



**INDONESIAN COMPREHENSION PROPOSITION ON MALAYSIAN STUDENTS
OF UIN SUNAN AMPEL SURABAYA**

*Proposisi Pemahaman Bahasa Indonesia pada Mahasiswa Malaysia
UIN Sunan Ampel Surabaya*

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Abstrak

Dalam hal ini, peneliti menyelidiki mahasiswa asal Kuala Lumpur yang belajar di Fakultas Dakwah dan Komunikasi UIN Sunan Ampel Surabaya. Mereka kesulitan memahami Tata Bahasa Indonesia. Misalnya saja ketika mereka menulis karya ilmiah atau tugas akademik, makalah, dan tesis. Faktor yang membuat mereka mengalami kendala dalam memahami bahasa Indonesia berasal dari faktor internal dan eksternal. Faktor internal yaitu semangat mereka untuk belajar bahasa Indonesia dan pengaruh Eksternal mempunyai pengaruh yang signifikan terhadap kemampuan mereka dalam belajar bahasa Indonesia lisan dan tulisan. UIN Sunan Ampel mempunyai program BIPA. Tempat ini untuk pembelajaran keterampilan berbahasa Indonesia (berbicara, menulis, membaca, dan mendengarkan) untuk berbicara bahasa. Dalam penelitian ini menggunakan jenis penelitian deskriptif kualitatif. Bertujuan untuk mendeskripsikan, menganalisis, dan memberikan gambaran sistematis yang akurat mengenai permasalahan komunikasi yang dialami mahasiswa internasional Kuala Lumpur yang menempuh pendidikan sarjana di UIN Sunan Ampel Surabaya. Data penelitian diperoleh dari observasi dan wawancara terhadap subjek penelitian. Peneliti menggunakan studi kasus untuk pendekatan penelitian ini. Penelitian ini dilakukan pada lima mahasiswa internasional asal Kuala Lumpur semester 4, dan 8 di UIN Sunan Ampel Surabaya, pada semester 6 tidak ada mahasiswa asal Kuala Lumpur tepatnya di Fakultas Dakwah dan Komunikasi. Seluruh data yang terkumpul dianalisis, kemudian hasilnya dituliskan dalam rangkaian kalimat dalam paragraf. Metode deskriptif kualitatif diterapkan dalam penelitian ini melalui observasi dan wawancara. Penelitian ini menemukan bahwa pemahaman bahasa dialami oleh Kuala Lumpur. Faktor yang membuat mereka mengalami kendala dalam memahami bahasa Indonesia berasal dari faktor internal dan eksternal. Faktor Internal dalam diri sendiri dan Pengaruh Eksternal Eksternal mempunyai pengaruh yang signifikan terhadap kemampuan siswa Kuala Lumpur dalam belajar bahasa Indonesia lisan dan tulisan. Siswa terletak pada pemahaman tulisan dan lisan.

Kata-kata kunci: *afasia broca, Argument Structure Complexity Hypothesis (ASCH), pengkodean tata bahasa, produksi kata kerja*

Abstract

In this case, the researcher investigates the students from Kuala Lumpur who study in Da'wa and Communication Faculty UIN Sunan Ampel Surabaya. They have difficulties understanding Indonesian Grammar. Such as, when they write a scientific papers or academic assignments, papers, and theses. The factors that make them experience problems in understanding Indonesian are derived from internal

and external factors. Internal factors are in their spirit to learn Indonesian and External influences have a significant impact on their ability to learn Indonesian verbally and in writing. UIN Sunan Ampel has a BIPA program. This is placeis for learning Indonesian language skills (speaking, writing, reading, and listening) for language speaking. This research applied a type of qualitative descriptive research. It aims to describe, analyze, and provide an accurate systematic description of the communication problems experienced by Kuala Lumpur international students pursuing undergraduate education at UIN Sunan Ampel Surabaya. The research data were obtained from observations and interviews with research subjects. The researcher used a case study for this research approach. This research was conducted on five international students from Kuala Lumpur in semesters 4, and 8 at UIN Sunan Ampel Surabaya, in semesters 6 there are no students from Kuala Lumpur precisely at the Faculty of Da'wah and Communication. All data collected is analyzed, and then the results are written into a series of sentences in paragraphs. The qualitative descriptive method was applied in this study through observation and interviews. This study found that the understanding of language experienced by Kuala Lumpur. The factors that make them experience problems in understanding Indonesian are derived from internal and external factors. Internal factors themselves and external influences have a significant impact on Kuala Lumpur students' ability to learn Indonesian verbally and in writing a student lies in understanding written and spoken.

Keywords: Argument Structure Complexity Hypothesis (ASCH), broca's aphasia, grammatical encoding, verb production

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INTRODUCTION

Education is a sector that is not an exception in language development as a means of communication in all lifelines. The presence of globalization makes the world of education adapt to an already globalized era. Student exchange is one of the bilateral and multilateral cooperation programs to implement globalization in education as the cooperation between Indonesia and Malaysia in the Islamic religious education space in the ASEAN environment Comprehensible communication is a means that individuals need and use to interact with other individuals (Nuryana, 2021).

Students from Malaysia who continue their undergraduate studies at UIN Sunan Ampel Surabaya also have problems understanding a second language or Indonesian. The academic environment of the UIN Sunan Ampel Surabaya campus uses Indonesian as the language of instruction. As stated in Law Number 24 of 29 paragraph 1, "Indonesian must be used as the language of instruction in national education" except for institutions that educate the colour of foreign countries or foreign institutions in Indonesia. However, for Malaysian students involved in a study in Indonesia in the context of international cooperation, of course, the above exception does not apply in this case. Understandable that members of the bilingual community must strive to create conditions that make it possible for them to communicate effectively because of their ability to master certain different languages. The situation provides their motivation to change the code (Nuryana & Fahmi, 2022).

In this latest study, researchers investigate students from Malaysia at UIN Sunan Ampel Surabaya who are speakers of Malay as the mother tongue in their country. Diketahui pelajar asing yang melakukan studi di Indonesia secara khusus mempelajari bahasa Indonesia dikenal dengan BIPA. Secara sederhana BIPA merupakan program pengajaran yang diajarkan untuk penutur asing (Mulyaningsih & Khuzaemah, 2023). However, they experience difficulties in understanding Indonesian in structure standards. Mainly when they write a scientific paper or academic assignments such as papers and theses, several factors can make this happen. It could be due to delays in acquiring Indonesian language learning or because the common origin

between Indonesian and Malaysian is Malay. It causes errors in spelling, wording, prefixes, suffixes, and vocabulary usage.

The problem often occurs when students from Malaysia write their final project or thesis. There is quite a lot of processing and wording not in the Indonesian language order. It is because they do not fully understand how to write *in the Indonesian* vocabulary and structure. For example, they use the word *Berpusing-pusing* (dizzy), even though in Indonesian, it is *Berputar-putar* (spinning). In contrast, the meaning of the word *pusing* (dizziness) in Indonesian is *sakit kepala* (headache). Another factor that causes Malaysian students to experience difficulties understanding Indonesian is that some lecturers in certain subjects use Javanese or the mother language in East Java. It makes it increasingly tricky for Malaysian students to absorb all theories. It hampers their thesis writing, even though the thesis is the final assignment for undergraduate studies to earn a bachelor's degree.

Overall, the above problem has a solution. Before the lecture starts, students from Malaysia are given BIPA (Bahasa Indonesia bagi Penutur Asing) or Indonesian for Foreign Speaker training. However, there is a new problem where BIPA training for foreigners is not by the standard rules of Indonesian language development. Therefore, based on the issues described above, this research is about "Indonesian Comprehension Proposition on Malaysian Students of UIN Sunan Ampel Surabaya". As an effort to obtain the truth in the following study, previous research is presented that examines the same topic but with a different study focus.

Research by Inderasari & Agustina (2017) with the title *Pembelajaran Bahasa Indonesia pada Mahasiswa Asing dalam Program BIPA IAIN Surakarta*". This research aims to find out about the forms of errors that are present in the language process carried out by foreign students in the lowlands and to find out about the factors that cause errors in the use of Indonesian in the writing skills of foreign students specifically in learning Indonesian, namely the BIPA program. at IAIN Surakarta. It is known that the subject is a foreign student from Thailand.

Budiawan & Rukayati (2018) conducted research entitled *Kesalahan Bahasa dalam Praktik Berbicara Pemelajaran Bahasa Indonesia bagi Penutur Asing (BIPA) di Universitas PGRI Semarang tahun 2018*. This research aims to describe related language errors in speaking practices in Indonesian language learning or Indonesian language learning. for foreign speakers at PGRI University Semarang in 2018. With the known subjects being foreign students from Timor Leste and Canada.

Lestrai et al (2019). Examining science learning with the title *Pengembangan Media Pembelajaran Visual bagi Pebelajar BIPA Pemula Di Undiksha*. Related research focuses on efforts to explain media development designs that are applied in visual learning for beginner BIPA students. Apart from that, we are also trying to test the validity of the results of the development of learning media in visual form and to find out the response that comes from BIPA participants to the learning media that is applied.

The difference between the current research and previous research on the same topic of discussion, namely the understanding of Indonesian among foreign students in the BIPA learning program, is the subject that plays a role in the research. In this study, the subjects included were Malaysian students who knew that Malaysian and Indonesian were related or had similarities that had a historical background. Meanwhile, in previous research, the reviewers used BIPA student subjects who came from countries that have no linguistic relationship with Indonesian. Apart from that, the problem studied is different from previous research. Previous research focused on Indonesian language learning for foreign students in the BIPA program. Meanwhile, the problem currently being studied is the problem of understanding Indonesian and Malaysian which are related so that they often present a difference in meaning between foreign speakers or Malaysian students and speakers who use Indonesian.

This study aims to answer, explore, identify, and analyze two significant problems. They are the problems of understanding the meaning of language experienced by students from Malaysia at UIN Sunan Ampel Surabaya and the main factors that cause these problems to arise.

Based on the purpose of the research, this research is also believed to have benefits as an illustration or evaluation material in the form of suggestions and input to the organizers of the cooperation program related to the success of mastering Indonesian by Malaysian students at UIN Sunan Ampel Surabaya. Then it can be used as a reference for the improvement and development of the program.

THEORETICAL BASIS

Sociolinguistics

When viewed from the side of language, sociolinguistics combines the words "Sociology" and Linguistics". Sociology is the science of human relations with individuals and community groups. It is very closely related to all the elements that make up the community environment. Sociology examines social structures, relationships between community members, community organizations, and community behavior (businessmen, officials, and ordinary people) who interact using language. So, the language used undoubtedly varies. So, in addition to different cultures, community groups themselves also influence the use of language. For example, people from the lower classes use mild and polite language when talking to upper-class people. The kinds of languages in society can be studied through linguistics because linguistics is the study of language and includes sociolinguistics.

Sociolinguistics explains the relationship between people and why we should use different languages in different social contexts. It identifies the function of social language and how language is used to convey social meaning. So, when the social context is different, the language used is foreign. For example, in the Malay language used in Indonesia and Malaysia, the words and language are the same, but their meanings are very different. For example, the term *pusing* (dizzy) in Indonesia means *sakit kepala* (headache), but in Malaysia, it means "berputar-putar" (circling). Nababan (1993) defines sociolinguistics as the science used to discuss social aspects related to social factors. The study of sociolinguistics is comprehensive. There are several basic sociolinguistics concepts: a) speech communities, b) varieties of high prestige and low prestige, and c) social networks.

Bilingualism

It is understood that nowadays most people as users are bilingual. In line with the explanation of Manaf et al. (2021), nowadays most people are bilingual. It is known that language use is not only determined by internal language factors (linguistics) but is also influenced by external factors (non-linguistics) such as social factors (Nirmala, 2013). Bilingual (bilingual) is the ability to use two languages well. Terminologically, bilingualism is concerned with the ability to understand or apply two languages. According to Mackey (2000) both languages are used to communicate with other people in turn. To have bilingualism, one must master the mother tongue or first language first. Then master a language other than the mother tongue, as for a person's bilingualism (Lyon, 1996). One can speak a foreign language like a native speaker or only understand speech in that language to a certain extent. However, there is a difference of opinion presented by Beardsmore (1982) that bilingualism is limited to the knowledge one has. Then how one can use two languages competently even though it is not as good as a native speaker of a foreign language.

In the case of bilingualism, there is also the phenomenon of code-mixing, which is mixing several languages in communication. Code mixing is usually the insertion of phrases or other

language elements into a language. Its use often occurs in communities in informal contexts. Phrase insertion is not the only form of code-mixing. According to Muysken (2000) code-mixing is divided into three, namely 1) the insertion of foreign words or phrases, 2) the alternation of clauses, and 3) the influence of dialect in language use.

Several factors make code-mixing occur, such as speaker factors and linguistic factors. The speaker is inseparable from his native language background, so he does code-mixing. The speaker's ability and intrinsic motivation are also factors. Other factors can also be due to the situation and context faced by the speaker. In addition to speakers, linguistic factors also determine the occurrence of code-mixing. Linguistic matters such as the emergence of popular terms. The use of various languages that the interlocutor influences and the purpose of the conversation can also be a series of linguistic factors that encourage code-mixing.

BIPA (Bahasa Indonesia bagi Penutur Asing)

BIPA is a program for learning Indonesian language skills (speaking, writing, reading, and listening) for language speaking. BIPA is held to improve the function of Indonesian as an international language organized by the Ministry of Education and Culture. Indonesia has functioned as a modern means of communication in government, education, technology, and the arts. The progress achieved by the Indonesian people in the global era, placing Indonesian as one of the languages that are considered necessary in the world. It is supported by Indonesia's position globally, which is increasingly important. It makes many people interested in learning Indonesian to achieve various goals, both for political purposes, trade, arts, culture, education, and tourism.

Until now, Indonesian has been taught to foreigners in various institutions, both at home and abroad. Domestically, it is recorded that no less than 45 institutions have conducted the Indonesian language to foreign speakers (BIPA). While abroad, BIPA teaching has been carried out by around 36 countries globally with no less than 130 institutions, consisting of universities, foreign cultural centers, the Indonesian Embassy, and course institutions. On that basis, the Language Development and Development Agency, as a government agency tasked with handling linguistic problems in Indonesia, is called upon to foster, develop, and at the same time facilitate these institutions. So BIPA teaching, both at home and abroad, continues to grow and develop until Indonesian can be the language of association between nations.

RESEARCH METHOD

This study applies a type of qualitative descriptive research. It aims to describe, analyze, and provide an accurate systematic description of the communication problems experienced by Malaysian international students pursuing undergraduate education at UIN Sunan Ampel Surabaya. The research data were obtained from observations and interviews with research subjects.

The researcher used a case study for this research approach. This research was conducted on five international students from Malaysia in semesters 4 and 8 at UIN Sunan Ampel Surabaya, precisely at the Faculty of Da'wah and Communication in the Islamic Guidance and Counseling Study Program. All data collected is analyzed, Data analysis efforts were carried out in three stages, namely the first was an effort to group the data according to the research sub-chapter, then an analysis effort was carried out using the applied theory. In the final stage an effort was made to draw conclusions to obtain a discussion of the problems formulated in this research. and then the results are written into a series of sentences in paragraphs.

DISCUSSION

The Problems of Written Language Comprehension

In general, one of the problems often faced by students is the application of written language in fulfilling lecture assignments. As Wahya's opinion (in Anjasari, Nurvita, et al., 2013) among other linguistic problems, errors in the use of written language are still frequent. Especially in word choice, word form, and word structure.

Indonesian-Malaysian Code-Mixing

Code-Mixing which Contains the Different Meanings of Words

The researchers found these written language errors in the thesis of Malaysian students studying at UIN Sunan Ampel Surabaya. The error lies in the use of code-mixing, as in the following DY thesis:

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

In sentence (i), the word *seharisan* is a vocabulary in Malaysian that means *every day* in English. Meanwhile, to refer to *every day* in Indonesian, it is more common to use *sehari-hari* or *setiap hari*. When translated explicitly into Indonesian, the word *seharisan* means all day.

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

The word *rapat* in the sentence (ii) is used to show closeness. Even so, to define closeness in Indonesian, generally use the word *akrab*, especially in the context of the word *teman akrab* (close friend). Combining the word *rapat* in indicating a relationship is not commonly used. If the word *rapat* is used in conjunction with the word *teman* (friend) to become *teman rapat*, there will be a change in the meaning of the language. It is because the word *rapat* itself has two meanings in Indonesian, namely (a) close and (b) meeting. Finally, the meaning of the word *teman rapat* tends to be used to refer to friends who are found in meetings or gatherings, not close friends. The research subject intends it in the sentence above.

The use of code-mixing is found in the DY thesis and the NN thesis, which indicates that code-mixing is a joint event experienced by speakers of two languages. The code-mixing contained in the NN thesis also appears to have different meanings (semantics) in Indonesian and Malaysian vocabulary. One example is as follows:

(iii) "...yang sering digunakan adalah pengaruh teman sebaya, perasaan ingin tahu dan untuk mencari **keseronokan** diri sendiri."

Differences in meaning are also found in the word *seronok* underlined in a sentence (iii). The word *seronok* has the meaning of *fun* or *enjoyment* in English. This meaning becomes 180 degrees different if we directly translate it into Indonesian, where *seronok* itself has a meaning related to inappropriate things.

Code-Mixing which Contains Different Writing

The use of code-mixing between Malaysian and Indonesian can be seen through the differences in language writing between the vocabulary in Malay and Indonesian. The difference in writing is as in the following sentence:

(iv) "Insomnia yang dihadapi oleh konseli adalah **kerana** kecanduan bermain Mobile Legend (ML) sehingga telat malam."

The word *kerana* in insentence (iv) is a word in Malay used as the equivalent of *because* in English. While *because* itself, when translated into Indonesian, means *karena*. There is no difference in meaning between the two words, but there are differences in writing (morpheme).

(v) “...*agar konseli tetap bisa mengelola diri, waktu, dan pikirannya supaya tidak mudah terikut kemahuan diri yang tidak sihat dan eman-temannya.*”

In sentence (v), there are some differences in the writing of vocabulary in Indonesian and Malaysian, namely the words *kemahuan* and *sihat*. The word *kemahuan* itself means willingness or desire, which means will or will in Indonesian. There is no difference in meaning between will and will. It is just that there is a difference in writing, wherein standard Indonesian, *kemahuan*, is written without using the letter "h". In addition, the difference in writing is also seen in the word *sihat*, which means *healthy* in English. The word *healthy* is translated into Indonesian into *sehat* by using the letter *e*.

Indonesian-English Code-Mixing

In addition, the use of code-mixing in DY and NN's thesis, there is the use of code-mixing in English, as contained in the following sentence:

- (vi) “*Pendekatan kualitatif adalah penelitian yang dilakukan untuk memahami fenomena tentang apa keinginanyang dialami oleh subyek penelitian secara **holistic** dengan cara...*”
- (vii) “*Penyalahgunaan dan pecanduan narkoba menjadi salah satu masalah utama yang membawa **impact** negatif kepada...*”
- (viii) “*...dan mempercayai bahwa Wahid dapat menjadi **role model** kepada teman-temannya yang masih kecanduan masalah narkoba.*”

Based on these quotes, it can be seen that DY and NN also use code-mixing in Indonesian-English and code-mixing in English-Malaysia. Among them is the use of the word *holistic* in the quote (vi), which is a vocabulary in English that has the equivalent of the word *menyeluruh* (thorough) in Indonesian. In addition, the word *impact* underlined in the sentence (vii) is also a vocabulary in English that has the meaning of impact. An example of code-mixing at the word level is also found in the sentence (viii). The research subject uses the word *role model*, which is a vocabulary in English with the meaning of *panutan* (role model) or *contoh* (example).

Grammatical Error

The grammatical error in the M thesis is in preparation for the language structure. The structure does not follow the SPOK (*Subjek-Predikat-Objek-Keterangan*) role. Or it is not following the Subject-Verb-Object-Adverb contained. As the following sentence:

(i) “*Konseli sebenarnya ingin meminta bantuan **dari kepada** teman-temannya untuk menyelesaikan tugasnya.*”

In sentence (ix), it can be seen that the sentence does not meet the correct sentence structure. There is an error in using the conjunction *dari* (from), located in the sentence above. It is enough to use the conjunction *kepada* (to) to show a goal to make the sentence effective.

The choice of diction in the following sentences also shows an error in language structure, as in the following sentences:

(ii) “***Bagi** mendapatkan data tambahan tentang diri konseli, maka konselor telah menjalankan wawancara kepada Coki selaku teman rapat konseli...*”

Then, the word *bagi* (for) in the sentence (x) is a modality used to indicate the intent or purpose of doing an activity. In Indonesian itself, the choice of the diction *bagi* (for) before the verb is not commonly used to show the intent or purpose that ends with a verb. So *untuk* (to) is more commonly used even though the two words have the same function. The word *bagi* (for) is more commonly used before nouns.

The Problems of Oral Language Comprehension

The problem of understanding language experienced by Malaysian students at UIN Sunan Ampel Surabaya occurs in written language and daily oral communication. It turns out that the difficulty of understanding this language poses challenges when it occurs during lecture activities, as experienced by AZ during a presentation. The researcher also found that the obstacles due to a lack of knowledge of vocabulary and its meaning in Indonesian made Malaysian students use many filler words. Such as *eee... mmm...* when explaining the theory presented. The use of filler words is based on AZ's difficulty finding equivalent words to convey what is meant in Indonesian. In addition, AZ's limitations in vocabulary also make him use code-mixing during presentations, as in the following quote:

(ix) “Peserta didik membuat **planning atau perancangan** untuk mengubah pikirannya, perilaku dan segala *eee... apa itu?* Hal yang diinginkannya untuk mengubah.”

Based on the quote, it can be seen that AZ uses pause fillers such as *eee* and *apa itu?* (what is that?) when making presentations in Indonesian. In addition, AZ also uses code-mixing in Malay-English-Indonesian. Then, there are also grammatical errors in terms of morphology, the use of affixes in the word *mengubah* (change), and confixes in the word *diinginkannya* (desired).

The Factors of Difficulty in the Meaning of Language Comprehension

Various language understanding errors in students from Malaysia who study at UIN Sunan Ampel Surabaya are based on a lack of mastery of Indonesian vocabulary. Two factors influence this problem. The first factor comes from the internal circumstances of Malaysian students (such as the age factor in learning a second language). At the same time, the second factor comes from external conditions or the environment. Based on the interviews with research subjects, the external factors that influence this problem. First, the Indonesian language is not an essential requirement for Malaysian students in selecting scholarships to study in Indonesia. Second, in the academic scope of lectures, some lecturers use the Javanese language to adjust to the context of the situation when communicating. Third, within the scope of lectures, lecturers use scientific language. At the same time, Malaysian students reference the language of communication in Indonesian through Indonesian films on Malaysian television channels. Indonesian film does not use the standard language used in the academic world of lectures. Fourth, the implementation of BIPA is only carried out twice a week in semesters 1 and 2 but does not have a specific schedule of hours in its implementation. It adapts to mandatory activities on campus, such as TOEFL, TOAFL, and Ma'had classes. In practice, BIPA learning is more focused on everyday oral communication, while learning to write in standard Indonesian is not prioritized

CLOSING

The linguistic aspect becomes a problem for students from Malaysia who carry out studies at UIN Sunan Ampel Surabaya. Such as experiencing difficulties understanding standard and scientific Indonesian delivered orally and impacting the written language of the Malaysian student's final project (thesis). The portion of language problems in terms of writing is more

significant than problems in spoken language. In written language, students from Malaysia use Indonesian-Malaysian code-mixing (both code-mixing which contains differences in meaning and writing) and Indonesian-English code-mixing. There are errors in the structure or composition of the Indonesian language that is good and correct. These problems are caused by several factors, including because Indonesian is not used for graduation scholarships to carry out studies in Indonesia for students from Malaysia. Academic and daily environments do not always use Indonesian but also use Javanese. Indonesian references of Malaysian students is an Indonesian film that does not use standard language. The implementation of BIPA at UIN Sunan Ampel is still not well-scheduled, only held twice a week because many compulsory campus activities are crowded. Indonesian language learning that is carried out is more focused on oral communication training, with a large portion of the writing training in Indonesian standards.

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