

# *Sawadi Indonesia*: Teaching Materials for Improving Everyday Indonesian Language Skills of Thai Bipa Learners

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**Abstract**—Language learning is an integral part of education worldwide. The Indonesian language is one of the national languages that needs the use of interactive multimedia in its implementation. The Indonesian language subject teaches aspects of language skills, just like other language subjects, which include four main areas: listening, speaking, reading, and writing skills. This study investigates the effectiveness of utilizing *Sawadi Indonesia* to enhance the Indonesian language skills of BIPA learners at the beginner level, particularly in daily conversation. This research employs a development research model, also known as R&D (Research and Development). The results of this study indicate that the book is highly effective in enhancing the learning of the Indonesian language for beginner Thai students.

**Index Terms**—*Sawadi Indonesia*, teaching materials, BIPA, Thai learners, language skills

## I. INTRODUCTION

Indonesian as a second language is gaining increasing attention on the global stage, especially in Southeast Asia. Along with the rising cooperation between Indonesia and ASEAN countries, including Thailand, the need to master the Indonesian language has become more urgent in education, tourism, culture, and economic and political cooperation. Through the Indonesian Language for Foreign Speakers (BIPA) program, the Indonesian government has implemented various initiatives to support the systematic learning of the Indonesian language for foreign speakers, including those in Thailand.

The Indonesian language is increasingly in demand by the international community as Indonesia's bilateral relations with neighboring countries, especially in Southeast Asia, continue to develop. One country with a high interest in learning the Indonesian language is Thailand (Aufar & Muzaki, 2024). Thailand, as a country with a direct border with Indonesia, is strategically interested in mastering the Indonesian language. Thailand is a country with a high enthusiasm for learning the Indonesian language. This is evident from the growing interest of Thai citizens in learning Indonesian as a foreign language, as seen in the Indonesian Language for Foreign Speakers (BIPA) program (Kusmiatun, 2019). However, the reality on the ground shows that there are still significant challenges in implementing the BIPA learning program in Thailand, particularly related to the teaching materials used.

Beginners in BIPA (Indonesian Language for Foreign Speakers), particularly those in Thailand, often lack a solid foundation in the Indonesian language. They face difficulties in understanding sentence structures, pronouncing phonemes that are not present in their native language, and comprehending the socio-cultural context that underlies language use. In this context, it is crucial to conduct a needs analysis to design effective teaching materials tailored to learners' needs. Needs analysis is the primary foundation for the development of teaching materials, because understanding the real needs of learners (target needs) and their learning process needs (learning needs) enables the educational content to be organized more effectively (Hutchinson & Waters, 1987). Thai BIPA learners have distinctive characteristics and learning needs. The significant differences in the language systems between Thai and Indonesian pose a challenge to Thai learners in mastering the Indonesian language (Muliastuti, 2017). Additionally, the differing socio-cultural contexts also influence the process of learning Indonesian for Thai speakers (Suyitno, 2018).

Indonesian language skills are essential for beginner learners every day, as they are the foundation for effective communication in everyday contexts in Indonesia (Rahmawati, 2020). However, the available teaching materials are

still general and do not fully consider the specific needs of Thai learners, especially at the beginner level (Andayani, 2021). This results in learners experiencing difficulties applying their acquired language knowledge to real communication contexts.

A needs analysis is vital in developing a language curriculum and creating effective teaching materials. Needs analysis collects and evaluates information to determine and validate curriculum objectives that meet students' learning needs. Needs analysis is divided into two main categories: objective needs (what learners need to know to function effectively in the target situation) and subjective needs (the wants, hopes, and expectations of learners) (Nation & Macalister, 2020).

The importance of needs analysis as a procedure for gathering information about learners' needs, which serves as the basis for developing a curriculum that meets those needs (Richard, 2017). Needs analysis involves systematically collecting and analyzing all subjective and objective information necessary to define and validate curriculum goals that address students' language learning needs (Brown, 2016).

Learning Indonesian for Thai speakers falls within the realm of second/foreign language learning. Linguistic, psychological, and social factors influence second/foreign language learning (Ellis, 2019). With the input hypothesis states that learners acquire a second language when they receive language input that can be understood (comprehensible input) (Krashen, 2018). Interaction and negotiation of meaning in second language learning are crucial to language acquisition (Long, 2017). Meanwhile, Selinker (2016) introduces the concept of interlanguage, emphasizing that second language learners develop a distinct language system that differs from their first and target languages.

The development of BIPA teaching materials necessitates a distinct approach that takes into account the characteristics of foreign learners. Effective language teaching materials must meet the principles of relevance, consistency, adequacy, and suitability for the learning context (Tomlinson, 2019). Foreign language teaching materials should consider aspects of the target culture as an essential component in learning (Grave, 2019). Muliastuti (2017) emphasizes the importance of a communicative approach in developing BIPA teaching materials, focusing on the use of language in authentic contexts (p. 97). BIPA teaching materials should be developed based on language proficiency levels while paying attention to appropriate difficulty gradations (Kusmiatun, 2019).

This research focuses on everyday language skills, encompassing four areas: listening, speaking, reading, and writing. Brown (2016) explains that these four skills are interconnected and integrated in the natural use of language. Harmer (2021) emphasizes the importance of an integrative approach in teaching language skills, reflecting the use of language in real-life contexts. In foreign language learning, Oxford (2017) identifies language learning strategies that can help learners develop language skills, including cognitive, metacognitive, social, and affective strategies. Suyitno (2018) adds that at the beginner level, the focus of learning everyday Indonesian language skills should emphasize communicative and functional aspects (p. 25).

Previous research on BIPA (Bahasa Indonesia untuk Penutur Asing) learning in general has been widely conducted, but studies specifically analyzing the needs of Thai learners regarding teaching materials for daily Indonesian language skills at the beginner level are still limited. Defina's (2018) research reveals that a needs analysis for foreign learners is crucial to create effective learning. The lack of a comprehensive needs analysis has rendered the developed teaching materials suboptimal for Thai learners to master daily Indonesian language skills (Nugraheni, 2020).

Recent studies highlight the importance of real-life and context-based teaching materials in BIPA (Indonesian for Foreign Speakers) instruction. For example, Nurichsania (2024) developed digital teaching materials for listening and speaking in BIPA that focus on everyday conversations. The researcher concluded that context-based teaching materials can enhance learners' understanding and oral communication skills, especially when supplemented with audiovisual media that resemble real-life conditions (Nurichsania, 2024). Similar findings were also presented by Maharany (2021), who analyzed the language teaching needs for BIPA learners from Thailand. She found that learners need thematic materials that contain simple text types and an emphasis on basic grammar and functional vocabulary related to everyday activities (Maharany, 2021).

Cultural aspects of teaching materials have also been an important focus of recent research. Prasetyo (2017) developed teaching materials infused with Javanese culture and found that integrating local cultural values into teaching materials can enhance foreign learners' pragmatic understanding and intercultural competence (Prasetyo, 2017). This is supported by research from Suharsono et al. (2022), which emphasizes the need for Indonesian agricultural cultural content in teaching materials to introduce real-life aspects of Indonesian society to foreign learners, including those from Thailand.

Innovations in teaching materials based on traditional games have also been explored by Istiqomah (2023), who developed A2-level BIPA textbooks incorporating traditional games for Thai speakers. The results of her research indicate that learners feel more enthusiastic about learning when the material presented is both interactive and enjoyable, while still maintaining its unique Indonesian cultural content (Istiqomah, 2023). Another study by Satwika (2023) demonstrates that teaching materials themed around tourism are not only relevant to the context of language use but also attract learners' interest, as they address the social realities encountered while traveling in Indonesia.

In language education, needs analysis is crucial for identifying what learners need and what they have already mastered (Richards, 2017). This needs analysis will provide information about the materials that must be prioritized,

appropriate teaching methods, and suitable evaluation strategies (Brown, 2016). Therefore, the teaching materials developed will be more relevant to the situations and conditions of learners in Thailand.

From various studies, it can be concluded that Thai learners need teaching materials that not only teach language structure but also introduce the use of language in the context of daily life and Indonesian culture. Therefore, developing teaching materials for Thai learners at the beginner level needs to consider a communicative, contextual, and intercultural approach to make the learning process more relevant, engaging, and meaningful. Based on this background, this study aims to analyze the needs of Thai learners for teaching materials on everyday Indonesian language skills in beginner-level BIPA courses. The results of this study are expected to make a significant contribution to the development of the BIPA program, particularly in preparing teaching materials for everyday Indonesian language skills for beginner-level Thai learners.

## II. METHODS

This research uses a qualitative approach with a descriptive research type. According to Creswell and Creswell (2020), a qualitative approach is suitable for exploring and understanding the meanings attributed to social or humanitarian issues by individuals or groups. Descriptive research aims to systematically and accurately describe the facts and characteristics of the studied objects (Sugiyono, 2019). This approach was chosen because it is appropriate for analyzing the needs of Thai learners regarding everyday Indonesian language teaching materials in beginner-level BIPA courses.

The subjects of this research are Thai learners enrolled in a beginner-level BIPA (Indonesian Language for Foreign Speakers) course. The determination of research subjects was conducted using a purposive sampling technique. According to Patton (2018), purposive sampling is a sampling technique that is based on specific considerations related to the research objectives. The criteria for selecting subjects include: (1) the learners are from Thailand, (2) they are enrolled in a beginner-level BIPA course, and (3) they are willing to be research respondents. The total number of respondents involved is 12 Thai learners and 2 BIPA teachers with experience teaching Thai learners. The research location is the BIPA course institution, which conducts Indonesian language learning programs for Thai speakers, including the Enjoying Learning Indonesian Course and the Indonesian Introduction Course. The selection of location considers representation and accessibility (Flick, 2018).

The data collection techniques used in this study are questionnaires, interviews, observations, and document analysis. The data analysis in this research employs the interactive model from Miles et al. (2019) which includes three components: (1) Data Condensation, which is the process of selection, focusing attention, simplification, abstraction, and transformation of data that emerges from field notes, interview transcripts, documents, and other empirical materials, (2) Data Display, where the condensed data is presented in the form of narrative texts, matrices, graphs, networks, and charts to facilitate the drawing of conclusions, (3) Conclusion Drawing/Verification, where conclusions are drawn from the beginning of the data collection but remain provisional until supported by valid and consistent evidence. To ensure the validity of the data, the researcher used source, method, and theory triangulation techniques (Denzin, 2017). Source triangulation was done by comparing learner, educator, and document data. Method triangulation was conducted by comparing data from questionnaires, interviews, observations, and document analysis. Theory triangulation was performed by employing various theoretical perspectives to analyze the data.

## III. RESULTS AND DISCUSSIONS

### A. Results

Based on data obtained through questionnaires and interviews, it is known that the majority of Thai learners in beginner-level BIPA courses (73.3%) are aged between 18 and 25 years and are students who have an interest in learning Indonesian for academic (43.3%), economic/business (33.3%), and cultural/tourism (23.4%) reasons.

Most learners (86.7%) have never studied Indonesian formally before and only know a few words and phrases in Indonesian from social media, movies, or Indonesian music. Regarding language background, all learners (100%) are proficient in Thai as their first language, and most (83.3%) are also proficient in English as a second language, with varying proficiency levels from basic to intermediate. These findings suggest that Thai learners have prior experience learning foreign languages, which can be a valuable asset in learning Indonesian.

The data analysis reveals that Thai learners encounter specific difficulties in several aspects of the Indonesian language. The main difficulties faced by the learners include: the pronunciation of certain consonant sounds that do not exist in the Thai phonological system (76.7%), understanding the sentence structure of Indonesian, which is different from Thai (83.3%), the use of affixes (90%), and mastery of Indonesian vocabulary (66.7%).

According to interviews with BIPA instructors, it was revealed that the typological differences in the languages pose a significant challenge for Thai learners. Thai is an isolating and tonal language, while Indonesian is an agglutinative and non-tonal language. These differences make Thai learners struggle to understand and produce the complex structures of the Indonesian language.

*“Thai learners often get confused with the affixation system of the Indonesian language, which does not exist in their language. For example, distinguishing the use of me-, ber-, and ter- remains a significant challenge for them.”* (Teacher 2)

This finding aligns with Muliastuti's (2017) research, which suggests that the differences between the first language and the target language can be a source of difficulty in second/foreign language learning. Another study found that "affixation errors are the most dominant type of errors in the writings of Thai learners, with the largest errors in the form of clitics and prefixes, which are largely caused by ignorance of Indonesian grammar rules". This reinforces the finding that 90% of Thai learners in this study also experienced significant difficulties in affixation (Kalee et al., 2018).

In terms of pronunciation Thai learners experience difficulties in articulating certain sounds that are not present in the Thai phonological system, such as /g/, /v/, /ŋ/, and the diphthongs /au/ and /oi/, as well as the pronunciation of /r/ and /p/ which are often simplified. This aligns with the 76.7% of participants in this study who struggled to pronounce certain consonants. Melinda et al. (2024) in their study in Southern Thailand reveal that "the dominant errors in Thai learners' writing include sentence structure, limited use of affixes, as well as spelling and capitalization errors, which are largely caused by the influence of the mother tongue and the process of direct translation". These findings support the results of this study, specifically regarding syntactic difficulties (83.3%) and weak vocabulary mastery (66.7%).

Additionally, Lasa et al. (2019) state that the main challenge in teaching Indonesian to foreign speakers (BIPA) in Thailand lies in the limited understanding of the Indonesian language's phonology and morphology, as well as the lack of culture- and technology-based teaching strategies. This aligns with the interview results in this study, which emphasize the need for contextual and interactive approaches. As a comparison from another context, Al-Rawafi and Syihabuddin (2019) indicate that even learners returning from abroad (IBHSs) face difficulties in mastering Indonesian morphosyntax, particularly in affixation, sentence structure, and the differences between formal and informal language varieties.

Data analysis from surveys and interviews shows that Thai learners need themes relevant to their daily communication needs. The five most needed themes by learners include: introductions and self-identity (93.3%), directions and transportation (86.7%), shopping and economic transactions (83.3%), culinary and food (80%), and emergency and health situations (76.7%). Maharany (2018) also emphasizes the importance of material needs, categorized by topic, text type, and grammar, especially in the context of BIPA learning in Thailand, which encompasses ten main topics (p. 36). In terms of language functions, Thai learners express the need to be able to use Indonesian for the following communicative functions: introducing oneself and others (96.7%), asking for and providing information (90%), expressing basic needs (86.7%), expressing simple feelings and opinions (76.7%), and negotiating in the context of simple transactions (73.3%).

The learning observation results indicate that the current teaching materials do not fully accommodate the thematic and functional needs. Some themes learners need, such as emergencies and health, have not been optimally integrated into the teaching materials. This finding aligns with the results of Dereh et al. (2021), who conducted a study on the development of reading comprehension teaching materials at the intermediate level in Thailand. Their study revealed that Thai students require reading materials and grammar structured according to learning objectives, accompanied by exercises and translations. This finding highlights the importance of comprehensive and functional teaching materials in supporting learners' communicative goals.

The results of the data analysis indicate that Thai learners have a preference for specific learning strategies in BIPA teaching materials. Most learners (80%) prefer learning that integrates visual and auditory aspects. They also show a preference for interactive learning activities (76.7%), task-based exercises (70%), and project-based learning (63.3%). This approach is explained by Nurlina and Israhayu (2020), who suggest that the development of BIPA learning materials for Thai students should include audiovisual elements and interactive media to enhance student interest and participation (p. 60).

Based on the interview, Thai learners expect teaching materials that are equipped with (1) audio-visual media to aid understanding (83.3%); (2) a bilingual glossary of Indonesian-Thai (90%); (3) explanations of grammar that contrast with Thai (86.7%); (4) contextual communicative exercises (80%); (5) self-evaluation to measure learning progress (73.3%). This line-up strongly aligns with the findings of Marsevani et al. (2023), who state that "BIPA teaching materials made with interactive audio-visual components enhance student participation and cultural relevance".

BIPA teachers also emphasize the importance of a communicative approach that takes into account the learning characteristics of Thai learners:

*“Thai learners generally have a visual and kinesthetic learning style. They find it easier to understand material when it is presented with images, videos, and hands-on activities. Teaching materials that rely solely on text are less effective for them.”* (Teacher 1)

This finding aligns with Oxford's (2017) research highlighting the importance of considering learning strategies that suit learner characteristics in the development of language teaching materials. Through a systematic review that combining communicative approaches, technology-mediated learning, project-based learning, and direct interaction with native speakers is the most effective strategy for teaching Indonesian as a foreign language (Islahuddin et al., 2025).

Data analysis suggests that Thai learners benefit from understanding Indonesia's socio-cultural context to improve their communication skills. The socio-cultural aspects considered important to be integrated into teaching materials include: communication ethics in the Indonesian context (93.3%), knowledge about Indonesian social norms (86.7%), introduction to Indonesian popular culture (80%), and understanding of Indonesia's ethnic and cultural diversity (76.7%). This aligns with the findings of research by Ambarwati et al. (2023), which found that the needs of beginning Thai BIPA learners regarding Indonesian cultural content include norms of politeness, honorifics, and cultural customs, which significantly affect their communicative competence (p. 7).

The results of interviews with Thai learners reveal that they experience difficulties in understanding the cultural context behind the use of certain expressions in the Indonesian language.

*“I often get confused about when to use 'Bapak/Ibu' and when it is enough to mention the name. In addition, some expressions in Bahasa Indonesia are difficult to understand without knowing the cultural context.”* (Learner 8)

BIPA teachers also emphasize the importance of the socio-cultural dimension in teaching materials. This is explained in the following quote.

*“BIPA learning materials should not only teach language structure, but also introduce the socio-cultural context that underlies the use of that language. This is important so Thai learners can communicate appropriately and understandably in Indonesian.”* (Teacher 1)

This finding aligns with Grave's (2019) opinion, emphasizing the integration of cultural aspects into foreign language teaching materials. This finding is supported by Solikhah and Budiharso (2022), who state that the implementation of BIPA in practice includes embedding culture in the curriculum, learning experiences, and evaluations; yet 'soft diplomacy' and deep cultural nuances are still underrepresented (p. 190). BIPA reading materials, which incorporate cultural elements through extensive reading, not only expand vocabulary but also serve as a medium for promoting Indonesian culture and facilitating the formation of students' critical understanding of local cultural norms.

## B. Discussion

This textbook is titled *Sawadi Indonesia: Belajar Bahasa Indonesia Itu Seru! Yuk, Mulai Sekarang!* or referred to as *Sawadi Indonesia*. The name "Sawadi" (สวัสดี) is derived from a standard greeting in Thai, which directly reflects the primary target readers of this book, namely Thai speakers. The full title also emphasizes the learning philosophy it promotes, which is a fun and proactive process of learning Indonesian ("*Yuk, Mulai Sekarang!*").

This *Sawadi Indonesia* book is specifically designed as a teaching material for Indonesian language skills for beginners, with a primary focus on learners from Thailand. Its purpose is to facilitate learners in using Indonesian in everyday situations through a communicative, thematic, contextual, and enjoyable approach. The *Sawadi Indonesia* book serves as an interactive learning medium that not only functions as a learning resource but also as an integrative tool to develop foreign learners' everyday communication skills within the context of Indonesian culture. Each learning unit is presented attractively through a combination of bilingual text (Indonesian–Thai), visual illustrations, phonetic explanations, context-based exercises, and Indonesian cultural notes that reinforce cross-cultural competence. Thus, this book has the characteristics of educational multimedia that emphasize interactivity, ease of access, and a humanistic approach in the second language learning process.

The structure of the *Sawadi Indonesia* book is divided into several main sections, namely '*Prapelajaran (Pre-Lesson)*' (Preparation for Learning). This section serves as a foundation before entering the core chapters. It includes an introduction to the sound and writing system of the Indonesian language (alphabet letters, vowels, consonants, diphthongs, consonant clusters) as well as essential basic vocabulary such as numbers (cardinal & ordinal), calendar (days, months), seasons, colors, geometric shapes, body parts, physical descriptions and body/face/eye/nose/skin/hair shapes, as well as character traits or qualities and antonyms.

The first part, "pre-lesson" (การเตรียมพร้อมสู่บทเรียน), is an introductory section that contains the scope of the material, including: Alphabet Introduction: Consonants, Vowels, and Diphthongs. Sound Structure: Combinations of Vowel Letters and Combinations of Consonant Letters (two, three, or more). Essential Basic Vocabulary: Numbers and Numerals (cardinal & ordinal), Days, Months, Seasons, Colors, Shapes, Body Parts, Physical Description (Body Shape, Face, Eyes, Nose, Skin Color, Hair), Antonyms, and Traits (Character).

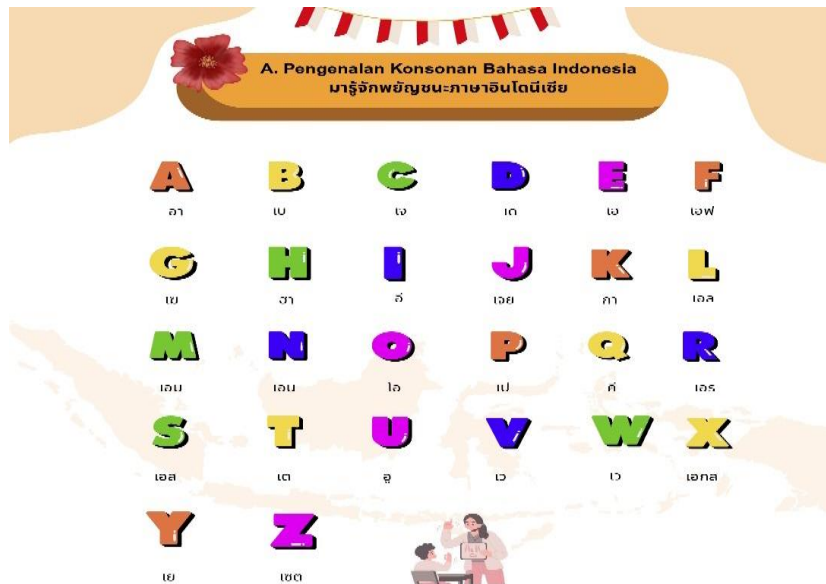


Figure 1. Introduction to Indonesian Consonants

Another example in the 'pre-lesson' section is the Color section, which contains a visual chart displaying 11 basic colors, such as Red, Light Blue, Dark Blue, Yellow, Green, Black, White, and others. The purpose is to teach basic vocabulary about colors.

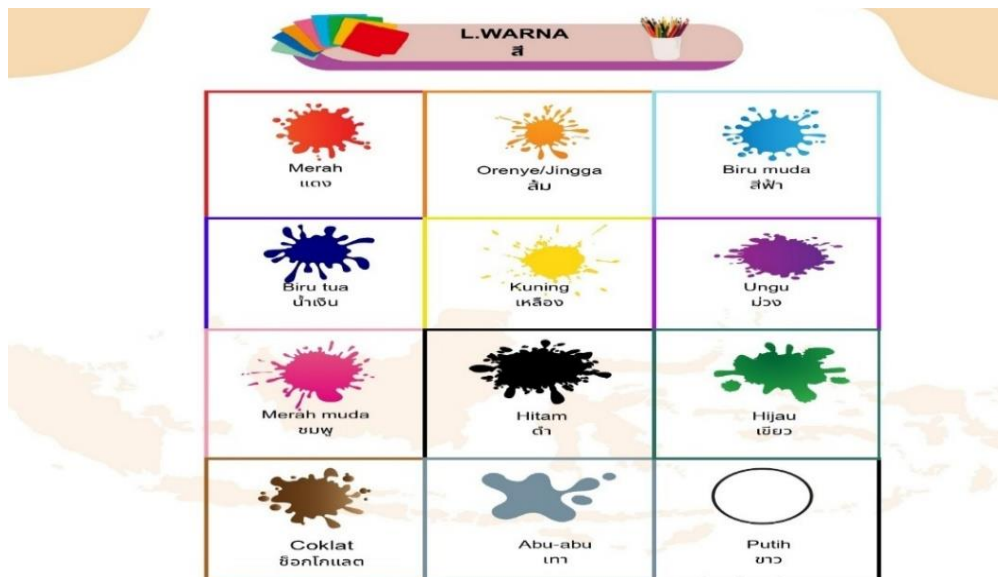


Figure 2. Colors

The following section comprises 12 Main Chapters (Lessons). The core part of the book consists of 12 thematically arranged chapters, covering topics relevant to the everyday lives of learners. The chapters are: Chapter 1: Greeting, Chapter 2: Introducing Yourself, Chapter 3: Family, Chapter 4: Surrounding Objects, Chapter 5: Daily Activities, Chapter 6: Food, Chapter 7: Shopping, Chapter 8: Birthday, Chapter 9: Directions and Locations, Chapter 10: Occupations, Chapter 11: Holidays, Chapter 12: Transportation.

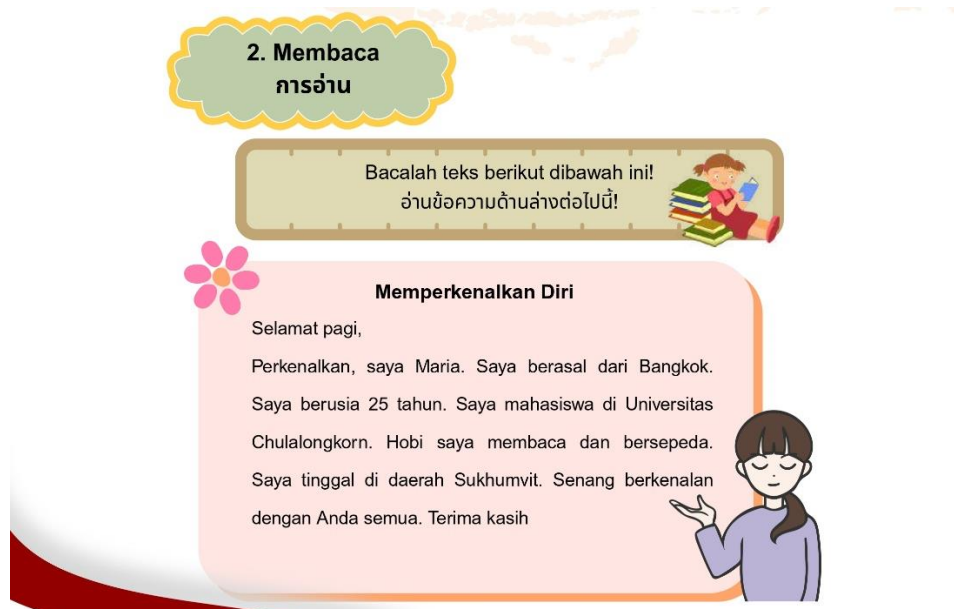


Figure 3. Chapter 1 Greeting

Next are the supporting features of each chapter. Each chapter is comprehensively designed to develop the four language skills (listening, speaking, reading, writing). It presents new vocabulary (*'Kosa Kata'*/คำศัพท์) and grammar (*'Tata Bahasa'*/ไวยากรณ์) gradually. Each chapter also comes with 'Learning Objectives' (วัตถุประสงค์การเรียนรู้), reading texts (*'Membaca'*/การอ่าน), contextual exercises (*'Kegiatan'*/กิจกรรม) for each skill, engaging illustrations, explanations in Thai to facilitate understanding, and 'Cultural Notes' (บันทึกทางวัฒนธรรม) to provide cross-cultural insight into Indonesia.

Supplementary materials in the development of teaching materials for everyday Indonesian language skills for Thai learners in beginner-level BIPA courses are designed to improve learners' language skills through various engaging approaches. One of the supplementary materials presented is a set of cultural notes at the end of each chapter. The cultural notes provide explanations of the language use differences between Indonesians and Thais. For example, in the section on Greeting (Chapter 1), greetings in Indonesia highly value politeness, adjusted according to age, status, and social relationships. The use of formal greetings (*Pak, Bu, title*) for elders/respected individuals differs from informal greetings (*name, bro, sis*) for peers. There are differences in greetings for formal and informal situations, as well as regional-specific greetings (such as Javanese, Sundanese, and Balinese) and religious greetings (such as *Assalamualaikum*). Gestures such as smiling or handshakes are also important. Asking about someone's well-being ('How are you?') or even 'Have you eaten?' is a common form of greeting.

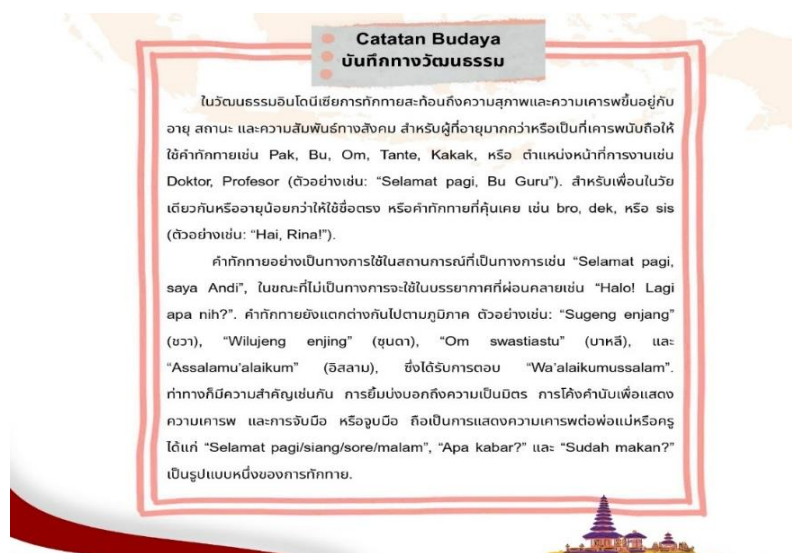


Figure 4. Notes on Greeting Culture in Indonesia

There is also an additional section. This book also includes a '*Competency Mapping*' section at the beginning, detailing the competency standards, language competencies (including language knowledge and vocabulary), and language skill targets for each chapter. Additionally, there is a '*Preface*' (คำนำ) in both Indonesian and Thai, as well as a

'Table of Contents'. Each unit is developed based on the principle of spiral learning, from simple vocabulary and structures to the use of more complex language. For each theme, competency standards, language competencies, language knowledge, vocabulary, and integrated language skill activities (including listening, speaking, reading, and writing) are presented. For example, in Chapter 1, "Greeting," participants learn to recognize and use formal and informal greetings in various social contexts.

Ungkapan menanyakan kabar ส่วนราชการตามสมัยไทย	
Apa kabar?	สบายดีไหม?
Bagaimana kabar Anda?	คุณเป็นอย่างไร?
Gimana kabar? (Nonformal)	คุณเป็นอย่างไร? (ไม่เป็นทางการ)

Figure 5. Chapter 1 Greeting (Asking About Well-Being)

As a learning product, *Sawadi Indonesia* has a pedagogical function that supports a communicative language teaching model. Each section is designed to encourage learners to actively interact, whether through oral exercises, group dialogues, or independent writing and reading tasks. This approach enables Thai learners not only to master the linguistic aspects of the Indonesian language but also to comprehend the socio-cultural values embedded within it.

Printed teaching materials based on everyday life are a practical alternative teaching resource for beginner-level BIPA learners, which integrate and collaborate four language skills: listening, speaking, reading, and writing. In the listening skill, these teaching materials present information from everyday Indonesian life recounted by learners in clear and easily understandable Indonesian. BIPA learners can listen to this daily information and grasp both the essence and the cultural values it contains. Through listening exercises, learners not only learn the language but also gain an understanding of the everyday Indonesian context, which is an inseparable part of the language itself.

The listening attentively activity (การฟัง) in the book "*Sawadi Indonesia*" is designed to train understanding of spoken Indonesian through audio accessed via a QR code. This exercise helps learners recognize sounds, vocabulary, and sentence structures in simple conversations or narratives. These activities are designed to be gradually introduced, starting with the identification of vocabulary and phrases, where learners are asked to write down the words they hear or choose the correct phrases from similar options.

Ungkapan Menyapa คำทักทาย	
Hai	สวัสดี
Halo	สวัสดี
Selamat pagi	สวัสดีตอนเช้า
Selamat siang	สวัสดีตอนเที่ยง
Selamat sore	สวัสดีตอนเย็น
Selamat malam	ราตรีสวัสดิ์
Assalamualaikum	อัสลามูอาลัยคุน
Walaikumussam	วาอาลัยกูบัสลาม

Figure 6. Greeting Vocabulary

Next, learners are trained to grasp a detailed understanding through tasks such as answering multiple-choice questions or determining the truthfulness of statements about specific information in a story or audio description.

**4. Menyimak**  
กิจกรรมที่ 1

Tuliskan kosa kata ulang tahun yang dengarkan di bawah!  
เขียนคำศัพท์วันเกิดที่คุณฟังด้านล่างนี้!

Figure 7. Listening to the Birthday Audio "Activity 1"

Then, the exercises in the printed teaching materials based on Daily Life Interactive are designed to develop the four language skills for beginner-level BIPA learners: listening, speaking, reading, and writing, using everyday Indonesian life as the learning medium. In the listening skill, learners will listen to information about regional culture from everyday life, presented by the learners themselves. After listening to the regional cultural information, learners are asked to express their opinions and discuss the daily life information they have listened to. These exercises help learners improve their listening skills and focus on details in the Indonesian language.

In Chapter 3 (Family), Activity 2, learners listen to an audio (via QR code) about Monthita's family, then answer multiple-choice questions such as: "1. How many members are there in Monthita's family? a. five b. six c. seven".

**Kegiatan 2**  
กิจกรรมที่ 2

Pilihlah jawaban yang tepat sesuai dengan yang Anda simak!  
เลือกคำตอบที่ถูกต้องตามสิ่งที่คุณฟัง!

- Berapa orang anggota keluarga Monthita?  
a. lima      b. enam      c. tujuh
- Ibu Sawitri berusia berapa tahun?  
a. 35 tahun      b. 45 tahun      c. 55 tahun
- Siapa anak kedua Pak Pricha dan Ibu Sawitri?  
a. Arya      b. Saifa      c. Monthita
- Siapa anak sulung Pak Pricha dengan Ibu Sawitri?  
a. Arya      b. Saifa      c. Monthita
- Siapa nama adik laki-laki Monthita?  
a. Saifa      b. Arya      c. Pricha

Figure 8. Listening Exercise "Family"

Based on evaluation and analysis, this teaching material has the following advantages: (1) high contextual relevance, (2) a bilingual and multimodal approach, (3) integration of cultural aspects, (4) attractive visual design and technology support (although not yet optimal), and (5) flexibility of use. These advantages make the teaching material not only a tool for language instruction but also a strategic medium for intercultural learning in the ASEAN context and cross-national education. The weaknesses identified in this developmental study include: (1) limited integration of interactive digital media, (2) field testing that is still limited, (3) evaluative exercises that are not yet varied, (4) constraints in teacher competence and local context, and (5) limited learning duration and intensity. These weaknesses are important considerations for further development of the teaching material to make it more optimal and contextual.

The effectiveness test of the *Sawadi Indonesia* textbook model, particularly through the implementation and evaluation of the effectiveness of the developed textbook based on learner needs, demonstrates that systematically designed textbooks are effective in improving learners' language skills. This improvement is evaluated comprehensively through specific activities such as "reading comprehension activities", "combined reading and writing activities", as well as speaking exercises, including "creating short dialogues and... storytelling" (Sari & Cahyani, 2020). The results of this study are relevant to various language teaching material development (R&D) studies for BIPA, which explain that developing new targeted textbooks, such as for speaking or writing skills, can indeed "enhance learners' language competence" and contribute to the "improvement of BIPA learning quality" (Ramadhani & Harsiati, 2016; Suharsono et al., 2022; Puspita et al., 2021).

The development of learning media that supports BIPA learning of the Indonesian language quality can help preserve their communication in daily life. The use of *Sawadi Indonesia* to enhance the language skills of learners has been proven to make students more creative and enthusiastic about learning the Indonesian language.

#### IV. CONCLUSIONS

Based on the results of research and discussion, it can be concluded that Thai learners need teaching materials for everyday Indonesian language skills, namely: (1) considering the differences between the Thai and Indonesian language systems, especially in the aspects of phonology, morphology, and syntax, (2) presenting authentic and relevant everyday communication contexts that meet the needs of Thai learners, (3) integrating Indonesian cultural aspects to facilitate understanding of the socio-cultural context in language use, (4) using a communicative approach with a systematic gradation of materials from simple to complex, (5) supplemented with components that support self-learning, such as a bilingual glossary, audio-visual media, and self-assessment tools. These five interrelated aspects form a unity that must be considered when developing BIPA teaching materials for beginner-level Thai learners.

Based on the research's conclusions, several recommendations are presented. For BIPA (Indonesian Language for Foreign Speakers) instructors, they can use the results of this research as a reference in selecting and adapting teaching materials that suit the needs of Thai learners, developing supplementary materials that can complement the shortcomings of the available teaching materials, and conducting ongoing reflection and evaluation on the use of teaching materials in learning. Future researchers can conduct further studies on the development and implementation of BIPA teaching materials, examine the effectiveness of these materials in enhancing the Indonesian language skills of Thai learners, and expand the scope of research by involving Thai learners at higher levels of proficiency.

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