

# Analysis Of Malay Language Interference In Learning Indonesian At SMK

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## **Abstract.**

*The location of Sebatik Barat on the Indonesia-Malaysia border greatly influences the lives of its people. The use of student language in learning at school is no exception. This study aims to explain the process of Malay language interference when learning Indonesian at SMK Negeri 1 Sebatik Barat. This research was conducted due to disturbances during the interaction of learning Indonesian, both between students and students, as well as students and teachers. This research uses descriptive qualitative method. The data used in this study are students' utterances in the form of sentence quotations which show Malay language interference in Indonesian language learning by students at SMK Negeri 1 Sebatik Barat. Based on data analysis, it was found that there were 4 interference factors: (1) being carried away by habits in the mother tongue, (2) insufficient vocabulary of the recipient language, (3) the need for synonyms, and (4) the bilingualism of the speech participants. From these 4 aspects, it can be concluded that the most dominating factor of distraction is the bilingualism of the speech participants.*

**Keywords:** *Interference, Malay and Learning Indonesian.*

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## **I. INTRODUCTION**

According to the data presented by BPS, Indonesia is known as the largest archipelagic country in the world with an area of 1,916,906 km<sup>2</sup>. This was also confirmed by Worldometers, which said that Indonesia is also the 14th largest country with a population reaching 273.52 million people at the beginning of 2023. The geographical location of Indonesia which is flanked by two continents, namely Asia and Australia, as well as two oceans, namely the Indian and Pacific, makes Indonesia the most strategic country to be crossed by the equator. According to Darmawan and Nazaki [1], Indonesia has direct borders with 10 other countries, namely India, Thailand, Malaysia, Singapore, Vietnam, the Philippines, Palau, Papua New Guinea, Timor-Leste and Australia. Of the many countries directly bordering Indonesia, Malaysia is the closest country both in terms of geolocation and people's kinship. This was stated in a study by Suwartiningsih, et al. [2] which says that the four adhesive knots of social harmonization of the Indonesian state and the Malaysian state are kinship (tribe/clan), traditional rituals, economic transactions, and border community interactions. Based on these four things, the kinship of the people of Indonesia and Malaysia is also realized in the lines of daily life, such as economics, education, social and health [3]. In fact, these nodes become interrelated with one another, giving rise to social harmonization in everyday life. For example, the Economic node can be proven through trade transactions between citizens or people from the Indonesia-Malaysia border areas who buy and sell using two types of currency, namely Ringgit and Rupiah. In the example of the Social node, there is a habit of visiting each other when there are certain events, such as marriages, births or deaths of relatives in the two countries.

In fact, marriage between nationals is commonplace in border areas, and the Sebatik Barat area is no exception. In the Education node, quite a number of students from mixed parental marriages are sent to school in Sebatik Barat. Parents choose to send their children to Sebatik Barat or vice versa. Finally, in terms of Health node, quite a number of people from Sebatik Barat have carried out health checks and treatment at hospitals in Tawau. Doctors and nurses treat citizens from Indonesia well. From the four nodes, namely economic, social, education and health, which are tied with the main knot of kinship, this is what makes the life of the people on the border between Indonesia and Malaysia harmonious. However, there is an

unavoidable fact related to public relations in the Indonesia-Malaysia border area, namely the problem of language interference. This occurs as a result of language contact among bilingual community individuals in Sebatik Barat, which is the Indonesia-Malaysia border area. According to Handayani [4], one's use of language is inseparable from several factors, such as participants, atmosphere, topic, setting, and so on. The Sebatik Barat region is included in an area with a multilingual and multicultural society where language phenomena easily occur. The interaction between members of the border community and citizens of neighboring countries allows the Indonesian people to use a foreign language, namely Malay, without realizing it. In terms of lexicon structure, the Indonesian language used by the people of Sebatik Barat absorbs a lot of Malay elements and vice versa. The similarities in lexical elements in these two languages appear to be greater in lexemes consisting of free morphemes.

However, to what extent does this phenomenon of mutual influence cause such interference to cause irregular deviations in one of the bilingual languages? Research on this topic was discussed by Henny Lomban Ticoalu (1983) [5] who described the process of lexical interference in Manado Malay to Indonesian speakers by officials and mass media agents in North Sulawesi. In this study, the results showed that interference is one of the symptoms of mutual influence in bilingual society. However, this research took the locus in North Sulawesi. Another research related to the use of language in border areas was researched by Dian Palupi (2015) [6]. Dian described the language attitudes of the people in the border area of Long Apari, East Kalimantan. Based on his research, the role and position of bilingualism towards border communities actually has an important role in aspects of people's lives. Finally, there is a study related to the language attitudes of the bilingual community on Sebatik Island which was researched by Retno Handayani (2016). Based on the results of his research, some of the Sebatik people often use certain Malay Malay vocabulary in their daily lives, but their pride in Indonesian is higher than in Malay Malay. Based on this, the writer needs to examine the problem of language interference. This is related to the uniqueness of bilingual users in the Sebatik Barat region. However, the authors feel the need for more specific research specificity. This is related to the main tasks and functions of the writer as a teacher of Indonesian subjects at *SMK Negeri 1 Sebatik Barat*. The writer finds that there are irregularities in the use of language among students in learning Indonesian. Students do not fully follow the rules of the Indonesian language when speaking and writing.

This interference mainly occurs at the phonological and morphological level, such as the word "*jum*" instead of using the word "*ayo*" or "*mari*" (*English*: come on) when students make group presentations in front of the class or submit their assignments to write Negotiation Texts after learning. In addition, there are also several cases of deviation at the syntactic level. This is especially so when students get writing assignments on Indonesian material. This happens especially when using pronouns in their writing. Like the sentence "*Ket mana juga dorang main volley*" (*English*: Where do you play volleyball?) or "*Sebab di padang rumput tu tiada orang jadi enak awak bawa tu kereta*" (*English*: Because in the meadow there are no people so it's good for you to bring the carriage). Based on these findings, the writer needs to describe the data that the writer found to see what factors cause interference among students of *SMK Negeri 1 Sebatik Barat*.

Therefore, the author will discuss the problem of language interference in the form of:

1. What types of interference are there in the Indonesian language subject from the students of *SMK Negeri 1 Sebatik Barat* ?
2. What are the factors that cause interference in the Indonesian subject from students at *SMK Negeri 1 Sebatik Barat* ?

## II. METHODS

This research is a descriptive study with a qualitative approach which aims to describe data in the form of factors that cause interference with Malay into Indonesian in Class X.APAT of *SMK Negeri 1 Sebatik Barat* Academic Year 2022/2023. This is because this method is in accordance with Miller's opinion [7], which is a suitable method for knowing and defining words (written), speech (oral) and actions (behavior). Research on Malay language interference analysis in Indonesian language learning takes place at *SMK Negeri 1 Sebatik Barat*. The time of the research was carried out from January 10<sup>th</sup> to February 14<sup>th</sup> 2023 and adjusted to the Indonesian language subject schedule that applies at the school. The subject used in

this research is the speech of students in learning Indonesian as interference speakers. Then, data collection techniques are observation, interviews, and recording. Recording techniques are used to record all ongoing Indonesian learning processes. The tool for recording used by researchers is a cellphone. Furthermore, the data analysis technique uses descriptive qualitative steps, namely data reduction, data presentation, drawing conclusions, and verification. These steps are carried out to find out the cause of interference by speakers.

### III. RESULT AND DISCUSSION

#### Result

This research was conducted in class X.APAT of SMK Negeri 1 Sebatik Barat. There are three data collection techniques in this study, namely observation, interviews, and recorded documentation. The observation technique is carried out through observing the form of Malay language interference in the process of learning Indonesian language materials for writing Negotiation Texts in the class of research subjects. Furthermore, interview techniques were used for data triangulation. The researcher conducted interviews with the Indonesian language teacher and students of class X.APAT of SMK Negeri 1 Sebatik Barat to confirm the data obtained. As for data analysis, the occurrence of Malay language interference in learning Indonesian, the material for Writing Negotiation Texts is presented in the following table. The table is a presentation of reduced recording data according to the research topic.

Number data	Data Quote Writing Negotiation Text	Analysis Results	Meaning in Indonesian	Meaning in English
1	Shima: "Ima! <b>Jum</b> kita pergi <b>tengok dorang</b> main volly."	The words " <b>jum</b> " and " <b>dorang</b> " are forms of Malay interference because of the carrying factor habits in the mother tongue, while the word " <b>tengok</b> " is due to the bilingualism of the participants.	Shima: "Ima! <b>Mari</b> kita pergi <b>melihat mereka</b> main volly."	Shima: "Mama! <b>Let's go see them</b> play volleyball."
2	Ima: " <b>Ket mana juga dorang</b> main volly?"	The words " <b>ket mana juga</b> " and " <b>dorang</b> " are forms of Malay interference because of the carrying factor habits in the mother tongue.	Ima: " <b>Tempatnya di mana</b> kamu main vollynya?"	Ima: " <b>Where do you</b> play volleyball?"
3	Ima: "Aii! <b>Nampaklah</b> nanti aku kerja tugas dulu <b>sekejap</b> ."	The words " <b>nampaklah</b> " and " <b>sekejap</b> " are forms of interference in the Malay language because of the need for synonyms.	Ima: "Aii! <b>Lihatlah</b> nanti aku mengerjakan tugas dulu <b>sebentar</b> ."	Ima: "Aii! <b>Let's see</b> if I do my homework <b>in a bit</b> ."
4	Asis: "Gi, <b>macam mana</b> caranya bawa <b>kereta</b> ?"	The words " <b>macam mana</b> " and " <b>kereta</b> " are forms of interference in the Malay language due to the bilingualism of the participants.	Asis: "Gi! <b>Bagaimana</b> caranya bawa <b>mobil</b> ?"	Asis: "Gi! <b>How</b> do you get the <b>car</b> ?"
5	Egi: "Kalau <b>awak nak</b> cepat <b>pandai</b> , <b>awak pigi</b> di padang rumput."	The words " <b>nak</b> " and " <b>pigi</b> " are a form of Malay interference because of the bilingualism of the speech participants, while the word " <b>awak</b> " is due to the factor of being brought along habits in the mother	Egi: "Kalau <b>kamu ingin</b> cepat <b>pintar</b> , <b>kamu pergi</b> latihan ke padang rumput."	Egi: "If <b>you want</b> to get <b>smart</b> quickly, <b>you go</b> to the meadow to practice."

		tongue, as well as the word " <b>pandai</b> " because of the need for synonyms.		
6	Egi: " <i>Sebab di padang rumput tu tiada orang jadi enak bawa tu kereta.</i> "	The word " <b>tu</b> " and " <b>kereta</b> " is a form of Malay interference due to the bilingualism of the participants, while the word " <b>tiada</b> " is due to the need for synonyms.	Egi: " <i>Karena di padang rumput itu tidak ada orang sehingga enak jika kamu bawa mobil itu.</i> "	Egi: "Because <b>there are no</b> people in the meadow so it's good if you bring <b>the car.</b> "
9	Rindi S: " <i>Tapi motorku mau diguna bah, kalau awak mau ambil aku, aku pigi.</i> "	The words " <b>bah</b> " and " <b>awak</b> " are a form of Malay interference because of the carrying factor habits in the mother tongue, while the words " <b>diguna</b> " and " <b>pigi</b> " are due to the bilingualism of the participants.	Rindi S: " <i>Tapi motor saya mau dipakai bah (semacam partikel dalam bahasa ibu), kalau kamu mau ambil motor saya, saya pergi.</i> "	Rindi S: "But I <b>want to use</b> my motorbike <b>bah</b> (a kind of particle in my mother tongue), if you <b>want to take</b> my motorbike, I <b>will go.</b> "
10	Rindi S: " <i>Awak mau naik apa dipampe?</i> "	The word " <b>dipampe</b> " is a form of Malay interference due to the factor of the recipient's insufficient vocabulary, while the word " <b>awak</b> " is due to the carrying factor habits in the mother tongue, and the word " <b>apa</b> " because of the bilingualism of the participants.	Rindi S: " <i>Kamu mau ikut naik atau dipampe (semacam tempat permainan anak-anak).</i> "	Rindi S: "Do <b>you</b> want to go for a ride <b>or dipampe</b> (a kind of children's play area)."
14	Rindi S: " <i>Sudah siap Suhaidah, tapi bensinku sudah habis, Suhaidah. Duitku sudah tinggal sikit, Suhaidah.</i> "	The word " <b>sikit</b> " is a form of Malay interference due to the bilingualism of the participants, while the word " <b>duitku</b> " is due to the need for synonyms.	Rindi S: " <i>Sudah siap Suhaidah, tapi bensinku sudah habis, Suhaidah. Uangku sudah tinggal sedikit, Suhaidah.</i> "	Rindi S: "It's ready Suhaidah, but my gas is running out, Suhaidah. I have <b>little money</b> left, Suhaidah."
17	Marlina: " <i>Nur Adriani, lepas lulus, nanti saya ingin sekolah di SMA.</i> "	The word " <b>lepas</b> " is a form of Malay language interference due to the bilingualism of the participants.	Marlina: " <i>Nur Adriani, setelah lulus, nanti saya ingin sekolah di SMA.</i> "	Marlina: "Nur Adriani, <b>after</b> graduation, I want to go to high school later."
20	Agus: " <i>Nak dibungkus kompek apa pakai gabus, Kak?</i> "	The words " <b>kompek</b> " and " <b>gabus</b> " are forms of interference in the Malay language because of the inadequate vocabulary of the recipient, while the word " <b>nak</b> " is due to the bilingualism of the participants.	Agus: " <i>Mau dibungkus plastik atau pakai stereofom, Kak?</i> "	Agus: "Do you <b>want</b> it wrapped in <b>plastic</b> or using <b>styrofoam</b> , Sis?"
21	Samsul: " <i>Mana-mana ia, Kak.</i> " (Sambil menyerahkan duit)	The word " <b>duit</b> " is a form of interference from the Malay	Samsul: " <i>Apa saja tidak masalah, Kak?</i> "	Samsul: " <b>Anything is fine</b> , Sis?"

		language because of the need for synonyms, while the word “ <i>mana-mana ia</i> ” is because of the bilingualism of the participants.	( <i>Sambil menyerahkan uang</i> )	(While handing over the <b>money</b> )
26	Nur Rahman: “ <i>Hati-hatilah, guna selipar biar tidak celaka!</i> ”	The word “ <i>selipar</i> ” is a form of interference in the Malay language due to the insufficient recipient's vocabulary, while the word “ <i>guna</i> ” is due to the need for synonyms.	Nur Rahman: “ <i>Berhati-hatilah, pakai sandal biar tidak celaka.</i> ”	Nur Rahman: “Be careful, <b>wear sandals</b> so you don't get hurt.”
28	Nur Rahman: “ <i>Jangan balik terlampau sore!</i> ”	The words “ <i>balik</i> ” and “ <i>terlampau</i> ” are forms of interference in the Malay language because of the need for synonyms.	Nur Rahman: “ <i>Jangan pulang terlalu sore.</i> ”	Nur Rahman: “Don't <b>come home</b> too late.”
31	Andi: “ <i>Tudung ni kainnya sikit koyak. Berapa pula harganya?</i> ”	The words “ <i>tudung</i> ”, “ <i>sikit</i> ”, and “ <i>koyak</i> ” are forms of interference in the Malay language because of the bilingualism of the participants, while the word “ <i>berapa pula</i> ” is due to the insufficient vocabulary of the recipient.	Andi: “ <i>Kerudung ini kainnya sedikit sobek. Jadi berapalah harganya?</i> ” ( <i>merajuk</i> )	Andi: “ <b>This hood</b> is a <b>little torn</b> . So <b>how much</b> did it cost?” (sulking)
39	Dian: “ <i>Saya jamin seluar ni tak mahal lah. Apa awak nak nampak kami punya kasut?</i> ”	In the words “ <i>seluar</i> ”, “ <i>ni</i> ”, “ <i>nak</i> ”, “ <i>nampak</i> ”, “ <i>apa</i> ”, and “ <i>kasut</i> ” are forms of Malay language interference due to the bilingualism of the participants.	Dian: “ <i>Saya jamin celana ini tidak mahal. Atau Anda mau melihat sepatu yang kami jual?</i> ”	Dian: “I guarantee <b>these pants</b> are not expensive. <b>Or would you like to see the shoes</b> we sell?”

**Table 1.** Results of Data Analysis of Malay Language Interference in Indonesian Language Learning Materials for Writing Negotiation Texts in Class X.APAT of *SMK Negeri 1 Sebatik Barat*

### Discussion

Based on the results of the presentation of the data, it was found that there was quite a lot of interference with the Malay language in learning Indonesian at *SMK Negeri 1 Sebatik Barat*. This is due to several factors, such as (1) students are carried away by habits in their mother tongue, (2) insufficient vocabulary of the recipient language, (3) the need for synonyms, and (4) the bilingualism of the speech participants. Thus, these factors result in students getting used to using Malay vocabulary when interacting with both the teacher and other students during the learning process in class. Furthermore, these factors also influence when the teacher evaluates learning in the form of speaking competence. Students are often seen entering Malay vocabulary in oral exams. In fact, even when the learning evaluation was changed to written form, elements of Malay language interference could still be found in their report assignments, as shown in **Table 1** on the material Writing Negotiation Texts. For more details, in the following the author presents **Table 2** regarding the description of the factors that cause Malay language interference in Indonesian language learning at *SMK Negeri 1 Sebatik Barat*.

No.	Causative factor	Description	Data Number
1	The Carrying of Habits in the	Factors carried over in the habit mother tongue occurs due to lack language control and speaker	Some of the quotations that experience interference due to the carry over of habits in



	Mother Tongue	mastery of language recipient. This can happen to students as bilingual speakers who are studying second language (B2), namely Indonesian. As explained in the background section, namely the social factors of students who have mixed Indonesian-Malaysian parents or parents who work in Malaysia, it causes students to sometimes bring up the mother tongue vocabulary that they already know and master when speaking or writing in learning Indonesian.	the mother tongue that the researcher found in the results of students' assignments on the writing material of Negotiation Texts students in class X.APAT of <i>SMK Negeri 1 Sebatik Barat</i> are listed in data (1), (2), (5), (9), and (10). Then the researcher confirmed this again through interviews with the students concerned.
2	Insufficient vocabulary of the receiving language	The factor of inadequate recipient language vocabulary occurs to express a new concept in the source language so that it tends to cause language interference. This can happen to students who deliberately absorb or borrow the vocabulary of the source language to express the new concept.	Some of the quotations that experience interference due to insufficient vocabulary of the recipient language that the researcher found in the results of students' assignments on the writing material of Negotiating Texts students in class X.APAT of <i>SMK Negeri 1 Sebatik Barat</i> are contained in data (10), (20), (26), and (31). Then the researcher confirmed this again through interviews with the students concerned.
3	The Need for Synonyms	The need for synonyms occurs because speakers want to provide variety in their choice of words to avoid using the same word repeatedly which can lead to boredom. This can happen to students as language users who absorb or borrow new vocabulary from the source language to provide a synonym for recipient language.	Some of the quotations that experience interference due to the need for synonyms that the researcher found in the results of students' assignments on the materials for writing Negotiation Texts for students in class X.APAT of <i>SMK Negeri 1 Sebatik Barat</i> are contained in data (3), (5), (6), (14), and (26). Then the researcher confirmed this again through interviews with the students concerned.
4	Bilingualism of the Speech Participants	The bilingualism factor of the speech participants occurs due to the use or mastery of two languages by the speech participants which is the basis for interference and other influences from the source language. This can happen to students as speech participants who make language contact who are bilingual. As explained in the background section, namely the four kinship nodes of the <i>Sebatik Barat</i> community, namely economic, social, educational, and health, it causes students as bilinguals to bring up Malay vocabulary in everyday language contact.	Some of the quotations that experience interference due to insufficient vocabulary of the recipient language that the researcher found in the results of students' assignments on the writing material of Negotiating Texts students in class X.APAT of <i>SMK Negeri 1 Sebatik Barat</i> are contained in data (1), (4), (5), (6), (9), (10), (14), (17), (20), (21), (31), and (39). Then the researcher confirmed this again through interviews with the students concerned.

**Table 2.** Discussion of Factors Causing Malay Interference in Indonesian Language Learning Materials for Writing Negotiation Texts in Class X.APAT of *SMK Negeri 1 Sebatik Barat*

#### IV. CONCLUSION

The occurrence of interference in the Malay language in learning Indonesian in the material of Writing Negotiation Texts was experienced by class X.APAT of *SMK Negeri 1 Sebatik Barat* when they submitted their final assignment of writing Negotiation Texts. There are several factors that cause Malay language interference in learning Indonesian in the materials for writing the Negotiation Text, namely: (1) being carried away by habits in the mother tongue, (2) insufficient vocabulary of the recipient language, (3) need for synonyms, and (4) bilingualism speech participants. Of these 4 aspects, there is a factor that most dominates Malay language interference in Indonesian language learning in the material for Writing Negotiation Texts in class X.APAT of *SMK Negeri 1 Sebatik Barat*, namely the bilingualism of the speech participants. This is evidenced by the existence of 12 pieces of data in the form of Malay vocabulary and based on interviews with the students concerned.

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