

The Use of Affixed Words in *BIPA* Student Writing Beginner Class

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ABSTRACT

Indonesian is a second language for *BIPA* students and should be learned after the primary language. This leads to differences in the understanding of linguistic structures focused on the order of affixes. This research aims to describe the use of affixed words and the errors of words with affixes in the essays of beginner class *BIPA* students at the University of Muhammadiyah Malang. The method used in this research is a qualitative method with a descriptive type of research. The source of the data used is a narrative text compiled by students of *BIPA* University of Muhammadiyah Malang for beginner class. The data used in this research are words with affixes with both appropriate and inappropriate use in *BIPA* students' essays. In this research, reading and note-taking techniques were used for data collection. The technique used to analyze the data in this research is replacement technique. Based on the result of the study, it can be concluded that there are three forms of affixes in *BIPA* students' essays, including 118 data prefixes, 66 data confixes, and 38 data suffixes. In this case, three types of affixation errors were also found, including the omission of affixes as much as 7 data, replacement of morphs as much as 2 data, and the use of incorrect affixes as many as 26 data. This research can be used as a reference for further research, and as information for readers, especially *BIPA* students and teachers, to use correct Indonesian grammar.

Keywords: affixation, *bipa*, error analysis, use of affixes.

INTRODUCTION

Indonesian for Foreign Speakers (*BIPA*) is one of the ways to internationalize the Indonesian language. Internationally, this endeavor is witnessing a rather quick expansion. Indonesia maintains a key location with diverse interests relating to other countries, such as economic interests,

politics, education, tourism, and others. Consequently, the international community's interest in studying Indonesian is increasing. This is consistent with the fact that Indonesian is used as a second language in Vietnam, similar to the usage of English (Rohimah, 2018). This indicates that the existence of the Indonesian language on the global stage cannot be questioned.

Foreign students or speakers are categorized into three categories in *BIPA* learning: beginner, intermediate, and advanced (Arumdyahsari et al., 2016). *BIPA* instruction focuses on four components of language skills: listening, reading, speaking, and writing. *BIPA* learning also teaches other cultures and knowledge in Indonesia in addition to these capabilities.

There are variances in the subject matter presented to *BIPA* students of the three aptitude levels. This is consistent with Hanifah et al. (2020) assertion that the objective of differentiating the material at each level is to enable *BIPA* students to sequentially comprehend Indonesian based on their circumstances and level of difficulty. Thus, *BIPA* students are able to master correct and proper Indonesian.

The position of Indonesian is the second language for *BIPA* students, so after learning their first language, they acquire their native tongue (Maharani & Astuti, 2018). The grammar of the native language differs significantly from that of Indonesian as a second language. This results in the formation of several language usage problems. In addition, a lack of comprehension in the production of words and a poor grasp of linguistics are additional reasons why pupils commit language issues.

Both oral and written errors might frequently occur when *BIPA* students utilize Indonesian. The production of texts by *BIPA* students contains a number of faults in the area of morphology or word formation. The use of attached words is one of the errors that frequently occur. This is consistent with a remark made by (Budiawan & Rukayati, 2018) in their research, namely that the usage of improper affixes will result in meaning discrepancies.

Rusminto (2022) in his research emphasized that *BIPA* students are often inaccurate in using Indonesian. The error that often appears in this study is the formation of affixed words. From this case, it is hoped that learning Indonesian foreign speakers will pay more attention to the accuracy of teaching materials and techniques that *BIPA* students have not mastered.

Affixation is the process of adding an affixed form to a basic word (Herawati et al., 2019). Basic words that can be affixed with affixes can be in the form of single or complex root words. This affixed form is very important in a sentence because it can affect the meaning of a word or sentence. Classifications of errors resulting from the affixation process include (1) affix removal, (2) sounds that should undergo leaching, (3) sounds that should not undergo leaching, (4) morphe replacement, (5) morphe abbreviation, (6) inappropriate use of affixes, (7) improper

determination of basic forms, (8) improper placement of affixes in word combinations, and (9) inappropriate repetition of compound words.

There are numerous kinds and functions of affixation usage (Fitriyani et al., 2017). Affixation consists of prefixes, suffixes, confixes, infixes, and simulfixes. The affix that appears at the beginning of a word is known as a prefix. Suffixes are used to add the affix form to the end of words. Infixes is the type of affix that are found in the center of a word. Affixes that are fused to a fundamental word or that do not take the form of a syllable are referred to as simulfixes, while those that are placed at the start and end of a word are known as confixes.

According to the performed case studies, *BIPA* students at the University of Muhammadiyah Malang have varying levels of Indonesian language proficiency. This proficiency can be communicated orally and in writing (Yuniar et al., 2022). The teacher can assess one of these skills through assignments and examinations. This activity is really useful for assessing the student's ability to speak Indonesian.

After completing a case study on the Writing subject, the midterm exam requires the creation of a narrative text or essay. An essay or narrative text is one method for determining the level of Indonesian language competency, particularly with regard to writing. In accordance with the assertion of Anjarwati & Sabardilla (2021), the form of writing that originates from the human mind or from communication is then poured into the shape of a written work that is widely known as an essay.

There are three studies addressing the same topic, affixation. Additionally, Muchti & Oktavidianty (2021) have explored affixation research. In this study, it was determined that the narrative text created by three *BIPA* students at Bina Darma University Palembang had 205 types of affixation and four affixation usage faults.

Yahya et al. (2018) have also examined the same object for research purposes. This research explored the written language syntax errors made by *BIPA* students at UPT, the language of Sebelas Maret University, Surakarta. According to the results of the study, a significant number of *BIPA* students commit errors in the area of written language faults.

Wijayanti & Siroj (2020) also analyzed affixation in their study titled *Analysis of Indonesian Students' Writing Errors for Foreign Speakers (BIPA) Level 2B Wisma Bahasa Yogyakarta*. According to the results of the study, based on 224 sentences in the questionnaire, students made 80 language errors in 50 sentences. The usage of particles in the area of diction choice, which was shown to account for 61.25% of all language errors, was found to be the most frequent error in this study. Students frequently choose their words incorrectly, making mistakes with verbs, nouns, adjectives, adverbs, numbers, particles, and clitics. Up to 6.25 % of affixation errors include prefixes, suffixes, and confixes. As much as 20% of punctuation marks have mistakes, specifically periods and commas. Subject, predicate, and description errors comprise up to 12.5% of all grammatical errors.

This research is the only one of the three with updated information. In the first study, research was conducted at the University of Bina Darma Palembang using only three data sources, but this research utilized seven data sources and employed affixes with greater diversity. Updates to this research are also included in the second study, which focuses on analyzing the object from a morphological perspective, particularly with regard to affixation. In the third study, morphological features and affixation were analyzed in greater depth.

Based on the explanation above, research was carried out on the topic of morphology and selecting text objects written by BIPA students at the University of Muhammadiyah Malang. This research was conducted to answer two questions, namely (1) How is the use of affixed words in the essays of BIPA students at the University of Muhammadiyah Malang? and (2) What are the errors in affixed words in the essays of BIPA students at the University of Muhammadiyah Malang?

METHOD

This study was carried out and completed utilizing qualitative research techniques and descriptive research types. According to Muhyidin (2018), qualitative research methods are one of the methods of data analysis by outlining data from data collection techniques based on phases of analysis that are in accordance with the themes of the research. This method is used to examine the use and errors of affixed words in the essays of *BIPA* students at the University of Muhammadiyah Malang. In this instance, a descriptive technique is also employed to characterize the examined data regarding the kinds of affixation found in the essays of *BIPA* students at University of Muhammadiyah Malang.

For the 2021/2022 academic year, 12 students from various countries took part in the BIPA program at UPT. BIPA University of Muhammadiyah Malang. The 12 students are divided into two, seven students in the beginner class and five students entering the middle class. This study used BIPA students at the University of Muhammadiyah Malang for the 2021-2022 academic year in the beginner class as the subject of study. The source of the data used is narrative text compiled by BIPA students at the University of Muhammadiyah Malang for beginner classes when carrying out the Mid Semester Examinations. This essay was written as a requirement for BIPA students' participation in the Mid Semester Examination (UTS). Seven BIPA beginner class students took the UTS, thus obtaining seven essays as data sources. The data used in this study are affixed words in the essays of BIPA students at the University of Muhammadiyah Malang.

For data gathering in this study, reading and taking notes were employed. Acquiring essays produced by *BIPA* students at the University of Muhammadiyah Malang, reading essays that have been compiled, marking

and noting words that contain affixation forms and have faults in their use are the stages involved in data collection.

After intelligence gathering, the next stage is to analyze the data. The technique used to analyze the data in this study is the replacement technique (Wijayanti & Siroj, 2020). This approach is used to replace the morphological unit in the appended word. The initial step of this investigation is to collect the data previously highlighted in the essay content. The subsequent stage is identifying and tabulating the form of attached errors according to their type. Additionally, the attached word is described by the theory.

FINDINGS AND DISCUSSION

The findings of the research that will be discussed in this chapter are the use of affixation and errors in the use of affixation in essays by *BIPA* students at the University of Muhammadiyah Malang, which are based on the case studies that have been conducted. According to the study's findings, there are 66 data confixes, 38 data suffixes, and 118 data affixes in the form of prefixes. This research's findings are consistent with those of Muchti & Oktavianty (2021), who discovered that prefixes dominated the usage of affixation in the essays of *BIPA* students, then confixes, and lastly suffixes.

The second finding is the incorrect use of affixation by *BIPA* students at the University of Muhammadiyah Malang in their essays. The faults consisted of removing 7 data affixes, replacing 2 data morphs, and using improper affixes for as much as 26 data. The following are the results of an analysis of the use of affixation and affixation errors in the essays written by *BIPA* students at the University of Muhammadiyah Malang.

1. The Use of Affixation in the Writings of *BIPA* Students

Affixation is utilized to develop new meanings from a morphological perspective (Musthafa & Rahmawati, 2021). According to the conducted case studies, there are word constructions in the essays of *BIPA* students that undergo an affixation procedure. The types of affixation included in these essays are prefixes, suffixes, and confixes.

a. Prefix

The initial type of affixation is the prefix. Prefixes are affixes that come before the root of a word. Based on a study of the data, it was determined that *ber-*, *peN-*, *meN-*, *ter-*, and *se-*. This section provides a description of the data.

(1) *Saya **berlibur** di dalam Indonesia atau di luar Indonesia. (3/PA-Pre-Ber/Frz)*

- [I am on holiday inside Indonesia or outside Indonesia. (3/PA-Pre-Ber/Frz)]
- (2) ... saya **bertemu** banyak mahasiswa asing dan **berkomunikasi**... (34/PA-Pre-Ber/Idr)
[... I met many international students and communicated... (34/PA-Pre-Ber/Idr)]
- (3) ... saya **menyewa** sepeda motor untuk saya... (45/PA-Pre-MeN/Say)
[... I rented a motorbike for myself... (45/PA-Pre-MeN/Say)]
- (4) Di pantai saya menikmati waktu saya karena **melihat** berbeda hal... (37/PA-Pre-MeN/Idr)
[At the beach, I enjoy my time because I see different things... (37/PA-Pre-MeN/Idr)]

The data (1), (2), (3), and (4) reflect the use of prefixes in essays written by BIPA students. There is an appended word of the kind in (1)'s data *berlibur*. BIPA students employ affixation in the form of the prefix in this data *ber-* to word of *berlibur*. The word has its fundamental form *libur*. The word's morphological process is *ber-* + *libur*. Employing prefix *ber-* likewise seen in data (2). There are two words in the quotation, and they are *berkomunikasi* and *bertemu*. The word *berkomunikasi* is composed of two forms, specifically the form of affix in the form of prefix *ber-* and the basic form *komunikasi*, while the word *bertemu* starts with the prefix *ber-* and basic form *temu*. These three terms contain the prefix *ber-* which means "to engage in an activity." This affix serves as a verb stem. This prefix may be added to verbs, adjectives, nouns, and nouns.

In quotations (3) and (4), there are affixes, specifically the prefix *meN-*. The data is in the word *menyewa* on quote (3) and *melihat* on quote (4). There are two forms in data (3), including the basic form *sewa* plus suffixes *meN-*. The basic form of *sewa* then, it undergoes fusion and becomes attached. *meny-*, so that by morphological transformation it becomes *menyewa*. There is a basic structure *lihat* followed by the prefix *meN-*. The word *lihat* is a type of verb if the suffix is added *meN-* entails carrying out the action without altering the word form. Similar to the preceding form, this prefix appears at the beginning of the base form. This prefix operates as a form of the verb.

- (5) Ada wisatawan **pemandu** untuk akses fasilitas di hotel. (165/PA-Pre-PeN/Ami)
[There is a tourist guide to access the facilities at the hotel. (165/PA-Pre-PeN/Ami)]
- (6) Pantai Bolo-Bolo **terletak** di wilayah Jawa Timur... (197/PA-Pre-Ter/Far)
[Bolo-Bolo Beach is located in the East Java region... (197/PA-Pre-Ter/Far)]
- (7) ... saya mengunjungi beberapa tempat wisata **terindah** di... (212/PA-Pre-Ter/Far)

- [... I visited some of the most beautiful sights in...212/PA-Pre-Ter/Far]]
- (8) Jadi **sehari** saya pergi ke karangploso... (24/PA-Pre-Se/Frz)
[So one day, I went to Karangploso... (24/PA-Pre-Se/Frz)]

The form of the prefix found in data (5) is *peN-*. This prefix appears in the works of pupils with the initials *BIPA* 'Ami'. This data contains the prefix *peN-* contains the word *pemandu*. The word is made up of the prefix *peN-* and the basic terms *pandu*. The KBBI reports that the word *pandu* implies a guide. Consequently, given this explanation *pemandu* signifies a person who leads the path based on research, the prefix *peN-* used to describe a "becoming" somebody.

Within citations (6) and (7) are examples of the use of the prefix *ter-*. Employing prefix *ter-* Data (6) contains the word *terletak*. Process morphological of word development *terletak* which is *ter-* + *letak*. According to the KBBI, the meanings of this word include 'to be,' 'there,' and 'positioned'. The data is distinguished by a prefix *ter-* with the verb's function in mind. Utilize the word *terindah* included in data (7) is also the attached word *ter-*. Affix *ter-* The word 'most' within the context of the quote carries the meaning 'most,' hence the word *terindah* has the most profound significance. Prefix *ter-* passive verbs, but not all words contain the prefix *ter-* category of passive verbs (Ramlan, 2012). This is due to the fact that intransitive verbs can contain a variety of word constructions. Prefix *ter-* can also mean 'most,' can describe the circumstance, has been experienced, and so on. This prefix can create either a verb or an adjective.

The aforementioned quotation (8) was discovered in a *BIPA* student's essay belonging to 'Frz'. There are statistics in the citation that demonstrate the presence of the prefix. *se-*. The prefix form appears within the word *sehari*, with basic form *hari*. This suffix in the word carries the meaning 'one', so *sehari* means 'one day'. These affixes function as forming nouns and adjectives.

b. Suffix

Suffix is the second type of affixation. Suffix is an affix that is added to the base form. According to data analysis, the forms of suffix affixation include the following: *-i*, *-an*, and *-wan*. This section provides a description of the data.

- (9) Perasaan yang saya **alami** adalah ketakutan... (12/PA-Suf-I/Frz)
[The feeling I experience is fear... (12/PA-Suf-I/Frz)]
- (10) Ada banyak **layanan** pada pengalaman bagus. (173/PA-Suf-An/Ami)
[There are many services at a good experience. (173/PA-Suf-An/Ami)]
- (11) Ada bagus **makanan** dan **minuman** di sana seperti, makanan laut, daging bakar, nasi goreng, ... (185/PA-Suf-An/Ami)

- [There is good food and drink there such as seafood, grilled meat, fried rice, ... (185/PA-Suf-An/Ami)]
- (12) Untuk **wisatawan** yang tidak bisa berkomunikasi lokal babasa... (191/PA-Suf-Wan/Ami)
[For tourists who cannot communicate the local language... (191/PA-Suf-Wan/Ami)]

In the citation (9), the word of *alami* as data with basic form *alam*. This could be said that the term contains the suffix *-i* when a term has two different forms. The two forms of the word consist of the fundamental form *alam* and the form of the suffix *-i* whose location follows the base form.

In data (10) and (11), words are appended in the form of a suffix *-an*. There is a mention of the word *layanan* as data containing the suffix *-an*. The constituent parts of the term are the root form of service and the suffix form. *-an*. According to the KBBI, the word *layanan* means 'regarding' or "how to serve." Two data in the quotation (11) indicate the form of the suffix. *-an*. The initial mention of the word *makanan*. The word has two forms, including the fundamental form *makan* and the form of the affix is the suffix *-an*. As well as the word of *makanan*, the word of *minuman* Identified as the second piece of information showing the presence of the suffix *-an* within this sentence. This form of suffix is compatible with verbs, nouns, and adjectives. This is consistent with the remark made by (Yusuf et al., 2022) in their research, which implies that the meaning-forming suffixes fall into three categories: forming nouns, creating adjectives, and forming verbs. Suffix *-an* can be understood as a consequence of actions or instruments.

The last form of suffix encountered in *BIPA* student essays is *-wan*. Using statistical analysis, the data that demonstrate the suffix *-wan* found in the essay written by 'Ami', a *BIPA* student, in data (12). The data is in the word *wisatawan*, with standard form *wisata*. In this situation, the usage of affixes is correct, yet there is an error in the sentence. This sentence should be *untuk wisatawan yang tidak bisa berkomunikasi babasa lokal...* This suffix works as a noun form and can be applied to nouns or adjectives. Suffix *-wan* carries the meanings of 'expert' and 'person of character'.

c. Confix

Confix is the final affixation type. Confixes are prefixes and suffixes that occur at the beginning and end of words. Based on the data analysis, the following forms of affix affixation were identified: *ber-an*, *peN-an*, *meN-kan*, dan *meN-i*. This section provides a description of the data.

- (13) ... dan **berkenalan** dengan budaya dan tradisi mereka. (243/PA-Kon-Ber-an/Far)

- [... and get acquainted with their culture and traditions. (243/PA-Kon-Ber-an/Far)]
- (14) *Saya ingin **menceritakan** pengalaman pribadi saya mengenai...* (1/PA-Kon-MeN-an/Frz)
[I would like to share my personal experience regarding... (1/PA-Kon-MeN-an/Frz)]
- (15) *Untuk **mengunjungi** botelnya, kunjungi...* (85/PA-Kon-MeN-i/Ami)
[To visit the hotel, visitors... (85/PA-Kon-MeN-i/Ami)]

The aforementioned data indicates the existence of attached words in the form of confixes. The number thirteen (13) appears on the word *berkenalan*. Words consisting of the base form *kenal* This is classified as data since it overlaps other information *ber-an*. According to the KBBI, the primary term is *kenal* has the meaning of 'know,' so if the word 'know' is added, the phrase becomes *ber-an*, The connotation thus becomes 'know each other'. The only function of this confix is to construct a verb, although it has three meanings: acts (in the root word) performed by many individuals, actions (in the root word) performed repeatedly, and 'mutually'.

There are indications of the existence of an affix in the form of confix in the cited passage (14) *me-kan*. The data is in the word *menceritakan* with basic form *cerita*. Basic shapes *cerita* then added a suffix *me-kan* So as to form words *menceritakan*. Data (15) also discovered attached words in the form of confix *me-i*. The information is in the word *mengunjungi*. This word has two forms, including the fundamental form *kunjungi* and confix *me-i*.

- (16) *Saya pergi ke Sudan untuk **pernikahan** teman saya...* (89/PA-Kon-Per-an/Ibr)
[I went to Sudan for my friend's wedding... (89/PA-Kon-Per-an/Ibr)]
- (17) *Saya ingin menceritakan **pengalaman** pribadi saya mengenai...* (14/PA-Kon-PeN-an/Frz)
[I would like to share my personal experience regarding... (14/PA-Kon-PeN-an/Frz)]

In the data (16) and (17), attached words in the form of confix were discovered *per-an* and *peN-an*. The quotation (16) is from an essay written by Ibr, a BIPA student. The existence of evidence for a sort of confix *per-an* namely in the data (16) words of *pernikahan*. The word of *pernikahan* has two forms, including the fundamental form *nikah* and the form of afiks *per-an*. Although the word's structure is correct, it does not quite fit in the context of the statement. The proper sentence structure is *Saya pergi ke Sudan untuk datang ke pernikahan teman saya...* Kofiks *per-an* serves the purpose of creating nouns that can be joined to verbs, adjectives, nouns, and numbers. Meaning of confix *per-an* illustrates the subject in its fundamental form, consequence, or location. The meaning of *per-an* can also be understood to represent a region or multiple things (Ramlan, 2012).

The data shown in the *BIPA* student 'Frz's' quotation (17) from an essay demonstrates the existence of a form of confix *peN-an*. The data in question is in the word *pengalaman*. Words consisting of the base form *alam* It means 'ever encountered'. Kofiks *peN-an* serves the same purpose as *per-an* namely as a form of nouns. Meaning of confix *peN-an* 'This illustrates the procedure, its outcome, and the location.

2. Affixed Word Errors in *BIPA* Student Writings

Referring to the fact that beginner-level *BIPA* students do not speak Indonesian as their native language, as well as their lack of grasp of word structure and linguistics, which results in numerous use problems. One of the frequent errors is in the morphological aspect, particularly in the form of affixation. This is consistent with Setyawati (2013)'s assertion in her book, which identifies linguistic faults at the morphological level. In this study, affixation errors were discovered, such as the omission of affixes, the substitution of morphs, and the improper usage of affixes.

a. Affix Detachment

Based on data analysis of affixation errors, it was determined that *BIPA* students at the University of Muhammadiyah Malang committed linguistic faults in the form of affixing omissions. Along with a description, data indicating the kind of affix removal were detected in the essay of *BIPA* student 'Ami'.

- (18) *Ada banyak objek wisata bisa akses.* (196/*KA-PA-Di/Ami*)
[Many tourist objects can be accessed. (196/*KA-PA-Di/Ami*)]
- (19) *Ada wisatawan pemandu untuk akses fasilitas di hotel.* (207/*KA-PA-Di/Ami*)
[There is a tourist guide to access the facilities at the hotel. (207/*KA-PA-Di/Ami*)]

In sentences (18) and (19), there is a mistake involving the omission of affixes (19). The data sentence (18) cannot be accepted due to a spelling error in a single word *akses*. The word should be provided with an affix *di-*, thus becoming *diakses*. Similar to the prior data, there are still sentence problems in data (19), Therefore, it must be improved so that the data can be simply studied. The sentence should read *ada pemandu wisata untuk akses fasilitas di hotel*. The found data is the access that must be formatted as a prefix *me-*, Morpheme *me-* inserted with access morpheme replaced with morph *meng-*, thus becoming *mengakses*. The data contains words that should be appended, but they are omitted from the essay, resulting in a sort of error. This is consistent with the assertion made by Kartika et al. (2021) in their research that the error occurs because the sound that should present in both spoken and written form is absent.

b. Morph Replacement

In the writings of *BIPA* students at the University of Muhammadiyah Malang, errors in the use of language and affixation, specifically the substitution of morphs, were identified. This case was discovered in the essays of Say and Ami, both *BIPA* students. The following is a description of the data set.

- (20) ... *kopi dengan **bebeda** varian rasa...* (188/KA-PM-Ber/Ami)
[... coffee with different flavors... (188/KA-PM-Ber/Ami)]
- (21) ... *dan kami mulai **berpergian** kami sekitar jam 3 pagi...* (41/KA-BS-Ber/Say)
[... and we started our journey around 3 am... (41/KA-BS-Ber/Say)]

The word of *bebeda* The citation's prefix (20) is incorrect. This is due to the morphological structure *ber-* The affix form does not convert into an allomorphic form when coupled with the basic form beginning with the phoneme /b/ *be-*. The prefix is added to a separate basic version of the word *ber-*. Based on this rationale, the appropriate suffix is *ber-* not undergo a smelting process, hence the right term is not smelted *bebeda*.

Also included in the data (21) are errors in the substitution of morphs with the basic form *pergi* on the word *berpergian*. The basic form of *pergi* The element is contained in the first phrase *er* if it is added to affixed *ber-an* which should be replaced by allomorph *be-*, such that the appropriate term becomes *bepergian*. This has also been examined by Kartika et al. (2021) with the replacement of morphs in the use of the word *berpergian*. In KBBI, *bepergian* means 'to go far'.

c. Misapplication of Affixes

Based on a case study of an essay written by a *BIPA* student at the University of Muhammadiyah Malang, it was determined that the usage of an improper form of the prefix was present. This discovery can be represented by affixes in the form of prefixes, suffixes, and confixes (Setyawati, 2013). The issue with this element is the improper use of affixes where affixes should be present *ber-*, *peN-*, *di-*, *me-i*, *pe-an*, *me-kan*, *-nya*, and terms to which affixes shouldn't be appended. In this instance, the data below were discovered.

- (22) ... *untuk berkomunikasi dan **pertanya** saya yang makanan kamu mau.* (219/KA-PATT-Ber/Ibr)
[...to communicate and ask me which food you want. (219/KA-PATT-Ber/Ibr)]
- (23) *Dia **pertanyaan** mengapa kami seperti itu.* (21/KA-PATT-Ber/Frꞑ)
[He questions why we are like that. (21/KA-PATT-Ber/Frꞑ)]
- (24) *Ada **wisatawan** pemandu untuk akses fasilitas di hotel.* (184/KA-PATT-0/Ami)

[There is a tourist guide to access the facilities at the hotel.
(184/KA-PATT-0/Ami)]

Data (22), (23), and (24) reflect the type of affixation errors seen in the writings of BIPA students, specifically the inappropriate use of affixes. The use of the word *pertanya* The cited material is inaccurate. Considering the context of the quotation, The word of *pertanya* It would be better suitable to replace it with the word *bertanya*. Consequently, the right expression is ... *to speak with me and tell me what you want to eat*. Data (23) has an additional affix mistake in the word *pertanyaan*. The word is classified as a noun, although in the quotation the word that bears the basic form is a verb *tanya* this needs to be a verb. The fundamental form of this inquiry must be combined with an affix to produce a verb *ber-*, thus becoming *bertanya* which means 'asking'.

There are affixes and inappropriate phrase structure in the data (24). The sentence should be *there is a guide **wisatawan** in order to use the hotel's facilities*. After changing the phrase structure, it became easier to identify the data containing affixation problems. Affixation error-containing data are the words *wisatawan*. This word contains an improper usage of affixes, specifically the *-wan* suffix, which should be eliminated. This form of suffix functions as a noun form, while in quotations (24) the suffix functions as an adjective form *-wan* should be eliminated, leaving the word *pemandu wisata*. According to KBBI, A tour guide is a person who accompanies tourists by organizing visits and providing information about the visited locations.

CONCLUSION

Based on the results and discussion of the research, it can be concluded that there is the use of affixation in the essays of BIPA students at the University of Muhammadiyah Malang. The most frequently used form of affixation is the prefix, then the confix, and finally the suffix. This research also shows affixation errors in BIPA students' essays at the University of Muhammadiyah Malang. The most frequently encountered errors are the use of inappropriate affixes, then the omission of affixes, and what is rarely encountered is the replacement of morphs. These results indicate that the Indonesian language skills of BIPA students, especially the use of affixed words, are still simple. There are also a number of affixation errors found in the narrative text written by BIPA students, so this research can provide input that learning Indonesian needs to focus on the correct use of affixation and other learning that students have not yet mastered.

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