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PORTRAIT OF INDONESIAN VOCABOLARY IN WRITING SKILLS: CASE STUDY OF DARUL MAAREF SCHOOL FOUNDATION, THAILAND

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***Article Info* Abstract**

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This study aims to determine the ability of Darul Maaref School Foundation students in writing vocabulary Indonesian in the In d onesia language teaching programfor foreign speakers (BIPA) at Darul Maaref School Foundation, Satun, Thailand. The subjects of the study were 20 male students and 20 female students of Darul Maaref School Foundation, Thailand. The study was conducted for 17 days, from September 4 to September 20, 2023. The data collection techniques used are tests, observations, interviews and documentation during activities in the BIPA Program. The method in this research is a qualitative descriptive method with a case study approach. The use of this method aims to describe the vocabulary acquisition ability of Darul Maaref School Foundation students in BIPA lessons and describe the written language mistakes of BIPA learners. The results of this study show the acquisition of vocabulary and forms of language errors written sentences Indonesian students at Darul Mareef School Foundation, Satun, Thailand. Forms of written language errors found in BIPA learners include written language errors with incomplete sentence types, word order, capital letters, pronomina, prepositions, word choice, spelling, hyphens, and affixes. Factors that cause students' written language errors include the influence of spoken language, learners who do not fully understand Indonesian grammar, learners who are less careful to write Indonesian, and less effective BIPA learning. The implication of this research is the need for effective BIPA teaching materials, by emphasizing Indonesian in accordance with the rules of Indonesian Spelling (EBI) also remains fun for BIPA learners.

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# INTRODUCTION

Indonesian is an asset of the Indonesian nation that must always be maintained both in the world of education and non-education (Inderasari &; Agustina, 2017). Efforts to advance the existence of Indonesian today are increasingly receiving attention from the Indonesian government both at home and abroad (Sutanto et al., 2020). Domestically, language exhibitions, art

performances, language competitions that are often held both nationally and regionally, make Indonesian more advanced. Indonesia's strategic position with a variety of Indonesian cultures, flora and fauna makes the international world interested in our country. In addition, foreign countries that have interests in technology, transportation, economy, tourism and even politics in our country make our country one of the countries worth going to, thereby increasing the interest of foreign countries to study Indonesian (Nisa', 2022). This is evidenced by the fact that in Vietnam, Indonesian is a second language that is parallel to English (Rohimah, 2018). Furthermore, on November 20, 2023, during the plenary session of UNESCO has also determined Indonesian to be the 10th official language of the UNESCO General Conference (Ministry of Education and Culture, 2023). That way the existence of Indonesian in the international arena is unquestionable. In line with that, one of the government's efforts to internationalize Indonesian is through the Indonesian program for Foreign Speakers (BIPA) (Nisa', 2022).

The Indonesian Program for Foreign Speakers (BIPA) is a bridge for the world to get to know and understand Indonesia (Artating &; Novytasari, 2019). The BIPA program itself is an Indonesian language skills learning program which includes speaking, writing, reading, and listening skills for foreign speakers. Introduction to Indonesian culture is also included. BIPA learning requires the right learning method, and interesting learning media so that they easily understand that learning Indonesian not difficult. Thus, it becomes a challenge for a BIPA teacher to be able to create effective learning classes so that foreign speakers who study Indonesian feel at home and attract their curiosity to continue learning Indonesian. The task of the teacher is not only to convey knowledge but more complex. As a facilitator, teachers must have good communication skills. This is related to the ability of a teacher to deliver material with communicative language to students, which ability greatly affects the understanding and mastery of student material (Zulfa, 2019). One of the countries studying Indonesian is Thailand.

Thailand is a country that opens opportunities for its people to learn and use Malay/Indonesianlanguage. Since the 1980s Indonesian teaching has been taught in Thailand, especially in Islamic schools in Southern Thailand, before the ASEAN community was announced (Djusmalinar, 2020). In fact, because of the popularity of Indonesian, many students from Southern Thailand take dharmasiswa scholarships to Indonesia and apply to study Indonesian (Iswidodo, 2010). In response to the high enthusiasm of the Thai people for Indonesian, the Ministry of Education and Culture sent BIPA lecturers and final students to teach internships Indonesian, especially in Southern Thailand. Due to the Indonesian taught by BIPA teachers, many schools want cooperation (MOU) dengan universitas yang mengirimkan mahasiswa magang (Djusmalinar, 2020). However, this program stagnated due to the Covid-19 outbreak in almost all parts of the world, which resulted in the spread and teaching of BIPA in Thailand temporarily suspended.

In line with that, the University of Muhammadiyah North Sumatra as one of the best private campuses in Sumatra has one of the programs, namely KKN Pendidikan (KKN-dik), International Partnership for Independent Learning, Independent Campus, Faculty of Teacher Training and Education (FKIP) UMSU which is intended to prepare prospective teachers as knowledgeable, reflective practitioners and leaders who behave ethically and professionally both at home and abroad. From this program, researchers had the opportunity to conduct KKN as well as research at the KKN site which coincided with the Darul Maaref School Foundation, Thailand in September 2023. This is a form of implementation of cooperation

between FKIP UMSU and *the Association of Islamic Private Schools, Satun, Thailand*

(Eriska, 2023)*.*

People in Southern Thailand, especially Satun Province, daily use two languages, namely *Siamese* (Thailand) which is the official language of Thailand and Malay. This makes it easier for researchers to conduct research because Indonesian was born from Malay, so that more or less the students were able to understand the sentences delivered by the researcher and the research went smoothly. Thai people who can speak Malay can be found in several provinces located in Southern Thailand, which borders Malaysia, namely *Pattani, Yala, Narathiwat*, and several areas in *Songkhla* known as the Patani Malay Dialect (BMDP) and Satun province is introduced to Kedah Dialect Malay or Satun Dialect Malay (BMDS) (Guarantee, 2021). Satun is a province located in Peninsular Malaysia and borders the Andaman Sea west of Thailand. To the north it is bordered by Trang province, Songkhla province to the east and Kuala Perlis, Malaysia to the south. Satun is also known as "*Mukim Setul*".

Darul Maaref School Foundation is located in Khuan Sato, Khuan Don District, Satun Province, Thailand. It is an Islamic school that has been established for more than 50 years in Satun Province, and is a school that belongs to the *Association of Islamic Private Schools* in Satun, Thailand. Students learn general knowledge, religious science, as well as various linguistics, which makes students have a lot of knowledge in their respective fields. According to the confession of the teacher pamong, before researchers came to the school there were teachers to teach Indonesian to the Darul Maaref School Foundation. Thus, more or less students have heard or studied Indonesian. Based on that, researchers are interested in examining students' written language skills.

Four aspects of language skills taught in BIPA learning are listening skills, speaking skills, reading skills and writing skills (Jovita et al., 2019). The four skills are basically a whole. However, in learning each person has a different ability to receive and understand learning. Writing skills are skills used for oral communication with others (Zalukhu et al., 2023). Writing is a very important activity in life. Writing is a person's ability to convey their inspiration and ideas through a text (Marlani &; Prawiyogi, 2019). Keterampilan menulis merupakan sesuatu yang sangat penting dalam proses belajar dan mengajar bahasa (Haerazi et al., 2018). Through writing skills, one can produce works in the form of writing.

In writing, there are often errors – writing language errors. Language that students cannot understand causes them to make mistakes (Erickson, 2022). Mistakes that occur reduce student performance because they are unable to write down what they know (Asni et al., 2018). Grisot (2021) states that the mistakes made by these students are performance errors. If the error in writing cannot be recognized and corrected then it is called an "error in competence" (Erickson, 2022). Thus, in learning language mistakes – mistakes often arise.

Richard (1974: 174) argues that language errors are not only caused by mother tongues, but also by language generalizations that ignore grammatical rules, incomplete rules, and due to developmental errors. By understanding language errors, a teacher will understand the problems experienced by students in learning (Aristiawan, 2019). That way, teachers can give feedback to students. With language error analysis, BIPA teachers can understand students' abilities. In addition, by understanding errors, BIPA teachers can design appropriate strategies to improve learners' writing processes and products in BIPA learning, and language

production cognitive process problems can be calculated when analyzing a series of grammatical errors.

From the definition above, the formulation of the problem in this study is how is the ability to write vocabulary Indonesian Darul Maaref School Foundation Thailand learners? What are the writing language errors that appear? And what factors are the causes of written language errors that appear? In addition, researchers also put forward the percentage of errors found. The findings of this study can be used for future research, when there is research on Indonesian ability at Darul Maaref School Foundation Thailand.

# RESEARCH METHOD

**Research Design**

The method in this research is a qualitative descriptive method with a case study approach. The use of this method aims to describe the vocabulary acquisition ability of Darul Maaref School Foundation students in BIPA lessons and describe the written language mistakes of BIPA learners. The method is divided into three stages, namely data collection, data analysis and data presentation in the form of vocabulary acquisition results and errors both in writing words and sentences, and being in natural conditions. *Cresswell* in Duff explained that case study research is a limited research system, a case or several cases that are *overtime* (over time) detailed by in-depth data collection related to some information with various contexts (Duff, 2008).

The subjects of this study were 4 classes that became a comparison of researchers at Darul Maaref School Foundation, including 2 male classes, namely grades 4-2 and grades 5-2, then 2 female classes, namely grades 5-4 and grades 5-5. So that the total number of subjects is 40 people. The research was conducted in the Malay language class, also carried out in two stages, namely the initial stage and the final stage. This study reported on the mistakes of non- Indonesian students about their mistakes in writing vocabulary and simple sentences. Error data is focused on omissions, additions, subtractions, and spelling errors.

# Instruments

The writing test was used toobtain data from 40 BIPAstudents in 4 classes. The written test is carried out by researchers in their respective classes at the time of introduction to theBIPA program. Test results are taken as data to see participants' writing errors. Researchers as tutors are accompanied by Indonesian Malay teachers who teach in class to translate into Thai.Simple vocabulary and sentences were generated by research participants during the introduction of the BIPA program. Writing test instruments are formed in student worksheets. The writing test is followed by a non-formal interview to reveal various reasons regarding writing errors in producing worksheets. The interviewees consisted of 7 women and 7 men from different classes. This non-formal interview is conducted to find out the reasons why they make mistakes and mistakes in writing, whether it has a relationship with their first language or there are other factors.

# Data Analysis

The data of this study consists of writing errors that result in vocabulary or sentences followed by some reason that causes the error to occur. Therefore, the process of analyzing writing errors and the reasons that led to them is elaborated inductively and interpretively. Data is taken directly in the form of student worksheets. In this study, researchers assisted Darul Maaref School Foundation's Malay language teacher to translate into Thai to students. As for the steps in data collection, the researcher showed videos about Indonesian culture to

students using TV media connected to the researcher's laptop in their respective students' classes, students paid attention and asked the researcher about words they did not understand. Then the researcher introduced the students to simple verbs Indonesian and spoken by the researcher and asked them to repeat the words spoken by the researcher. With several verbs that have been spoken and studied, the researcher asked students to make sample words, then sample sentences from these words on a worksheet. Then the worksheets are collected. Researchers will listen to the data and analyze it to determine the accuracy or writing errors, then documented in the results of the writing accuracy research to see the ability of students in BIPA introduction and learning.

# RESEARCH FINDINGS AND DISCUSSION

**Research Findings**

# Phase I

Researchers provide an introduction to basic level Indonesian with the theme "Verbs" through youtube media connected to tv in each class. After the researchers explained, the researchers asked each student to write down 10 verbs that they remembered in the book and collected. After analyzing the results of BIPA learners' writing about simple vocabulary, several written language errors were found which are described in the form of table 1 below.

.

Table 1. Early Stage Student Work Outcomes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NO | Class | Number of Students | CorrectVocabulary Frequency | Frequency of spelling errors |
| 1 | 4-2 (m) | 10 persons | 93 words | 7 words |
| 2 | 5-2 (f) | 10 persons | 92 words | 8 words |
| 3 | 5-4 (m) | 10 persons | 99 words | 1 words |
| 4 | 5-5 (f) | 10 persons | 98 words | 2 words |

Based on table 1 on the side of male students, grades 4-2 are superior in writing Indonesian vocabulary compared to grades 5-2 with errors of 7 words, while grades 5-2 are 8 words. These written language errors include confusion between the letters n and h, the letters j and i, the letters m and n, and the letters ng and ny. Furthermore, writing the letter a which should be written the letter u, writing the letter t which should be written r, and writing the letter d which should be written letter b. This is because of the slight resemblance between the letters. Also because there is no writing ng and ny in Thai, so it is a little confusing for students. Meanwhile, female students 5-4 are superior to grades 5-5 because there is only 1 written language error in the class, while there are 2 wrong words in grades 5-5. The written language error is the lack of letters in the word (watching) on the student's worksheet, the student concerned only writes the word *(menonto).* There is also a typographical error between the letters n and h and the letters b and d. Examples of each error are described in detail in table 2 below.

Table 2. Examples of Word Writing Errors

|  |  |  |
| --- | --- | --- |
| NO | Error Examples | The Right Word |
| 1 | Belajat | Belajar |
| 2 | Membada | Membaca |
| 3 | Menonto | Menonton |

|  |  |  |
| --- | --- | --- |
| 4 | Mundi | Mandi |
| 5 | Berngangi, bernyamyi | Bernyanyi |
| 6 | Berjalah, Barjalan | Berjalan |
| 7 | Belania | Belanja |
| 8 | Berenamg, herenang | Berenang |
| 9 | Makam | Makan |
| 10 | Mengajan | Mengajar |

# Phase II

After conducting the first study on vocabulary acquisition in the form of verbs by students of Darul Maaref School Foundation, Thailand, researchers conducted further research on sentences. Researchers asked students to create simple sentences with verbs they had previously acquired within a predetermined time, which was one hour. First, 40 students' writings were collected and analyzed, then given different colors based on the type of writing language errors on the student worksheet. Then, those errors are calculated and entered into Microsoft Office Excel for further analysis. Errors of the same type in the BIPA learner's text are still counted as one error (for example, if there is a misspelling of a reading word and occurs five times, then the misspelling of this reading word is only counted as one misspelling). If there is a misspelling with a different word, the error will be added to the calculation of the number of errors. Using Microsoft Office Excel 2021, researchers calculated the frequency and percentage of errors in the writing of BIPA learners. To make it easier to read the data, the frequency and percentage of errors are presented in the form of graphs generated from Microsoft Office Excel 2021 calculations. Informal interviews with BIPA learners were conducted after they wrote sample sentences from verbs they had learned to obtain information about the factors causing BIPA learners' written language errors. In addition, researchers also discussed with teachers in the field of Malay studies who can speak Indonesian related to difficulties in learning Indonesian for him and possible difficulties felt by students as well. Writing errors in student work are calculated based on the number per one correct sentence, not per wrong word in sentence writing. The following is a table of student work in the second or final stage.

Table 3. Phase II student Work Results

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NO | Class | Number of Students | Correct Vocabulary Frequency | Frequency of spelling errors |
| 1 | 4-2 (m) | 10 persons | 79 sentence | 21 sentence |
| 2 | 5-2 (f) | 10 persons | 73 sentence | 27 sentence |
| 3 | 5-4 (m) | 10 persons | 59 sentence | 41 sentence |
| 4 | 5-5 (f) | 10 persons | 63 sentence | 37 sentence |

Based on table 3, it appears that class 4-2 is still superior to class 5-2 with only 21 sentences of errors, while classes 5-2 have 27 sentence errors. Errors in writing these sentences include the use of the word *tahu* which should be written with the word *can*, writing the letter h which should be the letter n, confusion between the letters a and e, lack of letters in words such as *school*, which students write with the word *sekola.* As well as some other errors that will be described in the next table. As for female students, grades 5-5 are superior to grades 5-4, with 37 writing errors, while in grades 4-4 there are 41 sentence errors. These

writing errors include the use of the word fried, which is written as goreg, the writing of the word milk, which is instead written zuzu, the word a, which is written with the word seorng and several other errors. In addition, in grades 5-4 and 5-5 many sentences are not done, thus reducing the assessment points, even though the time given to do the assignment is the same, which is one hour.

Furthermore, a detailed analysis of written language errors that have been made by students was found, 9 errors were found. These written language errors include incomplete sentences, word order, capital letters, pronouns, prepositions, word choice, spelling, hyphens, and affixes. The following is a table of language errors in writing sentences Indonesian students of Darul Maaref School Foundation, Satun, Thailand.

Table 3. Examples of Sentence Writing Errors

|  |  |  |
| --- | --- | --- |
| NO | Error Type | Error Examples |
| 1 | Spelling | *Kami minum* ***zuzu*** *Menonton film dengan* ***seorng*** *teman**Dia suka makan* ***chockolat****Menonton kartu**Saya* ***tidah*** *suka menari Saya* ***membali*** *nasi Saya makan nasi* ***goreg*** *Abang mandi di* ***dalan****Muhammad tidur di****ruman****Saya berjalan di* ***sekokab*** *Saya* ***membada*** *buku Saya minum jus* ***ieruk*** *Saya tidur sambil* ***belajat*** *Saya minum air* ***wittamin****Di waktu* ***lang*** *saya menonton tiktok**Saya ingin menjadi****penyayi****Aku satu kelas dengan****kuru*** *Hafi**Saya makan* ***sarapa*** |
| 2 | Capital letters | *Saya suka* ***Minum*** *susu Saya membaca* ***AlkurAn*** *Amsan* ***Belajar*** *di sekolah tausan* ***Berenang****Fandee* ***Menonton*** *TV* ***FirHan*** *bernyanyi dengan sangat indah**Saya* ***Mandi*** *di kanal Kawannya* ***Menari****Anna* ***Mandi*** *dua kali sehari**Saya* ***Tidak*** *membaca buku Saya* ***Suka Tidur*** |
| 3 | Affix | *Saya menulis* ***berkerja****rumah**Hadi* ***bernyanyikan****karouke* |
| 4 | Incomplete sentences | *Guru – guru Indonesia mengajar sangat menyeronokkan* |

# Frequency of Language Errors Student

Of the 9

language errors writings of BIPA School Foundation noticeable frequency. The written language incomplete occurred 11 times, times, capital pronouns 1 time, times, word spelling 46 times, and affixes 2 times.

# Written Appearing on Worksheets

types of written that appear in the Darul Maaref learners, there is a difference in error frequency of errors with

|  |  |  |
| --- | --- | --- |
|  |  | *Saya dengan adik suka menonton hantu**Habsoh makan sehat Hadee mandi di terjun Saya makan kedi Lotus Satun**Saya tidur pagi* |
| 5 | Preposition | *Adik dia berenang* ***dalam****laut**Saya tidur* ***dalam*** *bilik Saya membaca Alquan* ***dalam*** *masjid**Dia belajar****diperpustakaan****Saya berjalan disekolah* |
| 6 | Conjunction | *Warid tidur* ***yang*** *rumah taosan Berenang* ***yang*** *laut* |
| 7 | Word choice | *Kami mandi di* ***tasik*** *itu Menonton dalam* ***bilik tidur****Saya makan* ***kuih – kuih Masa*** *tidur****Masa cikgu*** *ngajar**Di dalam* ***bilik*** *itu ada pelajar**Tidak* ***tahu*** *berenang****Cikgu*** *mengajar****Kawan*** *sedang mandi* |
| 8 | Pronoun | *Saya menonton serial****nya*** *(nya disini bermaksud film itu)* |
| 9 | Word Order | *Mandi lambat* |

sentence types

word arrangement 3

letters 96 times,

prepositions 15

choices 27 times,

hyphens 3 times, Figure 1 shows the frequency of BIPA learners' written language errors

in graphical form. Figure 2 provides information on the percentage of each type of written language error by BIPA students, namely students of Darul Maaref School Foundation, Satun, Thailand.

Figure 1. Frequency of Student Written Language Errors

FREKUENSI KESALAHAN

0

20

40

60

80 100 120

Incomplete sentences

Word order

Capital letters

Pronouns

Preposition

Word choice

Spelling

Conjunction

Affix

1

2

3

4

5

6

7

8

9

Figure 2. Percentage of Student Written Language Errors

**PERSENTASE KESALAHAN BAHASA TULIS**

Affix

Conjunction 1%

Spelling 23%

1%

Incomplete sentences

Word order 2%

5%

Word choice 13%

Capital letters 47%

7%

Incomplete sentences Pronouns

Spelling

Preposition Pronouns

Word order Preposition

Conjunction

1%

Capital letters Word choice

Affix

**Discussion**

# Factors Causing Write Language Errors

This study aims to determine students' writing skills, as well as bring up written language mistakes of students of Darul Maaref School Foundation, Thailand. In addition, it also raises the factors that cause written language errors. Based on the results of written language errors that have been found, and informal interviews with students as well as discussions with civil service teachers, factors were found that influenced this. Among them:

1. The influence of spoken language. BIPA learners are influenced by Malay when writing with Indonesian. Malay is the language of BIPA students in Southern Thailand, especially the teaching area, namely Satun. In addition, Malay is a compulsory subject in schools. this makes it a little difficult for learners to distinguish between Malay and Indonesian. For example, writing "*The cikgu period* teaches", the sentence that should be in Indonesian is "When the teacher teaches". There is a written language error because some students still do not fully understand that Malay and Indonesian have differences.
2. BIPA learners do not fully understand Indonesian. Indonesian that are good and correct in accordance with the Indonesian Spelling (EBI) have not been understood by students, they only learn Indonesian at a glance from researchers, and some students who have received BIPA lessons at their school were present BIPA teachers from Indonesia which also did not last long. So that the language they understand is just vocabulary or simple sentences. For example, "I sleep in the morning" should be written "I sleep in the morning".
3. BIPA learners are still negligent or careless in writing Indonesian. For example, many students write incorrect spellings of Indonesian such as writing the word "a" which should be "*a*", the word "*zuzu*" which should be "milk" and others. They only write the words they hear regardless of the correct writing.
4. BIPA learning that has not been effective and efficient. The time given to researchers to teach BIPA to students is not long, so naturally students do not understand much Indonesian. This resulted in many written language errors made by BIPA learners.

In accordance with several previous studies such as (Agustina &; Oktavia, 2019) and (Pariyanto, Sudarwati, 2019) also (Hudhana et al., 2021) show that factors that influence written language errors are the influence of spoken language and lack of understanding of full Indonesian, as well as the lack of effective BIPA teaching. This study also found that errors in the use of capital letters and spelling are written language errors that dominate the writing of Darul Maaref School Foundation students, Satun, Thailand.

BIPA students in Southern Thailand are often influenced by Malay when learning foreign languages, this is because Malay is their mother tongue. In addition to using Thai as an official language when they go to school or do activities in government offices, they also use Malay when speaking daily (Pariyanto, Sudarwati, 2019). According to (Lado, 1957) this is called language transfer or language transfer. Language transfer is common to bilingual or second language speakers, where speakers use linguistic elements of the first language when communicating with a second language or vice versa. This can be seen in the case of written language errors of Darul Maaref School Foundation students, students use word choices, spelling, or arrangement in Malay to write Indonesian texts.

Because Darul Maaref School Foundation students were at a beginner level in learning Indonesian when this study was conducted, it was natural that there were some written

language errors found in the students' work. At this level, learners tend not to understand grammar and rules of Indonesian and are influenced by their mother tongue, Malay. Like the word "*cikgu*" which should be "teacher" in Indonesian. Because in Malay they use the word cikgu to call the teacher. And the writing of the word "*cubicle"* which should be a room or room in Indonesian. This can be overcome by practicing reading Indonesian texts or often listening to Indonesian songs, so that Malay Indonesian patterns and patterns can be distinguished and understood by students.

# CONCLUSION

The results of this study show the acquisition of vocabulary and forms of language errors written sentences Indonesian students at Darul Mareef School Foundation, Satun, Thailand. Like previous studies, forms of written language errors in BIPA learners include written language errors with incomplete sentence types occurring 11 times, word arrangement 3 times, capital letters 96 times, pronouns 1 time, prepositions 15 times, word choices 27 times, spelling 46 times, hyphens 3 times, and affixes 2 times. Factors that cause students' written language errors include the influence of spoken language, learners who do not fully understand Indonesian, learners who are not careful to write Indonesian, and less effective BIPA learning.

The implication of this research is the need for effective BIPA teaching materials, by emphasizing Indonesian in accordance with the rules of Indonesian Spelling (EBI) also remains fun for BIPA learners. Furthermore, BIPA learning in schools in Southern Thailand, especially the Darul Maaref School Foundation to be held again, so that students who are interested in Indonesian can continue learning. BIPA teachers are also given sufficient training so that in addition to teaching, they can also provide feedback so that good and correct Indonesian writing by BIPA learners will be realized. The results of this study are certainly not universal, nor permanent, because the levels or contexts of BIPA learners are different. Therefore, further research is needed to verify the results of this study.

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