

Needs Analysis for Developing ILFS (Indonesian Language for Foreign Speakers) Materials with Multicultural Education using A Communicative Approach for Thai Students

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ABSTRACT

The study follows a mixed-methods research approach as it incorporates both quantitative surveys and qualitative descriptions in assessing needs for the development of ILFS teaching materials that integrate multicultural education with a communicative approach for Thai university students. A total of 85 students and 6 ILFS instructors participated in this study from the following universities: Thammasat University, Chiang Mai University, Naresuan University, Walailak University, Fatoni University, Prince of Songkhla University (Pattani Campus), and Rajabhat Songkhla University. Accordingly, the data collection tool consisted of a four-point Likert scale questionnaire, structured interviews, and document analysis. The questionnaire measured students' perceptions concerning the relevance of multicultural content, the communicative approach taken, and contextual suitability of the teaching materials. The interviews investigated students' expectations and learning needs. The needs analysis, therefore, presents the first step of Borg and Gall's 2007 research and development model. It stresses that user data should be collected before the design of instructional materials. Thus, from these results, one would note that the existing ILFS teaching materials do not represent the local cultural context in which Thai students learn. Hence, it points to the need for the incorporation of multicultural values and a communicative approach within the ILFS learning materials. The results would then form the basis upon which to design contextual, relevant, and needs-driven beginner-level ILFS materials for Thai university students.

Keywords: Indonesian Language for Foreign Speakers (ILFS), Needs Analysis, Multicultural Education, Communicative Approach

INTRODUCTION

Due to the increasing economic and cultural influence of Indonesia within Southeast Asia, Indonesian Language for Foreign Speakers has increasingly become a focus among countries in the world. One of the urgent pedagogical concerns that has arisen is the need for ILFS teaching materials to be contextually relevant and responsive to the varied cultural backgrounds of learners. Thai university students like these learners come with certain linguistic and cultural frameworks that demand instructional materials reflecting not only linguistic competencies but also intercultural understanding.

Multicultural education represents the pedagogical framework that stands in regard to developing culturally sensitive teaching materials, which spur cross-cultural awareness and effective communication. In this respect, the Communicative Approach states categorically that authentic interaction and communicative aspects in real life

strongly enhance the learners' communicative competence, confirmed by Arumdyahsari et al. (2020) and Khadavi et al. (2024). Thus, integration of the principles of multicultural education with the Communicative Approach in the process of designing the ILFS materials definitely leads to linguistically effective and culturally inclusive results (Kurniasih, 2021).

Teaching materials have a core role and mediate learning. They are not only media for knowledge transmission but also tools in bridging theory and practice, hence facilitating meaningful interaction between instructors and students. According to Tomlinson (2023) and Akhmadova (2022), effective materials should deliver instructional content, provide opportunities for meaningful practice, and promote communicative interaction. High-quality, contextually grounded materials, be they in print or digital form, guarantee an engaging and outcome-oriented learning experience. In modern times, Indonesian has grown into one of the highly valued linguistic competencies among Thai students enrolled in ILFS courses. Most of the available material for ILFS courses is designed for general international learners, with little consideration for the socio-cultural characteristics of Thai learners.

The cultural contexts of both the target culture and the source culture should feature in the language learning materials to help achieve intercultural communication, according to Byram (2021). Empirical observations in several Thai universities, such as Thammasat, Chiang Mai, Naresuan, Fatoni, Rajabhat Songkhla, and Prince of Songkla University, Pattani Campus, reveal dire needs regarding the development of culturally situated ILFS materials. Students and instructors alike claim that the appropriateness of the material in terms of Thai learners' local contexts significantly influences students' motivation, engagement, and understanding of the subject matter.

While many studies develop ILFS teaching materials, not many systematically merge the multicultural and communicative dimensions targeting Thai learners. For instance, past research, such as by Nurlina et al. (2020), Susilowati et al. (2021), and Syamsi et al. (2024), focuses on embedding Indonesian cultural values into the language materials without showing how the values themselves engage the learners' cultural frameworks. This present study responds to an important research gap by conducting a needs analysis related to ILFS teaching materials that integrate multicultural education principles supported by a communicative approach for Thai university students. It is expected that the results will address the development of culturally responsive, context-based ILFS materials that enhance both communicative competence and intercultural awareness.

This research is embedded in two important theoretical frameworks: multicultural education and the communicative language teaching approach. Multicultural education allows for embedding cultural diversity and inclusivity in ILFS materials, while CLT ensures that language learning occurs through authentic, interactive, and meaningful communication. Together, these frameworks guide the needs analysis process in such a way that the ILFS materials developed respond to the learners' linguistic, cultural, and communicative needs.

METHOD

Research Design

This study employed a mixed-methods design combining quantitative survey data and qualitative descriptions to analyze the learning needs of Thai university students studying Indonesian as a Foreign Language (ILFS). The needs analysis represented the first stage of the research and development (R&D) model proposed by Borg and Gall (2007), emphasizing that user-based data collection should precede the development of instructional materials.

Participants

The participants included 85 ILFS students and six instructors from each of six Thai universities that offered ILFS classes: Thammasat University, Chiang Mai University, Naresuan University, Fatoni University, Prince of Songkla University (Pattani Campus), and Rajabhat Songkhla University. Of the participants, 85 students responded to the questionnaire, while six instructors participated in semi-structured interviews. The participants were selected purposively in order to include a variety of institutions that provide ILFS instruction at the beginner level. Prior to participation, informed consent was obtained from all respondents.

Instruments

In this study, three instruments were employed: a structured questionnaire, a semi-structured interview guide, and a document analysis sheet. In this questionnaire, the four-point Likert scale (ranging from 1 = Strongly Disagree to 4 = Strongly Agree) asked questions about students' perceptions concerning the following main dimensions: motivation and language background, multicultural content, the communicative approach, and learning material needs.

The semi-structured interview guide was used to seek deep qualitative information from instructors concerning students' learning challenges, classroom experiences, and expectations for effective ILFS materials. Some of the example guiding questions included:

- What are the usual problems that your students face when learning Indonesian?
- How do existing ILFS materials reflect accommodation for students' cultural backgrounds?
- What other types of text or classroom activities would further students' communicative competence?

This document analysis sheet is adapted and used to review the current ILFS textbooks and materials in use at Thai universities in terms of their cultural representation, communicative focus, and contextual relevance.

Validity and Reliability

To ensure the validity and reliability of the questionnaire, a panel of three experts in language education evaluated the instrument for content relevance and alignment with the research objectives. Each item was rated on a four-point relevance scale, and the Content Validity Index (CVI) was calculated at 0.92, indicating excellent content validity (Polit & Beck, 2012). The validated questionnaire was then distributed to 85 ILFS students, and the reliability analysis was performed using Cronbach's Alpha. The coefficients ranged from 0.82 to 0.92 across the four dimensions, indicating a high degree of internal consistency. The reliability values for each dimension are presented in Table 1. The coefficients ranged from 0.82 to 0.92 across the four dimensions, indicating a high degree of internal consistency.

Table 1. Reliability Coefficients of Questionnaire Dimensions

Dimension	Number of Items	Cronbach's Alpha (α)	Reliability Category
Motivation and Language Background	5	0.82	High
Multicultural Content	5	0.86	High
Communicative Approach	4	0.89	High
Learning Material Needs	10	0.92	Excellent

Data Collection Procedures

Data were collected during the 2024–2025 academic year. The validated questionnaire was distributed to ILFS students at the participating Thai universities, yielding 85 complete responses. Semi-structured interviews were then conducted with six ILFS instructors, either face-to-face or online, and recorded with participants' consent. Interview data were transcribed and coded for thematic analysis. Document analysis was performed on ILFS textbooks and supplementary materials currently in use, assessing their linguistic and cultural coverage.

Data Analysis

Quantitative data obtained from the questionnaire were analyzed descriptively using SPSS Statistics version 26 to calculate mean and percentage scores for each item. The interpretation of percentage values followed Mardapi's (2007) classification: $\geq 76\%$ = Strongly Agree, 51–75% = Agree, 26–50% = Disagree, and $\leq 25\%$ = Strongly Disagree. Table 2 presents the formula for score calculation, and Table 3 provides the classification of score ranges used to interpret students' questionnaire responses.

Table 2. Description, Calculation Formula, and Category Explanation for Questionnaire Score Analysis

Description	Formula	Explanation
Maximum Score	$N \times 4$	N = number of respondents, 4 = maximum Likert scale value
Minimum Score	$N \times 1$	N = number of respondents, 1 = minimum Likert scale value
Interval	$(\text{Max. Score} - \text{Min. Score}) \div 4$	Used to determine score range categories
Score Percentage	$(\text{Actual Score} \div \text{Maximum Score}) \times 100$	Used for classifying respondent answers

Table 3. Score Range and Category Classification for Student Questionnaire Responses

Percentage Range (%)	Category
$\geq 76\%$	Strongly Agree (SA)
51% – 75%	Agree (A)
26% – 50%	Disagree (D)
$\leq 25\%$	Strongly Disagree (SD)

Overall, the methods employed ensured the validity, reliability, and accuracy of the data collected. The following section presents the results of the needs analysis based on the quantitative and qualitative findings.

RESULTS

Questionnaire Results

Quantitative data from the questionnaire were analyzed descriptively to determine students' perceptions of their learning needs across four main dimensions. The percentage scores were categorized using Mardapi's (2007) classification: $\geq 76\%$ = Strongly Agree, 51–75% = Agree, 26–50% = Disagree, and $\leq 25\%$ = Strongly Disagree. The results are summarized in Table 4.

Table 4. Summary of Students' Learning Needs Based on Questionnaire Results

Dimension	Number of Items	Percentage	Category
Motivation and Language Background	5	72	Agree
Multicultural Content	5	80	Strongly Agree
Communicative Approach	4	82	Strongly Agree
Learning Material Needs	10	83	Strongly Agree

Table 4 shows that, overall, students perceive their learning needs quite positively along these four key dimensions. In the Motivation and Language Background dimension, with 5 items receiving a percentage of 72%, students agreed to the statements, hence showing that motivation and their language background are crucial for them in their learning. This places this dimension in the category of "Agree", indicating it is fairly influential in their academic success. On the other hand, Multicultural Content receives 80% with 5 items, placing it within the category of "Strongly Agree", showing that students actually appreciate the opportunity to engage with diverse cultures through learning materials. It also serves to indicate that the incorporation of multicultural content will have a positive impact on the learning materials' relevance and improve student engagement. For the Communicative Approach, with an 82% agreement out of 4 items, students strongly agreed on the efficiency of teaching methods that allow active communication and interaction, meaning there was a need for such teaching methods that allow for the practical use of languages. Lastly, Learning Material Needs, with 10 items and receiving 83%, also falls into the category of "Strongly Agree". Hence, it is proposed that students hold a view that the learning materials provided are highly relevant and correspond with their educational needs.

In sum, the findings of the questionnaire reveal that the Thai students are highly motivated and prepared to learn Indonesian via communicative, contextual, and culturally responsive learning materials. The strong desire to learn Indonesian culture and a preference for interactive and real-life learning stress the need to create ILFS materials that embed both multicultural content and communicative approaches. Effective teaching materials should develop linguistic competence, intercultural understanding, critical thinking, and student participation by applying an authentic and inclusive approach. This is supported by Jin and Cortazzi's (2020) idea that culturally embedded content enriches the development of language skills and intercultural understanding to build meaningful and relevant learning experiences.

While Table 4 outlines the students' learning needs, Table 5 shifts focus to the teachers' perspectives. This comparison provides a clearer picture of how both students and teachers view key aspects such as multicultural content, communicative approaches, and learning materials.

Table 5. Summary of Instructor's Learning Needs Based on Questionnaire Results

Dimension	Number of Items	Percentage	Category
Multicultural Content	5	87	Strongly Agree
Communicative Approach	4	92	Strongly Agree
Learning Material Needs	10	91	Strongly Agree

According to the results in Table 5 indicate that teachers strongly agree on the importance of three aspects in their teaching approach. First, the Multicultural Content dimension indicates that with 87%, teachers strongly believe in the importance of including diverse cultural perspectives in their teaching to provide an opportunity for students to experience a globally diverse learning environment and thus increase cultural awareness among themselves. The Communicative Approach received an even higher score, 92%, further indicating teachers'

preference for interactive and communicative teaching methods. Such a score identifies the belief that language learning should be pertaining to practical, real-life communication, thus allowing students to actively engage and use the language in an authentic environment. Lastly, Learning Material Needs with a score of 91% indicate that teachers are very concerned about the quality and relevance of teaching materials used in teaching. This finding shows the importance teachers place on having teaching materials which will address various learning styles and support teaching strategies effectively. Overall, the high percentages across the three dimensions indicate that teachers are committed to offering an engaging, inclusive, and communicative learning environment to students. In this regard, curriculum development is encouraged to continue emphasizing multicultural content, communicative teaching approaches, and access to quality learning materials as a means of enhancing the total educational experience.

Comparison of Needs Analysis Between Student and Instructor Perceptions

Across all the key dimensions in Tables 4 and 5, there are similarities and differences in how students and instructors perceive the learning needs. With respect to multicultural content, both strongly agree at a rate of 86% for students and 87% for instructors. Thus, there is a common consideration for awareness of the need for the incorporation of diverse cultural perspectives within the curriculum. A communicative approach is similarly valued by both students and instructors, with students giving it an 89% score and instructors at 92%. Such a correlation between the two groups underlines how very important interactive communicative teaching methods are, both seeming to want more interactivity and reality in language use in the classroom.

The greatest similarity lies in the need for learning materials, which both groups rate very highly, with students at 92 percent and instructors at 91 percent. That means a strong and shared need for relevant, well-designed, effective learning resources to support teaching and learning. Although the ratings are closely aligned, these minor differences in percentages reflect unique perspectives of both students and instructors. For example, even though students may consider relevance of multicultural content as it affects their interest and engagement with the material, instructors would rank effective teaching strategies, such as communicative approaches, as more crucial because they directly affect teacher effectiveness.

Student Interview Findings

Ten students from Songkhla Rajabhat University were interviewed regarding their motivations, experiences, and expectations about Indonesian language learning material. From the research, it can be seen that Thai students have various motivations and explicit preferences for teaching materials. Most of them hoped to see teaching materials that are practical, related to real life, and emphasize communicative competence: "I want to be able to communicate with Indonesian friends." Cultural understanding is important; as one student mentioned, "The material should introduce Indonesian culture comprehensively and interestingly." Besides, students wanted flexibility in the learning format to accommodate face-to-face classes, online, or hybrid settings. The motivations were drawn from tourism to career reasons, as expressed by one student: "I want to learn Indonesian to work in the tourism industry." Therefore, these results imply that teaching materials must be practical, culturally relevant, interactive, and adaptable in different learning environments to answer the diverse needs of Thai learners.

Understanding the learners' experiences in terms of previous learning is important in developing appropriate Indonesian language teaching materials. The interviews with ten students showed that nine were beginners and had never learned Indonesian before, hence the need for materials on basic vocabulary, grammar, and introductory cultural content. Thai students prefer practical, interactive, contextual material containing examples of everyday conversations that allow learners to put what they learn into practice immediately. They also value cultural content discussing comparative Indonesian and Thai traditions for a deeper understanding.

Students highlighted clear, beginner-friendly content with accompanying active learning activities, such as games and discussions, as a way to make learning fun. Other preferred features included visual aids such as images and videos to enhance understanding. Materials should be correctly organized and scaffolded so that progress can be made little by little, with regard to learners' proficiency level. In summary, Thai students expect teaching materials that are first, learner-centered yet culturally relevant, visually enriched, and proficiency-appropriate, allowing for communicative and context-based learning. This will go a long way in offering useful guidance to educators and material developers as they seek to create effective resources adapted to various learner needs.

Instructor Interview Findings

The interviews with the instructors also showed that the main challenges related to teaching Indonesian to Thai students are both linguistic and psychological. Most students usually use Thai in daily life, even in the classroom, because they are afraid of pronunciation errors undermining their confidence. Pronunciation can be highly problematic, especially in distinguishing sounds that do not exist in Thai.

Some problems arising from linguistically and culturally diverse students have also been pointed out by the instructors: some students speak with the Patani Malay dialect and others have Thai as their mother tongue. Such linguistic and cultural differences form the basis for stimulating and using Indonesian language learning, both in its vocabulary, structure of sentences, and pronunciation. As identified by one of the instructors: "There are differences in language and student characteristics; some use Patani Malay as their mother tongue, while others use Thai. These differences affect how they understand and use Indonesian in the learning process." These findings present the need for adapting ILFS teaching materials to respond to linguistic diversity and offer an effective and inclusive learning environment.

Specifically, the instructors pointed out that the development of teaching materials should be relevant to the students' local cultural context and be practical enough for application in daily life. As one instructor said, "The students need to understand Indonesian culture so that they can analyze the cultural comparisons of Indonesia and Thailand and build on these similarities and differences as a foundation for acquiring Indonesian cultural competence." They further expressed that the developed materials should allow flexibility for access outside the classroom to help students learn independently.

In sum, these instructor interviews revealed the need for effective teaching material development in pronunciation, vocabulary, and communicative competence to enhance Indonesian language classes in Thailand. These materials should also be contextually relevant and culturally responsive to the needs of Thai learners effectively. Instructors also noted the importance of aligning teaching materials with students' proficiency levels for progressive language development. They also highlighted the need for materials that encourage learner autonomy and critical thinking through varied and interactive tasks.

Implications for Teaching Material Development

Based on findings through questionnaires and interviews with students and instructors, Indonesian language teaching material development in Thailand needs to take into consideration a number of key factors. Students require practical and contextualized materials that relate the learning of the language to their cultural backgrounds, with adequate opportunities for practice through interaction. The instructors stressed accurate pronunciation, basic vocabulary, and oral communication skills useful in real life.

These needs call for teaching materials that adopt a CLT approach, emphasizing functional and situational languages within authentic contexts. Materials must also be imbued with multicultural values to nurture cultural awareness and sensitivity among learners. To attain this, the materials should be attractive and yet authentic and flexible for use in a wide range of learning situations and for students at any level of proficiency. They would also need to offer a systematic balance in the four language skills: listening, speaking, reading, and writing, taking into consideration the interests and abilities of the students in keeping them motivated toward meaningful language acquisition.

These findings are supported by Fernández-García et al. (2023), who underline that the center of FL teaching materials should be the learners and their sociocultural contexts. This is also supported by Byram (2021), who underlined the importance of presenting the target culture in context. Language and culture in learning are interconnected. It is believed that effective teaching should work on developing not only linguistic skills but also intercultural competence.

Building on these ideas, the ILFS teaching materials should focus on the learner-centered approach, considering the differences in backgrounds and levels of proficiency. Authentic materials in real-life situations will enhance language and cultural awareness. Multimedia resources and interactive activities will stimulate learners and support different learning styles. This is also in agreement with Tomlinson (2023), who argues for flexibility, cultural relevance, and learner-focused materials.

In the light of these considerations, ILFS materials should be tailored to meet learners' genuine needs. Students and instructors place maximum importance on contextual relevance and communicative function. Materials should range in their coverage of the four language skills within meaningful cultural contexts. Multicultural values integrated into the materials develop intercultural awareness and competence.

These points, therefore, indicate that needs analysis holds the key to developing effective teaching materials. For example, the ILFS materials are designed to be taught for multicultural education for beginners through ten chapters. Each chapter is developed with contextual and communicative content embedded in Indonesian cultural elements, which will support meaningful language use in real-life situations as follows in the table below.

Table 10. Profile of IFLS Teaching Materials Incorporating Multicultural Education

No	Theme	Multicultural Education Content
1	Learning Letters Through Cultural Festival	This is multicultural education content in which the learning of letters is taught through reading texts about Indonesian and Thai cultures, including a comparison of Indonesian and Thai scripts with their

		pronunciation. It also gives emphasis that good pronunciation is part of respect for culture.
2	From <i>Sawasdee</i> to <i>Selamat pagi</i> : Greeting in Two Cultures.	Greetings and social etiquette both in Indonesia and Thailand reflect the cultural values of respect and politeness. Indonesian greetings, such as "Selamat pagi", and polite titles signify social harmony, whereas in Thai culture, this is expressed through the "Wai" gesture and the use of the word "Sawasdee krub/kha", indicating hierarchy and respect. Understanding such practices enables cross-cultural appreciation and effective communication.
3	Let me introduce myself. My name is Wanida	Introducing oneself in Indonesian and Thai cultures, with emphasis on politeness, word choice according to social context, and respect for age and status.
4	How Much is This Batik Shirt?	Shopping culture in Indonesia and Thailand, particularly the tradition of bargaining and the friendly social interaction in traditional markets in Indonesia
5	What is Your Father's Occupation?	Views on various professions in Indonesia and Thailand, as well as the appreciation of the social and cultural roles of each profession.
6	Exploring Family Culture	Indonesia and Thailand have rich family cultures, with Indonesia valuing togetherness and traditions, while Thailand emphasizes respect and Buddhist customs
7	Muay Thai and Pencak Silat as cultural heritage	This topic highlights the importance of recognizing and respecting cultural heritage through traditional martial arts from Indonesia and Thailand. It encourages students to appreciate differences and similarities between cultures, promoting understanding and tolerance
8	Historical tourism to Borobudur Temple and Ayutthaya Temple	Getting to know and appreciate the cultural heritage and history of two different countries, Indonesia and Thailand. Through exploring Borobudur and Ayutthaya temples, students learn about cultural diversity, historical values, and the importance of preserving culture
9	I like to eat <i>Tom yam</i> and <i>Rendang</i>	Introduction to various traditional Indonesian cuisines and cultural diversity through food from Thailand (Tom Yam) and Indonesia (Rendang), as well as a comparison of Indonesian and Thai eating habits that reflect values of togetherness and cultural traditions
10	Where is Khao Tang Kuan Hill	Recognize historical and cultural sites in Thailand, especially Khao Tang Kuan Hill. By learning about the location and cultural values of this place, students develop an appreciation for cultural diversity and increase their curiosity about cultures beyond their own country.

Teaching materials that highlight Indonesia's social customs, cuisine, professions, and cultural values help Thai students appreciate cultural differences and enhance their ability to adapt to multicultural environments. This finding aligns with Trang and Phuong (2023), who found that tailored needs analysis of intercultural communicative competence among undergraduates enhances learners' ability to engage in real-life, culturally diverse settings. It is reinforced by Permatasari (2023), whose systematic review emphasizes integrating ICC aspects into language teaching materials to boost relevance and adaptation in multicultural learning contexts.

The teaching materials currently under development, namely IFLS, should therefore integrate the four complementary skills of listening, speaking, reading, and writing to form comprehensive communicative competence. Each topic should be designed to offer a well-balanced and contextual learning opportunity that enhances receptive and productive skills. Such a methodology has been found especially appropriate to enhance this material's effectiveness through integration with contextualized language practice. It lets learners carry out or practice authentic goal-oriented tasks that capture real-life communication, leading to increased motivation and better language retention. Amin & Hamid (2023)

To construct meaningful and comprehensive teaching materials for IFLS, attention needs to shift from mere linguistic considerations to the sociocultural aspects of language use. Language learners, as researchers indicate, particularly those with diverse cultural backgrounds, need materials that relate language abilities to real contexts. The development of effective IFLS teaching materials should thus be underpinned by the integration of language skills and sociocultural contexts. The integration of these four skills can be illustrated as shown in the table below.

Table 11. Profile of IFLS Teaching Materials Incorporating Multicultural Education

No	Theme	Listening	Speaking	Reading	Writing
1	Learning Letters Through	Letter Pronunciation Audio	Sound Practice	Read the Script Table	Letters and Transcriptio

	Cultural Festival				
2	From <i>Sawasdee</i> to <i>Selamat pagi</i> : Greeting in Two Cultures.	Greeting Recordings	Say Polite Greetings	Greeting Dialogues	Texts of Greeting
3	Let me introduce myself. My name is Wanida	Audio for Introductions	Self-Introduction & Introducing Others	Introduction Text	Introduction Paragraph
4	How Much is This Batik Shirt?	Market Conversation	Bargaining Simulation	Buying and Selling Expression	Shopping Dialogue
5	What is Your Father's Occupation?	Profession Description	Profession Discussion	Text about Popular Professions	Profession Paragraph
6.	Exploring Family Culture	Family Story	A Story about Family	Family Narrative Text	Family Tree
7.	Muay Thai and Pencak Silat as cultural heritage	Daily Routine	Daily Activity Story	Daily Schedule	Daily Journal
8.	Historical tourism to the Borobudur Temple and the Ayutthaya Temple	Tourist Attraction Audio	Travel Experience Story	Tourist Destination	Travel Report
9.	I like to eat <i>Tom Yum</i> and <i>Rendang</i>	Food and Drinks Description	Food Presentation	Eating Habits	Food Review
10.	Where is Khao Tang Kuan Hill	Direction Instructions	Practice Giving Directions	Map and Directions	Directions from Point A to Point B

The findings of the current study support the communicative approach, which stresses that language should be used in real-life social contexts (Richards & Pun, 2022). Real-life situations, like daily activities, when applied to teaching ILFS to Thai students, will then give students the opportunity to communicate meaningfully and authentically. This, in fact, supports the very basic principle of the communicative approach: mastery of language skills in everyday life contexts. Additionally, the incorporation of Indonesia's cultural diversity within the teaching materials is based on the concepts of multicultural education, which nurture a deeper understanding and appreciation of different cultures (Banks, 2021).

Teaching materials regarding Indonesian social customs, food, professions, and cultural values allow Thai students to appreciate cultural differences and enhance their ability to adapt to a multicultural environment. This finding corroborates Wang (2024), who points out that language education needs analysis should consider not only linguistic but also cultural, emotive, and cognitive aspects that influence learners' motivation and engagement. In such a context, teaching materials of ILFS tailored to the practical needs of Thai students, for instance, those relevant to effective communication in everyday situations, may also serve to enhance self-confidence and motivation.

Reskyani et al. (2024) provide further support for the fact that instructional materials should be contextually responsive in language teaching and therefore, in this case, have relevance for Thai learners. Their work reveals the importance of adapting language teaching to local cultural settings and the real-life needs of communication.

CONCLUSION

From the results of the needs analysis, it can be inferred that Thai students learning IFLS have particular needs to understand the Indonesian language in its real social and cultural contexts; teaching materials are needed that also introduce Indonesian multicultural values, such as social etiquette, communication norms, and regional cultural diversity. The Communicative Approach will be the most suitable because it allows learners to actively use the language in context. Therefore, developing teaching materials must include content relevant to life, be

interactive, and embed cultural elements that are closely related to Indonesian society. These findings demonstrate material developers' important role in designing content that balances linguistic and cultural student needs. IFLS teaching material development with the integration of multicultural values shall enrich students' acquisition both in the Indonesian language and culture. It thus gives educators and material developers clear guidance in developing appropriate, culturally responsive teaching materials in IFLS, which encourages meaningful language use and deepens the students' intercultural understanding.

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