Stimulus Variation Strategies and Audiovisual Media for Indonesian for Foreign Speakers Students
(Strategi Variasi Stimulus dan Media Audiovisual bagi Pemelajar Bahasa Indonesia bagi Penutur Asing)

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Article info	A B S T R A C T
	Penelitian ini bertujuan untuk mendeskripsikan strategi keterampilan variasi stimulus dengan menggunakan media audio visual bagi mahasiswa yang mengambil program Bahasa Indonesia bagi Penutur Asing (BIPA). Jenis penelitian ini adalah studi kasus proses di Universitas Negeri Padang. Data penelitian berupa catatan lapangan yang dikumpulkan melalui observasi langsung dan observasi partisipan. Hasil penelitian menunjukkan bahwa pembelajaran BIPA dapat dilakukan dengan memanfaatkan media audio visual untuk merangsang penglihatan, pendengaran, dan gerak. Penggunaan rekaman dan lagu dapat merangsang pendengaran. Hal ini untuk mempelajari bunyi bahasa dan struktur kalimat dalam bahasa Indonesia. Gambar dapat membantu siswa untuk menguasai berbagai macam objek. Video berupa lagu mampu merangsang gerakan melalui proses menirukan. Dengan demikian, strategi ini dapat digunakan oleh para pengajar BIPA untuk menciptakan pembelajaran yang aktif, kreatif, komunikatif, dan kolaboratif.
	This study aims to describe the strategy of stimulus variation skills using audio-visual media for BIPA students. This type of research is a case study at Universitas Negeri Padang. Research data in the form of field notes is collected through direct observation and participant observation. The results of the study found that learning Indonesian for early speakers through a variety of stimulus strategies in the form of sight, hearing, and movement by utilizing audio-visual media formed active and communicative learning. The use of audio media in the form of recordings and songs can stimulate auditory stimulation to learn the sounds of language and sentence structure in Indonesian. Furthermore, visual media in the form of images can help students to master various kinds of objects and objects. Meanwhile, video playback in the form of songs is able to stimulate movement stimuli through the process of imitating the movements in the video song being played. Thus, this strategy can be used by BIPA teachers to create active, creative, communicative, and collaborative learning.

INTRODUCTION

Indonesia is known by the world community because of various factors such as natural charm, friendliness of the population, cultural diversity, and a myriad of

achievements in the international world. This factor causes Indonesia to become one of the most popular tourist and cultural destinations in the world. In addition, Indonesia's participation and contribution in international relations (Dzikri, 2020; Emmers, 2014; Prabowo & Sinaga, 2020; Puspita et al., 2023; Saputro & Anggrasari, 2021; Thontowi & Wati, 2023) which is manifested in bilateral relations with several friendly countries in various fields opens up great opportunities for the Indonesian people to interact with the ideology, culture, and language of foreign nations. This indirectly also has an impact on the existence of Indonesian as an international language for various purposes such as tourism, education, culture, economy and so on.

One form of the existence of the Indonesian language studied by various countries in the field of education is through the BIPA (Indonesian for Foreign Speakers) program. According to data from the Ministry of Education and Culture, there are 355 BIPA program institutions in 41 countries with a total of 72,746 students by the end of 2020 (Bahasa, 2021). In the end of 2021, BIPA program is available in 465 institutions across 44 countries (Maulana et al., 2022). This data shows that the interest of foreign nationals to learn Indonesian is increasing. In addition, other data show that Indonesian is the second compulsory language in Vietnam and is a mandatory subject at various universities abroad (Arwansyah et al., 2017). Therefore, efforts to sustain and improve the quality of the BIPA program should be the government's attention towards efforts to internationalize the Indonesian language.

The focus of BIPA learning is foreign students whose first language (B1) is not Indonesian. The BIPA program also places Indonesian as a second language (Kurniawan et al., 2022). In addition to the language learning aspect, students are also introduced to Indonesian culture (Purwiyanti et al., 2017). Social and cultural aspects become increasingly important in BIPA learning when students do direct learning in Indonesia (Zulfahmi, 2017). BIPA is one way to introduce and strengthen the nation's identity (Indonesian language) and become a support for the teaching of Indonesian language and culture globally (Widianto & Zulaeha, 2016). Thus, language learning cannot be separated from cultural learning.

A common problem in learning Indonesian for foreign speakers is the existence of cultural or sociocultural differences (Purnamasari, 2021). This factor not only requires knowledge of the culture, especially the language to be studied, but also depends on cultural expressions in the form of the proximity of the learner to the culture of the target language community, known as acculturation theory. Based on this theory, the higher the cultural mastery and the closeness of the learner to the language of the target community, the higher the level of mastery of that language and vice versa. Therefore, the main problem in the BIPA learning process is the sociocultural factor.

Specific problems in BIPA learning are also often found in practice in the field, including the absence of a standard BIPA learning curriculum so that it creates different learning potentials (Kusuma & Ismail, 2017). Meanwhile, the application also found various problems in the form of learning standards, barriers to teachers and learners, limited facilities and infrastructure, institutional constraints and learning environment (Andriyana et al., 2022; Kartika, 2017; Khalikhmadee et al., 2022; Lemaich & Utami, 2022; Nastiti et al., 2019; Salahuddin, 2022; Tawandorloh et al., 2021). Next, the available textbooks have a tendency to contain Javanese

cultural contexts so that they do not support Indonesian cultural learning in general (Latupapua, 2020).

The various problems in BIPA learning above show that there are still many obstacles found in the field, especially in practice. This phenomenon was also found in BIPA students from Myanmar who studied at Universitas Negeri Padang both at the undergraduate and master levels. Based on direct observation, the researcher found that the level of mastery of Indonesian in these students was still very low, so a special strategy was needed in BIPA learning. Therefore, researchers try to apply learning strategies that lead to 21st century learning. This is a differentiator from another research that has been done.

The concept of learning in the 21st century reflects at least four things, namely critical thinking, creativity, communication, and collaboration (Widaningsih, 2019). In education, the sociocultural domain can be used as a stimulus in the learning process (Fanani, 2018). Therefore, one of the learning strategies that lead to this learning concept is the stimulus variation skill strategy. This strategy can be applied in three types of stimulus, including teaching styles, teaching media/teaching materials, and interactions (Hasibuan, 2019). This strategy affects the activities and enthusiasm of students' learning and is active in learning through variations of the stimulus carried out by the teacher (Utami, 2019). To support the implementation of this strategy, one of the learning media is used, namely audio-visual media. This media is an intermediary to build students' conditions so that they can gain knowledge, skills, and attitudes through sight and hearing (Sulfemi, 2018).

Based on the description above, the strategy of stylum variation skills through audio-visual media offered in this study is expected to be an alternative that can be applied by BIPA teachers to achieve language learning and teaching goals effectively. This research not only provides practical benefits but can also be used as a contribution to the repertoire of BIPA learning in general as well as further research material so that BIPA learning both in Indonesia and abroad can increase both in quality and quantity.

METHOD

This research is a case study by seeking in-depth research through the search for scientific truth in order to obtain accurate results. Based on the problem assessment, the method in this research is descriptive qualitative using the point of view as it is (natural setting) which is described qualitatively in the form of words without involving numbers or statistics (Lindlof, 1994). To be able to explain a comprehensive understanding of a study, all things in the form of a sign system are important and interrelated and affect other things (Bogdan & Biklen, 1982).

Research data in the form of field notes collected through direct observation and participant observation in the BIPA learning process for Myanmar students at Universitas Negeri Padang. Data collection was carried out in the odd semester of 2018 through direct observation during the learning process and documented in research note sheets and direct interviews. Interviews were conducted according to a list of questions that had been compiled and validated by linguists and peers. The same is done to ensure that the data that has been collected is valid through peer monitoring of the process and final validation by the validator.

The analysis can be carried out through several stages, namely (1) collecting data in the form of verbal and nonverbal communication between students and

lecturers, (2) validate data in the form of observations, observation notes, field notes, and other document studies, and (3) compare and match existing data. This study looks at the naturalistic learning of BIPA for novice students by using a stimulus variation skill strategy. This strategy was chosen so that there are variations in learning Indonesian through various senses so that learning is more effective and active. Audio visual media assistance supports the active sense of learning so that it is more communicative and forms collaboration between students and lecturers. The collected data is then analyzed carefully to get the right conclusions.

RESULT AND DISCUSSION

The results showed that the strategy of stimulus variation skills assisted by audio-visual media for BIPA students at Universitas Negeri Padang was proven to be effective in increasing mastery of the Indonesian language. Variations in learning according to Cruicksank, et al are able to have a positive influence on the receptiveness of students in the learning process (Artikawati, 2016). Teacher is one important piece in learning activity (Mulyaningsih, 2020). The skill of providing a variety of stimuli by a teacher needs to be possessed and developed to achieve maximum learning goals. The selection of the right stimulus variation can improve learning outcomes (Al-Idrus et al., 2017; Aliffiani et al., 2018; Buss et al., 2021; Safwan, 2020; Sarippudin, 2017) so that there is a relationship between teaching skills and students' interests and learning outcomes (Wahyuni, 2015). The presentation of the material includes learning Indonesian for foreign speakers through stimulus variation strategies in the form of sight, hearing, and movement by utilizing audio-visual media.

Hearing Stimulus through Audio Media in BIPA Learning

Verbal communication strategies in the learning process involve oral and written communication. Communication in learning is the process of delivering messages and information that is carried out in one direction, two directions, or in many directions containing learning material (Yusriah, 2019). Communication is a process of transferring ideas from learning resources to students both individually and in groups to change behavior (Cangara, 2016). Effective communication involves at least five elements, namely (1) communicator (communicator, source, sender), (2) message (massage), (3) media (channel), (4) communicant (communicant, communicate, receiver, recipient), and (5) effects (effect, impact, influence) (Lasswell, 1972).

To be able to create active learning through effective communication, it is necessary to involve various senses as a stimulus to capture messages conveyed through various media. According to Dale, various senses contribute to the learning process, including the sense of sight by 75%, the sense of hearing by 13%, and the rest is influenced by other senses (Basuki, 1992). In language learning, the selection of learning media must be adjusted to the language skills to be developed. The initial skill in language learning is listening which involves the process of listening, recognizing, and interpreting spoken symbols (Tarigan, 2008). Listening activities start from listening to language sounds, identifying, interpreting, assessing and reacting to the meaning contained therein.

The process experienced by someone in listening is influenced by several things including who is listening, listening time, listening goals, listening materials, sources of information listened to (Juniartini & Rasna, 2020). Meanwhile, listening

activities in general have several objectives including: (1) gain knowledge from the speaker's speech material, (2) enjoy something from the material presented or listened to, especially in the field of art, (3) provide an assessment of what is listened to, (4) provide appreciation for what is listened to, (5) communicate ideas, ideas, and feelings from the material that is listened to properly and precisely, (6) distinguish sounds appropriately, especially for foreign language learners can listen to and distinguish language sounds from native speakers, (7) solve problems creatively and analyse the material listened to, and (8) provide confidence in problems or opinions that have been doubted (Laia, 2020).

As the initial learning of Indonesian for BIPA students, listening is an activity that students need to master. What is meant here is listening to vocabulary according to its pronunciation to be able to understand its meaning well with the aim of: (1) distinguishing sounds and developing nonverbal communication sensitivity (discriminative listening), (2) understanding messages (comprehensive listening), (3) understanding and evaluating messages (critical listening), (4) enjoy talking or reading (appreciative listening), and (5) talking about a problem (therapeutic listening) (Tompkins & Hoskisson, 1991).

In connection with the above, the receptive stimulus skill strategy of listening through audio media shows an increase in mastery and understanding of Indonesian for Myanmar students who are at the basic stage. The language mastery of each student (the table is coded M1, M2, and so on) is in accordance with the purpose of listening through the media of songs and recordings according to the observations and field notes as follows table 1.

Table 1. Classification of BIPA Students' Listening Ability

BIPA Student	1	2	3	4	5
M1	√	√	-	√	-
M2	√	√	-	√	√
M3	√	√	-	-	-
M4	√	-	-	-	-
M5	√	√	-	-	-
M6	√	-	-	-	-
M7	√	-	-	-	-
M8	√	-	-	-	-
M9	√	√	-	-	-
M10	√	-	-	-	-

Information: 1. *Discriminative listening*
2. *Comprehensive listening*
3. *Critical listening*
4. *Appreciative listening*
5. *Therapeutic listening*

Based on the table above, it can be seen that the recording media and songs in Indonesian language learning for Myanmar students at the beginner stage are considered effective for improving language learning at the discriminatory, comprehensive, appreciative, and therapeutic listening skill levels. Students 1 and 2 are able to achieve discriminatory, comprehensive, appreciative, and therapeutic categories. Based on the notes and observations of the researchers, this could be due to the age and education level being different from other students.

In line with these findings, the success of second language learning in foreign students is influenced by internal factors and external factors. Internal factors, among others, relate to age, motivation, language talent, intelligence, and first language in language learning (Daulay, 2020). In the percentage of the research questionnaire, it was found that the urge to learn Indonesian is due to the purpose of benefit, the age factor cannot be separated from learning a second language. Meanwhile, external factors consist of the learning environment, characteristics of the language studied, teacher quality, and others.

This is in line with several studies that found factors that support the success of second language learning include: (1) learner factors, (2) teacher factors, (3) learning environment factors, and (4) social environment factors (Nurlaila, 2020), (4) learning facilities and infrastructure factors, (5) language environment factors (formal and informal) (Purba, 2013), (6) attitude, motivation, and learning concentration factors, (7) intelligence factors, (8) ability to process learning materials, (9) achievement factors (Roinah, 2019). Thus, the success of second language learning in this study is basically supported by factors that are not much different from the results of previous studies.

Meanwhile, overall students have been able to reach the discriminatory category in terms of being able to distinguish sounds and develop sensitivity to nonverbal communication. Non-verbal communication is a form of communication that is packaged without words so that it can be interpreted as actions that are deliberately sent and interpreted and have the potential to get feedback from the recipient (Kusumawati, 2019). Furthermore, students 3, 5, and 9 have been able to reach the comprehensive category. However, all students experienced difficulties in listening to critical categories. This is because the level of mastery of Indonesian is still relatively basic and needs improvement to capture meaning and messages in conversation more critically.

Discriminatory category listening skills aim to distinguish sound or visual stimuli which are the basis of listening objectives. In discriminatory listening activities, people distinguish sounds and develop sensitivity to nonverbal communication (Tompkins & Hoskisson, 1991). Furthermore, comprehensive listening aims to understand the message. Comprehensive listening is listening that underlies other types of listening including therapeutic, critical listening, and appreciative listening. The basis of all types of listening is that there must be an understanding of the message conveyed by audio and audio-visual media.

In learning to listen to a foreign language, comprehensive listening is the most important type of listening. This is because through comprehensive listening one is able to get the main idea, make inferences, select, and predict. This is because through listening you can get the main idea, make conclusions, choose, and predict. In particular, this listening focuses on keywords and numbers or numbers. In foreign language learning, this type of listening has its own challenges because there are differences in patterns with students' first language which usually affects many things.

This finding is in line with the strong assumption among language teaching experts which states that the most difficult problem faced by second language learners is the problem posed by the first language (Rombepajung, 1988). This is because if there is a difference between the first language and the second language, the first language will become a distraction for the second language. This problem can occur due to the potential transfer of structures and elements of the first

language to the second language. Conversely, if there are similarities between the first language and the second language, then the first language can be an aid in the acquisition of the second language.

Observation Stimulus through Visual Media in BIPA Learning

The development of technology in the world of education is able to support the optimization of learning in each educational unit. One of the media that can be used to increase student interest in learning is audio-visual media (Haryoko, 2012). According to Bretz, this media can be grouped into several classes (Rohani, 1997), namely (1) motion audio visual media, (2) silent audio-visual media, (3) semi-motion audio media, (4) motion visual media, (5) silent visual media, (6) semi-motion media, (7) audio media, and (8) print media. The classification and examples of these media can be seen in the following table 2.

Table 2. Types of Media According to Bretz (Sadiman, et al., 2006)

Transmission Media	Sound	Image	Line	Symbol	Motion	Recording Media
Audio Visual Motion						
	X	X	X	X	X	Film/sound
Television	X	X	X	X	X	Video tape Film TV
	X	X	X	X	X	Holography
Picture/sound	X	X	X	X	X	
Audio Visual Silent						
Slow-Scan TV, Time-Shared TV	X	X	X	X		Silent TV
	X	X	X	X		Feature film/sound
	X	X	X	X		Frame film/sound
	X	X	X	X		Page/sound
	X	X	X	X		Book with audio
Semi Motion Audio						
Distant writing			X	X	X	Distant writing recordings
	X		X	X	X	Audio pointer
Visual Motion						
		X	X	X	X	Silent film
Silent visuals						
Facsimile		X	X	X		Print page
						Feature film
						Image series
						Microform
						Video archive
Visual Semi-motion						
Teleautograph		X	X	X		
Audio						
Radio Telephone		X	X	X		Tape audio disc
Print						
Teletip				X		Perforated tape

Based on the media grouping above, in this study using still-visual media to provoke students' thinking stimulus through observation of visual objects. Still-visual media is chosen to convey information visually, but does not present motion. This media specifically uses images to introduce some objects in Indonesian to BIPA students. Picture media is one of the effective media for teaching vocabulary to novice learners. Meanwhile, vocabulary is the most basic part in learning a language because the nature of language is a group of vocabularies (Zainudin et al, 2005).

Image media has three functions, namely affective functions, cognitive functions, and compensatory functions (Arsyad, 2013). The affective function is a

function of evoking students' emotions and attitudes such as information regarding social or racial issues. Furthermore, cognitive function aims to understand and remember the information or messages contained in the image. Meanwhile, the compensatory function aims to organize information in the text and recall it. Based on the above functions, the use of visual media in the form of images in BIPA learning for Myanmar students can be seen in the table 3.

Table 3. Classification of Mastery of BIPA Student Image Media Functions

BIPA Students	Affective	Cognitive	Compensatory
M1	-	√	√
M2	-	√	√
M3	-	√	-
M4	-	√	-
M5	-	√	√
M6	-	√	-
M7	-	√	√
M8	-	√	-
M9	-	√	-
M10	-	√	-

The table 3 shows that the use of visual media in the form of images to provoke students' stimuli in learning has cognitive and compensatory functions. Based on observations and field notes, students 1 and 2 are able to understand and remember information in pictures to increase vocabulary mastery well and organize the information received through pictures. However, the affective function has not been seen in students because the pictures shown are simple pictures to introduce basic vocabulary to BIPA students. In addition to students 1 and 2, students 5 and 7 have also achieved cognitive and compensatory functions through the images used. The use of image media in BIPA learning can be seen in figure 1.

Figure 1. Picture Media in BIPA Learning

The cognitive function of visual media is to make it easier for students to understand messages or information conveyed in the learning process. Based on the research results, visual symbols or images facilitate the achievement of goals to understand and remember the information or messages contained in the images.

Furthermore, the compensatory function aims to accommodate students who are weak in receiving lesson content (Maheasy, 2018). Based on the research results, the compensatory function in visual media provides context for understanding the text so that it can help students who are weak in reading by organizing the information in the text and remembering it.

Movement Stimulus through Audio Visual Media in BIPA Learning

Audio-visual media is a medium that is favored by students today because it cannot be separated from the habits of students who often watch movies (Priandono et al., 2012). This media also has the advantage of being able to display video in the form of images and sound so that it can stimulate the senses of sight and hearing through text, still visuals, motion visuals, audio, technology-based interactive media and communication known as multimedia (Nugrawiyati, 2018). The use of audio-visual media in learning can help students to obtain maximum results and a better learning experience (Sulfemi & Mayasari, 2019).

Audio-visual media has various advantages compared to other media, among others: (1) able to complement the basic experience of students when reading, discussion, practice, etc., (2) able to display impressions of the surrounding nature or show objects that cannot be seen directly in the learning process, (3) able to describe a process precisely and can be shown repeatedly, (4) able to encourage and increase motivation, (5) able to invite thinking in group discussions, (6) can be done in large groups or small groups, heterogeneous groups, or individuals, (7) able to shorten the picture of normal events (Arsyad, 2013). Although it has many advantages, this media also has several disadvantages, including: (1) difficult to revise, (2) relatively expensive, (3) requires special expertise both in terms of design and application, (4) supporting equipment must be complete (Fitria, 2014).

Audio-visual media can be divided into two, namely pure audio-visual media and impure audio-visual media (Munadi, 2013). Types of media that are classified as pure audio-visual include sound motion films, television, and radio. The audio-visual media is not pure, such as slides, opaque, OHP, and other visual equipment if recording elements are included which are used simultaneously in the learning process. Therefore, the use of this media is considered more effective because what is seen by the eyes and heard by the ears is easier to remember than just seeing what is read or what is heard (Manshur & Ramdlani, 2020).

Based on this, in this study tried to use audio-visual media in the form of playing video songs for BIPA learning. Students pay attention to the video song of human limbs to make it easier for students to memorize the names of body parts accompanied by movements. On this occasion, students watched the video playback twice and then rehearsed the movement in front of the class in turn. This strategy utilizes visual, auditory, and movement stimuli in learning so that learning becomes more active and fun. The video of the song being played can be seen in the figure 2.

In this study, it was found that audio-visual media provided a lot of stimulus to students. Audio-visual media are able to enrich the learning environment, nurture exploration, experimentation, and discovery and encourage students to develop conversations and express their thoughts (Purwono, 2018). The advantages of this media include: (1) clarifying the presentation of messages so that they are not too verbalistic, (2) overcoming the limitations of space, time, and sensory power, and (3) playing a role in tutorial learning. The results of this study are in line with other studies which concluded that the use of audio-visual media can improve and provide

various stimuli in learning (Fitriani, 2019; Putri & Akifah, 2017; Suryawantie, et al., 2020; Lisda & Naningsih, 2020; Setyawati, et al., 2022).

Figure 2. Video Song as Audio Visual Media in BIPA Learning (source: Youtube)

CONCLUSION

Based on the results of research and discussions that have been carried out, it can be concluded that the use of audio-visual media in the learning process is able to increase the various stimuli of students in learning. Audio media in the form of recordings and songs are able to teach vocabulary and pronunciation for BIPA students at the basic stage. Visual media in the form of images in BIPA learning are able to help students to recognize terms and words in Indonesian according to their meanings so that they are able to use these words in sentences. Meanwhile, audio-visual media is also effective in increasing the variety of student stimuli in learning, not only in the form of sight and hearing, but also in the form of movement so that learning is more active, communicative, creative, and collaborative. Thus, the stimulus variation strategy assisted by audio-visual media can be used as an alternative in BIPA learning to achieve maximum learning objectives. Therefore, the results of this study are expected to be able to add to the repertoire of learning, especially BIPA learning so that it can be used by educational practitioners.

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