Communication Strategy of the Learners of Indonesian for Foreign Speakers (BIPA) at the Basic Level at Maejo University, Thailand

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ABSTRACT

One of the obstacles faced by Learners of Indonesian for Foreign Speakers (BIPA) is the limited of Indonesian skills so that communication strategies are used in order that the goals of their communication can be achieved. This study aims to describe the form and the implementation of communication strategies of BIPA learners at the basic level at Maejo University. This study uses the case study method as part of descriptive research, which is a form of research aimed at describing existing phenomena, which include natural phenomena as well as human-engineered phenomena. The data were collected by using an observation and recording techniques. The data of this research are verbal and non-verbal behaviors of BIPA learners at the basic level at Maejo University. The result of this research is communication strategies carried out by BIPA learners, which are borrowing, speech repetition, use of words that are similar or near meaning (approximation), words ommission, paraphrase, similar pronunciation, imitating, and using expressions. It can be concluded that there is a form of communication strategy used by BIPA undergraduates at the Faculty of Liberal Arts, Maejo University, Chiang Mai, Thailand, both in the classroom and outside the classroom. Research on communication strategy, both verbal and nonverbal strategies still needs to be done in detail. BIPA teachers should study and understand more deeply about the concept of communication strategies used by the learners to help them better and fluently communicate and interact in Indonesian.

Keywords: Communication strategy, Learner, Indonesian for Foreign Speakers (BIPA), Basic level.

1. Introduction

One of the objectives of teaching Indonesian for Foreign Speakers (BIPA) is the realization of Indonesian as a broad language of communication between nations, both at the national, regional and international levels. So far, BIPA learning has experienced significant development. BIPA learning is not only carried out
domestically, but also abroad. Several countries have made Indonesian as one of the elective courses in the learning curriculum in higher education. Likewise, at the secondary education level, Indonesian is one of the elective subjects. One of the advantages gained by these conditions is the achievement of efforts to accelerate the internationalization of the Indonesian.

As one of the countries with a population in the world, namely fourth place, the distribution of population in various countries certainly influences the spread of Indonesian that is used daily in their lives. Indonesian is now one of the languages that is widely studied by the international community, it is in the continents of Asia, Australia, Africa, Europe, and America. That has been going on for several years. There are institutions that work together with the Indonesian Embassy (KBRI) or consulate generals as well as separately. In addition, foreigners who are interested in learning Indonesian are significantly increasing, even from year to year, the institutions that organize BIPA learning are increasing, both at home and abroad.

One of the countries in the Asian region that has quite a lot of Indonesian enthusiasts is Thailand. The number of Indonesian language learners in this country counts the most when compared to other countries in Asia. During this five-year period, the demand for BIPA teaching staff was mostly from Thailand. There are several universities in Thailand that open Indonesian elective courses, including Neresuan University, Chulalongkorn University, Mae Fah Luang University, Chiangmai University, and Maejo University. Indonesian as a foreign language choice course at Faculty of Liberal Arts (FLA), Maejo University is one of the elective courses that are quite a lot of devotees.

During this year, there are relatively few registered students, Indonesian language learners at FLA are very happy and active in using and practicing Indonesian. They tried to be able to use Indonesian to communicate. They try to speak in various ways or strategies so that they can communicate well, smoothly, and can be understood. BIPA learning activities at FLA, Maejo University have several obstacles, both of which are sourced from BIPA instructors and their learners. Constraints that arise include being influenced by differences in cultural background, place of learning, and the language used. The phenomenon that occurs in BIPA learning at FLA, Maejo University, is the use of communication strategies used by BIPA students during the learning process. The communication strategy used by BIPA learners is a verbal and nonverbal communication strategy. This study will discuss the communication strategies used by BIPA students, both the use of verbal and nonverbal communication strategies during the learning process.

The focus of this research is BIPA students who take Indonesian as minor courses at FLA. Related to the mastery of language, generally BIPA learners in FLA only master the Thai language and few speak English. So in order to communicate or practice Indonesian, one of the ways that the learners apply is communication strategy. The communication strategy can help them achieve a good communication goal for spoken partners in Indonesian, both verbal and nonverbal. Some communication strategies have been successful enough to be implemented by BIPA learners so that communication can run quite well. Based on that, researchers are keen to know and understand more about the communication strategies used by BIPA learners at Maejo University, Thailand, especially those who are still at basic level and are learning Indonesian in the Faculty of Liberal Arts.

The communication strategy is used by BIPA learners as a bridge in facing the gap when communicating with native speakers using Indonesian. Widjaja argues that communication is an activity related to the problem of contact relations between humans, both individuals and groups. One of the tools that used to communicate is language (Arifin, 1984; HAW, 2000).

(Tarone, 1980) describes the typology of the use of interactional perspectives, which considers that the communication strategy serves to bridge the gap between linguistic knowledge from second language learners and their interlocutors in real communication situations. To solve communication problems, second language learners can use several strategies, including: (a) transfer strategies from the first language (B1), such as translation, switching to B1, using gestures; (b) second language strategy (B2), like paraphrase, uses another form in B2 which means approximately the same as the one intended (approximation), making new words or explaining them in parables; and (c) can use a reduction strategy, namely stop explaining and move on to other problems or avoid topics that are not mastered (Ghazali, 2010)

Previous research is relevant to this research, namely the communication strategy used by basic BIPA learners from South Korea in BIPA learning, both in class and outside the classroom. The strategies, namely (1) inversion phrases; (2) prepositions, affixes and subjects omission; (3) repetition; (4) borrowing; (5) self-correction; (6) translation; (7) using synonym; and (8) using expressions (Purwiyanti, Suwandi, & Andayani, 2017).

The results of this study are expected to provide benefits. For teachers, it is hoped that this study will help them to better understand the strategies used by the learners in communicating, especially at the basic levels of A1 and A2. Teachers can better understand and condition the conversation as the learners use communication strategies in speaking. As for the benefit of the learners to express their ability to speak without fear of being mistaken or depressed in using Indonesian. BIPA learners studying at the Faculty of Liberal Arts are learners with a Thai language background.
2. Methods

This research was carried out at the Faculty of Liberal Arts, Maejo University, Thailand from July to September 2018. This study used case study methods as part of descriptive research, which is a form of research aimed at describing existing phenomena, which include natural phenomena as well as human-engineered phenomena. The research data includes verbal and nonverbal behavior of BIPA learners at the elementary level who attend Indonesian learning for foreign speakers (BIPA). Communication events that are used as data sources are communication events, both inside and outside the classroom. Sampling from students from two regular classes and one course class for BIPA learners. The research instrument used was observation guidelines.

The case studies focused on an intensive and detailed ones. The subjects investigated consist of one unit or a unit which was seen as a case. Because of its profound and detailed nature, case studies generally produce a longitudinal picture, which is the results of collecting and analyzing case data within a period of time. The cases can be restricted to one person, one institution, one event or one group of people, and a group of other objects that are quite limited, which are seen as a whole in that case, all aspects of the case get the full attention of the investigator (Taftiawati, 2014; Winarno, 1978)

Communication events that are used as data sources are communication events, both inside and outside the classroom. All examples of events using communication strategies are collected, both during learning and when learners communicate with instructors outside the classroom. The data obtained in the form of written data and record data (photos and videos). The written data was in the form of assignments made by the learners while the recording data was in the form of photos or videos of learners when they were practicing Indonesian. While the data outside the class is obtained by recording. I have noted various forms of communication strategies used by learners when speaking in Indonesian. The data is then grouped based on the type of communication strategy, namely verbal and nonverbal.

Sampling was carried out for students from two regular classes and one course class for the BIPA learners. Because the number of regular class students is few, only nine, so that total sampling was chosen for data collection. All learners were used as informants in this study. The research instrument used was the observation guideline. This method was chosen to obtain data naturally. At the time of observation, learners did not realize that they were being observed.

3. Results

Research conducted on nine BIPA learners at the basic level (in the regular class) and thirty-three learners in course class provides an overview of the use of communication strategies. There are a number of findings related to the communication strategy carried out by basic level learners at FLA, Maejo University in interacting and communicating using Indonesian. These findings are related to verbal and nonverbal behavior of learners, both inside and outside the classroom. Verbal communication strategies used by BIPA learners are oral and written communication, while nonverbal communication strategies are in the form of some expressions.

3.1. Verbal Communication Strategies

Table 1 shows the examples of the form of verbal communication strategies used by learners when communicating with teachers

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of Verbal Communication Strategies</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Saya datang <em>ter...lambat</em>. Datang terlambat.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(Good morning, Lecturer. I am sorry for coming late)</em></td>
</tr>
<tr>
<td>No.</td>
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<td>Examples</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------</td>
<td>----------</td>
</tr>
</tbody>
</table>
|     |                                        | **Nama teman saya Ninda. Rambutnya lurus, …līe… dan panjang, dia ee suwai, matanya sipit, hidungnya muncung, ee she uses glasses and braces.**  
    (My friend’s name is Ninda. Her hair is straight, … lee … and long, she is beautiful, her eyes are narrow, her nose is sharp, ee she uses glasses and braces) |
| 2.  | Speech repetition                       | **Tanggal berapa Anda lahir?**  
    (What date were you born?)  
    **Apakah Anda ingin bertanya?**  
    (Do you want to ask?)  
    **Apakah Anda mengantuk?**  
    (Are you sleepy?) |
| 3.  | Use of words that are similar or near meaning | *Dia **bukan** cantik.*  
    (She is not beautiful)  
    **Itu **tidak** kucing saya.**  
    (It is not my cat)  
    **Dia **tidak** mahasiswa di Faculty of Liberal Arts, dia ada di Faculty of Science .**  
    (He’s not a student at the Faculty of Liberal Arts, he’s in the Faculty of Science)  
    **Makanan ini enak, tetapi tidak **boleh** ajarn makan.**  
    (‘This food is delicious but can not be eaten by you’)  
    **Keluarga saya **mempunyai** enam orang. -- (Anggota) keluarga saya ada enam orang.**  
    (I have six family members)  
    **Intan mempunyai sepuluh **buah** daun -- Intan mempunyai sepuluh **lembar** daun.**  
    (Intan has ten leaves) |
| 4.  | Words Omission                          | **Ibu pergi Chiang Rai kemarin.**  
    (My mother went to Chiang Rai yesterday)  
    **Saya akan pergi kampun.**  
    (I will go to the college)  
    **Kapan Anda pergi Malaysia.**  
    (When will you go to Malaysia?)  
    **Tugas itu dibuat Ninda dan Gita.**  
    (The task was made by Ninda and Gita)  
    **Saya pergi ke Jakarta bulan depan.**  
    (I will go to Jakarta next month) |
    (Ajarn, I went to the faculty today. I joined my friend’s motorcycle. My friend saw his friend at the hospital. We were there till 10.30 a.m. I was late in class. Thank you.)  
    **Kami akan buat tugas di papan informasi setelah hari ini saja. Besok kami buat, ajarn. Terima kasih.**  
    (We will do the job on the board after today. We will do it tomorrow. Thank you) |
| 6.  | Similar pronunciation                   | *Saya belajar tua hari. -- Saya belajar dua hari.*  
    (I learned two days)  
    *Saya mempunyai tua helai kertas merah di atas tas. -- Saya mempunyai dua helai kertas merah di atas meja.*  
    (I have two red paper sheets on the bag)  
    *Adik mempunyai sepuluh Kuching.*  
    (My little brother has ten cats)  
    * Saya mempunyai mobil enam buah.  
    (I have six cars) |
Figure 1 exhibits some examples of student writing related to the use of communication strategies.

3.2. Nonverbal Communication Strategies

Table 2 presents the examples of the form of nonverbal communication strategies used by learners when communicating with teachers.

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of Nonverbal Communication Strategies</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 1.  | Imitating or demonstrating                 | “Saya suka...”  
(while moving his hands like someone playing guitar)  
“I like ...”  
(while he moved his hand like someone playing the guitar)  
“Maaf, saya mau ...”  
(while standing and pointing out of the classroom and attaching his cell phone to his ear)  
Sorry, I want to ...”  
(while standing and pointing out of the classroom and attaching his cell phone to his ear) |
| 2.  | Using expression (body language)           | Iya/setuju = mengangguk ; agree = nodded  
Bukan = menggerakkan tangan ke kanan dan ke kiri di depan dada seperti orang yang sedang melambai  
(It’s not) = moving hands to the right and to the left in front of the chest like the one who was waving  
tidak dapat mengingat atau lupa akan sesuatu = menekan-neyakan |
4. Discussion

4.1. Verbal Communication Strategies

Verbal communication is a form of interaction by using language as a means of delivering. The language used for communication could be a verbal and written form. The verbal communication strategies used by basic BIPA learners at FLA Maejo University vary and are adapted to the context of learning in the classroom or when out of class.

4.1.1. Borrowing

Borrowing is the use of foreign terms, especially English as well as borrowing of native language (Thai). It is one of the most helpful strategies in communicating with BIPA teachers both in the classroom and outside the classroom. English term borrowings are often conducted so that the information you wish to convey is understood by BIPA teachers. Usually English loans are made by English-speaking students as in the following example.

Example 1a:

<table>
<thead>
<tr>
<th>PA:</th>
<th>Selamat pagi, ajarn. Maaf, hari ini saya came late.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Good morning, Lecturer, I am sorry for coming late)</td>
</tr>
<tr>
<td>PB:</td>
<td>Anda datang terlambat hari ini.</td>
</tr>
<tr>
<td></td>
<td>(You came late today)</td>
</tr>
<tr>
<td>PA:</td>
<td>Iya, maaf. Saya datang terlambat.</td>
</tr>
<tr>
<td></td>
<td>(Yes, I did. I’m sorry for coming late)</td>
</tr>
<tr>
<td>PB:</td>
<td>Terlambat</td>
</tr>
<tr>
<td></td>
<td>(came late)</td>
</tr>
<tr>
<td>PA:</td>
<td>Saya datang ter...lambat. Datang terlambat.</td>
</tr>
<tr>
<td></td>
<td>(I came late)</td>
</tr>
</tbody>
</table>

One of the learners (PAs) who arrived late at the second meeting tried to tell the teacher (PB) why he was late. He did not know the vocabulary 

\textit{datang} (come) and \textit{terlambat} (late) so he used the English vocabulary \textit{to come late}. In addition, he also uses the word \textit{ajarn} /a:ca:n/ ‘lecturer’. One common practice in Thailand is to use the word \textit{ajarn} /a:ca:n/ to greet the lecturer. This is certainly very different from the general habits of the people in Indonesia who use the greeting of the \textit{Bapak} or \textit{Ibu}. They tend to use ‘\textit{Bapak}’ (refers to ‘Sir’) or ‘\textit{Ibu}’ (refers to ‘Mam/madam’) for greeting. When trying to recite the word \textit{terlambat} (late), the learner is somewhat difficult to pronounce correctly so he repeats the pronunciation of the word.

Example 1b:

| Nama teman saya Ninda. Rambutnya lurus, ...lèe...dan panjang, dia suwai, matanya sipit, hidungnya mancung, ee she uses glasses and brace. |

Examples of borrowing other foreign terms are when a learner tries to describe his friend at the time of learning about introducing others and mentioning physical characteristics. The learner said: “Nama teman saya Ninda. Rambutnya lurus, ...lèe...dan panjang, dia suwai, matanya sipit, hidungnya mancung, ee she uses glasses and brace.” (My friend’s name is Ninda. Her hair is straight, ... long, she is beautiful, her eyes are narrow, her nose is sharp, ee she uses glasses and brace). When he introduced his friend, the learner inserted Thai words, namely \textit{lèe} /l̥/ and \textit{suwai} /sû:w/ which meant ‘and’ and ‘beautiful’. Then he uses the phrase "She uses glasses and brace" which means "Dia menggunakan kacamata dan kawat gigi".

In BIPA learning, including in FLA, learners use Indonesian names as one way to get learners because Thai names are generally long and difficult to memorize. They usually choose names that are identical to the
meaning of their nickname in Thai. Usually the instructor gives a selection of names in Indonesian.

4.1.2. Speech Repetition

Repetition of speech is the communication strategy most commonly used by BIPA learners when they are faced with difficult or incomprehensible questions asked by the instructor.

Example 2a:

*Tanggal berapa Anda lahir? (What date were you born?)*

This strategy is often done by BIPA learners, such as questions asked by the instructor, "Tanggal berapa Anda lahir?" (What date were you born). The learner may not yet understand the intent of the question so he repeats the question to make sure and get the opportunity to answer the question correctly. Therefore, they repeat the teacher's question by saying the same sentence, "Tanggal berapa Anda lahir?" (What date were you born).

Example 2b:

*Apakah Anda ingin bertanya? (Do you want to ask?)*

Another example is when a teacher asks one of the learners, "Apakah Anda ingin bertanya? (Do you want to ask?)". Then the student replies by repeating the utterance or instructor's question Apakah Anda ingin bertanya. By repeating the question, the teacher becomes aware that the learners does not understand the meaning of the sentence.

Example 2c:

*Apakah Anda mengantuk? (Are you sleepy?)*

Repetition of speech is one of the strategies that are often used by the learners. Another example is when a student is asked by the instructor Apakah Anda mengantuk? (Are you sleepy?). The learner then repeats the phrase Apakah Anda mengantuk?, *araína*? He added the araína /'Raːná/ 'what' word at the end of the repeated sentence with the intention of asking his friend to explain the meaning of the question.

Repetition of oral conversations, both in the learning process in the classroom and outside the classroom is often done by the learners to gain a clearer understanding of what they have not yet understood or known in communicating. Such communication strategies can be included in the form of checking comprehension according to (Purwoko, 2010). It is also related to the first language transfer of the learners. Repetition of speech is most often done by monolingual learners, can only be Thai language and unable to communicate with English.

4.1.3. Use of Words that are Similar or Near Meaning

One of the communication strategies that is quite easy to do by basic level learners is the use of words that are similar or have the same meaning.

Example 3a:

*Dia *bukan* cantik

(She is not beautiful)

In simple sentence learning in Indonesian, there are times when learners use inappropriate words or terms, such as the phrase *Dia bukan cantik* (She is not beautiful). According to the grammar rules, the use of the word *bukan* ‘not’ should be followed by nouns, while the word *tidak* ‘no’ should be followed by adjective or verb. The word *cantik* ‘beautiful’ is an adjective, so the correct word should be *Dia tidak cantik*. 
Example 3b:

![Itu bukan kucing saya](It is not my cat)

Example 3c:

![Dia tidak mahasiswa di Faculty of Liberal Arts, dia ada di Faculty of Science](He's no a student at the Faculty of Liberal Arts, he's in the Faculty of Science)

Misuse of the word also occurs when the learner says: Itu *Tidak* kucing saya which meant *Itu bukan* kucing saya ‘It is not my cat’. Another example when a student says Dia *tidak* mahasiswa di Faculty of Liberal Arts, dia *ada* di Faculty of Science (He’s no a student at the Faculty of Liberal Arts, he's in the Faculty of Science). The meaning of the sentence is *Dia bukan* mahasiswa di Faculty of Liberal Arts, dia *ada* di Faculty of Science (He is not a student at the Faculty of Liberal Arts, he studies at the Faculty of Science).

Example 3d:

![Makanan ini enak, tetapi tidak boleh makan](This food is delicious but can not be eaten by you)

Another example of using similar words or having the same meaning is when we made a tour of the Night Bazaar as well as vocabulary introductory exercises in Indonesian. A student pointed at the food sold and said: *Makanan ini enak, tetapi tidak dapat untuk ajarn makan* ‘The food is tasty but not able to eat’. The meaning of the sentence is *Makanan ini enak, tetapi tidak boleh ajarn makan* ‘This food is delicious but can not be eaten by you’. He said it was because of the designated food made from pork, so it meant that the food was illegal for me. In Islam, it is forbidden to eat pork.

Example 3e:

![Keluarga saya mempunyai enam orang. -- (Anggota) keluarga saya ada enam orang](I have six family members)

The use of similar words or the proximity of their meaning in communication strategies is also often carried out by the learners when communicating both verbally and in writing. It is also related to the first language transfer of the learners. For example, learning about "classifier". A learner makes a sentence: *Keluarga saya mempunyai enam orang* ‘My family has six people’, which means *Keluarga saya terdiri atas enam orang /Anggota keluarga saya ada enam orang* "I have six family members".

Example 3f:

![Intan mempunyai sepuluh buah daun -- Intan mempunyai sepuluh lembar daun](Intan has ten leaves)

Another example of the sentence: *Intan mempunyai sepuluh buah daun*, which means *Intan mempunyai sepuluh lembar daun* ‘Intan has ten leaves’. The use of the word *buah* ‘pieces’ and *lembar* ‘sheets’ is different in Indonesian. *Buah* ‘pieces’ are used as a classifier of various kinds of things, such as "Two tables". While the word *lembar* ‘sheets’ are used as classifier for a wide or thin object (about boards, papers, etc.), for example "Two sheets of paper".

4.1.4. Words Omission

The form of word omission is often done by learners of Indonesian in the form of lapses or omission of prepositions and adverbs in a sentence. Here are some findings on communication strategy in the form of words omission in BIPA learning at Faculty of Liberal Arts, Maejo University.

Example 4a:

![Ibu pergi Chiang Rai kemarin -- Ibu pergi ke Chiang Rai kemarin](My mother went to Chiang Rai yesterday)

Example 4b:

![Saya akan pergi kampus](I will go to campus)
Example 4c:

Example 4d:

Example 4e:

The adverb that is often omitted by the learner in the sentence is the description of the perpetrator of oleh 'by'. Examples of the omission of the actor's statement as in the sentence (4d): Tugas itu dibuat [Ø] Ninda dan Gita ‘The task was made [Ø] Ninda and Gita. Whereas the meaning of the sentence is Tugas itu dibuat oleh Ninda dan Gita ‘The task was made by Ninda and Gita.

In addition, there are also learners who omit the word as an adverbial time marker as in the sentence (4e) Saya [Ø] pergi ke Jakarta bulan depan ‘I [Ø] go to Jakarta next month’, supposedly Saya akan pergi ke Jakarta bulan depan ‘I will go to Jakarta next month.

4.1.5. Paraphrase

Examples of communication strategies in the form of paraphrase are described as follows.

Example 5a:

Example 5b:
information boards after today. We will do it tomorrow, ajarn. Thank you”. The sentence is meant to convey information that they will make the task tomorrow.

The use of paraphrasing in this communication strategy is done by the learners when they feel confused or difficult to directly communicate their reasons. This is related to the paraphrase form in the communication strategy that has been suggested by (Purwoko, 2010). Learners using longer explanations or details for the actual purpose can be shorter.

**4.1.6. Pronunciation and Writing of Letters Having Sound Similarities (Approximation)**

In learning and practicing Indonesian, there are times when learners say or write letters that have sound similarities. Examples of communication strategies in the form of pronunciation and writing of letters having sound similarities are described as below:

Example 6a:

*Saya belajar tua hari.*  
(I learned two days)

Example 6b:

*Saya mempunyai tua helai kertas merah di atas tas.*  
(I have two red paper sheets on the bag)

Example 6c:

*Adik mempunyai sepuluh Kucing.*  
(My little brother has ten cat)

The pronunciation and writing of the letters d into t, as in the sentence (6a): *Saya belajar tua hari* ‘I learned the [old] days. The learners are not able to distinguish [b] and [t] sounds, so the word *two* is written down to *old*. Whereas both words have different meanings in Indonesian. When the sentence meant by the learners was *Saya belajar dua hari* ‘I learned *two* days’.

Another example is in the sentence (6b): *Saya mempunyai tua helai kertas merah di atas tas* ‘I have an *old* red paper sheet on the bag’. The correct sentence should be *Saya mempunyai dua helai kertas merah di atas tas* ‘I have *two* red paper sheets on the bag’.

Some BIPA learners at FLA also sometimes sound the [c] sound as the [ch] sound. For example in the sentence (6c): *Adik mempunyai sepuluh Kucing* ‘My little brother has ten *kucing*”, it should be *Adik mempunyai sepuluh kucing* ‘My little brother has ten cat’.

Example 6d:

*Saya mempunyai mobil enam buah.*  
(I have six cars)

Communication strategies are also often used by the learners regarding writing letters that have similar sounds, such as the use of the letters *al* to write the sound [e] which are considered the same. For example, the sentence (6d): *Saya mempunyai mobil enam buah* It should be *Saya mempunyai mobil enam buah* ‘I have six cars’. Misleading or pronunciation errors that have similar sounds occur in both oral and written communication because they are influenced by pronunciation of English.

**4.2. Nonverbal Communication Strategies**

The nonverbal communication strategy is a strategy used by foreign learners in BIPA learning which uses body movement to convey information to a partner of speech (addressee). Verbal and nonverbal communication is a complementary entity in communication strategies used by foreign learners. Nonverbal communication as the creation and exchange of messages by not using words such as communication using body movements, attitudes, eye contact, facial expression, distance proximity, and touch (Hudjana, 2003).

The following is a description of nonverbal communication strategies by BIPA learners at the basic level at FLA, Maejo University, and Chiang Mai.
4.2.1. Imitating or Demonstrating

Demonstration or imitating an activity is one of the nonverbal communication strategies that is often used by BIPA learners at the basic level. Demonstration is used by the learners when they want to convey information to the instructor, to facilitate the communication they want to convey. It is done to facilitate communication they want to convey. This helps to facilitate communication between learners and instructors so that he can understand the intention of the learner.

Example 7a:

"Saya suka..."  
(sambil dia menggerakkan tangan seperti orang yang sedang bermain gitar)  
"I like ..."  
(while he moved his hand like someone playing guitar)

Example 7b:

Maaf, saya mau ...” (sambil berdiri lalu menunjuk ke luar kelas dan menempelkan telepon genggamnya ke telinga)  
Sorry, I want to ...” (while standing and pointing out of the classroom and attaching his cellphone to his ear)

Students also use demonstrations or gestures to show something in question, such as when asked about a hobby, he says: (7a) Saya suka... (sambil menggerakkan tangan seperti orang yang sedang bermain gitar) ‘I like ....." (as he moves his hands like a guy playing guitar). The purpose of the demonstration is that he wants to convey and say that Saya suka bermain gitar ‘I like playing guitar’.

Another example is when a student wants to ask permission from the class to call, he says: (7b) Maaf, saya mau ... (sambil berdiri lalu menunjuk ke luar kelas dan menempelkan telepon genggamnya ke telinga) ‘Sorry, I want to ...(while standing and pointing out of the classroom and attaching his cellphone to his ear)’.  
The learner demonstrates something they want so that the person speaking can understand it well in communicating. Such communication strategies tend to be used by less understanding learners and unable to communicate using English. This communication strategy is quite effective in delivering the intended meaning.

4.2.2. Body Language (Expression)

Examples of communication strategies in the form of using body language or expression are described as follows.

Example 8a:

iya/setuju = mengangguk  
agree = nodded

Example 8b:

Bukan = menggerakkan tangan ke kanan dan ke kiri di depan dada seperti orang yang sedang melambai  
(It’s not) = moving hands to the right and to the left in front of the chest like the one who was waving

Example 8c:

tidak dapat mengingat atau lupa akan sesuatu = menekan-nekan pelipis dengan telunjuk  
can’t remember or forget something = tapping the temples with the index finger

The use of body movements or expressions such as moving the hands or feet, as well as the use of facial expressions are often used by the learners to explain specific intentions. Such as example (8a: when a learner wants to answer iya ‘yes’ or as a sign of agreement setuju ‘agree’, they will nod. Example (8b), when they say tidak ‘no’, they will move their hands to the right and to the left in front of the chest like the one who is
waving.

When their intent is (8c) tidak dapat mengingat atau lupa akan sesuatu = menekan-nekan pelipis dengan telunjuk ‘cannot remember or forget something’, they will squeeze the temple with a forefinger. Usually the expression will be followed by a smile expression as if to apologize.

Conducting body movements and expressions to clarify specific goals is the most appropriate communication strategy the student does. The strategy is most easily understood by the instructor. It is done if the learner cannot express in Indonesian.

From some communication strategies used by the learners, there are several strategies that are more likely to appear or are more likely to be used in communication, among them such as: foreign term borrowing, repetition of speech, demonstration, use of body movements and expressions, as well as writing or pronunciation that have a sound similarity. When it is associated with first and second language transfers, there are several communication strategies included in the first language strategy. Some of the examples found, such as: repetition of speech, foreign terms borrowing, use of similar terms, use of similar words or adjacent meaning, translation from Thai to Indonesian, use of body movements and expressions, and frequent pronunciation and writing of letters

5. Conclusion

Based on the results of the study, it can be concluded that there is a form of communication strategy used by the basic BIPA learners at the Faculty of Liberal Arts, Maejo University, and Chiang Mai, Thailand, both in the classroom and outside the classroom. The strategy is divided into two parts, namely the verbal strategy and the nonverbal strategy.

Research on the communication strategies of BIPA learners at Maejo University will still be done in more detail so it is hoped that more communication strategies will be found. Therefore, some things to consider are as follows.

First, Indonesian language teachers should try to use Indonesian in the learning process both in the classroom and outside the classroom, as well as when communicating and interacting with the learners.

Secondly, for the implementation of BIPA learning activities, it should be provided and propagated by books, magazines, newspapers, media, pamphlets and other Indonesian-language devices.

Third, BIPA teachers should always motivate learners to keep their spirit in learning Indonesian language and not be afraid of any mistakes.

Fourth, BIPA teachers should study and understand more deeply about the concept of communication strategies used by the learners to help them better and fluently communicate and interact in Indonesian.

Fifth, further and more in-depth research is needed in relation to the design or model of communication strategy so as to support learners in communicating and interacting using Indonesian.

Conflict of Interest

I, as the single author certify that there is no actual or potential conflict of interest in relation to this article.

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