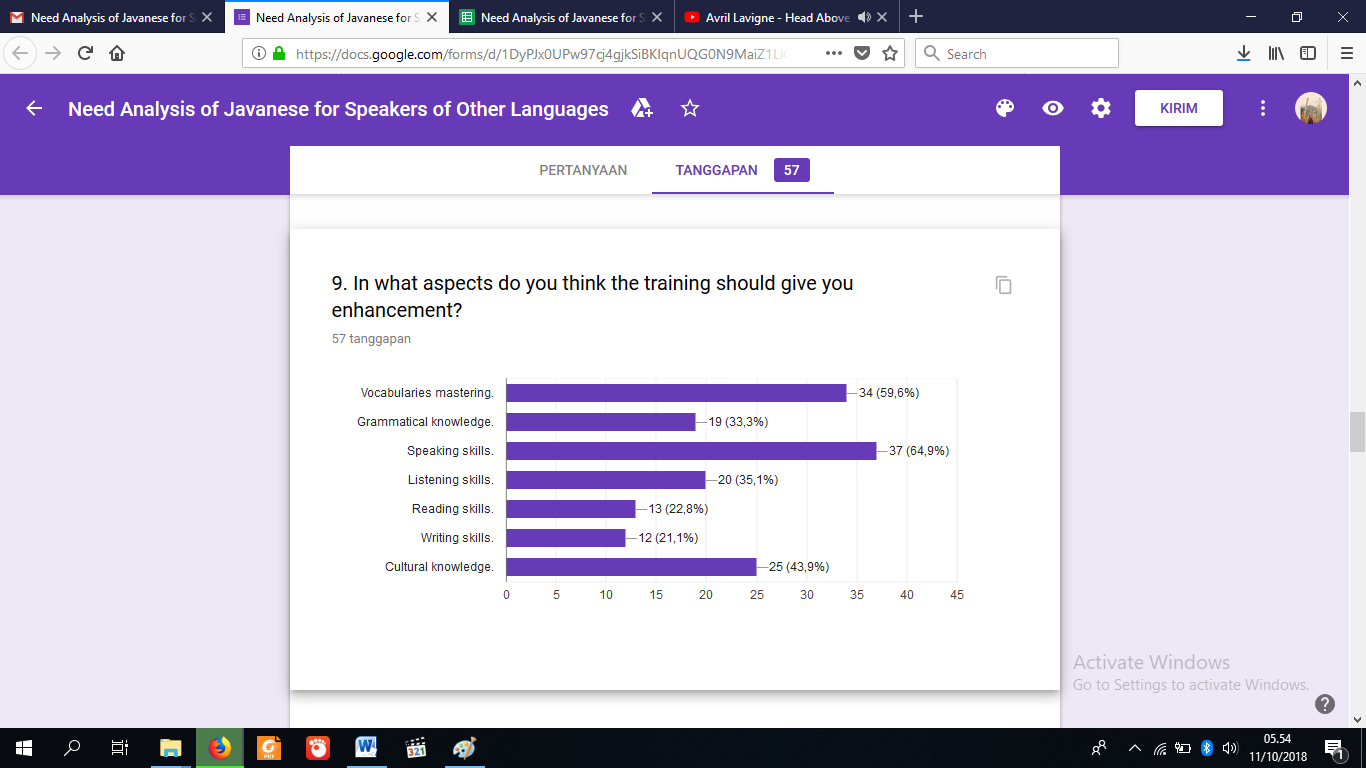
**Figure 2. Survey the percentage of problems with using Javanese in verbal communication**



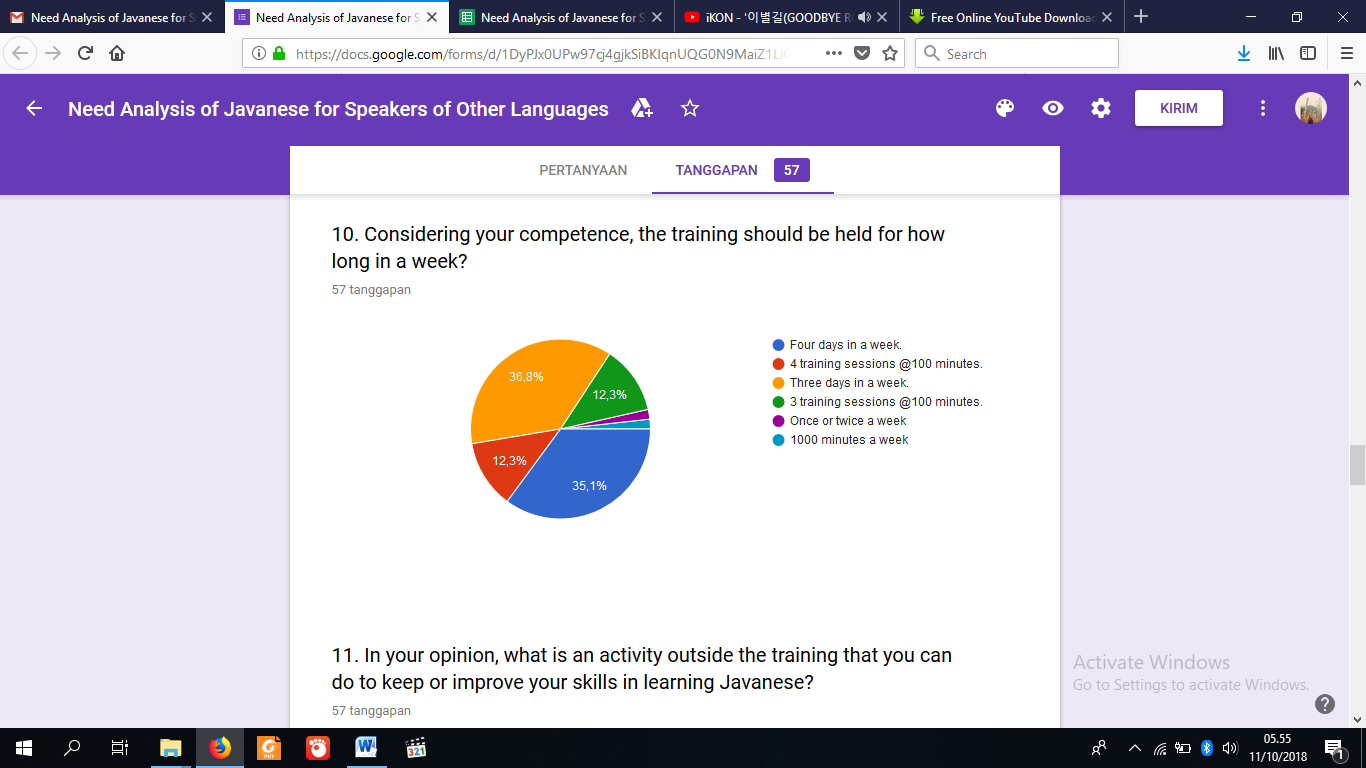


**Figure 3. Survey results of reflection on participants’ Javanese proficiency**

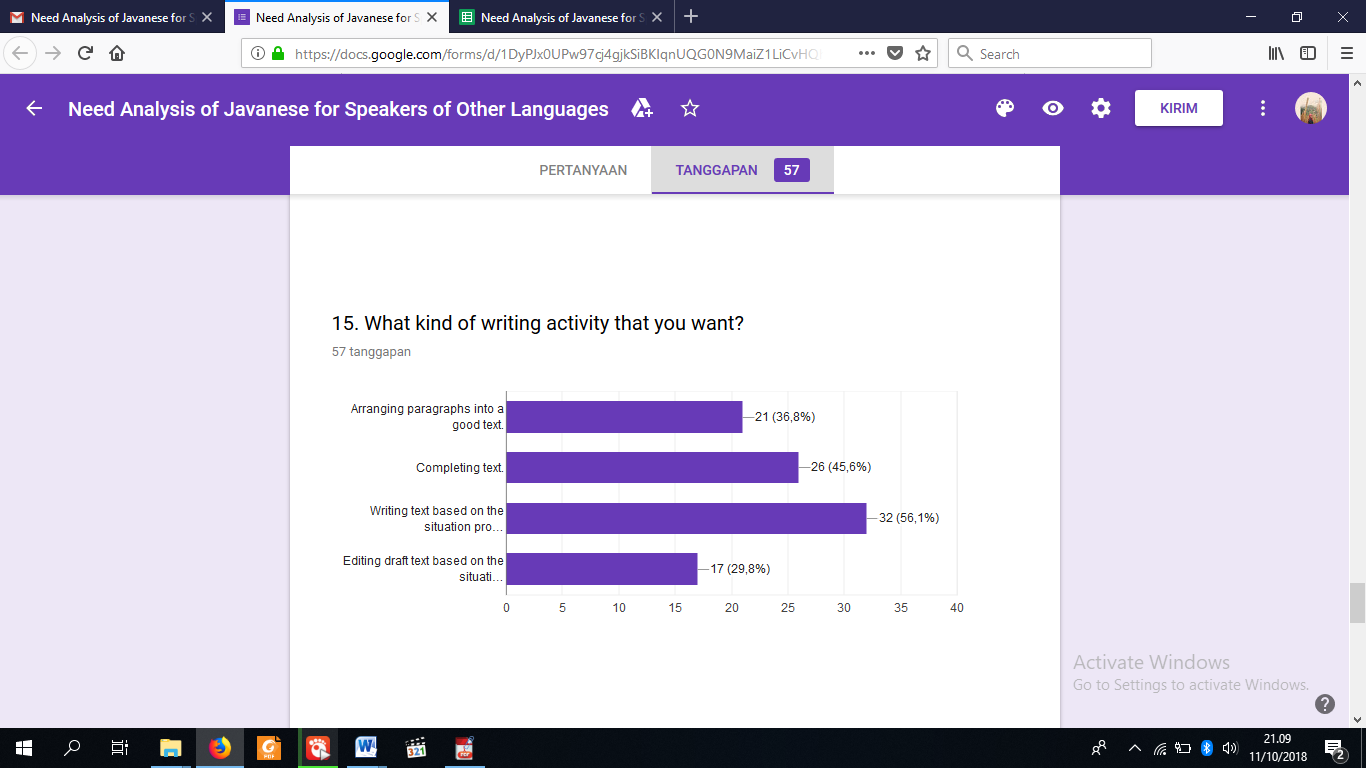
Meanwhile, the statements around participants' needs showed that speaking skills were the highest demand to be included in the training (66.7%); vocabulary was the most needed aspect to be improved in Javanese language training (59.6%) as presented in Figure 4; 64.9% of the respondents chose to improve their speaking skills; the most preferred of the duration of learning (Figure 5) was three days a week (36.8%); tutorial activities were needed by 50.9% of respondents to improve their Javanese proficiency; the most wanted of types of material to be included in learning were authentic ones, either spoken or written (61.4%); the most expected listening activities were by answering questions while listening to the given recording is mostly desired (61.4%); the most expected reading activities were reading and answering the questions based on the given text chosen by 70.2% of the survey participants; the most expected writing activities (Figure 6) were writing based on the topic or theme assigned by the mentor (56.1%); expected speaking activities were role-playing, as many as 54.4% of survey participants as seen in Figure 7; expected vocabulary-related activities (showed in Figure 8) expected were reading and finding the meaning of a difficult word from the text in the dictionary (64.9%); the most wanted grammar-related activities were by reading a text and observing the sentence pattern constructing it (59.6%) which were depicted in detail in Figure 9.



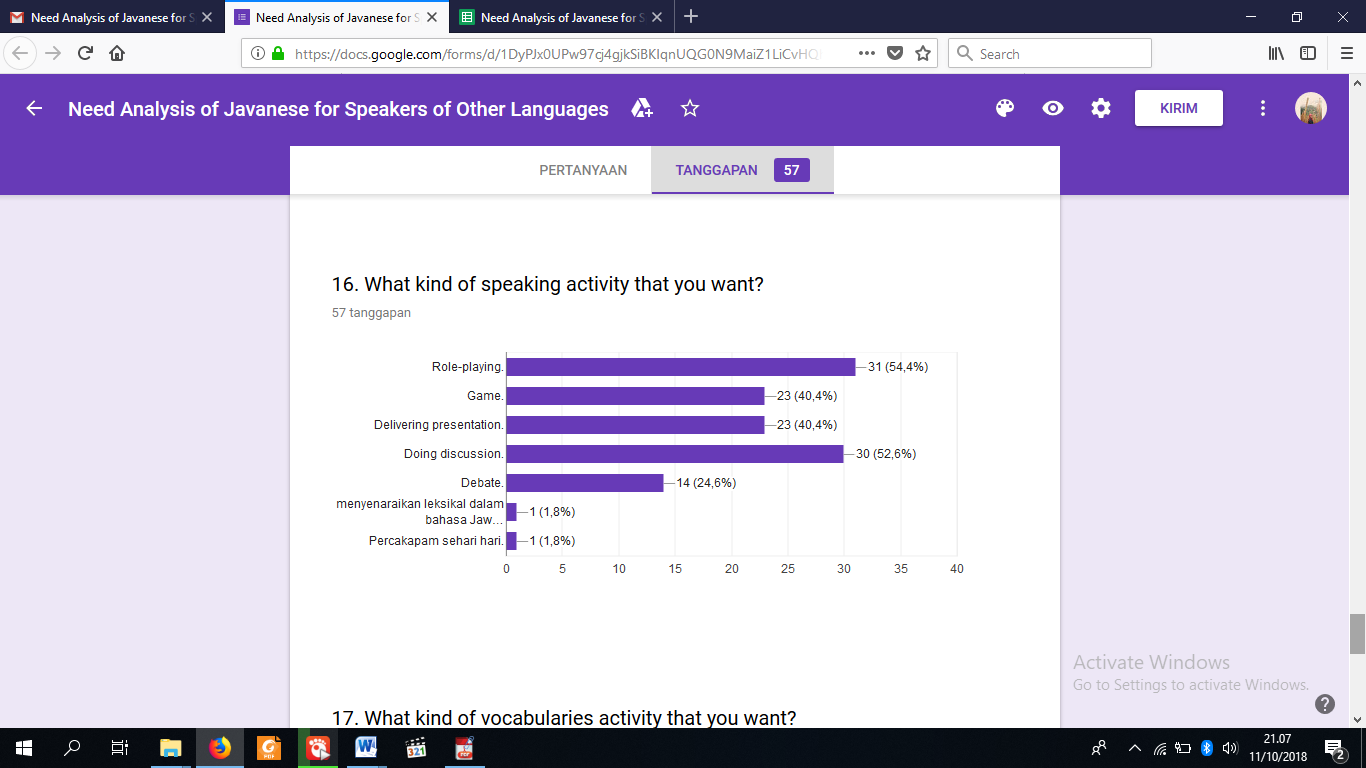
**Figure 4. Survey results of aspects to be improved in Javanese language training**



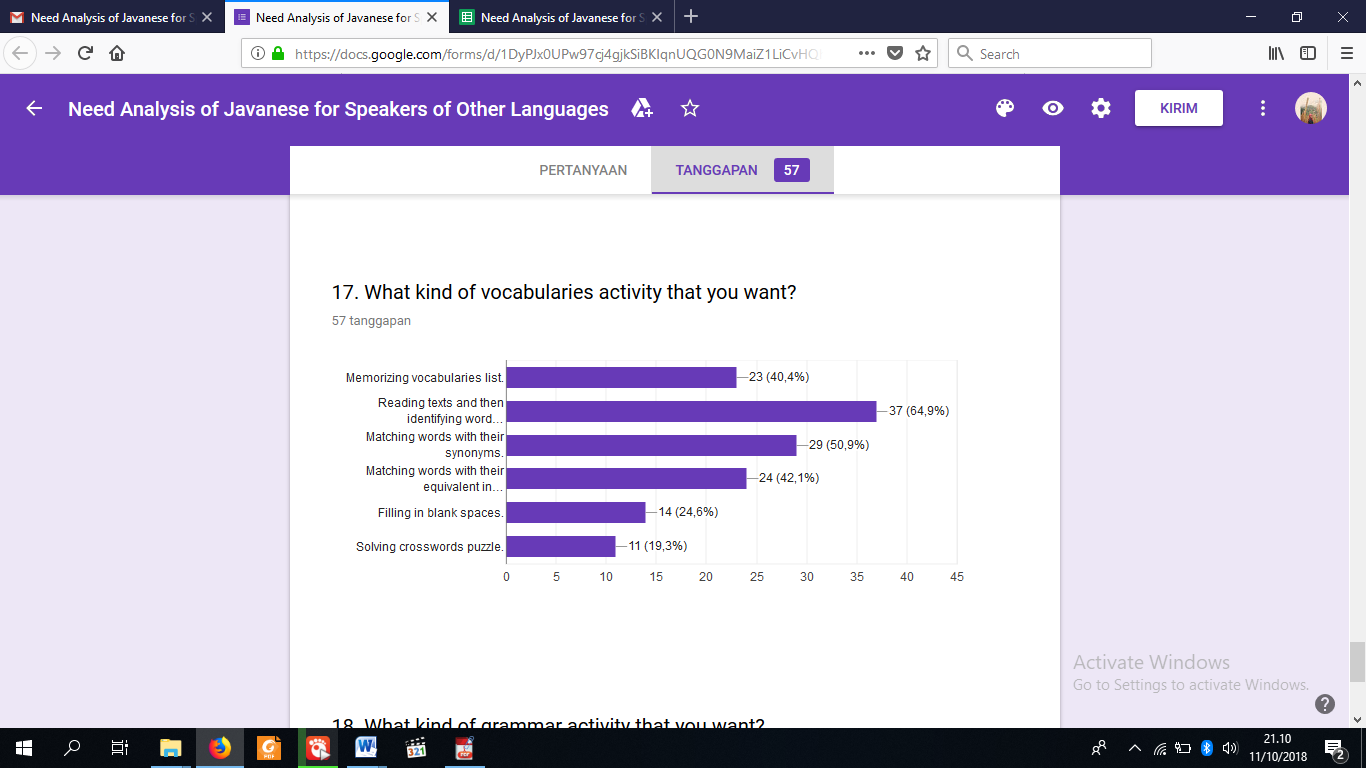
**Figure 5. Survey results of duration of training**



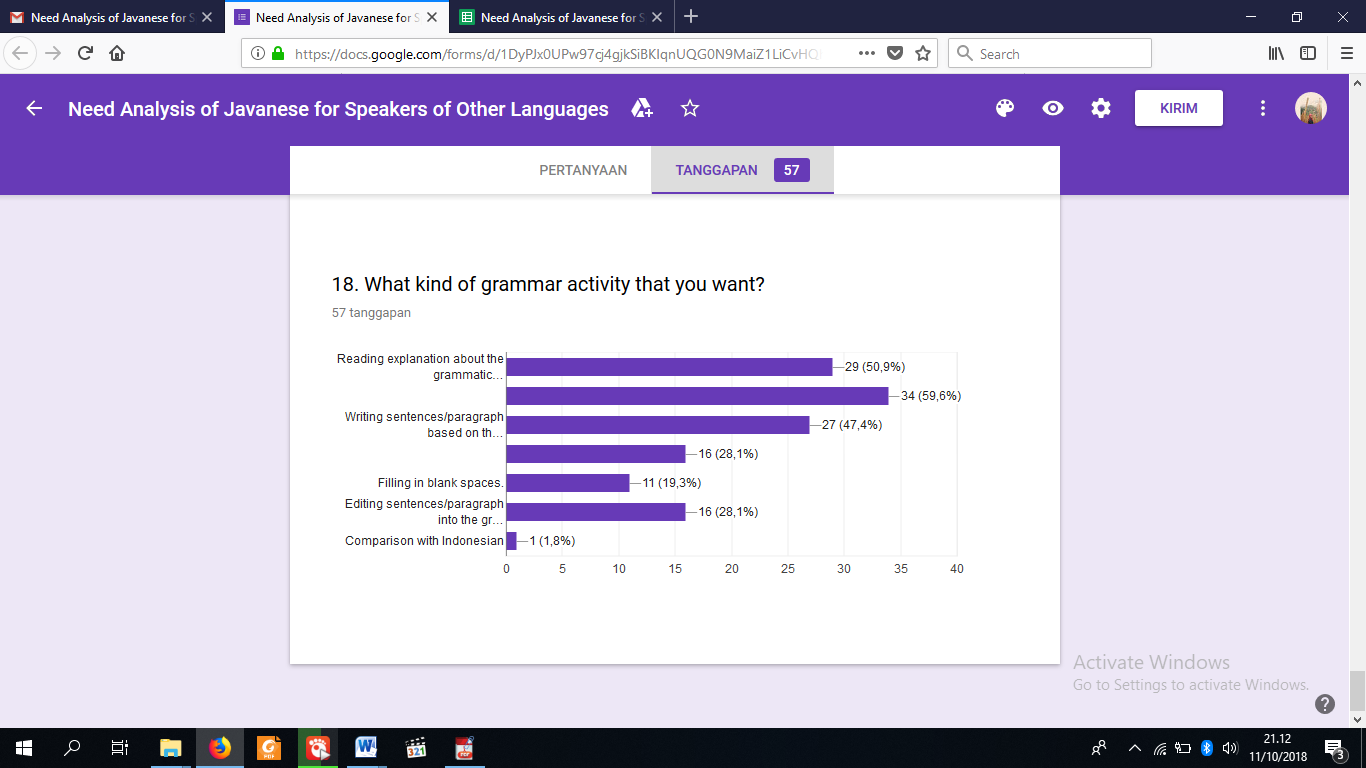
**Figure 6. Survey results of the expected writing activities**



**Figure 7. Survey results of the expected speaking activities**



**Figure 8. Survey results of the expected activities for improving vocabulary**



**Figure 9. Survey results of the expected speaking activities**

**Discussion**

***Participants self-reflection***

To achieve the complete spectrum of human knowledge and activities required to rehabilitate a world in crisis, awareness of oneself, others, and the environment is essential (Kelly, 2017). The purpose of self-reflection is to know foreign speakers' knowledge and experience with Javanese language teaching or courses. According to Varela et al. (1991), embodied reflection is not merely a cognitive effort to concentrate awareness on experience; rather, it is a reflection of experience. Since the respondents of the survey have contacted Javanese, this reflection would be helpful in designing an appropriate Javanese language program. In addition, students indicated that it assisted them with their own introspection and self-reflection, proving that it is possible for them to become more conscious of their competencies (Slepcevic-Zach & Stock, 2018).

*Familiarity with Javanese*

The first question in the self-reflection category is whether the participants of the survey are familiar with Javanese. As members of the local community regularly communicate in Javanese (Sumekto et al., 2022) since doing so enables them to respond to questions about their racial backgrounds (Andriyanti, 2019), this leads to the familiarity of the Javanese language use. This phenomenon happened not only among the Javanese but also in other communities such as Chinese (Jauhari & Purnanto, 2019). This question is addressed to recognize the participant’s general knowledge and openness to language diversities. This can be interpreted that Javanese is widely known in the global world.

*Javanese as a foreign language*

Those who have studied Javanese are probably those who studied informally with certain communities or through the Javanese language phenomenon that is famous in social media (Setiya et al., 2019). In order to protect the Javanese language's existence throughout the rapid globalization of the era, some formal and informal methods of language preservation have been used in the field of education (Zulaeha & Hum, 2017). In terms of formal strategy, the Javanese language is integrated into the BIPA association as a second language in higher education (Saddhono, 2017). The participants who have experience learning Javanese were given the same extended questions related to their impression of learning the language.

*The general level of difficulties*

The survey demanded clarification from the participants on their level of difficulty, and whether or not the language is easy to learn. A complex set of speech patterns or language levels that are unique to Javanese are utilized to communicate and indicate the nature of the relationship between the speaker and the addressee (Koentjaraningrat, 1985). This result infers that learning Javanese for speakers of other languages is full of challenges and thus requires a distinct method of learning that makes it feasible to be easily mastered. The numerous address forms for kinship terms in Javanese depend on a variety of characteristics, including social standing, location of residence, place of origin, gender, age, and occupational status (Bogaerts, 2017; Kusumastuti, 2018).

*The challenges of learning Javanese*

From the participants joining the survey, it is observable that the Javanese language is difficult to learn because of the following factors. Situational contact is not always neutral in Javanese speech (Kweldju, 2020). The levels, also known as registers, are divisions of the same language, and each one has its own set of vocabulary. One example of how the speech levels can be used asymmetrically is when a youngster speaks to her uncle in Krama and the uncle responds in Ngoko Javanese (Vander Klok et al., 2019). All the challenges listed in Table 2 can be solved by developing learning media to make the learning process more attractive (Choiro et al., 2023).

*Problems with verbal communication*

In the multilingual nation of Indonesia, Indonesian is the dominant language, then this subtractive environment favors the majority language at the expense of the minority language (Zen, 2020). As it is reported, Javanese speakers probably tend to use Indonesian, so Javanese learners face problems in finding interlocutors. In brief, the two concerns related to the problems were the language and cultural differences between the languages (Meilasari, 2022). The number of speakers of the Javanese language is getting fewer and fewer, especially those who can speak at high levels (Madya and Krama) (Yannuar, 2020). This supports the fact that learners need a more proper environment to communicate verbally.

*Problems with reading and written communication*

The respondents answered that the main difficulty in learning Javanese was the lack of vocabulary mastery. Vocabulary mastery is indeed a crucial factor in mastering a second language (Barcroft, 2004; Meara, 2002). Vocabulary mastery plays a significant role in the development of second language learners' communicative competence. Mastery of grammar significantly influences mastery of language skills, both for native speakers and non-native speakers. Likewise, verbal and nonverbal expressions, if done well, will increase the level of language fluency (Canale & Swain, 1980; Wetzel et al., 2020). Limitations of intonation and pronunciation are also mentioned as one of the difficulties in learning Javanese. Especially for Javanese unique phonemes such as [ḍ] and [ṭ] which are difficult for learners of a second language to pronounce. Indeed, the exact pronunciation of native speakers is almost impossible to do (Kreidler, 2004). Alternatively, second language learners then use substitute phonemes that are available in their mother tongue (Fromkin et al., 2018).

*Javanese proficiency of the participants*

The participants are given the chance to assess their Javanese competence in the skills of listening, speaking, reading, and writing using Javanese. Some of them believed that their Javanese functioned in the classroom activities, while others supposed that they could read and understand text written in Javanese. On the ability to listen to lecturers and take notes, the degree of the respondents’ skillfulness ranges from very competent to less competent.

From the above description, it can be concluded that there are many respondents who are less proficient in Javanese. Thus, the solution that can be done to improve the ability of the respondents is to conduct intensive training based on their level and needs. Indeed, writing scientific papers, giving a written explanation, and making academic presentations need good skills in various aspects for example grammar, vocabulary selection, language variety, Javanese speech level, understanding of written functions, and others (Hyland, 2003). The process of academic presentation requires complex mental processes such as cognitive abilities simultaneously, recalling memories, concepts, and so on (Burns & Hill, 2013). In addition to the various skills mentioned above, the register is also referred to as material that is difficult to implement. By all means, this is quite reasonable because register does not only concern language skills, but is also related to various contexts of informal, cultural, and social situations (Holmes & Wilson, 2022).

***Participants’ needs***

In order for the training of Javanese for the Speakers of Other Languages (BPJA) to be appropriate and effective, some questions were raised to prepare for the training. Analysis of the participant's needs is crucial to helping institutions develop syllabuses to guide learning and choose the right material according to the needs of learners (Brown et al., 1998). The questionnaire was prepared according to the guidelines for developing a need analysis in the form of biodata surveys, opinions, self-reflection, judgmental ratings, and Q sort (Brown, 2001; Long, 2005).

*Language skills to be included in the training*

In general, the abilities that must be mastered in Javanese are reading, writing, listening, and speaking. Nevertheless, the degree of importance of every skill depends on the purpose of the learners themselves. In the analysis of the needs of the Javanese language for foreign speakers, almost 68% of respondents said that speaking skills for communication were the most important medium of social interaction with the local community (Chiang, 2009). Mastery of the local language also makes foreign speakers more confident when other students and teachers switch the code to the local language (Kim et al., 2014). Especially as a balancing effort so that there are no boundaries between local and foreign students. Mastery of the local language is also an effort to cultivate cultural understanding so that residents do not accept it in social interactions (Kim, 2020).

*Aspects to be improved in Javanese language training*

Based on the research results, it was found that the three aspects that students most want to develop are vocabulary mastery, speaking skills, and cultural knowledge. Increasing vocabulary mastery is indeed an important aspect of learning a second language because it is directly related to all language competencies, including listening, reading, and speaking (Albrechtsen et al., 2008; Laufer & Hulstijn, 2001; Laufer & Nation, 1995; Nation, 2001; Qian, 2002). Therefore, vocabulary mastery is the main predictor of language proficiency (Stæhr, 2009). Regarding vocabulary mastery, second language learners must master at least 95–98% lexical coverage for an adequate understanding of a text (Hirsh & Nation, 1992; Hu & Nation, 2000; Laufer, 1989). Meanwhile, the desire to improve language skills is in line with the results of a questionnaire regarding the material to be taught in the course. The interesting thing about the results of the questionnaire is the interest of foreign speakers who are learning Javanese in learning Javanese culture. This is also consistent with the theory that cultural competence is as important as linguistic competence because a language always lives in a cultural context (Culhane, 2004).

*Duration of learning*

Regardless of the length of the course, the duration of training in a week must also be considered, so that learning can be effective and not a waste of time. Of course, the chosen time is not long enough to speak Javanese fluently because Javanese has two speech levels, with most of the vocabulary being different for the two speech levels. According to some studies, it takes 10,000 hours to become fluent in a language (Ericsson et al., 2007). Notwithstanding, this number of hours is not absolute because it still depends on many factors for example age, immersion, motivation, culture, learner characteristics, environment, and others (Alisoy, 2023; Archibald et al., 2008; Birdsong, 2013). Therefore, it is necessary to design Javanese language learning per stage and theme, according to the specifications of its importance.

*Activities to improve Javanese proficiency*

The language training usually includes some additional activities such as workshops and cultural activities that support the language mastery and cultural awareness of the learners. It implies that the learners are indeed independent and motivated learners. The language program simply needs to develop an easily followed lesson study to guide the participants to study independently. Foreign speakers desire the highest level of activity in learning Javanese to be routine self-learning, followed by tutorial activities. These two options are activities that can guarantee the success of learning a second language if done consistently and with high discipline because activities inside and outside the classroom are the key to the success of learning a second language (Richards, 2015). Various activities that can present real and authentic use of language, such as seminars, cultural tours, the use of virtual technology, interactive social media, and multimodal learning, will certainly improve the ability to master a second language (Jones & Hafner, 2021). Independent activities can also be filled with self-assessments that have been proven to increase learner competence (de Saint Léger, 2009).

*Types of material to be included in learning*

Learning will be more effective if educators change their mindset by utilizing Information and Communication Technologies (ICT) sources appropriately to facilitate students learning (Ertmer & Ottenbreit-Leftwich, 2010). Materials for the lesson are important to select. Teaching materials are declared good according to Richards and Rodgers (2001: 25), if teaching materials focus on communicative abilities, (b) teaching materials focus on understandability, relevance, and exchange of interesting information on the presentation of grammatical forms, and (c) teaching materials that include various types of texts and media that can be used by learners to achieve competence through various activities and various tasks. Teaching materials in general consist of knowledge, skills, and attitudes that students must learn to achieve competition according to the target. Thus, the development of teaching materials must be arranged clearly and systematically in its application to learning (Tomlinson, 2011: 66). The sources of authentic material are unlimited, but the most widely used are newspapers, magazines, and TV programs such as podcasts, films, songs, and literary works. One of the most up-to-date and effective is the internet because it is continuously updated and more visually stimulating as well as interactive (Berardo, 2006).

*Expected listening activities*

One of the pieces of evidence of foreign language mastery is being able to hear and understand the information from the audio or video well. In this regard, there are various models and frameworks for listening skills, such as the two-dimensional model or the four-step process (Cooper, 1991). According to these models, various factors influence a person's listening, such as linguistic knowledge, prior knowledge, context, purpose, relationship, and empathy. Thompson (2010) states that listening or listening skills involve two dimensions, namely the understanding dimension and the supporting dimension. Understanding refers to cognitive processes such as decoding and interpreting messages while supporting refers to affective processes that demonstrate empathy and connection with the speaker. This two-dimensional model suggests that different situations require different levels of understanding and support and that listeners can adjust their behavior according to what they hear. This model also provides a scale to measure listening competence based on these two dimensions (Thompson et al., 2010). Rost (2013) offers a four-stage process model that describes how listeners understand spoken language. The four stages are Perceiving, the process of identifying sounds and words in the speech stream; Parsing, analyzing the syntactic and semantic structure of speech; Utilizing and linking utterances with context and prior knowledge; and Evaluating, assessing the validity and relevance of utterances. This model shows that listening comprehension involves bottom-up and top-down processes and that listeners can use different strategies to overcome difficulties at each stage (Gilakjani & Sabouri, 2016).

*Expected reading activities*

The activity in reading could help the learner to learn new vocabulary, understand the sentence and grammar patterns, and also broaden the learners’ knowledge on particular diverse topics. It is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking (Berardo, 2006). Learning reading skills is the process of developing the ability to understand and interpret written texts. There are various techniques for building reading skills in the classroom, for example (1) Text annotation: this strategy involves students providing their comments on the text by highlighting key passages or writing notes; (2) Working in teams: this strategy involves students collaborating and discussing their readings with peers, thereby increasing understanding and motivation; (3) Reading aloud: this strategy involves students reading texts aloud, both individually and in groups, this strategy can improve fluency, pronunciation, and confidence; (4) Organizing book recommendation events: this strategy involves students sharing their favorite books with their classmates, this strategy can foster a positive reading culture and expose them to different genres and topics; (5) Encouraging students to choose their books: this strategy involves learners more autonomy and choice of reading. This strategy can increase learner interest and engagement; (6) Making a geographic map: this strategy involves asking students to make a map of the places mentioned in the text, which can help them visualize and relate it to their prior knowledge (Hoad et al., 2005).

*Expected writing activities*

There are various ways to improve writing skills in a foreign language, such as handwriting at any time can help practice spelling, punctuation, and handwriting of the target language, especially if it has a different script from that of the mother tongue. Keeping a diary can help track progress, reflect on learning, and write about topics of interest. Using a foreign language keyboard can help you type faster and more accurately in a foreign language. Asking native speakers for feedback can help correct mistakes, learn from mistakes, and get suggestions for improvement. learning the rules can help you understand grammar, syntax, and style, and avoid misunderstandings. Reading in the target language and writing summaries can help expand vocabulary, learn new expressions, and practice comprehension and paraphrasing skills (Jiang & Kalyuga, 2022).

Some common mistakes in writing include Typo errors which are minor errors that occur due to carelessness, such as missing words, extra punctuation, or misspellings; Grammatical errors which are errors that result from violating grammar rules, such as wrong word choice, punctuation, and syntax errors, or subject-verb order; Structural errors which are errors that affect the organization and flow of writing, such as unnecessarily long introductions, unclear transitions, or weak conclusions; Stylistic errors which are errors that affect writing styles, such as passive voice, slurred speech, or slurred language; Citation errors which are errors involving the use of inappropriate sources, such as plagiarism, inaccurate references, or inconsistent formatting (Kramer, 2023). This practice is integrated with the practice of vocabulary and grammar lessons.

*Expected speaking activities*

Listening and speaking are fundamental skills, if the foundations are solid, the buildings built upon them will last (Hussain, 2017). Speaking is the most important skill among all four language skills to communicate well in this global world (Rao, 2019). Based on the survey, speaking in proper Javanese is the most difficult competence to master. There are many factors that contribute to this situation, one of the most dominant factors is vocabulary and word pronunciation. Some activities have been proposed by the participants of the research to improve their fluency in speaking.

*Expected vocabulary activities*

Context refers to words, sentences, or text that provide clues about the meaning of a word (Rapaport, 2003). Vocabulary recognition is initial knowledge about the target language which affects reading ability (Talli, 2022). In order to improve the vocabulary of foreign speakers, the following activities are arranged in learning.

*Expected grammar activities*

The beginning of learning a second language is emphasized by adding vocabulary and using it correctly. This initial activity is still classified as passive. Learning activities are then upgraded to more productive activities by asking students to write down the correct words according to grammar (Stockwell, 2010). Sufficient grammar mastery may avoid misunderstanding, and ambiguity, and make the message easily understood. Learning grammar by drilling will allow students to "isolate and identify grammatical errors in writing" (Farrell & Lim, 2005).

The skills in language training may not be practiced or trained in isolation. They have to be exercised in an integrative manner. For instance, for the subject of Reading, it is recommended that the facilitator of the training engage in vocabulary exercises and also other skills like speaking, by asking the learners’ opinion about the text, then also writing. In such a way, learners are trained to always connect one skill with the other one and master the foreign language competencies simultaneously, while it is widely acknowledged that Indonesian is a good example of language planning and standardization in the service of nation-building, this has definitely had consequences for local languages (Ravindranath & Cohn, 2014).

This present study points out that the most problematic skill that hinders the mastery of Javanese for Speakers of Other Languages is vocabulary. The level of politeness in the language determines the function and use of the vocabulary (Kumala, 2021). The participants address it as a significant aspect because sufficient vocabulary mastery gives them the opportunity to participate in conversations with local people in their neighborhood. Thus, exposing the learners to as much vocabulary as possible would help them with the process of understanding Javanese and its culture.

Another obstacle that is found in the needs analysis is Javanese grammar. This is another stressful situation for the learners coming from other countries, because they may find that the structure and grammar of Javanese are dissimilar with their mother tongue. The process of mastering Javanese grammar and structure would be a long journey to endure in this circumstance if the strategy and facilitating process fail to create fun and easy learning.

Thus far, this is indeed relevant that the participants of the research expect that the training process of Javanese to the speakers of other languages is based on the communicative approach since there are no specific strategies used by the teacher (Nurmasari et al., 2017). The lessons on vocabulary and grammar are given based on the context and needs of the learners. In this way, it is hoped that the sentence pattern and vocabulary could be more memorable since they directly practice them in real situations.

In addition to the communicative approach, it is also important that the learning of Javanese is student-oriented, contextual, and cooperative. The student-oriented means that the learning activities must aim at making the learners more active in communicating using the target language. Contextual refers to the situation in which the learners take part in the authentic environment in the context of language and social communities. The use of authentic material must be involved in the process of learning, and therefore restructuring the authentic language resource in order to simplify the complexity of the language must be avoided. Whereas, cooperative involves the idea that the learning activities would be possible to be carried in a group, and is designed to build cooperation among the learners.

**CONCLUSION**

In an increasingly interconnected world where linguistic and cultural diversity is at the forefront of global dialogue, the study titled "Assessing the Needs for Javanese Learning for Speakers of Other Languages" has shed light on the previously unexplored terrain of Javanese language acquisition by non-native speakers. Through a comprehensive exploration of various dimensions, this research has unveiled critical insights that contribute not only to the field of language education but also to the broader context of intercultural communication and the preservation of linguistic heritage.

The findings of this study underscore the multifaceted nature of Javanese language acquisition, emphasizing the significance of recognizing the specific needs and challenges faced by non-native learners. The research highlighted the scarcity of tailored language learning resources and instructional materials that align with the diverse linguistic backgrounds and learning preferences of this learner group as the success of studying the Javanese language is determined by how well potential teachers have a critical awareness of the language (Maruti et al., 2022). This gap in resources presents a substantial impediment to effective Javanese language acquisition.

Ultimately, this research serves as a foundation for future endeavors aimed at addressing the identified gaps and challenges. Language educators, curriculum designers, and policymakers can draw upon the insights provided to develop more inclusive and effective pedagogical approaches. By tailoring language learning resources, methodologies, and teaching strategies to the unique needs of non-native Javanese learners, a more conducive environment for successful language acquisition can be established.

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