INDONESIAN LANGUAGE RETENTION AS A RESPONSE TO FOREIGN STUDENTS' COMMUNICATION STRATEGIES

Feny Oktaviani[*]
UniversitasSebelasMaret, Indonesia
feny.oktaviani02@student.uns.ac.id

Suyitno
UniversitasSebelasMaret, Indonesia
yitsuyitno52@gmail.com

Andayani
UniversitasSebelasMaret, Indonesia
bu_anda09@yahoo.co.id

Abstract : The mastery of the target language is the goal of learning the Indonesian Language for Foreign Speakers (BIPA). In this process, various forms of communication strategies are needed, both in terms of learners and teacher or tutor. During the tutorial activities, international students will often face communication gaps due to various factors, one of which is the lack of language mastery. To face the communication gaps, learners will use various verbal communication strategies. The purpose of this study is to describe the implementation of language retention strategies by tutor in the tutorial activities of Universitas Sebelas Maret students in the *Darmasiswa Program* as a response to international students' communication strategies and describe the impacts and challenges that tutors must face while using these strategies. This study was a case study research with a natural background and qualitative approaches. The tutorial activities' observations of language retention strategies were carried out at the Technical Implementation Unit of Language Universitas Sebelas Maret (UPT Bahasa UNS). The data analysis techniques employed interactive patterns. The study result found that language retention could accustom learners to using Indonesian. However, in practice, the tutor also often faced various challenges, such as consistency problems, slower learning achievement in the early stages, and different learners' perceptions.

Keywords: BIPA, Communication Strategy, Language Retention

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[*]Corresponding Author : Feny Oktaviani ; Email : feny.oktaviani02@student.uns.ac.id

1. Introduction

A language well known to the world can improve the role of the country where the language belongs (Gustav, 2015). The BIPA (Indonesian Language for Foreign Speakers) program is one of the government's language internationalisation efforts and is supported by all relevant institutions. The *Darmasiswa* Project of the Republic of Indonesia is one of the parties that supports the trial model of Indonesian language courses from the 33rd AIPA session in Bali (2012). It resulted in the proposal's approval that the Indonesian language will be a lecture course in 200 universities in ASEAN. Currently, Indonesia is experiencing developments in Asia and Australia, and is also used as a course at several European universities; one of them is Finland. The higher the foreign learners' interest in learning Indonesian, the higher the recognition of other countries of the Indonesian national identity (Andayani and Gilang, 2020).

BIPA teaching has its characteristics, but in the process of teaching BIPA, it cannot be separated from the teaching process in general (Andayani and Gilang, 2015). It means that BIPA learning activities require learning methods, techniques, and strategies that need to be prepared by the teacher or tutor as the learning process in general. The use of communication strategies in second language learning must pay attention to (1) the learnerslanguage mastery level, (2) the source language problems, (3) personality, and (4) the learning situations (Ellis, 1986). The learners tend to use communication strategies that mix Indonesian and English or their mother tongue. If it continues, learners will become accustomed to dealing with communication gaps by using mixed codes, not creatively using the Indonesian language in all situations (Saddhono, 2015).

The existing problems for foreign learners at the basic level are broadly the same, the mastery of Indonesian vocabulary, which is still very limited. Even most of them do not have any vocabulary in the Indonesian language. Therefore, the only cause of difficulties and errors in learning a second or foreign language is the influence of the learner's first language (Ellis, 1986). The communication strategy will be effective if users control their mother tongue (L1) more formally. In this case, Indonesian language retention is used by tutors during the learning, so learners have control over L1 and are accustomed to using Indonesian. Language retention makes a language survive, and in maintaining the mother tongue, there are several attempts. Through language retention, the learner is forced to understand the tutor's utterances and reply using the Indonesian language as best they can (Cocq, 2014).

The implementation of language retention requires an extra level of patience, considering that the basic level of BIPA learners is still very limited, and some learners have never even heard of the Indonesian language. The Indonesian language retention strategy in tutorial activities does not mean that the tutor directly uses the Indonesian language as a whole from the beginning of the learning meeting. In the early stages of the learning process, it is impossible for foreign learners to suddenly be asked to discuss a topic using the Indonesian language, while the students' abilities are inadequate. In connection with that, it is more appropriate if it uses a behaviorism psychological approach at the beginning of the learning process. In tutorial activities, tutors must pay attention to the learners' comfort so that the learners feel happy and enthusiastic. The growing convenience of learning will make it easier for the tutor to provide new vocabulary, correct sentence structures, and correct pronunciation for learners. The purpose of this study is to describe the implementation of language retention strategies in the tutorial activities of *UniversitasSebelasMaret* students and describe the impacts and challenges that tutors must face while using these strategies.

2. Theoretical Review
2.1 Communication Strategy for BIPA Learners

Communication strategy is a systematic way used by speakers to express meaning or message when speakers face difficulties in communicating (Chandrasekaran, 2008). Several things mark the communication strategy, namely *problematicity* and consciousness, problem elements, and deliberation. In this context, what is meant by the problem is that communication strategy arises due to the learners' inability or lack of knowledge in language, whereas what is meant by deliberation is that when communication takes place, learners consciously use language patterns that may be right or wrong (Ellis,

1986). Besides, a speaker's communication strategy is a systematic technique to express their meaning when facing some difficulties (Douglas, 2000). When there are errors or disruptions in communication, speakers will use the communication strategy to bridge the gaps. Another opinion stated that a communication strategy is a tool used by learners to improve the negotiations to convey messages to interact with each other (Kongsom, 2016).

The communication strategies used by second language learners should be used as a reference by the parties concerned to establish more appropriate learning objectives, design adequate learning methodologies, and determine appropriate tasks for learners (Faerch, 2003). Johnstone (1989) argues that communication strategy has several types: (1) changing codes and hand gestures, (2) literal translation and foreignisation, (3) new words, (4) simplification, (5) generalisation, (6) quoting, (7) restarting and estimating, (8) establishing a foreign identity, and (9) requesting assistance for correction and confirmation. Communication strategy is divided into verbal communication strategy, including oral and written communication and nonverbal communication strategy that focuses on gestures and mimics.

2.2 Language Retention
Language retention makes a language survive, and in maintaining the mother tongue, there are several attempts. Language retention can be used as a form of tutors' strategy when assisting learners in the tutorial activities. Language retention refers more to a situation about how language community members try to retain the language they have by always using it. Language retention is a manifestation of the immersion method that places learners in the target language's original environment so that tutors can use it in tutorial activities for BIPA learners. Language retention makes a language survive, and in maintaining the mother tongue, there are several attempts (Keraf, 1999).

Another opinion states that language retention occurs in a language society that continues to use its language in the language domain is traditionally controlled by that language's speakers. Concerning second language learning, language retention

strategies will refuse the use of English or the learners' mother tongue during the tutorial activity. This strategy needs to be emphasised for learners to be accustomed and creative in choosing Indonesian vocabulary to deal with gaps or difficulties in communication. Skinner's opinion supports it, who assumed that language habits could be grown through a stimulus-response process. One of the essential factors for maintaining a language is the supporting community's loyalty (Fishman, 1972). In this context, tutorial activities require the tutor's loyalty to maintain the Indonesian language in all situations.

2.3 Language Retention as a Tutor's Strategy in BIPA Tutorial Activities
Indrariani (2016) uncovered that the most dominant use of communication strategies in BIPA learning is the use of English to help the course of communication between teachers and learners. If learners and tutors both use English to have the same perception of interacting during tutorial activities, they will not be accustomed to using the Indonesian language to face communication difficulties. In line with the previous opinion, Ofosu (2015) also discovered that the mother tongue will always be used in international students' communication strategies because it involves habit. When they find it challenging to convey a specific meaning, they will automatically use their mother tongue. The habit of using English or the learner's mother tongue during the communication process will make learning objectives achieved in a long time.

Ccommunication strategies are affected by the language acquisition level, the sources of language difficulties, the learner's personality, and the child's situation or environment (Bialystok, 1990). However, suppose the tutor always faces learners' communication problems using English; the learners will be spoiled with instant knowledge without thinking long about the correct Indonesian language to convey an idea. It will undoubtedly make learners increasingly unaccustomed to using the Indonesian language in all situations. Therefore, a language retention strategy is needed so that learners begin to use the Indonesian language in various conditions by way of tutors applying the immersion method. That language acquisition will be better than learning

foreign languages which are structural or using traditional linguistic methods (Reyhner, 2010).

Language learning is not accepting linguistic forms by learners, but the continuous adaptation of their linguistic sources in making meaning in response to various problems in the situation at hand (Arabski, 2011). The tutors' learning strategies will significantly influence learners' adaptation. If the tutor uses language retention in every tutorial activity, the students will adapt more quickly to the habits of speaking the Indonesian language in all conditions. Mackey (2012) elucidated that three needs encourage a person to learn languages: (1) the need for work, (2) the need for vocational training programs, and (3) the need to learn. Regarding this opinion, if the tutor can motivate learners and remind them of their goal of learning the Indonesian language, the students will be more motivated use the Indonesian language and not feel pressured even though the tutor forces the use of the Indonesian language in all conditions.

The Indonesian language retention as a communication strategy in BIPA learning was used to familiarise students with using the Indonesian language in daily communication. Language retention was carried out in stages, and it considered that this study's subjects were the learners at the basic level, and their Indonesian language skills were still very minimal. In the first and second weeks, the tutor tolerated many learners who still often used English or their mother tongue. Tutors must understand that learners will go through five stages in learning the language, trial and error, remembering, imitating, and associating. It was done to make learners feel less depressed and feel comfortable when studying. The comfort aspect of learners is crucial to pay attention to because learners' mentality will affect the success in implementing language retention strategies (Fhonna, R., & Yusuf, 2020).

3. Methods
3.1 Foreign Speakers Context of Indonesian Language Learners
This study involved tutors and foreign learners studying the Indonesian language at the UniversitasSebelasMaret, Surakarta, Central Java, Indonesia. The researchers chose the Darmasiswa program at the basic level to be the subject of this

study because, in the *Darmasiswa* class, it carried out more tutorial activities accompanied by a tutor. Additionally, basic BIPA learners used many communication strategies during tutorial activities because of the lack of vocabulary mastery so that the researchers could obtain more data when the tutor applied language retention strategies to help learners face gaps when communicating. The main focus of this study observation was all forms of verbal behavior employed by tutors as a form of language retention to deal with learners' communication strategies when they experienced difficulty communicating during tutorial activities. The study data collection was conducted from July to December 2019. At that time, *Darmasiswa* students carried out tutorial activities to be considered effective for the researchers to carry out research in the class.

3.2 Research Approach
This study was a qualitative descriptive approach with a case study strategy. A qualitative descriptive is a form of research that aims to describe existing phenomena, both natural and human-engineered (Chaiklin, 1991). This study's data was based on the observations summarised and interpreted in a narrative report. This study was carried out in a natural setting. The researchers observed the setting of the tutorial activity process without giving any treatment during the observation. It is in line with the theory stated by Forzano&Gravetter (2005) that qualitative research is research based on observations summarised and interpreted in a narrative report. The data sources were BIPA tutors and *Darmasiswa* students at the UniversitasSebelasMaret. The study data was in the form of verbal behaviour as a form of language retention by the tutors on the communication strategies chosen by learners during the tutorial activities.

3.3 Data Collection
In this study, the research data collection was carried out by observation and interviews. The observation was chosen because this study used a natural setting so that the researchers did not provide treatment during the tutorial activity. Creswell (2012) explained that observation is an activity of seeing, paying attention, and observing the behavior and activities of individuals in the study location in which the researcher goes directly to the field. Apart from

observations, the researchers also utilised interviews to collect data. The interview contained the intent and purpose of exchanging behaviors to involve question and answer between the interviewer and interviewee (Stewart and Cash, 2012). Furthermore, Banister (1994) explicatedthat the interview aims to understand individuals' subjective meanings regarding the topic under study. In this study, interviews were conducted by the researchers and structured questions were asked in accordance with interview guidelines that had been systematically compiled to obtain the desired data. The interviews were done with tutors and several *Darmasiswa* students involved in the tutorial activities.

Table 1 List of Informants (Tutors and Foreign Learners of Darmasiswa Program)

No	Name	Origin Country	L-1	Gender	Age
1	PD (Tutor)	Indonesia	Indonesian	F	37
2	PR	Thailand	Thai	M	20
3	MA	Turkmenistan	Turkmen	F	19
4	JPY	Singapore	Singapore	F	21
5	DNT	Vietnamese	Vietnamese	M	20
6	RSE	Philippines	Filipino	M	21
7	DS	Madagascar	Malagasy	M	19
8	SR	Egypt	Arabic	F	20
9	MM	India	Hindi	F	19
10	KP	Africa	Afrikaans	M	20

The table above shows that a tutor assisted nine foreign learners with different native languages. It caused students to use many communication strategies during tutorial activities because they had many gaps and difficulties when conveying their intentions or ideas. The data collected through observation and interviews were then validated using the triangulation method. According to Denzin and Lincoln (2003), by combining the two methods in this study, namely observation and interviews, one method would cover each other's weaknesses to capture social reality more reliable. It is supported by Patton's (1987) opinion that the triangulation method means the use of various methods in researching a matter to obtain accurate and reliable final data.

The data analysis technique of this study was an interactive model analysis developed by Miles and Huberman. The data analysis was carried out through (1) data reduction; the data simplification process carried out through data selection, (2) data exposure; the efforts to display data clearly and easily understood in the form of narrative exposure, (3) data analysis; reviewing data based on theory, and (4) inference; the steps taken based on a systematic data pattern until the data reached its saturation point. The conclusions were drawn when no new data patterns were found (Miles and Huberman, 2012). The data analysis technique of this study began with selecting the data from the various data obtained. The data from observations and interviews related to *Darmasiswa* students' tutorial activities were simplified based on the researcher's needs; namely, the data taken were only associated with the tutor's language retention behaviour when facing student communication strategies and having difficulty communicating. After the data had been selected as needed, the data was presented clearly in the form of a narrative explanation and then reviewed based on the theory used. After being studied employing the theory used, inferences could be made based on the systematic data patterns that emerged.

4. Findings
The tutor carried out the beginning of implementing the language retention strategy by understanding

students that tutorial activities would take place in Indonesian. For example, if the tutor opened the lesson in two languages (Indonesian and English) in the first and second week, then in the third week, the tutor immediately gave an opening in Indonesian. Simultaneously, it conveyed a new learning contract that learning would only use the Indonesian language. In the next step, the tutor started asking the students a few questions. In this study, the researchers found examples of the implementation of language retention strategies in the early stages in the form of questions submitted by the tutors to Madagascar's learners. "*Apakahkamusudahsarapan?*" and the student answered, *"Yes, sayasarapan",* the tutor also gave a response in the form of "*Maaf mas, sekarangjanganmenggunakan kata yes ya!*". Even though it only began with eliminating the habit of the word "Yes" for students, it greatly affected the learners' mentality to try saying various things using the Indonesian language.It would be more appropriate to implement language retention strategies using a behaviorism-psychological approach at the beginning, namely forming habits in learners.

If the learner's mentality had been embedded in the rule that learning only took place using the Indonesian language, the tutor's next task was to understand the learners' communication strategies. The communication strategy serves as a tool to help learners face communication difficulties. More clearly, communication strategy means learners' systematic technicality to express ideas when experiencing difficulties due to imperfect language mastery. Learners' communication strategy is always mixed with English or their mother tongue, which needs to be suppressed and eliminated, and learners return to using the Indonesian language entirely and correctly. In the tutorial activities of UniversitasSebelasMaret students, the researchers discovered ten forms of verbal communication strategies used by learners and tutors who would always respond using the Indonesian language retention strategy.

a. Antonym

Antonym is a semantic relationship between two speech units whose meaning states the opposite, contradiction, or contrast between one another. BIPA students often use antonyms as a form of communication

strategy because they lack understanding of concepts and lack of mastery of the Indonesian language. As in the study with the topic "My Favorite Food", the following conversation took place.

JPY   : Tadi malam saya beli nasi goreng karena saya *kenyang.*
PD   : Kamu membeli nasi goreng karena *kenyang*??
JPY   : Ya.
PD   : Betulkah penggunaan kata 'kenyang'?
JPY   : *What?*
PD   : Kamu membeli nasi goreng karena kamu *lapar,* bukan *kenyang.*
JPY   : *Lapar?*
PD   : Ya. Lapar *is hungry.*

b. Diction

Diction is the choice of words that are appropriate and in harmony (in their use) to express ideas so that a certain effect is obtained (as expected). BIPA students often think about using the right diction so that the speech partner can accept the meaning they want to convey. Students' diction as a communication strategy can be seen in the writings of students who are given the task of making sentences from words that have been determined by the teacher.

a. *Kepahlawanan adalah menyebabkan untuk kebebasan.*
b. *Kepintaran mahasiswa di UNS menyebabkan pemenangnya.*

c. Equivalence

Equivalence or equivalence is the relationship of a certain meaning that is influenced by affixation. The learner often uses equivalence to convey the idea he wants to express, but only approaches do not find the right words. An example of using equivalence as a student communication strategy can be seen in the following conversation.

PD   : Apakah kamu kesulitan mengerjakan tugas?
DS   : Ya, tapi saya bisa kerjakan.
PD   : Kamu bisa mengerjakan?

d. Affix

447

An affix or also known as an affix is a form of addition to a word. Affixes can be found at the beginning (prefix), at the end (suffix), in the middle (insertion), or even a combination of the prefix, suffix, and insertion of a word. Learners use affixes as an aid to express intentions or ideas to speech partners when their vocabulary is still very limited. The following is an example of affixes as a communication strategy.

  a. *Saya suka mentulis cerita saat hari Minggu.*
  b. *Sebelum makan apel, saya mengkupasnya.*

e. Form of similar pronunciation

Students implement the communication strategy in the form of similar pronunciation by using words that are similar in pronunciation. Similar pronunciation can be used both in writing and orally. The use of communication strategies in the form of similar pronunciation can be seen as follows.

LS : Kemarin saya beli rica-rica ayam.
PD : Bagaimana rasanya?
LS : Pedas banget.
PD : Apakah kamu suka?
LS : Tidak. Banyak *pulang*.
PD : Pulang?
LS : Ya. Sedikit daging.
PD : Maksud kamu tulang?

f. Collocation

Collocation is a pairing of words that produces a common and acceptable meaning. Learners use collocation to pair certain words to implement communication strategies when problems occur when interacting with the speech partner. An example of the use of collocation is as follows.

JPY : Saya suka *berjalan santai* saat Minggu pagi.
PD : Di mana biasanya kamu jalan santai di hari Minggu?
JPY : Di sekitar sini. Dekat kos.

g. Asking for help

One form of communication strategy is asking for help. Students can ask for help from teachers or fellow students to overcome the problems they experience in communicating.

PD : Apakah kamu pernah ke Gramedia?
MM : Tempat buku?
PD : Ya. Di sana tempat menjual buku.
MM : Saya pernah ke sana. Membeli buku bagus.
PD : Apakah kamu masih ingat berapa harganya?
MM : Tujuh puluh *thousand.* Ibu, apa *thousand* dalam bahasa Indonesia? Saya lupa.
PD : *Thousand* adalah ribu. Harga buku kamu tujuh puluh ribu.
MM : Terima kasih.

h. Borrowing

Communication strategies using borrowing can be done by students using code-mixing. Borrowing is the most frequently used communication strategy because students are accustomed to mixing Indonesian with English to clarify the meaning they want to express. The following is an example of borrowing used by students.

  a. "Mengejek *like* seperti *bulliying?"*
  b. *"Why you* tertawa saya?"
  c. KP : Saya suka minum kopi *in the morning.*
PD : Kenapa kamu suka minum kopi?
KP : Enak. Dan tidak mengantuk.

i. Avoidance

Lack of vocabulary causes students to often use avoidance as a communication strategy to avoid further communication. An example of using avoidance as a communication strategy can be seen in the following example.

MA : Saya kesulitan mengerjakan soal tentang Batik Solo karena … (not continue the sentence)
PD : Karena apa?
MA : Saya sulit.

j. Repetion

In the material of day, date, and month, students often use repetition as a

communication strategy because students receive much new material. Repetition or repetition is used as a strategy when students cannot answer a question or ask for a moment to think. The following is an example of repetition used by students as a communication strategy when interacting in learning.

PD : Hari ini hari apa?
DS : Hari ini hari apa?

PD : Ya. Sekarang hari apa?

Students use verbal communication strategies to express their intentions using the target language, but their mastery of the target language is still limited. The entire verbal communication strategy is always responded to by the teacher using Indonesian language retention. The functions of the ten verbal communication strategies can be seen in the following table.

Table 2. The Function of Verbal Communication Strategies by Learners

Communication Strategies	Function
Antonym, diction, collocation, affix, and equivalence	To build relationships between elements of a systematic discourse
Repetition and form of similar pronunciation	To set the communicative goals
Asking for help, borrowing, and avoidance	Linguistic planning to overcome linguistic problems that will arise

5. Discussion

5.1 Indonesian Language Retention as A Response to Foreign Student's Communication Strategies

The learning process is also strongly influenced by the teachers. Teachers and students must be able to interact well and create a balanced climate. The teacher acts as a facilitator and communicator in learning interactions to provide certain materials. Littlewood (1998) says that the high level of difficulty experienced by second language learners occurs when there is no choice other than having to choose a second language. They need to be able to communicate with fellow individuals who come from different regions or countries as well as the need to boost the progress of the times. This is an important motivation that tutors must convey to students that learning Indonesian should be made as a necessity. Language retention is carried out so that students have more control over the use of code-mixing in the form of mother tongue and English. This is relevant to the findings of Purwiyanti et al (2017) who in their research explain that the more students have control over their mother tongue, the better the use of communication strategies can be. More students are able to can refrain from using English or their mother

tongue during learning activities, the more the teacher uses the language defence strategy.

Language retention is not meant to make it more difficult for students, but to form a habit of speaking Indonesian in any situation. This is in line with the opinion of Reyner (2010) which states that language retention is very good to do because students are forced to use the target language with the target language's cultural situation, so that language mastery will be better than structural foreign language learning or using traditional linguistic methods. The tutor also believes that if students continue to rely on the implementation of communication strategies, especially the use of code mixing due to the influence of their mother tongue and English, then students will find it increasingly difficult to adapt. This would be inconsistent with Arabski's (2011) theory which states that language learning is not the acceptance of linguistic forms by students, but the continuous adaptation of their linguistic sources in making meaning in response to various problems in the situation at hand. This is relevant to the findings of McLaughlin, S. (2010) who found that language defense emphasises the behaviorism approach. This is done through a stimulus-response process. Basically, the use of communication strategies by basic level

BIPA students is commonplace. However, the tutor still limits its use so that students get used to always trying to use Indonesian in any situation.

5.2 The Impact of the Implementation of Indonesian Language Retention by Tutor in the Tutorial Activities for Darmasiswa Students at the UniversitasSebelasMaret

Several examples of Indonesian language retention implementation by tutors in the tutorial activities revealed that this strategy's impact was enormous for learners' success in achieving BIPA learning objectives. One of the most significant impacts of implementing language retention strategies was the reduced intensity of the use of English or the mother tongue that learners had in tutorial activities. The mental formation to use the Indonesian language in all conditions would form new habits for learners to try creatively express various vocabularies in the Indonesian language to emphasise the expression's meaning. It has been explained by Mora et al. (2019) that the more learners have control over their mother tongue, the use of communication strategies can work well. It signifies that the more learners can refrain from using English or their mother tongue during tutorial activities, the more successful the tutor's language retention strategy. The impact of implementing a language retention strategy is to refuse communication using English or the learners' mother tongue during tutorial activities. However, the impact of implementing this strategies does not only focus on the rejection of English and mother tongue use, but there are many positive impacts seen in this study.

During the process of implementing language retention strategies, tutors compensated for these strategies by understanding the communication strategies used by learners. When the tutor understood the learner's communication strategy, they could analyse the learner's problems when communicating. It could be used as a reference for tutors to compile grammar that students could easily understand when explaining various things using the Indonesian language as a whole. In this regard, language retention's impact was that the tutor could explain sentence structure, justify pronunciation, and add new vocabulary using the Indonesian language in its entirety, and learners could easily accept these.

This process could be done because it had been adjusted to learners' competence level, which had been analysed previously by observing communication strategies that were more frequently used by learners. It is in line with Anjarsari et al. (2007) opinion, which explained that the use of communication strategies in second language learning must pay attention to (1) the level of language acquisition of learners, (2) source language problems, (3) personality, (4) learning situations. It denotes that the tutor must understand these four aspects to be able to sort out simple sentences that are easily accepted by learners when implementing language retention strategies. It is because an essential element in meaning-making, grammar plays a crucial role in effective communication.

The next impact of implementing language retention strategies was the emergence of a habit in which the learners always used the Indonesian language. The tutor's exact steps during implementing language retention strategies would be closely related to the learners' length of time, remembering what they have learned. It could be that learners could understand the concept of speaking the Indonesian language only in class or for a few days. However, if the tutor had applied the right method from the start, the use of the Indonesian language would become a habit for students not to forget what they were learning easily. It is in line with a research result, indicating that language retention emphasises the behaviourism approach. It is done through a stimulus-response process (McLaughlin, 2010).

Moreover, the results of this study indicate that the tutors also understand that learners' inadequate competence must enable the tutors to package language retention strategies containing coercion so that students always use the Indonesian language. However, on the other hand, learners still felt comfortable and not pressured. This concept has been explained by (Alrefaie and Ramsay, 2015) that the language learning process involves the mastery of countless tasks, causing learners to use word linkages that are easier to represent intentions. As much as possible, the tutor must be able to sort out the vocabulary used so that the students can easily understand the explanations given. Even though the material presented is actually very complicated, the

450

tutor must stick to using the Indonesian language. If the material is easy to difficult, the tutor sticks to the Indonesian language, and there will be a habit of learners to try to understand and use the Indonesian language comprehensively. Comprehensive language skills consist of four components: linguistic knowledge, linguistic skills, strategies, and cultural competence (Lin et al., 2020).

The implementation of the language retention strategy also impacted the learners' awareness that they were in a new environment so that they had also to master the language used by speakers in that environment to adapt and communicate easier. To raise this awareness, tutors used the immersion method. The immersion method placed the learner in the native environment of the target language. One of the communication strategies used by tutors in the immersion method was through language retention. Reyhner (2010) expounds that the central character of the immersion method in language teaching is the combination of content and culture without influencing the learner's first language. Even though the learners at first did not understand the target language well, learners would get used to and be forced to use the target language optimally through the help of teachers and tutors gradually. As part of the immersion approach, the language retention strategy would raise learners' awareness that they should use the Indonesian language because they were in Indonesia.

5.3 The Challenges of Implementing the Indonesian Language Retention by Tutors in the Tutorial Activities for Darmasiswa students at the UniversitasSebelasMaret

To date, there has been no research that addresses the challenges tutors must face when implementing language retention strategies. Implementing this strategy in the basic level of BIPA classes is not easy considering the lack of Indonesian language skills possessed by learners. Based on the researcher's observations, the biggest challenge for tutors when implementing language retention strategies was consistency. When students found it very difficult to understand the tutor's explanation, the tutor's patience was tested, especially in terms of conviction to remain consistent in using the Indonesian language. Even though the tutor considered that the learner

should have sufficient language skills to understand the material explanation at that time, in reality, the biggest problem that often arose in language retention strategies was the difference in perception. Foreign language acquisition is notoriously constrained by learners' lack of awareness of the systemic relations obtained among stable multiple-unit lexical items (Lavrova and Nikulina, 2020). Heterogeneous classes would also cause various perceptions from learners to what was explained by the tutor. In line with this, a study revealed that the choice of communication strategies showed significant variations because there was only a small relationship between language skills and language perception (Zhao and Intaraprasert, 2013). Therefore, to create a common perception for all learners, tutors must make extra efforts to understand the explanation while still using the Indonesian language.

The next challenge was when the tutor had to determine the implementation of the language retention strategy. The tutor should be willing to accept that the implementation of this strategy made learning outcomes tend to run slower in the early stages. If the tutor explained the material in Indonesian and English every time, the learners would quickly understand the meaning of the explanation. However, if the tutor explained the material completely using the Indonesian language in front of learners whose language skills were still very minimal, of course, it would take longer to provide understanding. However, the positive effect was that, although learning outcomes in the early stages tended to be achieved at a slower time, the tutors have succeeded in forming the habit of speaking the Indonesian language from the start. Thus, for the next stage, learners would have much vocabulary, and the language retention that the tutor would do in the next stage would not encounter many obstacles. Regardless of the conditions, the tutor should be able to create a pleasant learning situation so that students could follow the expected learning rhythm. It has been emphasised by Lytra (1988), who revealed that situations and interactions during learning are serious for learners to acquire new languages and cultures.

6. Conclusion

This study's results indicated a student communication strategy that the tutor responded to

using language retention strategies. Learners used ten communication strategies, and all of them contained elements of English or the learner's mother tongue, so they needed to be eliminated. The ten communication strategies used by learners included antonym, diction, collocation, affix, equivalence, repetition, form of similar pronunciation, asking for help, borrowing, and avoidance. The language retention strategy provides various positive impacts to support the achievement of BIPA learning. Various implication of language retention strategies included the reduced intensity of the use of English or the mother tongue that learners had in tutorial activities and the emergence of a habit within the learners always to use the Indonesian language. The tutor could explain various complex materials about grammar using the Indonesian language, the emergence of comfort for learners always to use the Indonesian language, the learner's awareness of mastering the language in the environment where they were learning, and the reduced intensity of using nonverbal communication strategies. However, in the implementation of language retention, the tutor also faced several challenges, including the tutor's consistency, which was often tested when facing the phenomenon of student understanding that was sometimes low and learning outcomes that tended to be achieved more slowly in the early stages of implementing this strategy. The different perceptions of learners were often the biggest challenge for tutors to consistently use language retention strategies.

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