

## THE PROBLEM OF VOCABULARY IN INDONESIAN AND MALYSIAN FROM MALAYSIA STUDENTS AT UIN SUNAN AMPEL SURABAYA

Lukman Fahmi<sup>1</sup> | Amiatun Nuryana<sup>2</sup>

Lukman.fahmi1121@gmail.com

<sup>1</sup>UIN Sunan Ampel Surabaya, Indonesia | <sup>2</sup>IKIP WIDYA DARMA

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### Abstract

Students from Malaysia who study in Indonesia are mostly Malay speakers in their home countries, however they have trouble understanding Indonesian in common word forms. Especially when students produce scholarly papers, theses, or other academic assignments. This latest study investigates the Indonesian language comprehension problem among Malaysian students at UIN Sunan Ampel Surabaya. This research focuses on uncovering issues related to what problems they experience and the factors that cause these problems to arise. The qualitative descriptive method was applied in this study through observation and interviews. This study discovered that the key to Malaysian students' language proficiency is their comprehension of both spoken and written language. The factors that make them experience problems in understanding Indonesian are derived from internal and external factors (their adapting environment). External influences have a significant impact on Malaysian students' ability to learn Indonesian verbally and in writing.

**Keywords:** Written and spoken language, Indonesian comprehension, grammatical error

### Abstrak

Siswa dari Malaysia yang belajar di Indonesia sebagian besar adalah penutur bahasa Melayu di negara asalnya, namun mereka kesulitan memahami bahasa Indonesia dalam bentuk kata umum. Apalagi ketika mahasiswa menghasilkan karya ilmiah, skripsi, atau tugas akademik lainnya. Penelitian terbaru ini menyelidiki masalah pemahaman bahasa Indonesia di kalangan mahasiswa Malaysia di UIN Sunan Ampel Surabaya. Penelitian ini fokus untuk mengungkap permasalahan terkait dengan permasalahan apa yang mereka alami dan faktor-faktor yang menyebabkan timbulnya permasalahan tersebut. Metode deskriptif kualitatif diterapkan dalam penelitian ini melalui observasi dan wawancara. Penelitian ini menemukan bahwa kunci kemahiran bahasa siswa Malaysia adalah pemahaman mereka terhadap bahasa lisan dan tulisan. Faktor yang membuat mereka mengalami kendala dalam memahami bahasa Indonesia berasal dari faktor internal dan eksternal (lingkungan adaptasi mereka). Pengaruh eksternal mempunyai dampak yang signifikan terhadap kemampuan siswa Malaysia dalam belajar bahasa Indonesia secara lisan dan tulisan.

**Kata Kunci:** Bahasa tulis dan lisan, pemahaman bahasa Indonesia, kesalahan tata bahasa



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## INTRODUCTION

Language growth as a medium of communication in all lifelines is not an exception in education (Jamil Hatul Hani et al., 2021). Language is a communication tool human language, both orally and written (Azet, 2013). Globalization forces the educational world to adapt to an already international era. In the ASEAN context, student exchange is one of the bilateral and multilateral cooperation programs to implement globalization in education, such as the cooperation between Indonesia and Malaysia in the Islamic religious education sector (Anjarsari, 2013). Malaysian students continuing their undergraduate studies at UIN Sunan Ampel Surabaya have difficulty understanding a second language or Indonesian. The language of instruction at the UIN Sunan Ampel Surabaya campus is Indonesian. "Indonesian must be utilized as the language of instruction in national education," according to Law Number 24 of 2005 paragraph 1, "save for institutions that educate the color of foreign countries or foreign institutions in Indonesia." However, the foregoing exception does not apply to Malaysian students who are studying in Indonesia as part of an international collaboration program. Error analysis can be applied in any skills of learning language (Amiatun, 2018).

Researchers at UIN Sunan Ampel Surabaya looked into students from Malaysia who spoke Malay as their first language in their home country. They do, however, have trouble interpreting Indonesian in regular formats. Several reasons can cause this, particularly when they produce a scientific report or academic projects such as papers and theses. It could be due to delays in learning Indonesian or because Malay is the common ancestor of Indonesians and Malaysians. It leads to mistakes in spelling, phrasing, prefixes, suffixes, and vocabulary. When Malaysian students prepare their final project or thesis, this problem frequently arises. There is a significant amount of processing and terminology that is not in accordance with the Indonesian language sequence. They use the term "Berpusing-pusing" (dizzy) even though it is "Berputar-putar" in Indonesian (spinning). In Indonesian, however, the word "pusing" (dizziness) means "sakit kepala" (headache) (Agustina &, 2011). Another aspect that makes it difficult for Malaysian students to understand Indonesian is that some teachers in particular subjects speak Javanese, which is the mother tongue of East Java. It is becoming more difficult for Malaysian pupils to understand all theories. Even though the thesis is the final task for undergraduate studies to receive a bachelor's degree, it impacts their thesis writing. So, mastery of grammar and logistical thinking is a prayer thing in writing works science that must be truly mastered by a student, and relate to each other between one and the other (Agustin, 2015).

Overall, the problem described above has a solution. Students from Malaysia are given BIPA (Bahasa Indonesia bagi Penutur Asing) or Indonesian for Foreign Speaker training before the lecture begins. However, there is a new issue in which BIPA foreign language training does not follow the conventional rules of Indonesian language development. As a result of the aforementioned concerns, the title of this study is "Indonesian Comprehension Problem by Malaysian Students of UIN Sunan Ampel Surabaya." Language is an important tool for communicating vocally and in writing in everyday life. Because language conveys specific

intentions to other people, the interlocutor or reader will understand. From a historical standpoint, the term is derived from Sanskrit, which serves primarily as a means of communication (Gumelar, 2018). Language is a system, in the form of symbols, in the form of sounds, arbitrary, meaningful, conventional, unique, universal, productive, varied, dynamic, human, used as a tool social interaction, and functions as the speaker's identity (Noermanzah, 2019). Language differs significantly depending on the issue being addressed, the speaker's relationship with the interlocutor, and the medium utilized to communicate, with this being the variety of languages used adapted to conditions or place (Eti, 2008). The diversity of languages is divided into two categories based on the medium utilized, namely written language used naturally both in spoken and written form (Helda Trisna, 2016). A variation of written language is one that makes extensive use of written media, such as letters or writing, as the primary means of communication. It is very important to pay attention to proper grammatical rules when paying attention to proper sentence construction, punctuation, choice of prepositions (Nurizka R et al., 2021). Proper punctuation and spelling are the most important aspects of written language for effectively communicating the speaker/intent writer to the listener/reader (Anjarsari, 2013). If there is a grammatical error, the speaker's/intent writer's may not be understood. Finally, written language necessitates more precision and grammatical conformance than spoken language (Kumaravadivelu, 1994).

Unlike written language, which relies on the usage of media, spoken language is a language that emerges from the organ of speech. In the service of spoken language, one must also consider vocabulary, sentence structure preparation, and pronunciation. Due to a lack of vocabulary and proper sentence structure, an error develops in written or spoken language. As a result, even though it is employed in non-formal contexts, the information delivered is less important (Inderasari & Agustina, 2017). Language, whether spoken or written, cannot be spoken as long as it is merely a collection of words ordered in a logical order. Every spoken and written word must adhere to the principles that govern the environment in which language evolves. Grammar is a branch of linguistics that studies rules and rules of language use. Another word for grammar is paramasastra. The meaning can be expressed using tools from both the lexical and grammatical levels. Syntactic units, on the other hand, are made up of compounds (Andhika, 2019). The grammatical level is made up of the morphological and syntactic levels combined. The varieties of languages in society may be examined through linguistics because linguistics is the study of language and includes sociolinguistics. Sociolinguistics describes how people interact and why we use different languages in different social situations, so Sociolinguistics is a science that studies social characteristics related to social variables (Agustina &, 2011). As a result, when the social context changes, the language used changes as well (Suandi, 2014).

When it comes to bilingualism, there's also the phenomenon of code-mixing, which involves communicating in many languages (Wardhaugh, 2006). The addition of phrases or other language elements into a language is known as code mixing. It is frequently used in informal settings in

communities. Code-mixing is not limited to phrase insertion. Muysken (2000) divides code-mixing into three categories: 1) insertion of foreign words or phrases, 2) clause alternation, and 3) the influence of dialect in language use (Wisnu Widiatmoko, 2013). Code-mixing is caused by a number of circumstances, including speaker and linguistic characteristics. Because the speaker is inextricably linked to his native tongue, he uses code-mixing. Sociolinguistics is a science that studies social characteristics related to social variables (Agustina &, 2011). In Indonesia, no fewer than 45 institutions have taught the Indonesian language to non-Indonesian speakers (BIPA). While studying abroad, BIPA has been taught in over 36 countries by over 130 institutions, including universities, foreign cultural centers, the Indonesian Embassy, and course institutes (Wisnu Widiatmoko, 2013). In terms of grammar, code-mixing, and vocabulary structure in spoken and written language, the researcher compared the language issues of Malaysian students to those of Indonesian students. The researcher examined the Malaysian thesis assignment's string of sentences from a writing perspective. On the oral side, the researcher saw Malaysian students giving presentations in class using Indonesian while conducting a direct poll. The goal of this research is to find answers to two major issues, as well as to investigate, identify, and analyze them. They are the difficulties that Malaysian students at UIN Sunan Ampel Surabaya have in understanding the meaning of language, as well as the contributing factors of these difficulties. Based on the research's goal, it is expected that the findings will serve as an illustration or evaluation material in the form of suggestions and input to the organizers of the cooperation program linked to Malaysian students' performance in mastering Indonesian at UIN Sunan Ampel Surabaya. Then it can be utilized as a guide for the program's improvement and development.

In this study, the researchers describe the communication issues that foreign students from Malaysia have while studying at the State Islamic University of Sunan Ampel Surabaya at the S-1 level. The study's findings are a description of the information gathered through interviews with research participants. This style of study does not contain data in the form of numbers or graphs, and the solution does not involve formulae, thus it is qualitative descriptive research. According to Sugiyono (2005), the descriptive method is used to describe or analyze a research result but not to draw broad conclusions (Kuntarto, 2017).

The researchers used a case study approach for this work, focusing on a group of Malaysian foreign students studying at the State Islamic University of Sunan Ampel Surabaya's Faculty of Da'wah and Communication's Islamic Guidance and Counseling Study Program at the S-1 level. The research subjects ranged from 2nd semester students to those in their final semester. This case study's data gathering technique, like those of other studies, can be done in a variety of ways: interviews, observations, and documentary studies are all aimed at generating unified data and findings. The study was conducted in two settings: in the network (online) and outside the network (offline) (offline). Because the Covid-19 pandemic prevented researchers from meeting

face-to-face with informants, online research was undertaken. Offline research is conducted at the State Islamic University of Sunan Ampel Surabaya or UINSA, which is located in Jl. Ahmad Yani No. 117, Jemur Wonosari, Kec. Wonocolo, Surabaya City, East Java 60237

## RESULT AND DISCUSSION

### The Problems of Written Language Comprehension

In general, one of the most common issues students have is using written language to complete class tasks. Particularly in terms of word choice, form, and organization.

#### a. Indonesian-Malaysian Code-Mixing

Code-Mixing which Contains the Different Meaning of Words. The researchers discovered these grammatical faults in Malaysian students' theses at UIN Sunan Ampel Surabaya. The problem is in the usage of code-mixing, as shown in the DY below:

(i) *"...insomnia yang telah dialami oleh konseli telah mengakibatkan urusan **kehidupan seharian** klien tidak seperti..."*

("...the insomnia experienced by the counselee has resulted in the client's daily life not being like..."). The word "sehari-hari" is a Malaysian vocabulary word that meaning "every day" in English. Meanwhile, "sehari-hari" or "setiap hari" are more commonly used in Indonesian to refer to every day. The word "sehari-hari" means "whole day" when translated directly into Indonesian.

(ii) *"Dia suka mencoba **perkara** yang baru dalam hidup di dunia ini. Orang tuanya orang yang biasa-biasa saja dan sekarang masih Bersama **ibubapa** serta adek-adeknya..."*

("He likes to try new things in life in this world. His parents were ordinary people and now he is still with his parents and younger siblings...").

"Perkara," which means "something" in Malay, is the vocabulary that proves the occurrence of code mixing in sentence (ii). The word "case" in Indonesian means problem or problem, so this example of mixing is still within the scope of language structure. This is clearly not the author's goal when he uses the word "case" to refer to the word "object." The term "thing" is more appropriately written in Indonesian as "something." The usage of the word "ibubapa" in sentence (ii) also suggests that there is code mixing, implying semantic variances between comparable Indonesian phrases. Parents, which are translated as parents in English, have the same connotation in Indonesian. The same word, "parents," is also used to allude to this connotation. The terms mother and father are less usually used to refer to parents who are both mothers and fathers, and are more commonly used to refer to individuals who are either mothers or fathers. It can be noted that there are morpheme variances between the two nouns that correspond to each language's parents, namely Malaysia and Indonesia.

(iii) *"Selain itu, konseli juga merupakan anak harapan dalam keluarga tersebut karena R adalah **anak tunggal** dari 3 saudara".* (" Apart Apart from that, the counselee is also a child of hope in the family because R is the only child of 3 siblings"). Furthermore, the semantic differences between Indonesian and Malaysian terminology can be discovered in sentences (iii). In English, the word "anak tunggal" in the sentence is translated as 1st child, or more commonly known in Indonesian as the first child or eldest child. To refer to an only child, the term "only child" is more appropriate.

(iv) *"Insomnia yang dihadapi oleh konseli adalah kerana kecanduan bermain Mobile Legend (ML) **sehingga** telat malam".* ("The insomnia faced by the counselee was due to his addiction to

playing Mobile Legend (ML) so he was late at night"). There is a semantic difference in the usage of the word "sehingga" in sentence (iv), which is understood as so that in Indonesian and is a word used to show a causal relationship (causal conjunction). While the word "sehingga" in the sentence corresponds to the term until (until), which is used to express the time period between the occurrence of an event, this word has the same meaning as then (then) and ultimately (eventually). As a result, it may be determined that the sentence's code mixing comprises aspects of semantic distinctions or word meanings.

(v) *"Bagi mendapatkan data tambahan tentang diri konseli, maka konselor telah menjalankan wawancara kepada X selaku **teman rapat** konseli..."*

("To obtain additional data about the counselee, the counselor has conducted an interview with X as the counselee's meeting friend..."). In phrase (v), the term "rapat" is used to express proximity. Nonetheless, the word "akrab" is commonly used in Indonesian to describe proximity, particularly in the context of the word "teman akrab" (close friend). It is uncommon to use the words "rapat" and "relationship" together to indicate a relationship. There will be a shift in the meaning of the language if the word "rapat" is combined with the word "teman" (friend) to become "teman rapat." It's because the term "rapat" in Indonesian has two meanings: (a) close and (b) meeting. Finally, the term "teman rapat" is usually used to refer to friends who are present at meetings or events, rather than close friends. In the preceding phrase, the research subject intends it.

## b. Indonesian-English Code-Mixing

In addition to code mixing in Malay, code mixing in English is also found in the thesis, as evidenced by the following sentence:

(vi) *"Jika dilihat dari latar belakang **social**, R adalah sosok yang meminati **music** dan **enjoy** dalam game yaitu ML (Mobile Legend). Instrument music yang paling diminatinya adalah nyanyian..."*

("If you look at it from a social background, R is a person who is interested in **music** and **enjoys** the game, namely ML (Mobile Legend). The musical instrument he is most interested in is singing...") The words "social," "music," and "enjoy" in the quote are examples of code mixing in English. The English words "social" and "music" are defined as "social" and "music," respectively. Meanwhile, the word "enjoy" stems from the English word "enjoy," which means "menikmati" in Indonesian and Malaysian. However, there is a writing error in the use of the word, as it should enjoy writing using the suffix y to enjoy with the letter i. The word "enjoy" does not exist in the Malaysian lexicon. When translated into Malaysian, this phrase becomes "like" and "estimate."

In addition to the use of code-mixing in DY and NN's thesis, code-mixing is also used in English, as shown in the following sentence:

(vii) *"Klien sebelum tidur mengambil makanan berat. Seperti nasi, cofe, makanan yang pedas dan makanan ringan misalnya jajan, keropok atau pun **snack**..."*

("The client takes a heavy meal before going to bed. Such as rice, coffee, spicy food and light foods such as snacks, keropok or snacks...")

(viii) *"Pendekatan kualitatif adalah penelitian yang dilakukan untuk memahami fenomena tentang apa yang dialami oleh subyek penelitian secara **holistic** dengan cara..."*

("A qualitative approach is research conducted to understand the phenomena experienced by research subjects in a holistic way...")

(ix) *"Penyalahgunaan dan pecanduan narkoba menjadi salah satu masalah utama yang membawa **impact** negatif kepada..."*

*("Drug abuse and addiction is one of the main problems that has a negative impact on...")*

(x) *"...dan mempercayai bahwa Wahid dapat menjadi **role model** kepada teman-temannya yang masih kecanduan masalah narkoba."*

*("...and believes that Wahid can be a role model for his friends who are still addicted to drug problems.")*

Based on these remarks, it's clear that DY and NN use code-mixing in Indonesian-English and English-Malaysia as well

### c. Grammatical Error

**Grammar has an important role in writing. Without knowing grammar, learners cannot express their ideas well.** the grammatical error is in preparation for the language structure. The SPOK (Subject-Predicate-Object-Description) role is not being followed by the structure. Or it isn't adhering to the Subject-Verb-Object-Adverb structure. As in the following phrase:

(xi) *"...mudah bergaul **sesiapa saja dikenalnya**". ("...easy to get along with anyone he knows").*

Writing this statement according to Indonesian norms is incorrect because the conjunction "dengan" should be inserted after the predicate "mudah bergaul" to connect the predicate and the object. In addition, the conjunction "yang" should be put after the term "sesiapa saja" to relate the item to the description. Due to the structural differences between the two languages, the phrase may seem coherent in Malaysian but not in Indonesian. The meaning of each word used varies, which has an impact on the sentence's structure.

(xii) *"Semenjak konseli **di** semester 2, konseli **terikut diajak unduhnya** game Mobile Legend (ML)...."* ("Since the counselee was in semester 2, the counselee was also invited to download the Mobile Legend (ML) game...")

The Indonesian translation of the line (xxiii) is "Semenjak konseli semester 2, konseli diajak untuk mengunduh game Mobile Legend (ML).... (*Since the counselee is in semester 2, the counselee is invited to download the Mobile Legend (ML) game...*)". Because of the incorrect diction and sentence structure, the original sentence in the quote above loses its meaning. Prefixes and affixes to the words "ikut" and "ajak," as well as affixes to the word "unduh," alter the meaning of the words. Finally, the phrasing used was not in compliance with Indonesian language regulations, preventing the message from being properly conveyed. If the sentence is altered according to Indonesian regulations, the prefix "terikut" must be eliminated, and the term "ikut" must be used instead. Additionally, the suffix on the word "unduhnya" must be eliminated, resulting in the word "unduh." After being turned into a basic word, the conjunction "untuk" must be added between the words "diajak" and "unduh" in order for the sentence to form a unified structure that follows the SPO sentence structure. In a nutshell, the sentence is: *"...konseli ikut diajak untuk mengunduh Mobile Legend (ML)...."* with the sentence structure "Konseli" as the Subject, "diajak untuk mengunduh" as the Predicate and "Mobile Legend (ML)" as the Object.

(xiii) *"Konseli juga sudah memulakan menyelesaikan beberapa tugas karena semenjak terpengaruh dengan permainan game Mobile Legend sudah tidak lagi dengan tugas."* ("The counselee has also started completing several assignments because since being influenced by playing the Mobile Legend game, he no longer has assignments.")

The grammatical fault in sentence is the deletion of the verb between the words "tidak" and "peduli." Because there is no accurate representation of the action carried out as a comparison to the previous activity, this sentence loses its meaning. Before the words "tidak" and "lagi," a verb like "peduli" should

be added to give meaning. This will give the sentence meaning, allowing the information to be presented to the reader effectively.

(xiv) *"Konseli sebenarnya ingin meminta bantuan dari kepada teman-temannya untuk menyelesaikan tugasnya."* ("The counselee actually wants to ask for help **from** his friends **to** complete his assignment.") It is clear in sentence that the sentence does not follow the correct sentence structure. In the line above, there is an error in the use of the conjunction "dari" (from). To make the statement effective, simply include the conjunction "kepada" (to) to convey a goal. The use of diction in the following sentences also reveals a grammatical problem, as shown in the following sentences:

(xv) *"Bagi mendapatkan data tambahan tentang diri konseli, maka konselor telah menjalankan wawancara kepada Coki selaku teman rapat konseli..."* ("To obtain additional data about the counselee, the counselor has conducted an interview with Coki as the counselee's meeting friend...") The word "bagi" (for) in the sentence (x) is a modality that denotes the intention or purpose of performing an activity. The word "bagi" (for) before the verb is not usually used in Indonesian to convey the intent or purpose that finishes with a verb. Even though the two terms have the same purpose, "untuk" (to) is more generally used. Before nouns, the word "bagi" (for) is more usually employed.

## 2. The Problems of Spoken Language Comprehension

Malaysian students studying at UIN Sunan Ampel Surabaya face difficulties in understanding language not only in written communication but also in daily oral communication. Indeed, the impact of this difficulty in casual conversation outside of academic activity is not readily apparent. However, if the difficulty in understanding the language happens during lecture activities, it poses its own set of problems. The issues that frequently arise stem from the usage of code mixing in communication, such as during presentations, and the difficulties in capturing the meaning of numerous scientific terminologies used by lecturers while filling out lectures. Some of the data gathered by researchers during their observations at UIN Sunan Ampel Surabaya illustrates this phenomenon, such as the presentation of Counseling and Psychotherapy courses, in which NZ seeks to provide case studies on how to deal with drug addiction in Malaysia:

(xvi) *"Jadi, untuk menyelesaikan masalah ketagihan narkoba ini di Malaysia terdapat berbagai macam **agensi Kerajaan** yang tugasnya untuk menyelesaikan masalah kecanduan narkoba. Salah satunya AADK. AADK itu... Agensi Anti Dadah Kebangsaan (AADK). Kalau di Malaysia narkoba itu disebutnya "dadah". Jadi agensi ini fungsinya untuk **mencegahan, pengesanan, penangkapan, penguatkuasaan, pendakwaan ke atas pesalah-pesalah narkoba lalu juga rawatan pecandu narkoba.**"* ("So, to solve the problem of drug addiction in Malaysia there are various government agencies whose job is to solve the problem of drug addiction. One of them is AADK. AADK is... the National Anti-Drug Agency (AADK). In Malaysia, drugs are called "dadah". "So this agency's function is to **prevent, detect, arrest, empower, prosecute drug offenders and also treat drug addicts.**")

(xvii) *"Eee... maksudnya seperti **mencegahan**, menghukum dan merawat orang-orang yang kecanduan narkoba itu."* ("Eee... it means **preventing**, punishing and treating people who are addicted to drugs.") In this sample from the monologue, NZ uses code mixing at the word level by combining some Malaysian language to explain the role of the Malaysian drug prevention agency, or AADK. This was done unintentionally since NZ was trying to recall the agency's responsibilities at the same time. NZ, on the other hand, sought to re-explain in Indonesian

when she realized her classmates didn't comprehend what she was saying. The lack of expertise of Indonesian language by NZ leads to code mixing at the word level in the quote. As a result, when NZ tries to re-explain AADK's function in Indonesian, the outcome is less thorough than the preceding Malay explanation. Then, as AZ encounters barriers during lectures because to a lack of language and its meanings in Indonesian. AZ employs a lot of filler words like "eee..." and "mmm..." when describing the theory offered in his presentation on the Islamic Guidance and Counseling course. The usage of filler words stems from AZ's inability to find equivalent words in Indonesian to explain his meaning.

When AZ wants to explain something in Indonesian, he utilizes a lot of fillers like "eee" and "apa itu?" as evidenced by the quote. Furthermore, it can be noted that AZ uses English to explain its meaning, resulting in a Malaysian-English-Indonesian code mix at the word level. Because of its universal nature, English is employed in the quote as a bridge between Bahasa Malaysia and Indonesian. Because of this universality, Indonesian speakers will be able to understand more of the vocabulary used in English. In addition to code mixing, there are morphological grammatical problems in NZ and AZ conversation quotations, such as the use of affixes. "Hal yang diinginkannya untuk merubah," is one of the many errors that can be discovered. The next affix error is in the usage of prefixes and suffixes (confixes), like in the sentence "hal yang diinginkannya untuk merubah" in the same quote, where the prefix "di" in the word "diinginkannya" is actually sufficient

### **3. The Difficulty Factors in the Indonesian Meaning Comprehension**

Various language interpretation errors among Malaysian students at UIN Sunan Ampel Surabaya are due to a lack of Indonesian vocabulary proficiency. This issue is influenced by two variables. The first factor stems from Malaysian students' domestic conditions (such as the age factor in learning a second language). The second element, on the other hand, is influenced by external circumstances or the environment. The external elements that influence this problem are based on interviews with research subjects. First, knowing Indonesian is not a prerequisite for Malaysian students seeking scholarships to study in Indonesia. Second, in the context of academic lectures, some instructors employ Javanese to react to the situation's setting when communicating. Third, presenters utilize scientific jargon within the confines of the lecture hall. At the same time, Malaysian students use Indonesian films on Malaysian television channels to reference the language of communication in Indonesian. The standard language used in academic lectures is not employed in Indonesian movies. Fourth, BIPA is only implemented twice a week in semesters 1 and 2, and it does not have a set schedule of hours in which it is implemented. It adapts to campus-mandated activities like TOEFL, TOAFL, and Ma'had lessons. In practice, BIPA instruction focuses on everyday oral communication rather than learning to write in Indonesian standard.

## CONCLUSION

For Malaysian students studying at UIN Sunan Ampel Surabaya, the linguistic component becomes a challenge. For example, having difficulty understanding conventional and scientific Indonesian spoken orally, which has an impact on the Malaysian student's final project's written language (thesis). Writing-related language issues are more prevalent than spoken-language issues. Malaysian students employ both Indonesian-Malaysian code-mixing and Indonesian-English code-mixing in their written language. There are good and correct faults in the structure or composition of the Indonesian language. Several factors contribute to these issues, including the fact that Indonesian is not used for graduation scholarships to study in Indonesia for Malaysian students. Indonesian is not always used in academic and everyday settings; Javanese is also used. An Indonesian film with non-standard language is a Malaysian student's Indonesian reference. Because many mandatory campus activities are busy, BIPA is still not well-scheduled at UIN Sunan Ampel. It is only held twice a week. The majority of Indonesian language study is focused on oral communication, with a considerable percentage of the writing training being in Indonesian standard.

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