

**Cognitive Learning Strategy of BIPA Students in Learning  
the Indonesian Language**

Imam Suyitno, Gatut Susanto, Musthofa Kamal, and Ary Fawzi  
State University of Malang, Indonesia

### **Abstract**

The study outlined in this article aims to describe and explain the cognitive learning strategies used by foreign students in learning the Indonesian language. The research was designed as a qualitative study. The research participants are foreign students who were learning the Indonesian language in the BIPA program. The data sources of the research were students' behaviors that indicated the cognitive strategies they adopted in learning the Indonesian language. Data were collected by interview and observation, and were analyzed by (1) identifying the data, (2) classifying and categorizing the data, (3) interpreting the data, and (4) drawing a conclusion. Findings of the research showed that in learning Indonesian language, BIPA students used various learning strategies. The cognitive learning strategies used by BIPA students in learning Indonesia ranged from applying their understanding of language structures and punctuations to strategies that drew on higher-level thinking processes. BIPA students selected and applied the learning strategies depending on the types of learning tasks they encountered. Apart from that, individual-factors and the learning environment were also influential in students' selection of learning strategies.

**Keywords:** cognitive strategy; learning strategy; BIPA student; Indonesian language

## Introduction

BIPA (Indonesian for foreign speakers) is a language learning program specifically designed to provide lessons for foreign students who want to learn Indonesian. The language learning materials and processes are tailored to the objectives and needs of foreign learners and aim to enable BIPA students to speak Indonesian and be familiar with the culture of Indonesia.

Foreign students have a variety of purposes for learning the Indonesian language. The results of the research by Suyitno (2017a) indicate that foreign students learn Indonesian to (a) deepen their knowledge of the Indonesian language, (b) conduct research in Indonesia, (c) work in Indonesia, and (d) live in Indonesia. This is in line with Mackey and Mountford's opinion (Sofyan, 1983) which explained that there are 3 needs that encourage a person to learn the language, namely (1) the need for work, (2) the need for vocational training programs, and (3) the need to learn. The findings of this study are in accordance with Hoed's (1995) opinion that BIPA learning is directed at meeting the needs of foreign students learning, namely the need for (1) academic communication for further study in Indonesia; (2) for reading Indonesian language references for the research, and (3) for communicating verbally in daily life in Indonesia.

To be able to communicate academically or socially in Indonesian society, BIPA students need to develop both receptive and productive skills, as well as knowledge and mastery of the Indonesian language. In communicating among speakers of Indonesian language, BIPA students need to demonstrate good communication skills. As such, BIPA courses try to provide students with communicative literacy in Indonesian language both orally and in writing. Additionally, mastery of the language and culture is a fundamental competency that is desirable for BIPA students to demonstrate in order to achieve success in communicating.

In line with the demands of BIPA students, BIPA learning needs to consider the pedagogical norms relevant to the student's needs. Pedagogical norms in the selection of teaching materials and learning strategies are important aspects that teachers need to apply in BIPA courses. In designing BIPA courses, BIPA teachers need to keep in mind the course aims and understand the characteristics of BIPA students, especially the learning strategies used by BIPA students when learning Indonesian.

Learning strategies in the context of this study refer to a package of activities, steps, plans, and routines which are used by students to facilitate task achievement, to promote storing, calling/recalling and information use (Wenden & Rubin, 1987, p. 19). Richards and Platt (1992, p. 209) state that learning strategy is an intentional behavior and thought is used by learners during learning to help them understand, learn or remember new information. Cohen (1998, p. 15) similarly defines learning strategy as a special action, tactic, or technique which is undertaken by language learners. Winkel (2003, p. 72) states that cognitive strategies, which is one form of learning strategy, are techniques that learners use to control and monitor their own cognitive processes.

The main aim of BIPA is to improve students' ability to use Indonesian language communicatively. To achieve the target, in the learning process, students are exposed to using the Indonesian language in real communication to understand Indonesian culture, which encompasses the lifestyle of the Indonesian people. Suyitno (2017a) has said that by studying the Indonesian language, students can get to know about the social, cultural and political

contexts of Indonesian people. Learning Indonesian is essentially learning to understand the civilization of Indonesia.

In the learning process, BIPA students are positioned as learning participants who actively acquire and produce the Indonesian language they learn. Teaching materials and activities have been designed to optimize students' use of the target language in real communication. While information on cultural norms have been included as content when designing the program, information on the actual learning strategies used by BIPA students to learn the content are still needed (Suyitno, 2017b). This will help inform the improvement and creation of classroom learning activities (Gass et al., 2002).

Based on the descriptions above, the present research was limited to the study related to the learning strategies used by beginner level BIPA students. The research examines, describes and explains the characteristics of the cognitive learning strategies applied by BIPA students participating in the study. The strategies are classified based on the characteristics of students' learning behavior and are explained by proposing the factors influencing the use of the strategy and its meaning.

The findings of the research will be important for the BIPA program and can be used as a reference to inform and improve the development of BIPA programs for language learning. Teachers who conduct foreign language learning can also use the findings to improve the quality of learning and foster students' trust. Additionally, the findings will be of significance to BIPA institutions as documents that can be used for making decisions related to program regulations, and academic program standards and accreditation.

### **Review of the Literature**

Language learning strategy can be defined as steps or planned behavior used by language learners to get, store, remember, recall, and use new information (Oxford, 1990). It may also refer to the steps learners take to solve a problem, make a direct analysis, make a transformation, and do materials synthesizing. The strategy might be accessed, in research, through several ways such as daily journal checking, interpreting, observation, and through surveys.

Successful language learners tend to use a learning strategy which goes along with the materials, assignments, objectives, needs, and steps of the learning itself (Oxford, Rpberta & Crookall, 1989). They also tend to use a variety of language learning strategies. Stern (1992, pp. 262–266) proposes that there are 5 language learning strategies. They are (1) management strategy, (2) cognitive strategy, (3) communicative strategy, (4) interpersonal strategy and (5) affective strategy.

Zarei and Shahidi (2013) investigated the use of different types of language learning strategies and the contribution to L2 idioms comprehension. The results of their study showed that successful idiom learners most frequently used cognitive and affective learning strategies. They concluded that the two strategies were the best predictors of L2 idioms comprehension.

As Zarei and Shahidi's (2013) study also highlight, in second language learning (L2), learners often use more than one strategy. The use of multiple strategies depends on the learner's proficiency in the target language. Ansarin, Zohrabi, and Zeynali (2012) found that

the learners with higher levels of proficiency used multiple language learning strategies more frequently than the other learners. Abadi and Baradaran (2013) found a positive relationship between the use of learning strategies and learner autonomy in both intermediate and advanced level language learners, but the relationship was stronger in advanced learners.

While Stern (1992) highlights 5 possible language learning strategies of which one is using cognitive strategies, Wenden and Rubin (1987, see also Oxford, 1990, p. 9) identified 6 strategies of cognitive learning which makes a direct contribution toward language learning. These are (1) clarifying and verifying, (2) guessing or doing inductive exploring, (3) reasoning deductively, (4) practicing, (5) memorizing to remember, and (6) monitoring.

Khosravi (2012) explains that in learning language, intermediate level students used cognitive strategies more significantly than did basic level students. The positive relationship between cognitive strategy use and language proficiency indicates that greater use of cognitive strategy is associated with higher levels of language proficiency. The present study describes and discusses the types of cognitive strategies used by beginner level BIPA students in learning the Indonesian language.

## **Research Method**

### **Research Participants**

The participants of the research were BIPA students who were taking the BIPA course at the Universitas Negeri Malang (UM). The BIPA students participating in this research were limited to Critical Language Scholarship (CLS) students, specifically, 5 students at the beginner level. They were selected amongst the large number of foreign students studying at UM to enable a more in-depth understanding of the learning strategies they used.

CLS is a program held for American students. This program receives a grant from the Bureau of Educational and Cultural Affairs (ECA), United States Department of State. The department first began the program in 2006, and CLS is now available in different countries, including Indonesia. The objectives of CLS have been to enrich knowledge, prosperity, and safety through the learning of foreign language and culture.

In Indonesia, CLS started in 2010 and to date, has been conducted by BIPA (Indonesian for Foreign Students) Program, Faculty of Letters, Universitas Negeri Malang (UM), Indonesia. The duration of the course is 8 weeks (June to August). In the BIPA program, students undergo an intensive course to learn the Indonesian language, and practice the language in authentic communication contexts.

### **Data Collection**

Data of the research were collected by observation, interview, and documents study. The observation contexts included observing the participants in their: (1) language classes, (2) tutorials, (3) elective classes, (4) cultural trips, and (5) social interactions. In the collecting data, researchers engaged in the following activities:

1. Wrote field notes,
2. Recorded Indonesian language learning activities by using Sony Carl Zeiss Vario-Tessar Optical Zoom Series 40X and BlackBerry Monza 8500 Handycams,

3. Read students' daily journal that contained students' notes about the learning activity and the development of Indonesian language learning,
4. Provided assignment topics for students to discuss, and
5. Interviewed students.

### **Data Analysis**

The collected data were analyzed using qualitative analysis model. The procedures conducted in the data analysis included (1) identifying data, (2) classifying and categorizing data, (3) interpreting research data, and (4) drawing a conclusion.

### **Findings**

This study found that in learning Indonesian language, BIPA students used various cognitive strategies in language learning. The strategies are presented in the following description.

#### **Clarifying the Relation of Words Meaning**

In learning the Indonesian language, when BIPA students met with difficulty in choosing the correct vocabulary, they clarified the relation between words with similar meanings. The use of the strategy can be seen in the field notes below.

In learning interaction, a student asked the teacher the use of word mau (want). Students already know the word "ingin" in Indonesian and also asked about "pingin" because they often hear the latter being used. Then, the teacher explained by telling them that "'pingin' is for informal, 'mau' for semi-formal, and 'ingin' for formal."

From the quotation, it could be described that students asked their teacher the use of several words in the Indonesian language that are mau, ingin, and pingin. The three words are synonyms. By knowing them and enquiring about the distinctions related to their usage, the students could differentiate the situations for their appropriate use. The behavior of clarifying about the use of synonymous words in learning the Indonesian language may be identified as a cognitive strategy because it involves thinking and analysis.

Another example of a strategy used in learning the Indonesian language can be seen from the following quotation which asks a question to verify the antonym of a word.

[. . .] apa kata Indonesia tidak cepat-cepat? (what is the opposite meaning of 'cepat-cepat' in Indonesian?)  
 Hari ini saya belajar tidak cepat-cepat, . . . oh lambat . . . lambat (Today I did not learn quickly (cepat-cepat), . . . oh slowly (lambat-lambat)).  
 Ya hari ini otak saya lambat sekali (yeah, today my brain is so slow).

From the extract above, it can be seen that the student is trying to use or recall an antonym. The behavior of using antonyms in language learning helps students to enrich and improve their vocabulary by associating related words.

### **Classifying the Similar Words in Form**

Another learning strategy, which the BIPA participants adopted, was to group and classify words with similar spellings but different meanings. Data from the students' notes showed the following entries made,

bawa-bawah-bahwa (bring-below-that)  
 kepala-kelapa (head-coconut)  
 merah- marah- murah (red-angry-cheap)  
 kucing- kunci- kancing-kencing (cat-key-buttoned-urine)

From the above notations, students adopted the strategy of classifying easily confused words with similar spelling and pronunciation. The classification enables students to distinguish between commonly confused Indonesian vocabularies.

### **Simplifying Language Learning Tasks**

In learning Indonesian language, foreign students applied a strategy of simplifying language learning tasks through using keywords, making inferences, generalizing, commenting, contrasting, and using illustration. The strategy was used to enhance and reinforce their understanding Indonesian vocabulary.

#### **Using Keywords**

The using keywords are done by students when they try to understand a conversation or text. The keywords could be in the form of words that they already know before, so that could help students as a guide or support tools to understand a conversation or text. Learning activity which describes the behavior of using keywords could be seen in the following quotation.

[. . .] alat transportation . . . di Indonesia . . . ada di Malang . . . tidak cepat . . . mobil lebih cepat . . . tidak ada engine . . . roda tiga . . . based on . . . itu becak (transportation in Indonesia . . . in Malang . . . not too fast . . . car is faster . . . no engine . . . three wheels . . . ah that's pedicab).

Keywords like what the quotation mentioned above is a guiding word for students to answer the question. From the keywords, students could conclude that the keywords were indicating pedicab suggesting that the students were synthesising information provided by different keywords to identify the target mode of transportation described in the text.

#### **Making Inferences**

Students also used inferences as a learning strategy where they made conclusions based on context. The students learning activities which describes the using of inferences may be seen from the following quotation.

Tuhan bekerja lebih keras di Indonesia karena orang-orang tidak take care dirinya (God works more diligently in Indonesia because Indonesians do not care about themselves).

Di Amerika Tuhan bekerja lebih santai karena orang-orang disiplin ketika naik mobil (In America, God feels more relaxed because Americans drive their cars more carefully).

From the quotation, it is evident that students draw their own conclusion. The behavior above showed that students are using inference which means that they use a cognitive strategy.

### **Generalizing**

The strategy of making generalization can be shown from the students' statement as quoted below.

Saya tahu banyak kata Inggris bisa pakai di Indonesian language (I know there are a lot of English language words that could be used in Indonesian).  
Kata Inggris with ending -tion jadi -si dalam BI (the ending of -tion could be -si in Indonesian).

From the statement, it can be said that students are making a generalization from Indonesian language words. Students know that the Indonesian language adopts several vocabularies from several countries. There is a good deal of English vocabulary that is adopted in the Indonesian language. From the process of generalization, students could find another vocabulary. For example: *standardization*-standarisasi, *education*-edukasi, *function*-fungsi, dan *irrigation*-irigasi.

### **Commenting**

The strategy of commenting was used by BIPA students when they were expressing their opinion in discussing. When talked about “wayang”, one of the students made the following statement.

Dalang orang pandai karena harus ingat semua karakter di wayang (Puppeteer is a smart person because they must know all the puppet characters).

From the above quotation, it can be seen that the BIPA student expressed his opinion about the “puppeteer”. The statement expressed by the student contains comments. The quotation illustrates that in learning Indonesian language, BIPA students also apply the strategy of using comments.

### **Contrasting**

The strategy of contrasting can be seen in the context of the following speech.

Orang Indonesia banyak suka bicara kalau bersama teman-teman, tapi tidak banyak . membaca. Orang Amerika suka membaca sendiri-sendiri, mereka tidak banyak bicara (Indonesian people generally like to talk with their friends when together. American people prefer to read, but they do not like to talk much).

From the quotation above, it can be drawn that BIPA students used a contrasting strategy to express their opinions in a conversation. To explain complex ideas, they have limitations on the vocabulary they master. Therefore, they express their opinion by contrasting the 2 ideas.

### Using Illustration

The strategy of illustrating in learning the Indonesian language can be seen from the activity of avoiding direct translations or straightforward explanations about objects. The strategy of using illustration can be described in the quotation below.

Waduh . . . makan mie setan seperti makan api. Mulut saya bakar (Oops, I ate Devil Noodle, it feels like I ate fire. My mouth is burning).

From the quotation, it could be drawn that students were trying to illustrate how spicy the Devil Noodle is. The illustration of spicy is “ate fire” and “burning mouth”.

### Imitating Model of Indonesian Language Use

The strategy of using the model can be identified from the field notes and students’ direct utterances. The strategy of using language model can be seen from the student’s utterances quoted below.

Saya rasa pendapat saya salah (I think my opinion is wrong).  
 Ini saya suka, menurut saya baik (I like this, according to me is good).  
 Saya tidak koreksi lagi . . . begini saja (I don’t correct it again...that’s okay).  
Ya begitu menurut saya (That’s okay according to me).

Students were trying to use a style of Indonesian language model. Some expression like “saya rasa . . .”, “. . . menurut saya . . .”, “. . . begini saja”, and “ya begitu . . .” are expression that are often used by Indonesian people in communication. The Students acquired the language model from seeing, remembering, and imitating Indonesian people when they speak.

### Utilizing Technical Aids of Memorizing

The strategy of utilizing technical aids in memorizing can be described in the activity of making notes, repeating, representing sounds, and highlighting.

#### Taking notes

Making note is one of the strategies used by students to remember the language they learn. The students’ utterances which represents the behavior of remembering in the Indonesian language is showed by the quotation: “. . . saya mengingat kata-kata Indonesian language lebih baik kalau saya menulis kata-kata itu (I can remember Indonesian words better when I write it down)”. The quotation showed learning behavior of remembering Indonesian vocabulary by writing down the vocabulary or word. The strategy of remembering vocabulary which has been done by students as what the quotation showed is one of a part of their learning strategy.

#### Repeating

The students also repeated or rehearsed using new words as a learning strategy.

Saya memakai kata-kata sering untuk berbicara dan menulis, supaya saya mengulang memakai kata itu. Jadi saya tidak lupa (I use words often to talk and write, in order to repeat the use of that words, so that I can remember).

The using of words repeatedly gives the opportunity to students to remember longer words. One of the principles to master a target language, is to use the vocabulary of the target language repeatedly in order to remember the words or phrases. The words that students seldom use will be easier to forget.

### **Associating Sound with a Target Word**

The vocabulary naming the target object was associated with sounds heard when the object is produced or used. This is done in order to remember the word signifying it. The students' activity that describes the behavior of representing the sound in the Indonesian language showed by the quotation, “dok dok . . . itu nasi goreng (the sounds of someone who sell food around the village and students could identify it as a fried rice seller)”. From the quotation, it is known that students make an association of dok-dok' sounds and fried rice seller. Students identify and memorize the sound to recognize and compare the objects. Students recognize the sounds which are referenced to food names in Indonesia because of their experience and Indonesian people information.

### **Highlighting**

Highlighting is mainly done when students read the text. This is done by underlining, making a little fold in books or using a coloured pencil to make important information prominent. The students' activity which describes the behavior of highlighting in the Indonesian language showed by the quotation, students read Indonesian text. In the text, there are several important parts. The important parts were highlighted by color pencil. The highlighted words are difficult terms that students did not understand. Highlighted sentences or word make it easier students easier to find the sentence.

### **Using Code Switching**

When students did not know an Indonesian word, they used the English word or substituted the word with the English version.

Saya tidak **finish** membaca karena teks panjang dan banyak kata sulit. (I did not finish reading because the text is just too long and difficult).

Terlalu banyak kata-kata saya tidak mengerti. Maaf! (too many words that I can't understand, sorry!).

From the quotation, it is known that students used code-switching as a learning strategy to convey their intended meaning to the teacher. The behavior of inserting English to replace the Indonesian word was done because the student either did not know or could not recall the words that he or she wanted to use. The use of “finish” in the Indonesian utterance was an instance of code-switching which helped the student to maintain fluency in the use of Indonesian language despite not knowing or remembering the Indonesian word for “finish”.

## Thinking language aloud

Thinking language aloud is one of the learning strategies used by students to understand the language they learn. In learning language, the strategies were realized in activities guessing words, verifying word meaning, analyzing language use, and elaborating word meaning.

## Guessing words based on contexts

Students use a strategy of guessing as seen from the following quotation.

[. . .] saya pikir itu . . . tidak memakai masuk rumah, memakai selalu dua, . . . harga kurang Rp 100.000, memakai bersama sepatu . . . adalah ini . . . shocks . . . kaos kaki (students were in the process of guessing about socks and several clues were provided in the quotation).

Based on the quotation it could be described that students are trying to guess accurately. Students decided that “socks” was the target word after the process of guessing which is based on inductive searching. Students are searching inductively through information given the clues at the beginning to guess the target word from the game.

## Verifying Words Meaning

The strategy of verifying can be observed from the students’ behaviors during the activity. When they learn Indonesian language, students do checking, selecting, clarifying, and evaluating information. For example, students were observed verifying the suffix “-nya”. In Indonesian, the suffix “-nya” when attached to the end of an object, indicates possession or belonging to. In the term “bukunya”, “buku” is book while “-nya” functions as a pronoun to indicate his or her or their book. The suffix “-nya” is sometimes also used to mean “the”. For example, in the utterance, “Desigannya cantik” “-nya” is used as “the” or “The design is beautiful”. Based on the above examples, students made attempts to verify the varieties of meaning of the suffix “-nya”.

## Analyzing Language Use

The strategy of analyzing can be identified from the following quotation.

Orang di pasar berbicara BI jarang memakai prefiks (People in traditional market seldom talk using a prefix).

Tapi di kelas saya harus berbicara memakai prefiks supaya saya punya bahasa formal (Inside the class I must talk using a prefix, in order to make it formal).

Saya mau berbicara BI seperti orang di pasar tidak pakai prefiks dan menulis baik pakai prefiks (I want to speak like people in traditional market and write well with prefix).

Based on the quotation, students analyzed the language by comparing the variety of formal and informal language. The variety of formal Indonesian mentioned tends to use prefixes. The variety of informal Indonesia reduces the usage of prefixes in informal contexts like the traditional market.

### **Elaborating Word Meaning**

The strategy of elaborating can be identified from utterances and students' notes when they learn the Indonesian language. In the process of learning, students elaborate the meaning of "masak" (cook), "masuk" (come in) and "saja" (only). The activity of elaborating vocabulary can be seen from the quotation below. From the notes, it is known that students try to organize the use of "saja". Students understand that "saja" have a meaning as "only". Students understand that different context gives a different meaning to the word "saja". In a sentence, "saya tidak makan, saya minum saja" the "saja" word means "only". But, the different context gives a different meaning of word "saja" in the sentence "Mas Patrick baru saja pulang ke rumah dia" the word "saja" means "just". And the word "saja" in the sentence "siapa saja yang pergi ke Bali" means "any". From the examples in the sentences it can be seen that "saja" has three meanings; only, just and any. Students tried to find out the different meaning because they were elaborating examples of sentences.

### **Self Searching Words Meaning**

Self-searching words meaning is the learning strategy used by students to enrich their vocabularies. In learning language, the strategy was realized in the following activity.

Saya membaca Jawa pos untuk berdiskusi tentang topik hangat di Indonesia (I read Jawa Pos newspaper to discuss hot-topics in Indonesia).

Banyak kata baru saya belum belajar di kelas, jadi saya mengerti sedikit (There are a lot of new vocabularies that I never heard in class before, so I just understand a little bit).

Pictures di Jawa Pos membantu saya mengerti sekarang hangat di Indonesia (Pictures in newspaper help me to understand that the weather is hot in Indonesia).

Based on the quotation, it can be drawn that students use authentic sources in the form of the newspaper as a news source. The using of authentic sources in the Indonesian language were used to improve the student's ability to communicate.

Another example of self-searching strategy could be seen in the quotation, "Saya tahu kata 'begadang' karena di kelas saya belajar lagu dangdut Roma Irama. (I know words 'begadang' because I just heard dangdut song)". From the quotation, students were using the context of such a word to remember a word.

### **Discussion**

The research findings showed that BIPA students used various strategies in learning the Indonesian language. For understanding the meaning of Indonesian words, students applied a strategy of clarifying the relation of words meaning. To minimize and avoid mistakes when using similar words, they applied a strategy of classifying easily confused similar words. The use of different strategies may stem from learners' differences, diverse program designs, and variation of the materials they learn. By applying the different strategies, students could control their understanding and their own cognitive processes (Winkel, 2003, p. 72). Some techniques BIPA students demonstrated in this study are using keywords, making inferences, making generalizations, commenting, contrasting, and using illustrations. Apart from that, they also used the technical aids of memorizing, like making notes, repeating, representing sounds, and highlighting. Students also used the strategy of modifying concepts for delivering

a difficult word. Some other strategies used by BIPA students were thinking aloud and looking up the meaning of words. Some techniques used in thinking aloud strategies are guessing words based on contexts, verifying words meaning, analyzing language use, and elaborating word meaning.

Based on the summary of research findings, it can be said that in learning Indonesian language, BIPA students used the varieties of learning strategies. The findings supported research findings conducted by Ramirez (1995, p. 159), Stern (1992), and O'Malley and Chamot (1990, p. 46) on the various types of the cognitive strategies used by students in learning the language. The varieties of strategies used by foreign students found in this research were also in line with research findings reported by Oxford (1990) and Felder and Solomon (2000).

The diversity of learning strategies undertaken by foreign students in learning the Indonesian language is possibly due to the characteristics of the language materials they are learning. The background knowledge possessed by students has an important role in the mastery of language materials they learn. Language learners will be able to easily learn the language if they know the culture of the target language they are learning. Guo (in Yung Liu , et.al., 2016) states that the more one knows about a language's culture, the easier it is for him/her to comprehend listening and reading materials. BIPA's emphasis on the equal importance of knowledge about Indonesian culture possibly helped facilitate BIPA students in their acquisition of the Indonesian language.

Helping teachers understand the learning strategies students adopt was another aim of this study. The identified learning strategies used by BIPA students will facilitate teachers' preparations of language materials. For instance, in learning reading, the teacher's role is to engage their students with a text. Teachers must create experiences and environments that introduce, nurture, or extend students' abilities by incorporating several methods of instruction to foster their students' motivation for reading. To motivate students to read, McLaughlin (2012, p. 434) advised that teachers must use explicit instruction, which includes modeling, scaffolding, facilitating, and participating.

Additionally, this study found that BIPA language learners will develop more varied and more effective learning strategies if they are given the opportunity to select the language material they learn. For instance, in learning reading, students could be given an opportunity to select the text they will read. In that way, students may be more motivated and develop the right strategy to understand the text. In learning Indonesian language, BIPA students need to be encouraged to develop autonomy and effective learning strategies. Students can choose the right strategy if they have meaningful experiences gained from their learning process in the classroom.

### **Conclusions**

From the findings and discussion above, it can be concluded that the learning strategies BIPA students used ranged from mechanical level strategies to strategies that engage higher-level thinking processes. The selected strategies used by students in learning language depend on types of the learning tasks that students faced, individual factors and the learning environment which also play a part in influencing the students' selection of learning strategies to use.

The findings of this study have important benefits for language teaching, especially for BIPA (Indonesian for foreign students) teaching as they can be used as a basic reference to design language learning processes for BIPA courses.

The research findings are however, limited as they only describe the varieties of learning strategies used by BIPA students. The research did not examine which learning strategy is the most effective for learning Indonesian. Future studies may investigate the effectiveness of different learning strategies used to learn a language, the types of learning strategies based on the level competence of students, or the influence of the use of students' learning strategies on their language learning and acquisition.

Although the research only described the various learning strategies BIPA students used to learn Indonesian, the descriptions can be used as a reference for conducting further research.

### **Acknowledgements**

The research was conducted with funding support from the Directorate of Research and Community Service (DRPM), Ministry of Research, Technology and Higher Education of Indonesia.

## References

- Abadi, E. A. M. & Baradaran, A. (2013). The relationship between learner autonomy and vocabulary learning strategies in Iranian EFL learners with different language proficiency level. *International Journal of Applied Linguistics & English Literature*, 2(3), 176–185. <http://dx.doi.org/10.7575/aiac.ijalel.v.2n.3p.176>
- Ansarin, A. A., Zohrabi, M., & Zeynali, S. (2012). Language learning strategies and vocabulary size of Iranian EFL learners. *Theory and Practice in Language Studies*, 2(9), pp. 1841–1848 <https://doi.org/10.4304/tpls.2.9.1841-1848>
- Bowman, R. (2011). Rethinking what motivates and inspires students. *Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 84(6), 264–269. <https://doi.org/10.1080/00098655.2011.592164>
- Cohen, A. D. (1998). *Strategies in learning and using a second language*. Harlow Essex: Longman.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Felder, R. M., & Solomon, B. (2000). *Learning styles and strategies*. North Carolina State University, Resources in science and engineering education, Retrieved from <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.Htm>
- Gass, S. M, et al. (Eds.). (2002). *Pedagogical norms for second and foreign language learning and teaching*. Philadelphia: John Benjamins Publishing Company.
- Hoed, B. H. (1995). *Kerjasama Antarpemerintah dan Antarlembaga untuk Pengembangan BIPA*. Paper presented in BIPA Congress on 1995, Faculty of Letters, Universitas Indonesia, Jakarta.
- Khosravi, M., (2012). A study of language learning strategies used by EFL learners in Iran: Exploring proficiency effect on English language learning strategies. *Theory and Practice in Language Studies*, 2(10), 2122–2132. <https://doi.org/10.4304/tpls.2.10.2122-2132>
- McLaughlin, M. (2012). Reading comprehension: What every teacher needs to know. *Reading Teacher*, 65(7), 432–440. <https://doi.org/10.1002/TRTR.01064>
- O'Malley, J. M., & Chamot, A. Uhl. (1990). *Learning strategies in second language acquisition*. New York: Cambridge University Press.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House Publishers.
- Oxford, R.L, Roberta, Z L. & Crookall, D. (1989). Language learning strategies, the communicative approach, and their classroom implications, *Foreign Language Annals*, 22(1), 29–39. <https://doi.org/10.1111/j.1944-9720.1989.tb03139.x>
- Ramirez, A. G. (1995). *Creating contexts for second language acquisition: Theory and method*. Harlow Essex: Longman Publisher.
- Richards, J., & Platt, J. (1992). *Longman dictionary of language teaching and applied linguistic*. Harlow Essex: Longman.
- Sofyan, L. A. S. (1983). Pengajaran ESP pada Tingkat Perguruan Tinggi, dalam *Linguistik Indonesia*, thn. I No. 1, Januari 1983.

- Stebick, D. M., & Dain, J. M. (2007) *Comprehension strategies for your K-6 literacy classroom, thinking before, during and after reading*. California: Corwin Press.
- Stern, H. H. (1992). *Issues and options in language teaching*. Oxford: Oxford University Press.
- Suyitno, I. (2017a). *Norma Pedagogis Pembelajaran Indonesian language untuk Penutur Asing*. Bandung: PT Refika Aditama.
- Suyitno, I. (2017b). *Deskripsi Empiris dan Model Perangkat Pembelajaran BIPA*. Bandung: PT Refika Aditama.
- Wenden, A. L., & Rubin, J. (1987). *Learner strategies in language learning*. New Jersey: Prentice Hall.
- Winkel, W. S. (2003). *Psikologi Pengajaran*. Jakarta: PT Grasindo.
- Yang Liu, X. B., Lei, H., & Gao, Z. (2016). *A Study of English Listening Barrier and Effective Solutions*. International Conference on Education, Management and Applied Social Science (EMASS 2016). Retrieved from <http://dpi-proceedings.com/index.php/dtssehs/article/download/6770/6362>
- Zarei, A. A., & Pour V. (2013). Language learning strategies as predictors of L2 idioms comprehension. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 4(2), 313–330.

**Corresponding author:** Imam Suyitno  
**Contact email:** imam.suyitno.fs@um.ac.id