



The Use of Affixation and Its Errors on BIPA Level 5 Learners' Assignments at the Indonesian Embassy In Lisbon, Portugal

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Abstract

This research discusses the affixation found in the weekly assignments of Indonesian language learners for Foreign Speakers Level 5 at the Embassy of the Republic of Indonesia in Lisbon, Portugal. This study aims to describe the usage and errors of affixation in the weekly assignments of Indonesian language learners for Foreign Speakers Level 5 at the Embassy of the Republic of Indonesia in Lisbon, Portugal. The method used is a qualitative descriptive method. The data in this study consists of forms and errors of affixation. The data collection techniques employed are interviews and documentation techniques. The results of this study include the use of affixation in the form of: 1) Prefixes, 2) Suffixes, 3) Infixes, and 4) Circumfixes. Using prefixes amounts to 317 data points, suffixes to 27 data points, infixes to 1 data point, and circumfixes to 70 data points. Furthermore, the errors in affixation include: 1) Prefixes, 2) Suffixes, and 3) Circumfixes found in the weekly assignments of BIPA level 5 learners at the Indonesian Embassy in Lisbon, Portugal, in 2023. The errors found in the weekly assignments of BIPA level 5 learners at the Indonesian Embassy in Lisbon include 23 errors with prefixes, 7 errors with suffixes, and 2 errors with circumfixes. It is hoped that the results presented will serve as a reference for BIPA instructors to understand which affixations are frequently used and which ones often lead to errors by BIPA learners.

Keywords:

affixation; assignment, BIPA Learners; Morphology

INTRODUCTION

Language is a very important communication tool in human interaction. Language allows individuals to convey thoughts, feelings, and information that are essential in various aspects of life. The function of language as a connecting tool in communication highlights how language not only shapes but is also influenced by its social context. (Burkart et al., 2018).

As a means of communication, language also plays an important role in preserving local history, traditions, culture, and wisdom. (Moya-Santiagos & Quiroga-Curín, 2022). In the field of education, the effective integration of information and communication technology (ICT) in the teaching of foreign languages is important to support the development of a second language, especially in situations where conventional face-to-face learning is not possible. This integration is important because language learning includes a variety of skills such as listening, speaking, reading, and writing, all of which are essential components of language proficiency. (Pangestu et al., 2022).

As a strategic country in various political, economic, social, and cultural fields, it is not surprising that Indonesia is in demand by other countries, in the political, economic, social, cultural, and language fields (Wahyuni et al., 2021). Indonesia, which consists of about 700 languages spoken, is the country with the second largest number of languages in the world. The great diversity of languages around the world allows for relationships or kinship between one language and another because languages do not only develop in one specific location. (Istanti et al., 2020).

The popularity of Indonesian studies abroad has increased dramatically in recent years. With its diverse culture, beautiful scenery, and thriving economy, Indonesia is increasingly attracting travelers looking to expand their language skills. Interest in learning Indonesian continues to increase year after year, especially after Indonesian was recognized as one of UNESCO's official languages, along with other official languages of the United Nations, in 2023 (Mahriyuni et al., 2024).

To facilitate effective language learning for foreign speakers, the Indonesian government, through the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) and the Language Development and Development Agency (Badan Bahasa), has launched the Indonesian for Foreign Speakers (BIPA) program to accelerate the process of introducing Indonesian in the international arena. (Kemendikbudristek, 2023). This program aims to promote the Indonesian language and expand its reach in various countries. One of the countries that facilitates the Indonesian for Foreign Speakers (BIPA) program is Portugal. The Embassy of the Republic of Indonesia in Lisbon collaborates with the Language Agency to provide a BIPA program to Portuguese people who want to learn Indonesian. This is in line with the government's policy to make gradual, systematic, and sustainable efforts to promote the function of the Indonesian language as an international language (Undang-Undang No.24/2009). This also shows that the learning and teaching program of Indonesian for speakers of other languages must be prepared seriously (Muliastuti et al., 2023).

BIPA learning must also include cultural-related materials. This is in line with the statement. (Kim, 2022) that culture is very essential, always changing, and inherent in our daily lives. Cross-cultural education facilitates new understandings and viewpoints

rather than simply imparting knowledge. Second language learning is the process of learning a language for students who are not native speakers of the language. In learning a second language, in addition to learning a language, students also learn about culture. (Pratiwi et al., 2023). Learning a national language must be in the form of developing self-expression and exploring the surrounding environment, in addition to strengthening the function of language to unite a nation. By learning a national language, students can experience how good it is to get along, communicate, and exchange ideas with members of other ethnic groups in a country. (Hardini et al., 2023).

The challenges faced by foreign speakers in learning Indonesian are often related to complex language patterns, which require effective and in-depth learning strategies. (Amin, 2021). A language system consisting of syntactic, morphological, and phonological rules plays a crucial role in facilitating clear and efficient understanding between individuals. Violations of this system can lead to communication failures, such as the use of incorrect sentence structure or improper word selection that can result in ambiguity and misunderstanding, hindering the effective communication process. (Enggarwati & Utomo, 2021).

In the study of morphology, one of the important aspects to prevent communication failure is to give affixes to each basic form. The affixation process includes four parts, namely prefixes, suffixes, infixes, and confixes. Affixing or combining in Indonesian has an important role because the suffix to the root word can change the form, function, and meaning of the root word attached. (Chaer Abdul, 2015).

This makes researchers want to research the use and misaffixation of affixation in the weekly assignment of BIPA level 5 learners at the Indonesian Embassy in Lisbon, Portugal in 2023. Therefore, a study was conducted on the use and errors of affixation which include prefixes, suffixes, infixes, and confixes in the weekly assignment of BIPA level 5 learners at the Indonesian Embassy in Lisbon, Portugal in 2023 to find out what affixations are often used and mistakes that are often made by BIPA learners at the Indonesian Embassy in Lisbon, Portugal. So, readers can find out the meaning of BIPA learners' writings correctly.

The theories considered relevant in the study entitled *Afduction Analysis on the Weekly Assignment of BIPA Level 5 Learners at the Indonesian Embassy in Lisbon, Portugal in 2023* include; Morphology and Affixation. The literature review in this study is an article entitled "ANALYSIS OF LANGUAGE ERRORS IN WRITING AUTOBIOGRAPHIES BY STUDENTS OF THE INDONESIAN LANGUAGE TADRIS STUDY PROGRAM IAIN SURAKARTA" by Isnurrahmi & Rahmawati (2021). In this article, similarities are found in the research studies on morphology. This study uses a qualitative descriptive method with data collection techniques through reading, interviews, and record-keeping. The results of the study showed that there were a total of 483 language errors which included syntax, morphology, phonology, semantics, and discourse errors. Morphological errors were found as many as 54, such as the elimination of suffixes and the inappropriate use of morphemes. The factors that affect the appearance of these errors are the influence of the first language mastered, the author's lack of understanding of Indonesian, and the lack of effective language teaching. This research provides insight into the importance of understanding correct

grammar and spelling in autobiography writing as well as the importance of using the Indonesian language well and correctly.

The next literature review is a study entitled "THE PROCESS OF AFFIXATION IN SHORT STORIES THAT ARE PLEASING TO THE EYE BY AHMAD TOHARI" by Pratami (2023). This article discusses the analysis of affixation in the short story to describe the types of affixation used. This research uses a qualitative method, with data collection through reading, listening, and note-taking techniques. The results of the analysis showed that there were 145 affixation data identified, consisting of prefixes, suffixes, and confixes. Of these, the use of prefixes predominates, indicating the importance of this element in the formation of words in texts. The analysis methods applied include identification, classification, interpretation, and description of the data found.

These findings provide insight into how the process of affixation contributes to the structure of language in literary works as well as enriching meaning in stories. In this study, 145 affixation data were found which included three types of affixes: prefixes, suffixes, and confixes. Of these, the most common affixation is the prefix, which shows that the word formation in this short story is more dominant using prefixes than suffixes or other forms. The conclusion of this study confirms that the affixation process plays an important role in the language structure of the short story "Pleasing to the Eye".

Affixation not only enriches vocabulary but also gives a deeper meaning to literary texts. This research shows that understanding affixation can help readers understand and interpret literary works better. Overall, this article provides insight into how morphological processes in Indonesian, particularly affirmation, can be applied in literary analysis.

The next literature review is a study entitled "ERRORS IN INDONESIAN LANGUAGE IN WRITING EXPLANATORY TEXTS BY GRADE VIII STUDENTS OF MTS PLUS AL BUKHORI, BREBES REGENCY" by Khalimatussa'diyah (2023). In this study, emphasis is placed on language errors in the form of spelling, morphology, and syntax errors. There were 137 spelling errors, 5 morphological errors that included affixation and reduplication, and 12 syntax errors. These mistakes show that students still face challenges in applying the correct language rules.

The next literature review that became a reference was a study entitled "SPEAKING ABILITY LEVEL OF BIPA LEARNERS (INDONESIAN FOREIGN SPEAKERS) BEGINNER LEVEL USING A DESCRIPTION TEXT TEST" by Silmi Faiza dan Rosida Erowati (2021). In this study, it was found that the average speaking ability score of BIPA learners was 75.45 which was classified as good. This score shows that the ability to describe the topic is quite good even though there are still some mistakes. Learners often describe the topic briefly and sometimes out of context. There are still many pronunciation errors because they are influenced by the learner's first language. Some learners have difficulty composing the right sentences.

The research entitled "The Influence of Language Attitudes on Indonesian Language Proficiency of BIPA Learners in Semarang City" by Nafis (2023), examines the relationship between the language attitudes of BIPA learners (Indonesian for Foreign Speakers) and their ability to speak Indonesian. This study concludes that encouraging a positive attitude toward Indonesians among BIPA learners is very

important to improving their language skills. The results of this study emphasize the importance of integrating strategies that promote positive language attitudes in BIPA programs to improve overall language skills.

According to the Dictionary of Linguistics, the definition of morphology is a field of linguistics that studies the combination of morphemes or parts of a word structure that includes a word and its parts, namely morphemes quoted by (Ariyani & Megaria, 2018). Based on the opinion of these experts, it can be concluded that morphology is the study of linguistics that studies the process of word formation.

Affixation is a morphological process that can change the structure of words. Affixation is at the beginning, end, middle, and beginning and end of the root word. Efficacy has a function as a modifier of form, category, and basic meaning (Ariyani & Megaria, 2018).

RESEARCH METHODS

The approach used in this study is qualitative. Qualitative methods have a flexible, general, and evolving design. The qualitative research method aims to find theories, and patterns of relationships that are interactive, describe complex realities, and gain an understanding of meaning. This method is carried out by continuously analyzing data from the beginning to the end of the study. (Abubakar Rifa'i, 2021). The morphological process in writing makes the writer able to convey the meaning that he wants to present to the reader. Affixation is one part of the morphological process that results in different meanings when added to the vocabulary. The data collection techniques in this study are 1) interviews and 2) documents. (Abubakar Rifa'i, 2021)

This type of qualitative descriptive research focuses on discovering the nature of a particular event being studied. Thus, data collection involves moderate, structured, open, individual, or group interviews. Data collection can also include observations, examination of records, reports, photographs, and documents (Baiatun Nisa, 2022:26). In this study, a type of qualitative descriptive research was used to obtain data results in the form of what use and errors of affixation existed in the weekly assignment of BIPA level 5 learners at the Indonesian Embassy in Lisbon, Portugal in 2023.

The research was carried out online with the Indonesian Embassy in Lisbon, Portugal in Portugal, and researchers at the location where they lived. The online BIPA class sponsored by the Indonesian Embassy in Lisbon, Portugal was held through the Zoom and Padlet applications. Where online meetings use the Zoom application and weekly task collection through the Padlet application. The time needed for researchers to conduct research is from October 2023 to January 2024. With data obtained from the Padlet application in the form of screenshots of weekly assignments for BIPA level 5 learners at the Indonesian Embassy in Lisbon, Portugal in 2023.

According to (Sugiyono, 2022), the research instrument in qualitative research is the researcher himself. Qualitative research is carried out under natural conditions directly to data sources and researchers play a key role. (Abubakar Rifa'i, 2021). The research instrument in qualitative research is the researcher himself. Qualitative research is carried out under natural conditions directly to data sources and researchers play a key role.

RESEARCH RESULTS AND DISCUSSION

Morphology is a science that studies the shape of words. Similar to the study of biology, morphology is the science that studies plant cells and living things. Although the two are different fields, they have something in common, namely learning about word formation. (Chaer Abdul, 2015).

Affixation is a morphological process that can change the structure of words with affixation at the beginning, end, middle, or beginning and end of the base word. Affixation has a function as a modifier of form, category, and basic meaning. (Ariyani & Megaria, 2018). Therefore, affixation is very important because of its role in word formation, so that the meaning of the sentence is easy to understand.

Based on a study entitled "THE PROCESS OF AFFIXATION IN SHORT STORIES THAT ARE PLEASING TO THE EYE BY AHMAD TOHARI" by (Pratami, 2023) And a study entitled "USE AND ERRORS OF AFFIXATION IN THE WEEKLY ASSIGNMENT OF BIPA LEVEL 5 LEARNERS AT THE INDONESIAN EMBASSY IN LISABON, PORTUGAL IN 2023", similarities were found in the results of the research in the form of the use of affixation, namely prefixes, suffixes, and confixes. However, there are still differences in this study in the form of affixation errors in the form of prefixes, suffixes, and confixes. From the 35 pages of documents that are screenshots of the weekly assignment for Indonesian learners for Level 5 Foreign Speakers at the Embassy of the Republic of Indonesia in Lisbon, Portugal, 415 basic forms of affixes were found which include prefixes, suffixes, infixes, and confixes. As well as 32 data on affixation errors were found which included prefixes, suffixes, and confixes.

Prefix

A prefix is a affix placed at the beginning of the basic form. Therefore, the prefix is commonly referred to as a prefix. Indonesian has various prefixes, namely "per-", "ke-", "maha-", "para-", "se-", "pe-", "pen-", "meN-", "ber-", "di-", and "ter-". This opinion is expressed in (Ariyani & Megaria, 2018). Prefix errors were found as many as 23 out of 31 data while the use of prefixes contained in the weekly assignment of Indonesian learners for Level 5 Foreign Speakers at the Embassy of the Republic of Indonesia in Lisbon, Portugal, was 317 vocabulary. The prefixes found include: "se-", "di-", "ter-", "ber-", "to-", "pe-", "pen-", and "meN-". Vocabulary that contains these prefixes includes:

menjadi, terpenting, mencair, menjadi, penyebab, mendesak, dimitigasi, mengajar, terhadap, melihat, terpilih, beberapa, dianggap, beberapa, berpikir, mengontrol, merasa, membuat, dibangun, semakin, membuat, merasa, mencari, beristirahat, beberapa, membeli, dipelihara, ditanam, terbiasa, mencari, berasal, berbagai, beracun, mengancam, diperparah, beberapa, diantaranya, terurai, terkadang, dianggap, digoreng, menggoreng, beberapa, terakhir, dibuat, berpendapat, memelihara, berarti, bernama, beberapa, terdengar, berkeliling, melihat, melempar, melempar, mencoba, melempar, sepanjang, mengeong, meminta, mencuri, terutama, terutama, kepada, berpikir, berusaha, bersejarah, terkenal, terletak, beberapa, sekelompok, terhadap, tersebut, beberapa, tersebut, terkenal, tersebut, menghilang, tertulis, pengunjung, melihat, membeli, meniru, berupa, memasaknya, merebus,

menggoreng, menggoreng, melihat, menonjol, berpikir, meninggal, menjabat, menjadi, ketiga, bekerja, ketiga, tersebut, ketiga, menonjol, berkuliah, menjabat, menjadi, diulas, bekerja, terutama, terakhir, menjabat, menikah, bekerja, mengambil, mendapat, memimpin, dikenal, dinilai, bernama, bertarung, diakui, tercatat, digandeng, terkaya, diulas, bersama, dikenal, berbagai, mengambil, terakhir, mengacu, dinilai, menikah, mengambil, mencapai, memimpin, menjabat, menjadi, diusung, digandeng, dikenal, seorang, pengusaha, pejabat, digandeng, diraihnya, terakhir, menjabat, bertarung, menikah, mengambil, bekerja, berkarier, bergabung, mencapai, mendapat, memimpin, menjabat, dikenal, dinilai, digandeng, diakui, tercatat, diusung, pengusaha, terkaya, menjabat, bertarung, menerima, mengacu, dikenal, dinilai, digandeng, menjabat, bersama, bertarung, menikah, bernama, bekerja, bersaudara, berkarier, mendapat, tercatat, terkaya, memimpin, menjabat, menjadi, dibawa, berubah, sepenuhnya, kepada, berubah, sekali, berkata, terlepas, berbau, bertahan, melihat, pencuri, mencuri, berkelahi, mencium, berterima kasih, mencium, menjadi, mengubah, setiap, beberpa, menjadi, terlalu, bertemu, bersama, mencium, bersamanya, sebagian, mengerti, berbicara, bersama, bekerja, membantu, berbicara, membuat, mengoreksi, mengerti, berbeda, berkunjung, berbicara, merasa, bereaksi, bertanya, kepada, berkata, berbicara, berpikir, membuat, terjadi, berbicara, membuat, dibangun, beberapa, diganti, berjalan, berhenti, mencapai, terlalu, terlalu, melihat, meminta, memberi, terbuka, beberapa, melihat, bertanya, merasa, tertawa, kepada, menginap, semalam, kepadanya, kepada, menginap, seluruh, menipu, bertemu, bertanya, melihat, mendengar, melihat, mengeluh, mengundang, menunggu, memasak, memakan, setelah, menunggu, berdiri, melihat, memasak, memasak, memasak, seorang, meninggal, dikirim, berbeda, setiap, disiksa, berpaku, dihajar, mencoba, melihat, menerima, melihat, menunggu, bertanya, mengapa, mendapat, berfungsi, berpaku, dicuri, ternyata, seorang, bernama, dikenal, seorang, dipanggil, diundang, terletak, melihat, beberapa, mengharum, bertanya, mengapa, berkaki, menjawab, berendam, mengangkat, sebuah, sehingga, berkaki, berkaki, berteriak, dilihat.

Suffixes

A suffix is a suffix located at the end of the basic form. Therefore, the suffix is commonly referred to as a suffix. Suffix errors in the weekly assignment of Indonesian learners for Level 5 Foreign Speakers at the Embassy of the Republic of Indonesia in Lisbon, Portugal, amounted to 7 out of a total of 32 data and the use of suffixes was 27 vocabulary. The suffixes found include: "-kan", "-i", and "-an". Vocabulary containing these suffixes includes:

hubungan, liburan, hidangan, campuran, makanan, tanaman,eliharaan, hubungan, hubungan, makanan, makanan, kurungan, taburi, tambahkan, jabatan, tepati, bantuan, tantangan, buatan, santapan, santapan, tantangan, taruhan, taruhan, makanan, makanan, sarapan.

Infix

An infix is an insert that sits in the center of the basic shape. Inserts will not change the meaning of a basic shape. The infix contained in the weekly assignment of Indonesian learners for Level 5 Foreign Speakers at the Embassy of the Republic of Indonesia in Lisbon, Portugal, is 1 vocabulary. The infix found is "-ah-". The vocabulary that contains the prefix is: *dahulu*.

Confix

An confix is a suffix placed at the beginning and end of a basic form. Confixes are often referred to as split suffixes. The confix contained in the weekly assignment of Indonesian learners for Level 5 Foreign Speakers at the Embassy of the Republic of Indonesia in Lisbon, Portugal, is 70 vocabulary. The confix errors found were 2 out of a total of 32 data. The confixes found include: "ke-an", "peN-an", "per-an", "ber-an", and "senya". Vocabulary containing these confixes includes:

pemanasan, kesehatan, kejahatan, pemanasan, pemanasan, pembakaran, peternakan, pemanasan, pembahasan, pemanasan, kewajiban, perusahaan, kenyataan, perubahan, pembunuhan, kelahapan, pengahncuran, kehidupan, kecepatan, kehidupan, kehidupan, kehidupan, kebahagiaan, kehidupan, keuntungan, pembuangan, pencemaran, pengeluaran, kehidupan, penguraian, kehidupan, kehidupan, kehidupan, kebudayaan, peradaban, kebudayaan, peradaban, pengorbanan, percakapan, kehilangan, percakapan, percakapan, pelajaran, kebahasaan, kesuksesan, penghargaan, keadilan, kepengurusan, pemilihankesulitan, kehidupan, kerasukan, kehilangan, kesalahan, kesempatan, perbedaan, kesalahan, penggunaan, kesalahan, perjalanan, berkeyakinan, kehangatan, perlakuan, perlakuan, penjelasan, pemeliharaan, perkemahan, ketakutan, beterbangan, ketakutan.

Based on the results that have been found, the use of affixation in BIPA level 5 learners at the Indonesian Embassy in Lisbon, Portugal in 2023 can be seen in the following table:

No	Afiksasi	Tinggi	Sedang	Rendah
1.	Prefiks	meN-	ter-	pe-
2.	Sufiks	-an	-i	-kan
3.	Infiks	-ah-		
4.	Konfiks	ke-an	per-an	ber-an

The prefix with the highest usage is "meN-" with a total of 120 vocabularies. The prefix that is in medium use is "ter-" with a total of 37 vocabularies. While the lowest is "pe-" with a total of 1 vocabulary. The highest used suffix is "-an" with a total of 24 vocabulary. The suffix that is in medium use is "-i" with a total of 2 vocabularies. While the lowest is "-kan" with a total of 1 vocabulary. The use of the infix is only 1 vocabulary. The most commonly used confix is "ke-an" with a total of 35 vocabularies. The confix that is in medium use is "per-an" with a total of 14 vocabularies. While the lowest is "ber-an" with a total of 2 vocabularies.

This study, it discusses the use of affixation in the weekly assignment of BIPA level 5 learners at the Indonesian Embassy in Lisbon, Portugal in 2023. These affixations are prefixes, suffices, infixes, and confixes. The use of affixation is sorted from highest, medium, and lowest. Similar research has been conducted in a study entitled "THE PROCESS OF AFFIXATION IN A SHORT STORY WITH EYES THAT ARE PLEASING TO THE EYE BY AHMAD TOHARI" with findings in the form of 3 types of affixation, namely prefixes as many as 115 data, confixes 22 data, and suffixes 8 data. The difference in this study is that the results were found in the form of 4 types of affixation and the order of the highest, medium, and lowest affixation used by BIPA-level learners at the Indonesian Embassy in Lisbon, Portugal in 2023. The use of such affixation is as follows:

1. Prefix

Prefix errors found include:

No	Prefiks	Kalimat	Perbaikan
1.	di-	Nasi goreng yang berarti " <u>nasi goreng</u> "	(nasi digoreng)
2.	ter-	Manusia mulai tinggal di kota besar <u>dibuat</u> dari beton dan semen.	(terbuat)
3.	ke-	Koshka memang berkeliling <u>seluruh</u> ruang di rumah.	(ke seluruh)
4.	meN-	Habibie juga dipercayakan <u>jabatan</u> seperti Menteri Negara Ristek dan Presiden Ketiga Republik Indonesia.	(menjabat)
5.	ter-	Kata kerja pasif: Bernama.	(ternama)
6.	pe-	Dan dikenal sebagai <u>muda</u> dengan berbagai usaha bisnisnya.	(pemuda)
7.	pe-	Gagasan utama paragraf ketiga teks 4 bagaimana dia menjadi <u>bisnis</u> sukses.	(pebisnis)
8.	ber-	Shenglan tidak <u>bertahan</u> lagi dengan bau busuk saya.	(tahan)
9.	me-	Setelah itu saya melihat ke cermin, aku sudah <u>merah</u> dan sakit.	(memerah)
10.	me-	Dia melihat aneh dan <u>merah</u> sedikit.	(memerah)
11.	me-	Sepertinya keluargaku suka jadi <u>merah</u> .	(memerah)
12.	se-	Kalau dia bisa menginap di luar rumah <u>semalam</u> dingin tanpa menghangatkan dirinya secara buatan.	(semalaman)

13.	se-	Dia menginap <u>seluruh malam</u> di luar rumah.	(sepanjang malam)
14.	meN-	Di atas meja ada bebek yang sangat <u>mengharum</u> .	(harum)
15.	se-	Di sana ada banyak bebek yang berendam sambil mengangkat <u>sebuah</u> kakinya.	(satu)
16.	ter-	Semua bebek ketakutan, menurunkan kaki yang tidak <u>dilihat</u> , dan berterbangan.	(terlihat)
17.	meN-	Saya akan ketakutan dan secara menduakan kaki <u>jadi</u> empat dan kemudian terbang juga.	(menjadi)
18.	meN-	Percakapan ini <u>dibicarakan</u> tentang B.J. Habibie.	(membicarakan)
19.	meN-	Audio ini tidak <u>pakai</u> informasi tentang umurnya.	(memiliki)
20.	meN-	Paragraf ketiga teks utama <u>menggambarkan</u> karir Sandiaga Uno yang uskses di bidang bisnis.	(menggambarkan)
21.	di-	Kata kerja pasif: <u>terjun</u> .	(diterjunkan)
22.	meN-	Dia Pendidikan SD sampai SMA <u>dijalani</u> Sandi di Jakarta.	(Dia <u>menjalani</u> Pendidikan SD hingga SMA di Jakarta)
23.	ke-	Setelah disembuhkan, kelihatnya saya tidak punya <u>kesulitan</u> lagi.	(kelainan)
24.	me-	Waktu malam saya mulai memimpikan jiwa durian yang mengatakan kepada saya dia akan <u>kerasukan</u> saya.	(merasuki)
25.	di-	Karena alas an itu, sekarang saya selalu <u>ditemani</u> bersamanya.	(ditemaninya)
26.	meN-	Kita <u>berhenti</u> sepeda motor dan mulai jalan-jalan.	(menghentikan)
27.	me-	Kemudian, kita jalan-jalan bawah dan <u>lanjut</u> .	(melanjutkan perjalanan)
28.	ke-	Dia <u>melihat</u> aneh dan merah sedikit.	(kelihatan)
29.	me-	Karena teman-teman mau <u>berkeyakinan</u> dia tidak menipu.	(meyakinkan)
30.	me-	Dia dikenal seperti raja yang sangat suka <u>ngadat</u> .	(merepotkan)
31.	meN-	Saya akan ketakutan dan secara menduakan kaki jadi empat dan kemudian terbang juga.	(mengubah dua)

32.	di-per-	Kata kerja pasif: Bertarung.	(dipertarungkan)
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The use of prefixes found in the weekly assignments for BIPA level 5 learners at the Indonesian Embassy in Lisbon, Portugal in 2023 includes; "se-", "di-", "ter-", "ber-", "to-", "pe", "pen-", and "meN-".

"Kota-kota dibangun oleh orang semakin besar, jelek, dan tercemar"

The sentence above contains the prefix "se-" in the word "semakin". Example of a table with the prefix "se-":

No	Kosakata	Afiksasi				Kata Dasar
		Prefiks	Sufiks	Infiks	Konfiks	
1.	Sepanjang	✓				Panjang
2.	Sekelompok	✓				Kelompok

"Sudut pandang ini membuat beberapa orang merasa mereka boleh menyalahgunakan alam melalui pembunuhan banyak hewan untuk memuaskan kelahapn mereka atau penghancuran untuk membuat furnitur dari banyak yang dibutuhkan"

The above sentence contains the prefix "di-" in the word "dibutuhkan". The prefix "di" has a single function, which is a passive verb former, in contrast to the prefix "meN-" which has a function as an active verb former. "Dibutuhkan" means necessary or desirable. Example of a "di-" prefix table:

No	Kosakata	Afiksasi				Kata Dasar
		Prefiks	Sufiks	Infiks	Konfiks	
1.	Dibuat	✓				Buat
2.	Digoreng	✓				Goreng

"Karena kita sudah terbiasa dengan kehidupan urban, kita berpikir tidak ada cara yang lain untuk berbahagia"

The sentence above contains the prefix "ber-" in the word "berpikir". When the prefix "ber-" is combined with the root word, it will produce different meanings. The prefix "ber-" serves as a verb former. "Berpikir" means a mental or intellectual activity that involves the consciousness to consider something. Example of a "ber-" prefix table:

No	Kosakata	Afiksasi				Kata Dasar
		Prefiks	Sufiks	Infiks	Konfiks	
1.	Bernama	✓				Nama
2.	Berpendapat	✓				Pendapat

“Waktu dia datang, dia diundang ke tenda Timur Lenk yang terletak di tepi danau”

The sentence above contains the prefix "ter-" in the word “terletak”. The sentence above contains the prefix "ter-" in the word

No	Kosakata	Afiksasi				Kata Dasar
		Prefiks	Sufiks	Infiks	Konfiks	
1.	Terakhir	✓				Akhir
2.	Terakhir	✓				Kadang

“Jadi ia berteriak keras , semua bebek ketakutan, menurunkan kakiyang tidak dilihat dan beterbangan”

The sentence above contains the prefix "meN-" in the word “menurunkan”. Most of the prefixes "meN-" fall into the category of verbs. Some of the prefixes "meN-" also fall under the category of transitive verbs. In addition to producing a variety of meanings, the combination of the prefix "meN-" with the root word also produces a variety of shape changes. If it meets the basic form with the phonemes /t/, /d/, and /c/, then the prefix "meN-" will change to "men-". In the root word "down", when it is combined with the prefix "meN-", it will produce the word "decrease". Example of a "meN-" prefix table:

No	Kosakata	Afiksasi				Kata Dasar
		Prefiks	Sufiks	Infiks	Konfiks	
1.	Mencari	✓				Cari
2.	Mendesak	✓				Desak

“Penyebab utama pemanasan global adalah aktivitas manusia, misalnya pembakaran bahan bakar fosil, deforestasi, dan peternakan”

The sentence above contains the prefix "peN-" in the word “penyebab”. The prefix "peN-" belongs to the category of nouns. The basic form of the word that has the prefix "peN-" is very diverse, some are in the form of basic words. In the word “penyebab”, he basic form is “sebab . When the basic form has the phoneme /s/, then "peN-" will melt into "peny-". Thus producing the word “penyebab”. Example of a "peN-" prefix table:

No	Kosakata	Afiksasi				Kata Dasar
		Prefiks	Sufiks	Infiks	Konfiks	
1.	Pencuri	✓				Curi

2.	Penyebab	✓				Sebab
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“Saya merasa sangat senang, saya dan Shenglan bisa memberikan kehidupan yang lebih baik kepada mereka”

The above sentence contains the prefix “ke-” in the word “kepada”. Generally, the prefix “ke-” is attached to a root word that belongs to the numeralia category, such as fourth, fifth, and so on. However, some basic words are not a numeralia category attached to the prefix “ke-”, such as “kehendak”, “kekasih”, “kepada” and “ketua”. Example of a “ke-” table:

No	Kosakata	Afiksasi				Kata Dasar
		Prefiks	Sufiks	Infiks	Konfiks	
1.	Kepada	✓				Pada

“Kemudian dia menjadi Wakil Gubernur DKI Jakarta dan bakal calon presiden yang bertarung pada pemilihan presiden 2019”

The sentence above contains the prefix “pe-” in the word “pemilihan”. The prefix “pe-” can be difficult to distinguish from the prefix “peN-” in some situations because in some cases, “peN-” may lose the letter “N”. To differentiate between the two, a hint can be used that the prefix “peN-” is generally related to verbs that have the prefix “meN-”, while the prefix “pe-” is generally related to verbs that have the prefix “ber-”. Example of a “pe-” prefix table:

No	Kosakata	Afiksasi				Kata Dasar
		Prefiks	Sufiks	Infiks	Konfiks	
1.	Pejabat	✓				Jabat
2.	Pemilihan	✓				Pilih

2. Suffix

Suffix errors found include:

No	Sufiks	Kalimat	Perbaikan
1.	-kan	Percakapan ini <u>dibicarakan</u> tentang B.J. Habibie.	(membicarakan)
2.	-i	Audio ini tidak <u>pakai</u> informasi tentang umurnya.	(memiliki)
3.	-kan	Paragraf ketiga teks utama <u>menggambarkan</u> karir Sandiaga Uno yang sukses di bidang bisnis.	(menggambarkan)
4.	-kan	Kata kerja pasif: <u>terjun</u> .	(diterjunkan)

5.	-i	Dia Pendidikan SD sampai SMA <u>dijalani</u> Sandi di Jakarta.	(Dia <u>menjalani</u> Pendidikan SD hingga SMA di Jakarta)
6.	-an	Setelah disembuhkan, kelihatnya saya tidak punya kesulitan lagi.	(kelihatan-nya)
7.	-an	Setelah disembuhkan, kelihatnya saya tidak punya <u>kesulitan</u> lagi.	(kelainan)
8.	-i	Waktu malam saya mulai memimpikan jiwa durian yang mengatakan kepada saya dia akan <u>kerasukan</u> saya.	(merasuki)
9.	-i	Karena alas an itu, sekarang saya selalu <u>ditemani bersamanya</u> .	(ditemani nya)
10.	-kan	Kita <u>berhenti</u> sepeda motor dan mulai jalan-jalan.	(menghentikan)
11.	-kan	Kemudian, kita jalan-jalan bawah dan <u>lanjut</u> perjalanan.	(melanjutkan perjalanan)
12.	-an	Dia <u>melihat</u> aneh dan merah sedikit.	(kelihatan)
13.	-kan	Kata kerja pasif: Bertarung.	(dipertarungkan)

The suffixes found in the weekly assignment of BIPA level 5 learners at the Indonesian Embassy in Lisbon, Portugal in 2023 include: "-kan", "-i", and "-an".

"Di zaman kuno, ketika orang-orang pergi keluar, mereka mungkin melihat banyak hewan dan tanaman"

The sentence above contains the suffix "-an" in the word "tanaman". The suffix "-an" is a suffix attached to the basic form that belongs to the verb class. Example of a table with the suffix "-an":

No	Kosakata	Afiksasi				Kata Dasar
		Prefiks	Sufiks	Infiks	Konfiks	
1.	Campuran		✓			Campur
2.	Liburan		✓			Libur

"Taburi garam, kecap manis, dan bumbu-bumbu, akhirnya menggoreng telur dan tambahkan ke nasi"

The sentence above contains the suffix "-i" in the word "taburi". Sufiks "-i" tidak membentuk kata, melainkan membentuk kata dasar. The suffix "-i" does not form a word, but rather forms a base word. To form a word, the suffix "-i" is used

by adding the prefixes "men-", "di-", "ter-", or by adding other units such as "ku-", "kau-", and so on. Example of a table with the suffix "-i":

No	Kosakata	Afiksasi				Kata Dasar
		Prefiks	Sufiks	Infiks	Konfiks	
1.	Tepati		✓			Tepat
2.	Taburi		✓			Tabur

"Taburi garam, kecap manis, dan bumbu-bumbu, akhirnya menggoreng telur dan tambahkan ke nasi"

The sentence above contains the suffix "-kan" in the word "tambahkan". The suffix "kan-" does not function as a word former, but rather as a basic word former. Example of a table with the suffix "-kan":

No	Kosakata	Afiksasi				Kata Dasar
		Prefiks	Sufiks	Infiks	Konfiks	
1.	Tambahkan		✓			Tambah

3. Infix

The infix found in the weekly assignment for BIPA level 5 learners at the Indonesian Embassy in Lisbon, Portugal in 2023 is "-ah-".

"Pada zaman dahulu, ada seorang raja bernama Timur Lenk"

The above sentence contains the infix "-ah" in the word "dahulu". The basic form of "dahulu" is "dulu" with the insert "-ah". The giving of inserts does not change the meaning of a basic form. In other words, every basic form that is inserted, will not produce a new meaning. Example of a table with the infix "-ah":

No	Kosakata	Afiksasi				Kata Dasar
		Prefiks	Sufiks	Infiks	Konfiks	
1.	Dahulu			✓		Dulu

4. Confix

The confixes found in the weekly assignment for BIPA level 5 learners at the Indonesian Embassy in Lisbon, Portugal in 2023 include: "ke-an", "peN-an", "per-an", "ber-an", and "se-nya".

"Meskipun daya tarik kehidupan modern dan tekanan sosial, kita tidak perlu mencari kebahagiaan, di tempat lain"

The above sentence contains the confix "an" in the words "kehidupan" and "kebahagiaan". The conjunction of the confix "ke-an" with the basic form of

“hidup” produces the meaning of 'thing', which means 'life thing'. Example of a table with the "an" confix:

No	Kosakata	Afiksasi				Kata Dasar
		Prefiks	Sufiks	Infiks	Konfiks	
1.	Kesulitan				✓	Sulit
2.	Kehidupan				✓	Hidup

“Karena waktu penguraian sampah plastik membutuhkan waktu lebih dari 100 tahun unuk terurai”

The sentence above contains the confix "peN-an" in the word “penguraian”. The confluence of the confix "peN-an" with the basic form of "urai" produces a class of adjectives. Example of a table with the confix "peN-an":

No	Kosakata	Afiksasi				Kata Dasar
		Prefiks	Sufiks	Infiks	Konfiks	
1.	Penghargaan				✓	Harga
2.	Pencemaran				✓	Cemar

“Tidak ada banyak informasi tepat tentang sejarah peradaban Sanxingdui”

The sentence above contains the confix "per-an" in the word “peradaban”. The confix "per-an" has only one function, which is as a noun former. The basic form of the confix "per-an" can be a subject word, as in the word “peradaban”. Example of a "per-an" confix table:

No	Kosakata	Afiksasi				Kata Dasar
		Prefiks	Sufiks	Infiks	Konfiks	
1.	Percakapan				✓	Cakap
2.	Perubahan				✓	Ubah

“Shenglan tidak bertahan lagi bau busuk saya”

The sentence above contains the suffix "ber-an" in the word “bertahan”. The suffix "ber-an" has a function as a verb former. The word “bertahan” has the meaning of 'mutual' which means 'holding each other'. Example of a "ber-an" confix table:

No	Kosakata	Afiksasi				Kata Dasar
		Prefiks	Sufiks	Infiks	Konfiks	
1.	Berkeyakinan				✓	Yakin
2.	Bertahan				✓	Tahan

“Selanjutnya, ia melanjutkan pendidikan di luar negeri”

The above sentence contains the confix "se-nya" in the word "Selanjutnya". The confix "sen-ya" serves to form adverbs. Example of a table with the "se-nya" confix:

No	Kosakata	Afiksasi				Kata Dasar
		Prefiks	Sufiks	Infiks	Konfiks	
1.	Selanjutnya				✓	Lanjut

CONCLUSION

Based on the analysis of the weekly assignments of BIPA Level 5 learners at the Indonesian Embassy in Lisbon, Portugal, in 2023, a total of 415 base forms were found to have undergone affixation. The components of affixation include prefixes, suffixes, infixes, and circumfixes. The morphological process of affixation causes changes in meaning to the base forms, making the messages intended for the readers clearer and easier to understand. The author identified four types of affixation data: 317 vocabulary items with prefixes, 27 vocabulary items with suffixes, 1 vocabulary item with an infix due to the low usage of infixes and limited vocabulary containing infixes, and 70 vocabulary items with circumfixes. Meanwhile, a total of 32 errors were found, consisting of 23 prefix errors, 7 suffix errors, and 2 circumfix errors. This data reflects the usage and errors of affixation in the weekly assignments of BIPA Level 5 learners at the Indonesian Embassy in Lisbon, Portugal, in 2023. The results of this study are expected to be useful for BIPA instructors as a reference to understand which affixations are frequently used by BIPA learners and what common errors occur.

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