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REVITALIZING VERBAL COMMUNICATION: EXPLORING THE LINGUISTIC LANDSCAPE OF INTERNATIONAL BIPA STUDENTS

Arsy Zahra, Refa Lina Tiawati R, Wahyudi Rahmat
Universitas PGRI Sumatera Barat
Email: arsyzahra000@gmail.com

ABSTRACT

This research is motivated by the presence of international students from various countries with diverse cultures and varying language abilities compared to Indonesia. International students are those who come from outside Indonesia, meaning that Indonesian is not their first language. International BIPA students aim to master the four language skills, one of which is speaking. Therefore, international students need to have the ability to speak effectively and correctly in verbal or oral communication. The research aims to analyze the forms of grammar and vocabulary usage in the verbal communication of international BIPA students at Andalas University. This research is qualitative in nature with a descriptive methodology. The research respondents are international students currently engaged in learning activities at Andalas University. Data collection is conducted through observation, interviews, recording techniques, and note-taking. Data analysis is carried out using the interactive data analysis method developed by Miles and Huberman. Based on the data analysis and discussion, it is found that international BIPA students can understand and use grammar and vocabulary effectively in oral communication. They can comprehend and use grammar and vocabulary in spoken language, such as personal pronoun usage, noun phrase structure, negation words, simple sentence construction, question word usage, demonstrative pronoun usage, the verb "ada" (there is/there are), preposition usage, affix verbs, adverb usage, conjunction usage, expressions and greetings, and vocabulary related to general topics. However, international students face difficulties in terms of grammar, particularly regarding the accurate pronunciation and sound pronunciation when communicating verbally. These challenges arise from cultural and language differences with their home countries. In this research, two forms of grammar usage were not found in spoken communication: the use of gradable adjectives and the use of position and location.

KEYWORDS: International BIPA students, Verbal communication skills, Grammar and vocabulary usage and Language challenges and cultural differences

INTRODUCTION

Communication can be defined as the process of exchanging information by an individual through adaptation into a human life system and its environment, using both verbal and non-verbal symbols. According to West & Turner (in Rizak 2018:90), communication is a social process in which an individual uses symbols to create and

interpret meaning within their environment. So, communication is a social process where information or messages are exchanged from the sender to the receiver, involving the process of understanding meaning for a specific purpose.

In communication, individuals tend to use two forms: verbal communication and non-verbal communication. According to Pateda (1987:20), verbal communication is the way of relating to someone using spoken language, which includes spoken words or sentences. Verbal communication is widely used in human relationships. Through words, we can express our feelings, emotions, thoughts, ideas, or intentions to others. Verbal communication involves using words conveyed directly by the speaker to their interlocutor. When communicating, one must choose words and communication styles that are appropriate to ensure that others understand what is meant.

In this study, the author examines the use of language in verbal communication by international students. International students who come to study at Andalas University face challenges, especially in verbal or spoken communication. They need to prepare their communication skills to deal with cultural and language differences in Indonesia. Therefore, international students from various countries, such as Myanmar, Madagascar, and Sudan, have learned Indonesian as a Foreign Language (BIPA) at the UNAND Language Center for three months or even one semester. However, when students from different cultures communicate with each other, they need to adjust their language and communication style. There are several important factors to consider in verbal communication, such as articulation, intonation, speech rate, and the selection of the right words. Additionally, the context and situation should be considered to ensure that the intended message is properly understood and does not lead to misunderstandings.

International students, with different language and cultural backgrounds from their home countries, engage in verbal communication. When communicating verbally, international students use the Indonesian language as a means to convey information and opinions to their conversation partners. The respondents in this study are international students specializing in Indonesian as a Foreign Language (BIPA) at Levels 1 and 2. BIPA consists of seven levels, ranging from BIPA Level 1 to Level 7. Therefore, this research focuses on the use of the Indonesian language, specifically in terms of grammar and vocabulary, in verbal communication by international students studying Indonesian as a Foreign Language (BIPA) at Levels 1 and 2 at UNAND. This will be evaluated based on the Graduate Competency Standards (SKL) for BIPA in 2016, which include sound and pronunciation usage, the use of personal pronouns, noun phrase structures, the use of quantifiers, negation words, simple sentences, question words, demonstratives, the use of the verb "to be," prepositions, affixes, adverbs, conjunctions, expressions, greetings, and vocabulary related to common topics.

Therefore, this research is of great interest as it examines the use of the Indonesian language in oral communication, focusing on the vocabulary used by international students when communicating. The study explores the use of grammar and vocabulary specified in the Graduate Competency Standards (SKL) for BIPA. Moreover, this research is unique because it connects two different elements, language and culture, that occur in the communication process of international students from different cultural backgrounds and their home countries. Furthermore, this study is considered valuable because it focuses on the use of the Indonesian language in verbal communication by international students (BIPA) at Andalas University to improve their Indonesian language skills.

Based on its uniqueness and relevance, the author is interested in conducting a research entitled "The Use of the Indonesian Language in Verbal Communication by International BIPA Students at Andalas University."

METHODS

This research is a qualitative study. According to Afrizal (2014:13), qualitative research is a research method in the social sciences that collects and analyzes data in the form of words (both spoken and written) and human actions without attempting to quantify the acquired data. Meanwhile, Moleong (2010:6) explains that qualitative research is research that produces analytical procedures that do not use statistical analysis procedures or other quantification methods. From the opinions of the experts above, it can be concluded that qualitative research involves the analysis of data in the form of words (both spoken and written), rather than numerical data.

This research uses qualitative research because it will focus on describing data in the form of words, specifically describing the use of the Indonesian language in verbal communication by international students at Andalas University. The research employs a descriptive method. According to Siyoto (2015:27), qualitative research is a research procedure that produces descriptive data in the form of words or spoken language from people and observable behaviors. Moleong (2010:11) defines descriptive methods as data collection methods that involve words, images, and not numerical values. This research emphasizes the form of verbal communication used by international students.

The respondents in this research are international students currently studying at Andalas University. There are three international students from three different countries, namely Thet Paing Oo from Myanmar, Tambazana Josi Louisianna from Madagascar, and Farah Aris Fudg Esmedi from Sudan. The researcher serves as the instrument for this study. The researcher will be involved in the data collection process, interacting with the informants directly. To collect data, the researcher will use recording tools to record the responses of the respondents during interviews, using audio-visual recording equipment. Additionally, the researcher will also make field notes in a fortopolio.

Data collection techniques are methods used by the author to obtain the necessary data to answer the research questions. In qualitative research, the data used and presented must be clear, in-depth, and specific. The data collection techniques used in this research are as follows: Observation Technique: The author conducts observations directly in the field to collect research data and observe the data sources that will be part of this research. The purpose is to find facts or the truth in the data used in the study. Interview Technique: The author conducts interviews with three international students regarding the use of the Indonesian language in verbal communication as supporting data for the research. The research employs structured interviews. Recording Technique: During the interview process, the conversation between the author and two friends of the author with international students is recorded using recording equipment. Recording helps ensure the accuracy of the data and facilitates data verification and correction. Note-Taking Technique: This is an advanced technique used when applying the listening technique. During this technique, data encountered during observations or listening to research subjects is recorded in a prepared data inventory. Examples of the data inventory created in this research are attached in the appendices.

Documentation Technique: The author uses the documentation technique to collect data through photos and recordings that serve as supporting data during the research. The author takes photos and records interviews with international students to verify the existence and accuracy of the data. To validate the data, the author uses triangulation techniques. According to Moleong (2019:330), triangulation is a technique used to validate data by comparing it with other sources for the purpose of verification or data comparison. In this research, the triangulation method used is triangulation of data sources. Triangulation of data sources involves uncovering the truth of specific information through various methods and data sources. For example, in addition to interviews and observations, the researcher can use written documents, archives, historical documents, official records, personal notes or writings, and images or photos for the research. Triangulation of data sources is done by checking data obtained from various data sources such as interview results, archives, and documents.

Data analysis, as described by Nasution (Sugiyono, 2015), is a process of organizing data to make it interpretable. Data organization involves grouping patterns or categories. Interpretation means giving meaning to the analysis by explaining patterns or categories and seeking connections between different concepts. In this research, data collection is always complemented with field notes obtained from interviews. The researcher uses Miles and Huberman's Interactive Data Analysis Model for the data analysis process. Based on the Interactive Data Analysis scheme by Miles and Huberman above, the author conducts an initial analysis during data collection in the field. In analyzing data, the author goes through stages where data collection is performed through observation, interviews, and documentation. ata reduction involves summarizing the data collected through observation, interviews, and documentation regarding the use of grammar and vocabulary in verbal communication by international BIPA students at Andalas University. The purpose of data reduction is to select and focus on essential data, breaking them down and simplifying them to highlight key points and eliminate unnecessary details.

Data presentation is performed by arranging the information collected by the author in a systematic manner to facilitate understanding. The data is categorized based on the subject to present it effectively. The organization of data aims to make it easier to draw conclusions. Drawing conclusions is done by combining and analyzing the data obtained in the field through interviews and observations. The data is analyzed by comparing informant responses with the research issues. After analysis, the author can prepare research findings regarding the use of grammar and vocabulary in verbal communication by international BIPA students at Andalas University.

RESULT AND DISCUSSION

Based on the research conducted on the use of grammar and vocabulary by international students studying Indonesian for Foreign Speakers (BIPA) at Andalas University, it is known that there are forms of grammar and vocabulary in the verbal communication of these international students. The total number of informants was three individuals. The research was conducted from July 26, 2023, to August 2, 2023. The research was carried out by conducting direct interviews with international BIPA students at Andalas University to observe how grammar and vocabulary are used in their verbal communication. Each informant was asked a set of 20 questions, and the same questions were posed to each of them.

Based on the interviews conducted, the forms of grammar and vocabulary use in verbal communication by international students were as follows: Firstly, in verbal communication by international students, 41 instances of grammar use were found. The grammar forms identified were: a) pronunciation and articulation, b) use of personal pronouns, c) use of noun phrase structures, d) use of negation, e) use of simple sentences, f) use of question words, g) use of demonstrative pronouns, h) use of the verb "ada," i) use of prepositions, j) use of affix verbs, k) use of adverbs, l) use of conjunctions, m) use of expressions and greetings.

Secondly, the use of vocabulary related to general topics yielded 2 instances. The research results revealed the use of vocabulary related to specific topics in verbal communication. These international students can effectively and correctly use vocabulary related to general topics in their oral communication. In this study, a total of 43 forms of grammar and vocabulary were found in the verbal communication of international students at Andalas University. In terms of verbal or oral usage, these international students can comprehend and utilize grammar and vocabulary effectively when communicating. However, two forms of grammar were not found in verbal communication: the use of degree numbers and the use of position and location.

1. Form of Grammar Usage in Verbal Communication of International BIPA Students at Andalas University

A. Use of Language Sounds and Pronunciation

The use of language sounds and pronunciation falls under the field of phonology because it examines the sounds of language. Keraf (1984: 30) explains that phonology is a part of grammar that studies the sounds of language. The study of phonology is divided into phonetics and phonemics. According to Keraf (1984: 30), phonetics is the science that investigates and analyzes the sounds used in speech and studies how these sounds are produced with human speech organs. Phonemics is a branch of phonology that studies language sounds by considering their function in distinguishing meaning.

The proper use of language sounds and pronunciation plays a crucial role in verbal communication. Ensuring the correct use of language sounds helps ensure that the message being conveyed is clearly understood by the listener. Pronouncing language sounds correctly and following the rules of the language minimizes the risk of misunderstanding. In this study, verbal communication in Indonesian for Foreign Speakers (BIPA) focuses on the proper pronunciation and enunciation of words according to the rules of the Indonesian language. The use of language sounds and pronunciation can be observed in the following speech data:

1) Tambazana: "Selama di Indonezia? Kalau tempat wisata mungkin di Bali." (PBdP1)

In data (1) above, there is the use of language sounds and pronunciation. In the pronunciation of the vocabulary "Indonezia," it does not adhere to the proper pronunciation and enunciation of the Indonesian language because "Indonezia" should use the /s/ phoneme, not the /z/ phoneme. Therefore, the pronunciation of the /z/ phoneme in the word "Indonezia" is incorrect. The correct pronunciation of the word should be "Indonesia."

In verbal or oral communication, this international student named Tambazana from Madagascar has some inaccuracies in the pronunciation of language sounds, which do not align with the proper and correct rules of the Indonesian language. This might occur because the student's native language may not have the same sound or might have different sound

variations. Every language has its unique phonetic system, including the way specific letters are pronounced.

B. Use of Personal Pronouns

The use of personal pronouns is an essential aspect of grammar. Personal pronouns are used to replace the names of individuals or groups of people in a sentence, thereby helping maintain the fluency and clarity of communication without the need to repeat the individual's name. Examples of the use of personal pronouns can be seen in the following speech data:

2) Tambazana: "Saya bisa bahasa Indonesia." (PKGO1)

In data (2) above, there is the use of personal pronouns. This can be observed in the vocabulary "saya" (I or me). The vocabulary "saya" falls under the category of the first-person singular personal pronoun as it is used to refer to oneself, in this case, Tambazana, the international student from Madagascar. In the dialogue, the word "saya" replaces the student's name, eliminating the need to repeat the name each time he speaks.

In verbal or oral communication, this international student, Tambazana, demonstrates the ability to understand and correctly use personal pronouns when communicating. Tambazana uses the first-person singular personal pronoun "saya" effectively and accurately, as seen in the utterance "Saya bisa bahasa Indonesia."

3) Tambazana: "Iya, sangat memudahkan karena orang Indonesia belum banyak yang bisa bahasa Inggris, jadi dengan kita bisa bahasa Indonesia komunikasinya lancar." (PKGO2)

In data (3), there is the use of the first-person plural personal pronoun, "kita" (we). This personal pronoun is used to refer to the speaker and others when they are not currently speaking or listening to the conversation. The use of "kita" helps avoid the repetition of names or specific nouns referring to a particular group in verbal communication.

In verbal or oral communication, Tambazana, the international student from Madagascar, demonstrates an understanding of using personal pronouns effectively when communicating. Tambazana uses the first-person plural personal pronoun "kita" correctly, as seen in the utterance "Iya, sangat memudahkan karena orang Indonesia belum banyak yang bisa bahasa Inggris, jadi dengan kita bisa bahasa Indonesia komunikasinya lancar."

4) Tambazana: "Kalo saat tinggal di Indonesia tergantung daerahnya, tapi pas aku di Jawa aku lebih suka kaya nasi goreng tapi di Padang gulai juga suka ayam gulai, rendang suka juga." (PKGO3)

In data (4), the first-person singular personal pronoun "aku" (I or me) is used, referring to the speaker themselves. The use of "aku" makes verbal communication smoother and allows the speaker to express personal experiences, thoughts, feelings, and actions in the conversation. The use of first-person singular personal pronouns simplifies communication and self-expression in language, as it allows individuals to refer to themselves without repeatedly stating their name.

In verbal or oral communication, Tambazana, the international student from Madagascar, demonstrates an understanding of using first-person singular personal pronouns effectively. Tambazana uses the first-person singular personal pronoun "aku" appropriately and accurately, as seen in the utterance "Kalo saat tinggal di Indonesia tergantung daerahnya, tapi pas aku di Jawa aku lebih suka kaya nasi goreng tapi di Padang gulai juga suka ayam gulai, rendang suka juga."

5) Tambazana: "Kalau komunikasi lancar-lancar aja, tapi yang sering itu mungkin mereka pakai kata yang sulit di pahami, pertama itu, penjelasannya ngak langsung to the point, belok-belok jadi agak bingung gitu." (PKGO4)

In data (5), the third-person plural personal pronoun "mereka" (they) is used. This pronoun refers to people or a group of individuals who are not currently speaking or listening to the conversation. The use of "mereka" helps avoid repeating names or specific nouns that refer to certain individuals or groups in verbal communication.

In verbal or oral communication, Tambazana, the international student from Madagascar, demonstrates an understanding of using personal pronouns when communicating. Tambazana uses the third-person plural personal pronoun "mereka" effectively and correctly, as seen in the utterance "Kalau komunikasi lancar-lancar aja, tapi yang sering itu mungkin mereka pakai kata yang sulit di pahami, pertama itu, penjelasannya ngak langsung to the point, belok-belok jadi agak bingung gitu."

C. Use of Noun Phrase Structures (DM)

In verbal communication, the use of noun phrase structures (DM) can help clarify and communicate ideas more effectively. A DM noun phrase (abbreviated from diterangkan-menerangkan) consists of a noun that functions as the core of the phrase and other words that complement or describe that noun. Using DM noun phrase structures can help explain information more clearly and in detail in verbal communication.

6) Tambazana: "When it comes to food, it's rendang, dendeng, and Padang soto." (NPS1)

In data (6), there is the use of a noun phrase structure, particularly in the phrase "Padang soto." This falls under the use of a noun phrase structure because it comprises a noun (Padang) that functions as the core of the phrase, with other words (soto) complementing or describing that noun. As explained, soto Padang is a dish originating from the city of Padang. The use of noun phrase structures (DM) can help convey information more clearly and in detail during communication.

So, verbal communication conducted by the international student named Tambazana from Madagascar shows that they understand and use noun phrase structures effectively in spoken communication, as evident in the phrase "When it comes to food, it's rendang, dendeng, and Padang soto."

7) Tambazana: "When living in Indonesia, it depends on the region, but when I was in Java, I liked nasi goreng. In Padang, I also liked chicken curry and rendang." (NPS2)

In data (7), there is the use of noun phrase structures in the phrase "nasi goreng." This falls under the use of noun phrase structures because it consists of a noun (nasi goreng) as the core of the phrase, with other words complementing or describing the noun. As explained, nasi goreng is mentioned. The use of noun phrase structures (DM) can help convey information more clearly and in detail during communication.

So, verbal communication conducted by the international student named Tambazana from Madagascar shows that they understand and use noun phrase structures effectively in spoken communication, as evident in the phrase "When living in Indonesia, it depends on the region, but when I was in Java, I liked nasi goreng. In Padang, I also liked chicken curry and rendang."

8) Tambazana: "For transportation, I've taken an angkot, Trans Padang, Gojek, and GoCar." (NPS3)

In data (8), there is the use of noun phrase structures in the phrase "Trans Padang." This falls under the use of noun phrase structures because it comprises a noun (Trans Padang) as the core of the phrase, with other words complementing or describing that noun. As explained, Trans Padang is mentioned. The use of noun phrase structures (DM) can help convey information more clearly and in detail during communication.

So, verbal communication conducted by the international student named Tambazana from Madagascar shows that they understand and use noun phrase structures effectively in spoken communication, as evident in the phrase "For transportation, I've taken an angkot, Trans Padang, Gojek, and GoCar."

9) Tambazana: "Muslim religion, Catholic, Christian, that's it." (NPS4)

In data (9), there is the use of noun phrase structures in the phrase "Muslim religion." This falls under the use of noun phrase structures because it comprises a noun (Muslim religion) as the core of the phrase, with other words complementing or describing that noun. As explained, the Muslim religion is mentioned. The use of noun phrase structures (DM) can help convey information more clearly and in detail during communication.

So, verbal communication conducted by the international student named Tambazana from Madagascar shows that they understand and use noun phrase structures effectively in spoken communication, as evident in the phrase "Muslim religion, Catholic, Christian, that's it."

10) Tambazana: "Rumah gadang." (NPS5)

In data (10), there is the use of a noun phrase structure in the phrase "Rumah gadang." This falls under the use of noun phrase structures because it comprises a noun phrase (Rumah gadang) that describes the specific characteristics of this type of house, emphasizing its large size and cultural significance within the Minangkabau society. The use of noun phrase structures (DM) can help convey information more clearly and in detail during communication.

So, verbal communication conducted by the international student named Tambazana from Madagascar shows that they understand and use noun phrase structures effectively in spoken communication, as evident in the phrase "Rumah gadang."

11) Tambazana: "In Padang, I don't know what culture they have, but during weddings, there's someone who performs the plate dance." (NPS6)

In data (11), there is the use of a noun phrase structure in the phrase "plate dance." This falls under the use of noun phrase structures because it comprises a noun (plate dance) as the core of the phrase, with other words complementing or describing that noun. As explained, the plate dance is mentioned. The use of noun phrase structures can help convey information more clearly and in detail during communication.

So, verbal communication conducted by the international student named Tambazana from Madagascar shows that they understand and use noun phrase structures effectively in spoken communication, as evident in the phrase "In Padang, I don't know what culture they have, but during weddings, there's someone who performs the plate dance."

12) Farah: "Maybe Padang rice, but not every day." (NPS7)

In data (12), there is the use of a noun phrase structure in the phrase "Padang rice." This falls under the use of noun phrase structures because it comprises a noun (Padang rice) as the core of the phrase, with other words complementing or describing that noun. As explained, Padang rice is mentioned. The use of noun phrase structures (DM) can help convey information more clearly and in detail during communication.

So, verbal communication conducted by the international student named Farah from Sudan shows that they understand and use noun phrase structures effectively in spoken communication, as evident in the phrase "Maybe Padang rice, but not every day."

13) Thet Paing Oo: "Yes, I've been to Pasar Raya, the traditional market in Bukittinggi, but I don't know the name, it's near Jam Gadang." (NPS8)

In data (13), there is the use of a noun phrase structure in the phrase "Jam Gadang." This falls under the use of noun phrase structures because it comprises a noun (Jam Gadang) as the core of the phrase, with other words complementing or describing that noun. As explained, Jam Gadang is mentioned. The use of noun phrase structures can help convey information more clearly and in detail during communication.

So, verbal communication conducted by the international student named Thet Paing Oo from Myanmar shows that they understand and use noun phrase structures effectively in spoken communication, as evident in the phrase "Yes, I've been to Pasar Raya, the traditional market in Bukittinggi, but I don't know the name, it's near Jam Gadang."

D. Use of Negation Words

The use of negation words in the Indonesian language is employed to express denial or negation of a positive or affirmative statement. In other words, negation words are used to indicate that something is not true or not happening. Examples of negation words include "tidak" (not), "bukan" (not), "belum" (not yet), "tidak ada" (there is/are not), and similar words.

14) Farah: "Because many of my friends speak Minangkabau, I can understand Indonesian, but I can't understand what they're saying. Sometimes, they seem to be speaking in Minangkabau. Since I don't understand Minangkabau, when there are Minang people talking to each other, I feel uncomfortable." (NW1)

In data (14), there is the use of a negation word. The statement by Farah, "I don't understand Minangkabau," contains the negation word "tidak." The word "tidak" is a negation word used to change the meaning of the original statement. Without the negation word, the original statement might be, "I understand Minangkabau." However, with the addition of "tidak," the statement now conveys the opposite, indicating that the speaker does not understand Minangkabau. So, in general, negation words like "tidak" can influence or reverse the meaning of statements, making them an important part of language communication.

Therefore, verbal communication conducted by the international student named Farah from Sudan shows that they understand and use negation words effectively in spoken communication, as evident in the phrase "Because many of my friends speak Minangkabau, I can understand Indonesian, but I can't understand what they're saying. Sometimes, they seem to be speaking in Minangkabau. Since I don't understand Minangkabau, when there are Minang people talking to each other, I feel uncomfortable."

E. Use of Simple Sentences

The use of simple sentences in verbal communication refers to the use of sentence structures that are concise and easily understood. The words used are easy to comprehend, the structure is not complex, and the message is conveyed clearly and directly. This can help ensure that messages or information are delivered clearly and without ambiguity. Simple

sentences typically have a Subject-Verb-Object (SVO) structure and do not involve complex or rhetorical language.

15) Farah: "Iya tau, saya sholat langsung pulang" (SS1)

In data (15), there is the use of simple sentences. The sentence "saya sholat langsung pulang" is considered a simple sentence because it has a short structure and consists of a subject (saya), a verb (sholat), and an object (langsung pulang). There are no additional complex clauses or connectors in the sentence. The sentence's structure consists of three main elements: subject, verb, and object. It does not include conjunction clauses (e.g., karena, meskipun), which keeps the sentence simple. The use of single verbs: This sentence uses single verbs "sholat" and "pulang" without additional verbs, making the sentence simple. Based on the factors above, the sentence "saya solat langsung pulang" can be considered simple because it has a concise structure and does not contain complex clause additions.

Therefore, verbal communication conducted by the international student named Farah from Sudan shows that they understand and use simple sentences effectively in spoken communication, as evident in the phrase "Iya tau, saya sholat langsung pulang."

16) Farah: "Itu gedung seperti gonjong di dalamnya kurang tau, saya pernah pakai baju adat" (SS2)

In data (16), there is the use of simple sentences. The sentence "saya pernah pakai baju adat" is considered a simple sentence because it consists of a single main clause that conveys a straightforward statement. The sentence does not have additional clauses or more complex phrases that could alter or expand its meaning. It has only one main clause, which is "saya pernah pakai baju adat." This clause serves as the core of the sentence and provides information about the experience of wearing traditional clothing. There are no additional clauses that elaborate or complicate the sentence structure. The sentence also avoids complex phrases, such as lengthy prepositional phrases that could complicate understanding. The vocabulary used in this sentence is also simple and common.

Therefore, verbal communication conducted by the international student named Farah from Sudan shows that they understand and use simple sentences effectively in spoken communication, as evident in the phrase "Itu gedung seperti gonjong di dalamnya kurang tau, saya pernah pakai baju adat."

17) Farah: "Aku ke asrama. Masak, belajar, makan, istirahat" (SS3)

In data (17), there is the use of simple sentences in the statement "Aku ke asrama. Masak, belajar, makan, istirahat." The sentence "Aku ke asrama" falls into the category of simple sentences because it consists of a single main clause with a subject ("aku") and a predicate ("ke asrama"). No additional information or clauses are needed to understand the basic meaning of this sentence. "Aku" is the subject that indicates who is performing the action of going to the dormitory, and "ke asrama" is the predicate, which provides information about the subject's action or state. In this case, there are no additional clauses that elaborate or clarify the information further. Therefore, the sentence meets the criteria for a simple sentence because it has a straightforward structure and conveys a single basic piece of information.

Therefore, verbal communication conducted by the international student named Farah from Sudan shows that they understand and use simple sentences effectively in spoken communication, as evident in the phrase "Aku ke asrama. Masak, belajar, makan, istirahat."

18) Thet Paing Oo: "Rendang, sate Padang ya itu aja. Saya suka tahu tempek. Saya sudah coba semuanya" (SS4)

In data (18), there is the use of simple sentences. In Thet Paing Oo's statement, "Saya sudah coba semuanya," there is a subject, "Saya," which refers to the speaker. The predicate, "sudah coba," indicates an action or state, and the object, "semuanya," refers to something that is tried. The sentence contains only one main clause without additional dependent clauses or complex sentence structures. The information is presented straightforwardly and without complexity, making it easy to understand. The sentence does not involve complex phrases or constructions that would complicate comprehension.

Therefore, verbal communication conducted by the international student named Thet Paing Oo from Myanmar shows that they understand and use simple sentences effectively in spoken communication, as evident in the phrase "Rendang, sate Padang ya itu aja. Saya suka tahu tempek. Saya sudah coba semuanya."

19) Thet Paing Oo: "Saya suka ikan bakar. Biasanya saya suka ikan bakar favorit saya sate" (SS5)

In data (19), there is a simple sentence. The sentence "Saya suka ikan bakar" is considered a simple sentence because it consists of a single main clause that expresses a central idea without dependency on other clauses. There are no additional complex clauses or phrases that modify or extend the meaning of the sentence. In this sentence, there is one subject ("Saya") performing an action ("suka") on an object ("ikan bakar"). There is no additional information such as time, place, or cause that expands the sentence's meaning. In the sentence "Saya suka ikan bakar," all the main information is presented clearly and directly, without dependence on other clauses, making it a simple sentence.

Therefore, verbal communication conducted by the international student named Thet Paing Oo from Myanmar shows that they understand and use simple sentences effectively in spoken communication, as evident in the phrase "Saya suka ikan bakar. Biasanya saya suka ikan bakar favorit saya sate."

20) Thet Paing Oo: "Saya suka Trans Padang, angkot mahal sekali" (SS6)

In data (20), there is the use of simple sentences. "Saya suka Trans Padang" is considered a simple sentence because it has a basic subject-verb-object (SVO) structure that is concise and not overly complex. The subject is the part of the sentence that performs the action or is the focus of the sentence. In the sentence "Saya suka Trans Padang," the subject is "Saya," which refers to the speaker. The predicate is the part of the sentence that contains the verb and describes the action or state of the subject. In this case, the predicate is "suka," indicating a feeling of liking toward something. The object is the part of the sentence that receives the action performed by the subject. In this sentence, the object is "Trans Padang," referring to something the speaker likes. The sentence does not involve additional clauses, complex phrases, or constructions that make it more difficult to understand. Therefore, it is considered a simple sentence.

Therefore, verbal communication conducted by the international student named Thet Paing Oo from Myanmar shows that they understand and use simple sentences effectively in spoken communication, as evident in the phrase "Saya suka Trans Padang, angkot mahal sekali."

F. Use of Interrogative Words

The use of interrogative words plays a significant role in building conversations and obtaining information more effectively. Using interrogative words also helps us interact with others in a polite and efficient manner.

21) Tambazana: "Selamat pagi, selamat siang, selamat sore, selamat malam, apa kabar? Seperti itu" (IW1)

In data (21), there is the use of interrogative words in the statement "Selamat pagi, selamat siang, selamat sore, selamat malam, apa kabar? Seperti itu." "Apa kabar" is a common question in the Indonesian language, which means "how are you?" The interrogative word "apa kabar" is a commonly used way to express concern and show care for others, as well as to initiate a conversation with someone. It's important to note that culture and customs can influence how people communicate and greet each other in various languages. These greetings reflect values of politeness and respect in Indonesian culture.

Therefore, verbal communication conducted by the international student named Tambazana from Madagascar shows that they understand and use interrogative words effectively in spoken communication, as evident in the phrase "Selamat pagi, selamat siang, selamat sore, selamat malam, apa kabar? Seperti itu."

G. Use of Demonstrative Pronouns

The use of demonstrative pronouns in verbal communication is to replace nouns or people mentioned earlier in the conversation. Demonstrative pronouns typically include "ini" and "itu." The use of demonstrative pronouns can help clarify the identity or object being discussed without having to repeat the noun or person continuously.

22) Farah: "Idul Fitri, Idul Adha itu kan khusus muslim pasti aku tau." (DP1)

In data (22), there is the use of demonstrative pronouns in the statement "Idul Fitri, Idul Adha itu kan khusus muslim pasti aku tau." The word "itu" functions as a demonstrative pronoun, used to refer to something that has been mentioned earlier in the conversation. In this context, "itu" refers to Idul Fitri and Idul Adha, which were mentioned by Farah, an international student from Sudan. The use of the demonstrative pronoun "itu" helps maintain efficiency in speech and aids the listener or reader in understanding what is meant.

Therefore, verbal communication conducted by the international student named Farah from Sudan shows that they understand and use demonstrative pronouns effectively in spoken communication, as evident in the phrase "Idul Fitri, Idul Adha itu kan khusus muslim pasti aku tau."

H. Use of the Verb "Ada"

The verb "ada" is used to indicate the existence of something, whether it's an object or a person, in verbal communication.

23) Tambazana: "Saya pernah belajar bahasa di Indonesia di Padang satu semester. Kalo di Padang belajarnya di UPT yang ada di UNAND." (VA1)

In data (23), the verb "ada" is used. In the statement "Kalo di Padang belajarnya di UPT yang ada di UNAND," the word "ada" indicates the existence of the "UPT" (Unit Pusat Bahasa) at "UNAND." The verb "ada" serves to express the presence or existence of an object or thing. In this context, it informs that the "UPT" can be found at "UNAND."

Therefore, verbal communication conducted by the international student named Tambazana from Madagascar shows that they understand and use the verb "ada" effectively

in spoken communication, as evident in the phrase "Saya pernah belajar bahasa di Indonesia di Padang satu semester. Kalo di Padang belajarnya di UPT yang ada di UNAND."

24) Tambazana: "Kalau budaya Indonesia itu unik dan juga banyak banget budaya-budayanya yang mesti ada, kalau di negara saya ada influence dari luar gitu tapi di Indonesia masih benar-benar kalau mau nikah mesti benar-benar kek ya Indonesia banget." (VA2)

In data (24), the verb "ada" is used. In the statement "kalau di negara saya ada influence dari luar gitu tapi di Indonesia masih benar-benar kalau mau nikah mesti benar-benar kek ya Indonesia banget," the word "ada" indicates the existence of "influence dari luar" (influence from outside) in Tambazana's home country. This verb conveys that there is an external influence present in Tambazana's country. This use of "ada" to express existence or presence is common in the Indonesian language.

Therefore, verbal communication conducted by the international student named Tambazana from Madagascar shows that they understand and use the verb "ada" effectively in spoken communication, as evident in the phrase "Kalau budaya Indonesia itu unik dan juga banyak banget budaya-budayanya yang mesti ada, kalau di negara saya ada influence dari luar gitu tapi di Indonesia masih benar-benar kalau mau nikah mesti benar-benar kek ya Indonesia banget."

25) Thet Paing Oo: "Di sana, sudah di Padang Panjang di sana ada rumah gadang." (VA3)

In data (25), the verb "ada" is used. In the statement "Di sana, sudah di Padang Panjang di sana ada rumah gadang," the word "ada" indicates the existence of a "rumah gadang" (traditional Minangkabau house) in Padang Panjang. This usage of "ada" communicates the presence or existence of a specific object, in this case, a traditional house, in a particular location. In this context, it provides information that "rumah gadang" can be found there.

Therefore, verbal communication conducted by the international student named Thet Paing Oo from Myanmar shows that they understand and use the verb "ada" effectively in spoken communication, as evident in the phrase "Di sana, sudah di Padang Panjang di sana ada rumah gadang."

I. Use of Prepositions

The use of prepositions in verbal communication is an essential part of the language, influencing sentence structure and meaning. Prepositions are words used before nouns to show the relationship between the noun and other words in a sentence.

26) Tambazana: "Iya ya tau, pernah dengar keturunan dari ibu." (P1)

In data (26), the preposition "dari" is used. In the statement "Iya ya tau, pernah dengar keturunan dari ibu," the word "dari" is used as a preposition in the Indonesian language to indicate the relationship between two things, such as origin or source. In this context, "dari" indicates the source or origin of the "keturunan" (descendant), which is "ibu" (mother). The preposition "dari" helps clarify the relationship between the "keturunan" and "ibu."

Therefore, verbal communication conducted by the international student named Tambazana from Madagascar shows that they understand and use prepositions effectively in spoken communication, as evident in the phrase "Iya ya tau, pernah dengar keturunan dari ibu."

27) Tambazana: "Rumah adatnya bagus tapi karena udah lama Cuma buat histori untuk dipelajari." (P2)

In data (27), the preposition "buat" is used. In the statement "Rumah adatnya bagus tapi karena udah lama Cuma buat histori untuk dipelajari," the word "buat" is used as a preposition to indicate the purpose or use of something. In this context, "buat" indicates that the "rumah adat" (traditional house) is used for the purpose of "histori" (history) and learning ("untuk dipelajari"). The preposition "buat" helps specify the intended use or function of the "rumah adat."

Therefore, verbal communication conducted by the international student named Tambazana from Madagascar shows that they understand and use prepositions effectively in spoken communication, as evident in the phrase "Rumah adatnya bagus tapi karena udah lama Cuma buat histori untuk dipelajari."

J. Use of Verbs with Affixes

The use of verbs with affixes in verbal communication can add variation and clarity to the message. Affixes in verbs provide additional information about the action performed or the subject performing the action.

28) Tambazana: "Iya, sangat memudahkan karena orang Indonesia belum banyak yang bisa bahasa Inggris jadi dengan kita bisa bahasa Indonesia komunikasinya lancar." (VWA1)

In data (28), the verb "memudahkan" is used. The word "memudahkan" is derived from the base word "mudah" with the prefix "me-" and the suffix "-kan." In this case, the use of "memudahkan" conveys the idea of making communication "easier" or "facilitating" it. The addition of affixes to the base word "mudah" modifies its meaning to describe an action that facilitates something.

Therefore, verbal communication conducted by the international student named Tambazana from Madagascar shows that they understand and use verbs with affixes effectively in spoken communication, as evident in the phrase "Iya, sangat memudahkan karena orang Indonesia belum banyak yang bisa bahasa Inggris jadi dengan kita bisa bahasa Indonesia komunikasinya lancar."

29) Tambazana: "Iya, karna kalau waktu saya belajar bahasa Indonesia itu bukan cuman bahasa nya aja tapi mengenal juga budaya sekitar Indonesia dan khusunya Minangkabau. Mungkin pernah dipelajari tapi saya sudah lupa." (VWA2)

In data (29), the verb "belajar" is used with affixes. The base word "belajar" is derived from "ajar," with the addition of the prefix "ber-," which results in "belajar." This use of the "ber-" prefix adds nuances to the action, often indicating the process of learning or engaging in an activity. In this context, "belajar" implies that the process of learning "bahasa Indonesia" (the Indonesian language) also involves understanding "budaya" (culture) and "Minangkabau." The use of the affix enhances the meaning of the verb.

Therefore, verbal communication conducted by the international student named Tambazana from Madagascar shows that they understand and use verbs with affixes effectively in spoken communication, as evident in the phrase "Iya, karna kalau waktu saya belajar bahasa Indonesia itu bukan cuman bahasa nya aja tapi mengenal juga budaya sekitar Indonesia dan khusunya Minangkabau. Mungkin pernah dipelajari tapi saya sudah lupa."

K. Use of Adverbs

In verbal communication, the use of adverbs plays a crucial role in conveying information more precisely and clearly. Here are some examples of the use of adverbs in verbal communication, including adverbs of place, which indicate the location of an event or situation. Adverbs of place are typically preceded by prepositions such as "di" (at/in), "ke" (to), "pada" (at/on), "dari" (from), and "sampai" (until).

30) Tambazana: "Iya, karena saya bisa lebih paham di kelas." (PA1)

In data (30), there is the use of an adverb. The phrase "di kelas" is an adverb of place, indicating the location of understanding. In this context, Tambazana, an international student from Madagascar, is explaining that learning Indonesian is beneficial for him because he can better understand in class. The adverb "di kelas" specifies the place where this improved understanding occurs, which is in the classroom.

Therefore, the verbal communication conducted by the international student Tambazana from Madagascar demonstrates their ability to understand and use adverbs of place effectively in spoken communication, as evident in the phrase "Iya, karena saya bisa lebih paham di kelas."

31) Tambazana: "Saya pernah belajar bahasa di Indonesia di Padang satu semester. Kalo di Padang belajarnya di UPT yang ada di UNAND." (PA2)

In data (31), there is a phrase that indicates a place, "di UPT." This phrase falls under the category of adverbs of place, as it explains where the international student from Madagascar studied Indonesian language. The place where he learned Indonesian is the Language Center (UPT) at Andalas University. Therefore, the adverb of place is used to indicate and describe the location of his language learning.

Therefore, the verbal communication conducted by the international student named Tambazana from Madagascar shows that they understand and use adverbs of place effectively in spoken communication, as evident in the phrase "Saya pernah belajar bahasa di Indonesia di Padang satu semester. Kalo di Padang belajarnya di UPT yang ada di UNAND."

32) Tambazana: "Iya tau, kalo merayakan lebaran belum pernah sih, buka puasa pernah sama teman-teman yang di kampus." (PA3)

In data (32), the phrase "di kampus" serves as an adverb of place. This statement provides information that Tambazana, an international student from Madagascar, has not yet celebrated Eid al-Fitr but has broken the fast with friends at the campus. In this context, "di kampus" specifies the location where the activity of breaking the fast occurred. Adverbs of place are elements in a sentence that provide information about the location or place where an action takes place. In the given sentence, "di kampus" serves as an adverb of place that explains the location where breaking the fast is done with friends.

Therefore, the verbal communication conducted by the international student named Tambazana from Madagascar demonstrates their ability to understand and use adverbs of place effectively in spoken communication, as evident in the phrase "Iya tau, kalo merayakan lebaran belum pernah sih, buka puasa pernah sama teman-teman yang di kampus."

33) Farah: "Iya udah ke pasar raya." (PA4)

In data (33), the phrase "ke pasar raya" functions as an adverb of place. The word "udah" is a shortened form of "sudah," which serves as a time adverb to indicate that an action has occurred at a specific time. "Ke" indicates movement towards a particular place. The phrase "pasar raya" identifies the location or destination. "Pasar raya" is a recognizable place for the listener. Thus, the adverb of place in this utterance is "pasar raya," as it provides

information about the location where the action (going) occurred. The speaker communicates that they have been to the "pasar raya" or grand market.

Therefore, the verbal communication conducted by the international student named Farah from Sudan demonstrates their ability to understand and use adverbs of place effectively in spoken communication, as evident in the phrase "Iya udah ke pasar raya."

34) Tambazana: "Habis itu pulang, masak, belajar, terus tidur. Saya sering masak." (PA5)

In data (34), the phrase "pulang" is an adverb of place. The word "sering" is an adverb of frequency, indicating how often someone engages in an activity. The adverb "sering" is used to emphasize the frequency of the activity "masak" (cooking). Adverbs of place, such as "pulang," provide information about the location where an action takes place. In this context, "pulang" serves as an adverb of place, specifying the location where the action of returning or going home occurs. The speaker mentions that they often cook at home.

Therefore, the verbal communication conducted by the international student named Tambazana from Madagascar demonstrates their ability to understand and use adverbs of place effectively in spoken communication, as evident in the phrase "Habis itu pulang, masak, belajar, terus tidur. Saya sering masak."

35) Tambazana: "Mungkin culture shock yang paling kuat sampai sekarang masih itu yang tadi yang orang di sini lebih suka nanya." (PA6)

In data (35), the adverb "sekarang" is used. The word "sekarang" is an adverb of time because it indicates the time that is currently happening. In this context, "sekarang" is used to express that the culture shock experienced by the international student Tambazana is still ongoing or occurring at this moment. The culture shock refers to the locals' preference for asking questions.

Therefore, the verbal communication conducted by the international student Tambazana from Madagascar demonstrates their ability to understand and use adverbs of time effectively in spoken communication, as evident in the phrase "Mungkin culture shock yang paling kuat sampai sekarang masih itu yang tadi yang orang di sini lebih suka nanya."

36) Thet Paing Oo: "Rumah yang sangat besar karena rumah tradisional ada banyak budaya di sana dia punya cerita juga ada." (PA7)

In data (36), the word "sangat" is used as an intensifying adverb. "Sangat" is an adverb of degree that modifies the adjective "besar" (big). It intensifies the meaning of the adjective, indicating that the house is exceptionally large. This usage of "sangat" adds emphasis to the action. In this context, "sangat" functions as an adverb of degree to provide greater emphasis on the size of the traditional house.

Therefore, the verbal communication conducted by the international student Thet Paing Oo from Myanmar demonstrates their ability to understand and use adverbs effectively in spoken communication, as evident in the phrase "Rumah yang sangat besar karena rumah tradisional ada banyak budaya di sana dia punya cerita juga ada."

L. Use of Conjunctions.

In verbal communication, the use of conjunctions, or connecting words, is essential for logically linking ideas, sentences, or clauses. Conjunctions help build relationships between related concepts and facilitate the structuring of information.

37) Tambazana: "Yes, because I can understand better in class." (CJN1)

In the provided data (37), there is the use of a conjunction. In Tambazana's statement, the subordinating conjunction "because" is used in (CJN1). This conjunction is used to

indicate a cause-and-effect relationship, as seen in the statement of the international student above. It connects the cause (learning Indonesian is beneficial for Tambazana) with the effect (he can understand better in class).

Therefore, the verbal communication conducted by the international student named Tambazana from Madagascar demonstrates their ability to understand and use conjunctions effectively in spoken communication. Tambazana uses subordinating conjunctions effectively when communicating verbally, as evident in the phrase "Yes, because I can understand better in class."

38) Tambazana: "Because back then when I couldn't speak Indonesian well, it was difficult to understand in class and also communicating with people around became smoother and more understandable." (CJN2)

In the data (38), there is the use of a coordinating conjunction. The word "and" is used to connect two or more elements that have the same or equal roles in a sentence. As mentioned by the international student Tambazana, learning Indonesian helped him both in the classroom and in communicating with people around. The conjunction "and" is used to emphasize the similarity or continuity between the connected elements.

Therefore, the verbal communication conducted by the international student named Tambazana from Madagascar demonstrates their ability to understand and use conjunctions effectively in spoken communication. Tambazana effectively uses coordinating conjunctions when communicating verbally, as evident in the phrase "Because back then when I couldn't speak Indonesian well, it was difficult to understand in class and also communicating with people around became smoother and more understandable."

39) Thet Paing Oo: "If I don't understand, I find it difficult. Using Google Translate makes it easy for me to speak with people." (CJN3)

In the data (39), there is the use of a conjunction. The conjunction "If" is a subordinating conjunction used to connect two clauses, where the clause containing "if" depends on another clause to provide a complete meaning. In this case, the subordinating clause "If I don't understand" is linked to the main clause "I find it difficult." In short, "if" falls under the category of subordinating conjunctions because it connects dependent clauses to the main clause to convey a complete meaning.

Therefore, the verbal communication conducted by the international student named Thet Paing Oo from Myanmar demonstrates their ability to understand and use conjunctions effectively in spoken communication. Thet Paing Oo effectively uses subordinating conjunctions when communicating verbally, as evident in the phrase "If I don't understand, I find it difficult. Using Google Translate makes it easy for me to speak with people."

M. Use of Expressions and Greetings

In verbal communication, the use of expressions and greetings plays a crucial role in building good relationships and expressing emotions or intentions accurately. Here are some examples of common expressions and greetings:

40) Tambazana: "Selamat pagi, selamat siang, selamat sore, selamat malam, apa kabar? Seperti itu." (EEG1)

In data (40), Tambazana uses common greetings to initiate a conversation. The expressions "selamat pagi" (good morning), "selamat siang" (good afternoon), "selamat sore" (good evening), "selamat malam" (good night), and "apa kabar?" (how are you?) are

standard ways to greet someone in Indonesian. These greetings reflect the culture of politeness and courtesy in Indonesian communication.

Therefore, the verbal communication conducted by the international student Tambazana from Madagascar demonstrates their ability to understand and use common expressions and greetings effectively in spoken communication, as evident in the phrase "Selamat pagi, selamat siang, selamat sore, selamat malam, apa kabar? Seperti itu."

41) Farah: "Hai, apa kabar?" (EEG2)

In data (41), the word "Hai" is used by Farah, an international student from Sudan, as a form of greeting. The word "Hai" is a salutation or greeting used to get someone's attention or to engage in polite conversation. "Hai" is commonly used in casual interactions and serves as a friendly way to initiate a conversation, followed by the question "apa kabar?" (how are you?).

Therefore, the verbal communication conducted by the international student named Farah demonstrates their ability to understand and use common expressions and greetings effectively in spoken communication, as evident in the phrase "Hai, apa kabar?"

2. Form of Vocabulary Usage in Verbal Communication of International BIPA Students at Andalas University

A. The Use of Vocabulary Related to General Topics

The use of vocabulary related to general topics is important for building good understanding and communication in various situations. By using appropriate words, we can convey ideas, opinions, or information more clearly, effectively, and ensure that the message we want to convey can be understood by others.

So, verbal or oral communication conducted by international BIPA student Tambazana from Madagascar at Andalas University shows an ability to understand and use vocabulary related to general topics in oral communication. Tambazana uses general vocabulary effectively when communicating orally, as seen in the following utterances:

42) Tambazana: "Iya, karna kalau waktu saya belajar bahasa Indonesia itu bukan cuman bahasa nya aja tapi mengenal juga budaya sekitar Indonesia dan khusunya Minangkabau. Mungkin pernah dipelajari tapi saya sudah lupa." (PKBTU1)

In the data (42) above, there is a use of vocabulary related to a general topic. The word "belajar" falls under general vocabulary because learning is an activity performed by everyone at various stages of life. The concept of learning involves acquiring new knowledge, skills, and understanding through experiences, teaching, or exploration. The ability to learn is fundamental to personal development and growth, making the word "belajar" essential in learning, discussion, and everyday communication.

So, in verbal or oral communication, international BIPA student Tambazana from Madagascar demonstrates an ability to understand and use vocabulary related to general topics effectively when communicating orally, as evidenced by the utterance "Iya, karna kalau waktu saya belajar bahasa Indonesia itu bukan cuman bahasa nya aja tapi mengenal juga budaya sekitar Indonesia dan khusunya Minangkabau. Mungkin pernah dipelajari tapi saya sudah lupa."

43) Tambazana: "Kalo makanan ya rendang, dendeng, soto padang" (PKBTU2)

In the data (43) above, there is a use of vocabulary related to general topics. Vocabulary related to food falls under general vocabulary because food is a fundamental aspect of human life. Every individual requires food for survival and their health. Moreover, food plays a

crucial role in the culture, traditions, and social interactions of various societies worldwide. Food has a significant impact on daily life and has broad implications. Vocabulary related to food involves activities that are commonly practiced by many people worldwide and is not specific in nature.

So, in verbal or oral communication, international BIPA student Tambazana from Madagascar demonstrates an ability to understand and use vocabulary related to general topics effectively when communicating orally, as evidenced by the utterance "Kalo makanan ya rendang, dendeng, soto padang."

The BIPA program is designed to facilitate an understanding of grammar, vocabulary, and common phrases in the Indonesian language. Additionally, BIPA encompasses knowledge of Indonesian culture, customs, and social contexts because it is essential for a comprehensive understanding of the language. Indonesian for Foreign Speakers (BIPA) is an abbreviation that refers to the teaching and learning of the Indonesian language for non-native or foreign individuals. The primary goal of BIPA is to assist people who wish to understand, speak, read, and write in Indonesian for their daily communication needs.

Grammar and vocabulary are two essential elements in verbal communication, particularly for international students learning Indonesian as a Foreign Language (BIPA) at Andalas University. Verbal communication is the communication conveyed orally through a series of words or sentences to convey a message or information to others. Using proper grammar and vocabulary in verbal communication can facilitate understanding and enhance communication effectiveness. Grammar is a branch of linguistics that studies the structure and rules of a language. Therefore, the structure of language encompasses aspects of phonetics, morphology, syntax, vocabulary, sentences, and meaning. Vocabulary refers to a collection of words, and a vocabulary is a combination of several words, each having its meaning. Second, the use of vocabulary related to general topics was identified, which international students were able to use effectively in oral communication. Two forms of vocabulary were found: "belajar" (learning) and "makanan" (food). In summary, this research identified 43 forms of grammar and vocabulary usage in verbal communication by international BIPA students at Andalas University. In verbal communication, these students demonstrated their ability to understand and use grammar and vocabulary effectively. However, their pronunciation and sound pronunciation were less accurate. Additionally, two forms of grammar usage were not found in this research: the use of gradable adjectives and the use of position and location.

CONCLUSION

Based on the data analysis presented in Chapter IV, it can be concluded that in this research, there are 43 forms of grammar and vocabulary. International BIPA students are able to understand and use grammar and vocabulary effectively in oral communication. These international students can comprehend and use grammar and vocabulary in spoken communication, such as the use of personal pronouns, the use of noun phrase structures, the use of negation words, the use of simple sentences, the use of question words, the use of demonstrative pronouns, the use of the verb "ada" (there is/there are), the use of prepositions, the use of affix verbs, the use of adverbs, the use of conjunctions, the use of expressions and greetings, and the use of vocabulary related to general topics.

However, international students face difficulties in using grammar, particularly in terms of the correct pronunciation and sound pronunciation when communicating verbally.

This is due to cultural and linguistic differences with their home countries. In this research, two forms of grammar usage were not found in verbal communication: the use of gradable adjectives and the use of position and location.

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