



ERRORS IN USING AFFIXES OF EXPOSITION TEXT AT ELEVENTH-GRADE STUDENTS OF SMA NEGERI 1 TAPUNG HULU

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ABSTRACT

This paper describes and analyzes the errors in the use of affixes in the exposition text for students in class X of SMA Negeri 1 Tapung Hulu. The research is qualitative research using the descriptive-analytical method, which analyzes and explains the data found in the form of words. Data analysis techniques began with data reduction, presentation, conclusion, and data verification. The data collection technique used was the writing skill test and note-taking techniques. The research data source of the exposition text was written by students. Based on the research results, five types of errors in the use of affixes were found. There were errors in the use of prefixes, ber-, ter-, di-, meN-, ke-, and peN-. There was the misuse of infixes -em- and -el-. There was the misuse of suffixes -an, -i, and -kan. There were errors in the use of confixes pen-an, ber-an, ke-an, and per-an. There was incorrect use of join affixes meN-per-kan, ter-per-, di-kan, di-per-i, meN-kan, ke- to meN-per, and -i.

Keywords: affixes use, exposition text, senior high school students

KESALAHAN PENGGUNAAN AFIKSASI PADA TEKS EKSPOSISI KELAS X SISWA SMA NEGERI 1 TAPUNG HULU

ABSTRAK

Tulisan ini mendeskripsikan dan menganalisis kesalahan penggunaan afiks dalam teks eksposisi siswa kelas X SMA Negeri 1 Tapung Hulu. Penelitian merupakan penelitian kualitatif dengan menggunakan metode deskriptif analitis, yang menganalisis dan menjelaskan data yang ditemukan dalam bentuk kata-kata. Teknik analisis data dimulai dengan reduksi data, penyajian, penarikan kesimpulan, dan verifikasi data yang diteliti. Teknik pengumpulan data yang digunakan adalah teknik tes keterampilan menulis dan teknik mencatat. Sumber data penelitian adalah teks eksposisi yang ditulis oleh siswa. Berdasarkan hasil penelitian, ditemukan lima jenis kesalahan penggunaan afiks. Terdapat kesalahan penggunaan awalan ber-, ter-, di-, meN-, ke-, dan awalan peN-. Terdapat penyalahgunaan infiks -em- dan -el- dan terdapat penyalahgunaan sufiks akhiran -an, akhiran -i, dan akhiran -kan. Terdapat kesalahan penggunaan konfiks pen-an, ber-an, ke-an, dan per-an. Terdapat penggunaan imbuhan sambung yang tidak tepat, seperti imbuhan meN-per-kan, ter-per-, di-kan, di-per-i, gabung meN-kan, imbuhan ke bergabung dengan meN-per, dan imbuhan di -i.

Kata Kunci: penggunaan imbuhan, teks eksposisi, siswa SMA

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INTRODUCTION

Indonesian is very important in everyday life, especially for communicating. Without language, humans cannot convey ideas precisely and specifically. However, some people have not used the language appropriately or made language mistakes. This happens because of the influence that comes from several factors. One of the influencing factors is a person's ability to use language.

The environment is also influential in the success of language learning and language use, both oral and written. If a person in his environment is accustomed to using good and correct language, he will get used to it. On the other hand, if a person in his environment is not used to using good and correct language, it has an impact on his mastery of language. Alfin (2018) suggests that a person's abilities and environment

can result in language errors. Language errors were originally only made in spoken language, but over time they affected the writing made.

At the high school (SMA) level, Indonesian become one of the compulsory subjects. The competency achievements that must be mastered include oral and written and cover four aspects, namely reading, listening, speaking, and writing. Of the four aspects, writing is considered a difficult skill aspect. This is because writing is a complex activity. The difficulty of writing lies in the demands of the ability to unite various aspects, such as knowledge about the ideas written, the habit of compiling the content of the writing in sequence and easy to digest, knowledge and skills in processing linguistic elements so that they are easier to read, and the ability to present writing in accordance with writing rules (Mahmud, 2017).

The basic writing skills are in the form of understanding unique rules, starting from the level of phonemes, morphemes to the level of discourse. Chaer (2015) reveals that one of the uniqueness of Indonesian is the emphasis of words on sentences that do not change the meaning of the word, but change the meaning of the whole sentence. Morphemes and words in morphological studies fall into this unique rule system. Morphology is a branch of linguistics that examines the form and process of word formation. Furthermore, Ira (2017) argues that the morphological process is a process of forming the word sari a base word with affixing, repetition, agitation, shortening, and alteration.

In writing a student must have a good ability about words, the student will more easily express his ideas and thoughts into the writing made. Mardiyah (2016) revealed that students' success in participating in teaching and learning activities is determined by their writing ability. Furthermore, Charlina, et al (2022) revealed that the learning process cannot be separated from writing skills, one of the lessons that is closely related to writing is Indonesian learning. Students' ability to use words can facilitate writing activities which are a form of a variety of written languages, one of which is text. The text has a wealth of diction or words that can make the reader enjoy the content of the writing. These

words must be written appropriately, because words are an important element for the construction of a text. Whether it's a base word or a philosophical word or a word with a blessing.

The word berafiks or the word berimbuhan is present as a form of human thoughts and feelings that is not sufficiently represented by the root word alone. Philosophical words undergo morphological processes resulting in changes in the shape and class of words. Word formation and word class can be known through the process of affixation. Affixation is the process of turning affixes or affixes into a basic form so that the word forms new words. Ratnasari (2017) argues that affixation has a function as a shaper of the class and meaning of words. Fixation in Indonesian can occur in various classes of words such as verbs, adverbs, number words, Philosophical words are important to be taught in schools because the word berafiks is used by students when making assignments in writing.

This affixation study is contained in the book Indonesian Class X SMA in the texts studied by students. One of the texts is the exposition text. Kosasih and Endang (2017) revealed that the exposition text is a text that attaches importance to a number of arguments accompanied by facts. Students learn to write exposition texts by paying attention to the structure and language rules of exposition texts. Exposition text is a type of writing variety that is bound by writing rules. The exposition text learned by students will help students in expressing opinions, one of which is by paying attention to the use of the word berafik or the word berimbuhan, so as not to cause misunderstandings in expressing opinions.

Class X students study exposition text material taught on basic competencies 3.4 an 4.4. Students are not only taught to write exposition texts, but also the structure and rules of exposition texts. The Ministry of Education and Culture (2013) stated that the structure of the text is in the form of parts in the exposition text, while language rules such as pronoun, lexical words, conjunctions, affixations, passive sentences and active sentences. The word berafiks in an exposition text becomes an important part, because the word berafiks

becomes a reference for determining passive and active sentences. The exposition text contains opinions accompanied by facts that are published briefly and concisely. Learning about exposition texts becomes one of the fun learnings. Because students can express opinions and corroborate them with facts about information through writing and gain knowledge from what is written.

Through pre-research interviews conducted with several teachers and students of SMA Negeri 1 Tapung Hulu, it is known that there are still many students who do not understand the rules of affixation and the use of the word affixes and result in student language errors in the use of affixes when writing. When students are asked to write exposition texts there are several things that concern the teacher. One of them is that students make mistakes in combining affixes with inappropriate words, sometimes the word is correct but the process of melting is not right.

The results of the writings of class X students of SMA Negeri 1 Tapung Hulu still have errors in the use of affixes. Some examples of errors that have been described above must be corrected immediately because students will continue to make mistakes when writing. Each word has rules in the process of its formation. Students who have not understood the rules, then will make mistakes. The mistakes that students often make are not mistakes, but mistakes that are purely made because students do not understand the rules of using affixes in Indonesian. Students think that what they wrote is correct even though there are still language errors. Therefore, students' understanding of the word philosophical must be improved again.

In its development, affixation studies have been studied by previous researchers. This research is a follow-up study. One of the studies that is relevant to this research is a study that has been researched by Nurul Hidayah Fitriyani and friends, Sebelas Maret University in 2017 with the title "The Use of Affixation in Student Persuasion Essays of the Indonesian Program for Foreign Speakers". This research focuses on the use of appropriate and inappropriate affixes and then compares with the affixation usage diagram, while the research that the author will review

focuses on the misuse of affixes in exposition texts both prefixes, infixes, suffixes, prefixes and join affixes which are then analyzed using data analysis tables.

Based on the explanation above, the author took the object of research at SMA Negeri 1 Tapung Hulu. The selection of research objects was carried out with consideration and reason for the uniqueness of SMA Negeri 1 Tapung Hulu, namely the first and only upper level secondary school in Kasikan village and has accreditation A. From the author's observation, even though it has been accredited very well, class X students of SMA Negeri 1 Tapung Hulu often make language mistakes when writing. There are still many students who do not understand the rules of affixes, especially in writing exposition texts. In addition, at SMA Negeri 1 Tapung Hulu, no research has been conducted on the misuse of affixes.

Based on the description above, the author is interested in researching "Error in the Use of Affixes in the Exposition Text of Class X Students of SMA Negeri 1 Tapung Hulu".

REASERCH METHOD

This research is a qualitative research using descriptive analysis methods. This method is a description that is carried out by exposing and analyzing data using words instead of numbers. The descriptive method of analysis is carried out by collecting data, describing the data and then analyzing it in detail according to the formulation of the problem. The type of research used in this study is field research conducted with writing test techniques and note-taking techniques.

This research was conducted at SMA Negeri 1 Tapung Hulu which is located on Jalan Kampung Lama No. 10, Kasikan, Tapung Hulu, Kampar Riau. This research was carried out from July 2022 to December 2022. The first stage is conducting a survey, the second stage is conducting a data collection process and the third stage is writing research results.

The data of this study is the philosophical word contained in the exposition text. The source of the research data is an exposition text written by class X students of SMA Negeri 1 Tapung

Hulu. The number of students is 259 divided into 4 science classes and 5 social studies classes.

The data collection method in this study used the writing skills test method. The method of the writing skills test carried out is to order students to write exposition texts to find out the error in using affixes. The recording method is used to reveal a problem in the form of discrepancies in the use of affixes contained in the text of the student's written exposition.

RESULTS AND DISCUSSION

This research is entitled "Error in Using Afiks in the Exposition Text of Class X Students

of SMA Negeri 1 Tapung Hulu". The results of the analysis of the results of the exposition text writing skills test for class X students of SMA Negeri Tapung Hulu include, the first aspect, namely identifying errors in the use of prefixes (prefixes), infixes (inserts), suffixes (suffixes), prefixes (prefixes and suffixes) and join affixes. The second analyzes the misuse of affixes contained in the exposition text of the student's writing skills test results. Based on the analysis carried out, the researcher found data on the incorrect use of affixes. Consists of prefix usage errors, infix usage errors, suffix usage errors, konfiks usage errors and merge affix usage errors.

Table 1. affix abuse

No	Incorrect Use of Affixes				
	Prefiks	Infiks	Sufiks	Konfiks	Join Rewards
1	ber-	-em-	an-	ber-an	meN-per-kan
2	ter-	-el-	i-	peN-an	ter-per
3	di-		kan-	per-an	di-per-i
4	meN-			ke-an	meN-per
5	ke-				di-kan
6	peN-				me-kan
7	per-				me-i
8					di-i

Prefix Usage Error ber-

The error in the use of the prefix ber- on datum 1, it says beegas should have rushed. This error is due to omission of the phoneme /r/ on the prefix ber-. The word comes from the base word gegas which has the initial phoneme /g/, then spiked by the prefix ber-. The prefix ber- when encountering the base form beginning with the phoneme /g/ does not omission the phoneme /r/. So the correct use of the prefix ber- is to rush not rush.

Here's a sentence that has been fixed.

By 7:00 a.m. we had already rushed to school.

Prefix Usage Error ter-

Air itu menggunakan wadah, agar tidak tertuang sembarangan di meja.

The word tetuang on datum 1 is incorrect, because the omission of the phoneme /r/ in the prefix ter- should be contained. The word

expressed comes from the base word pour that gets the prefix (ter-). The prefix ter has the suffix /r/ while the base word pour has the consonant prefix /t/. As a result of the confluence of the two morphemes, the prefix (ter-) does not undergo any disambiguation or alteration. So the correct use of the prefix (ter-) in the word is stated not tetuang.

Here's a corrected sentence.

Air itu menggunakan wadah, agar tidak tertuang sembarangan di meja.

Prefix Usage Error in-

Akhirnya ada yang di beri nilai bagus.

The mistake students make lies in the use of the prefix (di-) in the word in the beri, it should be given. The word given comes from the prefix-emblazoned base word (di-). A prefix (di-) that has no variation. The word is given using the form of two morphemes, namely bound morphemes (di-) and beri-free morphemes. The prefix (di-) if split with the base word will have no meaning.

The prefix (di-) is attached only to passive verbs, corresponding to the function of affix (di-) is to form passive verbs. It is in accordance with the enhanced spelling that the writing of affixes and prefixes is different. The prefix (di-) is written in conjunction with the word it spikes. So the correct use of the prefix (di-) in the word is given not in the berry.

Prefix Usage Error *meN-* Datum 1

The error in using the prefix *meN-* on datum 1 says planting should be planting. This error is because the /t/ phoneme at the beginning of the base word is not melted or eternal resulting in a change in the prefix *meN-*. The word plant comes from the root word planting affixed with a prefix (*meN-*), which has the initial consonant /t/. The prefix *meN-* will change to *men-* when it encounters a baseline word prefix called /t/. So the use of prefixes on the word is planting not planting.

Here's a sentence that has been fixed.

We can plant garbage and burn it.

Datum 2

Banyak masyarakat mengkonsumsi makanan dari pasar.

The word consume in datum 2 is incorrect, because it retains the consonant /k/ in the process of its repetition. The word comes from the root word consumption which has the initial consonant phoneme /k/, then spiked by the prefix *meN-*. In accordance with the rules of cultivation, the prefix *meN-* changes to *meng-* when the base form that follows it begins with the phoneme /k/ and the phoneme /k/ in the base form will melt. So, the correct use of the prefix *meN-* is consuming not consuming.

Here's a sentence that has been fixed.

Banyak masyarakat **mengonsumsi** makanan dari pasar.

Prefix Usage Error *ke-*

Kesalahan pemakaian prefiks *ke-* pada datum 1, tertulis *ketutup* seharusnya adalah *tertutup*. Kesalahan ini karena, prefiks *ke-* tidak tepat penggunaannya untuk membubuhi kata dalam kalimat tersebut. Kata *ketutup* tidak

termasuk dalam Kamus Besar Bahasa Indonesia, maka prefiks *ke-* diganti dengan prefiks *ter-* menjadi *tertutup* agar kalimat tersebut benar. Jadi pemakaian prefiks yang benar adalah *tertutup* bukan *ketutup*.

Berikut kalimat yang telah diperbaiki.

Prefix Usage Error *peN-*

Ada **penbeli** dan penjual di dalam pasar Kasikan.

Incorrect use of the prefix *peN-* on datum 1, it says the buyer should be the buyer. This error is due to improper affixing of the prefix *peN-*. The prefix *peN-* has several variations or allomorphs in the process of its forming, one of which is *pem-* which will appear if followed by a basic form beginning with the phoneme /b/. The word buyer is spiked by the prefix *peN-* with the base word buy having the phoneme prefix /b/. So the correct use of the prefix *peN-* is the buyer not the purchaser.

Here's a corrected sentence.

Ada **pembeli** dan penjual di dalam pasar Kasikan.

Infix Usage Error *-em-*

Banyak gunung yang ada di lingkungan alam.

The incorrect use of the prefix *-em-* on datum 1, it says that it should be a gunung. This error is due to improper affixing of the *-em-* infix. The word gunung comes from the base word mountain affixed with the infix (*-em-*). The prefix (*-em-*) belongs to the unproductive affixes or affixes whose use is limited to a few words and no longer forms the meaning of a new word. The word gunung is not found in the rules of Indonesian. So the correct use of the infix (*-em-*) is gunung not gunung.

Here's a corrected sentence.

Banyak **gunung** yang ada di lingkungan alam.

Infix Usage Error *-el-*

Tepak tangannya yang berkeringat.

The error on datum 1 is written tepak, it should be a palm. This error is due to the

omission of the –el- infix. The prefix (-el-) includes unproductive affixes or affixes that can only be used on a few or limited words and do not form a new word meaning. In KBBI V *tepak* has the meaning of hit, so it is not appropriate if the word *tepak* is used. It should not be a *tepak*.

Here's a corrected sentence.

Telapak tangannya yang berkeringat.

Suffix Usage Errors –an

Tidak membuang sampah sembarang.

The error on datum 1, written arbitrarily should be arbitrary. This error is due to the omission of the suffix –an in any arbitrary word. The sentence on datum 1 should indicate an appeal not to throw garbage in any place. If any word is used, then the sentence does not indicate a landfill. So the correct use of suffixes in the sentence is arbitrary, not just any.

Here's a corrected sentence.

Tidak membuang sampah **sembarangan**.

Suffix Usage Errors –i

“Kurangin lah bu harganya!”

The error of using the suffix –i in datum 1, it says *lessin* should be subtract. This error is due to the addition of the phoneme /n/ to the suffix –i. The word subtract comes from the root word *less* followed by the suffix (-i). In Indonesian rule there is no suffix (-in), i- cannot be added with the phoneme /n/. So the correct use of the suffix (-i) is subtract not subtract.

Here's a corrected sentence.

“**Kurangi** lah bu harganya!”

Suffix Usage Errors –kan

*“Coba **bersih kan** meja itu!”*

The error in using the suffix –kan on datum 1, it says *clean right* should be clean. This error is because the suffix is not associated with the base word that follows it. The word *antarkan* comes from the root word *antar* followed by the suffix (-kan). In Indonesian rule the word ending (-kan) is followed by the object of the sufferer and its use is spliced or without spaces. So the correct use of the suffix (-kan) is between *kan* not between.

Here's a corrected sentence.

“Coba **bersihkan** meja itu!”

Konfiks Usage Errors *peN-an*

*Selain **pemandangn** banyak permainan yang bisa dinikmati.*

The misuse of the prefix *peN-an* on datum 1, it says the bearer should be a scene. This error is due to the omission of the phoneme /a/ in the suffix –an. The prefix *peN-an* consists of the prefix *peN-* and the suffix –an. The word *sight* comes from the basic word of view that gets an affix (*pe-an*). The *peN* affix if it meets a base word whose first syllable begins with the phoneme /p/, will change to *pe-*. So the correct use of the prefix is a scene not a reenactment.

Here's a corrected sentence.

Selain **pemandangan** banyak permainan yang bisa dinikmati.

Konfix Usage Errors *ber-an*

*Ruangan 10 IPA 3 **ber** sebelahhan dengan X IPA 4.*

The use of the prefix (*ber-an*) in the word next to each other is not appropriate, because in writing it puts a space after the prefix *ber-*. The word in datum 2 comes from the base word *next door* that gets an affix (*ber-an*). *ber* in the word next to it belongs to a prefix whose use is spliced with a shape that follows it or is not spaced. So the correct use of the prefix (*an*) is next to each other not next to each other.

Here's a corrected sentence.

Ruangan 10 IPA 3 **bersebelahan** dengan X IPA 4.

Konfiks Usage Errors *ke-an*

*Desa talang danto sebagian mengalami **kerusakkan**.*

The misuse of the prefix *ke-* on datum 1, it says *tampering* should be a malfunction. This error is due to the addition of the phoneme /k/ to the base word. The word *damage* comes from the root word *broken* affixed with the prefix of *an-* not *ke-*. Because affixes –kan is not appropriate to affix the base word which is also followed by

affix to-, and there is no prefix (kan) in the rule of cultivation. The basic word hoarse is also incorrect if the phoneme /k/ is added at the end of the word. So the use of the prefix on datum 1 should be damage not damage.

Here's a sentence that has been fixed.

Desa talang danto sebagian mengalami **kerusakan**.

Konfix Usage Errors *per-an*

*Di desa banyak warga memiliki **perternakan**.*

The misuse of the prefix per-an in datum 1, it says the farm should be a farm. The word animal husbandry comes from the root word livestock which gets a prefix (per-an) and has a first syllable ending in /er/. The affix (per-) changes to (pe-) when followed by a base word that is monosyllabically first ending in /er/ while the affix (-an) cannot be added to the consonant /n/ anymore because it will cause a double consonant. So the correct use of the prefix (per-an) in the word is animal husbandry not farming.

Here's a corrected sentence.

Di desa banyak warga memiliki **peternakan** .

Afixs Join Usage Errors *meN-per-kan*

Datum 1

*Terlihat kakek sedang **memperbaiki** kadang ayam.*

The error in datum 2 is in the use of join affixes (meN-per-i) in the word repair. The suffix -kan in the word is not appropriate for enslavement, so it is replaced with the suffix (-i). The word fix comes from forming (good + -i = baiki => per- + baiki = fix => fix = me- + fix = fix). The affix (meN-) will change to (mem-) if followed by a form that has the prefix /p/ (fix). So the correct use of affixes is to improve not improve.

Here's a corrected sentence.

Terlihat kakek sedang **memperbaiki** kadang ayam.

Datum 2

Wali kelas menperkirakan tumpukan sampah belakang sangat banyak.

The word estimates that in datum 4 there is an error in the use of the men-merge affix, perkan precisely in the process of turning it. The join affix (meN-per-kan) consists of the prefixes meN-, per- and suffix -kan. The word comes from the root word kira with the word derived from the base word kira with forming (approximate + -kan => think + per- => estimate + meN- => estimate). The phoneme /N/ on the afix meN- changes to the phoneme /m/ if the form that follows it begins with /p/ i.e. the result of the substitution per- + estimate => estimate. But the phoneme /p/ does not melt, because it does not include the initial phoneme of the base word. So the correct use of merge affixes is to estimate not estimate.

Afixs Join Usage Errors *meN-i*

*Merasa bahagia **ngunjungin** wisata tepian mahligai.*

The mistake that students make lies in the use of the join affix (meN-i) in the word ngunjungin. This error is because it is incorrect in the prefix substitution meN-. The word visit comes from the root word that gets the affix (meN-i) and has the consonant prefix /k/. The affix (meN-) if it encounters the initial consonant base form /k/ it will change to (meng-) while the affix (-i) cannot be changed to (-in). So the correct use of the prefix (meN-i) in the word is to visit not ngunjungin.

Here's a corrected sentence.

Merasa bahagia **mengunjungi** wisata tepian mahligai.

Afixs Join Usage Errors *ter-per-*

*Warga yang datang **terperdaya** melihat keindahannya.*

The error in datum 1 lies in the use of the join (ter-per) affix in the word beguiled. This error is due to the addition of the phoneme /r/ to the prefix ter-. The word terperdaya comes from the root word power that gets the prefix (ter-per). The prefixes ter and per have the suffix /er/. Due to the confluence of morphemes with a base form whose first tribe ends in /er/, it turns into te. So the

correct use of merge (ter-per) is to be deceived not deceived.

Here's a corrected sentence.

Warga yang datang **teperdaya** melihat keindahannya.

Afixs Join Usage Errors di-kan

*Di kasikan ada tempat yang **di khususkan** untuk menjadi pasar.*

The word on datum 1 is spiked by a merge affix consisting of the prefix di- and the suffix -kan. The word in special comes from a special base word, through the process of forming (special + kan = > special + di- => specialized). The word in the specialty is incorrect, because it adds a space after the prefix di-. The prefix di- is a bound form of the base form. It should be that the specific base word is merged with di-kan into specialized.

Here's a corrected sentence.

Di kasikan ada tempat yang **dikhususkan** untuk menjadi pasar.

Afixs Join Usage Errors di-per-i

*Pipa pembuangan pabrik sudah diganti atau **di perbaiki**.*

The word in the datum datum is incorrect, because it does not combine the entire affix and is imprecise in the use of affixes. The word comes from the root word both affixed with the prefixes di-, per and the suffix -i. Through the forming process (either + -i = > good + per- => fix + di- => fixed). The prefix di- forms a passive verb and its use must be concatenated, whereas the suffix -i cannot be changed to -in is not in the rule of Indonesian. So the correct use of merge affixes is fixed not fixed.

Here's a corrected sentence.

Pipa pembuangan pabrik sudah diganti atau **diperbaiki**.

Afixs Join Usage Errors meN-per

*Untuk **menmeroleh** kemenangan kelas.*

The word "1) is incorrect, because it is not correct in the affixing of the prefix meN-. The word is affixed with a merge affix consisting of

the prefix meN- and the prefix per-. Obtaining has the basic word form by, through the process of forming (by + per- => obtain + meN- => obtain). The prefix meN- will change to mem- if it is followed by the first form of the word (acquire) with the prefix /p/. So the correct use of merge is to obtain not to obtain.

Here's a corrected sentence.

Untuk **memperoleh** kemenangan kelas.

Afix Join Usage Errors meN-kan

*Menyebabkan kebakaran hutan dan **menrugikan** orang lain .*

The misuse of the merge affix on the written datum is detrimental, it should be detrimental. This error is due to improper process of affixing the prefix meN. The word detrimental comes from the basic word loss that gets an affix (meN-kan). MeN morphemes if they meet the base form with the initial consonant /r/, the phoneme /N/ will melt. So the correct use of the prefix (meN-kan) in the word is detrimental not detrimental. Here's a sentence that has been fixed. Menyebabkan kebakaran hutan dan **merugikan** orang lain.

The error in the use of affixes in this study has occurred in the error in the use of prefixes. This is evidenced by the discovery of 43 prefix usage errors. Based on the classification of the error in the use of affixes in the exposition text of class X students of SMA Negeri 1 Tapung Hulu, the most errors occur because students write prefixes in the form of prepositions. Prefixes that are supposed to be prefixes, especially in verbs, are more often used for the word place. This is certainly a concern for prospective teachers and teachers Indonesian to pay more attention and guide students when writing, especially in the use of affixes.

In this study, researchers found only 102 data on affix usage errors. This is because, when researchers carry out data collection in each class, there are always students who are not present. The time given by the school for data collection is 45 minutes and only one data collection is allowed in one class. Later, some students wrote exposition texts not according to the orders of the researcher.

Some students also write only one sentence and some even collect blank papers.

Researchers also found data that contained errors, but these data cannot be said to be included in the misuse of affixes. This is because the data appears only once in each test result of writing exposition texts. For example, the words kelayakayan, keramaimaian, playn, terdiri, menyegah, pendagang and several other words. The word only enters inaccuracy in the writing and use of affixes. In this study, the data that entered the error of using affixes was a form of error that each student wrote more than once and students used the wrong affixing rules.

Based on this description, it is known that this study is not the first to be carried out or that there are already those who have examined the same studies as researchers. This research is a follow-up study. The study in this study is relevant to the research conducted by Nurul Hidayah Fitriyani in 2017 with the title The Use of Affixation in Student Persuasion Essays Indonesian Program for Foreign Speakers. Nurul's research found errors in the use of prefixes, suffixes, infixes, and prefixes. Affixing errors are dominated by the word beginning, as much as 15.29%. For example, in the word sweep, it is written sweeping. The use of the prefix meN- changes to meny- if it encounters a base form beginning with the letter /s/.

The difference and novelty of previous research with the research that researchers do is that the first affix consists of five types, namely prefixes, infixes, suffixes, prefixes and combined

affixes. Secondly, a compound and a merge affix are two different affixes, a confucence is an affix that is affixed at the beginning and end of the basic form while a merge affix is an affix that is at the beginning or end where the affixing process is not all at once, there is a combination of affixes consisting of two or more affixes. Third, the incorrect use of affixes can be classified into the omission of phonemes on affixes, the addition of phonemes to the affixes, the writing errors of the affixes, the writing errors of the affixes with the form of the foreword, the preservation of phonemes in the base word, the omission of the phonemes in the base word, the error of affixing the affixes, the omission of the affixes, and the improper use of affixes. Fourth, the previous research objects were persuasion essays, Riau Pos newspapers, narrative essays, explanatory texts, description texts, while this study object was the exposition text of class X students of SMA Negeri 1 Tapung Hulu.

The misuse of affixes found in this study is based on the theory of the use of affixes, Enhanced spelling V and the Big Dictionary of Indonesian V. Thus, the errors in the use of affixes found can strengthen previous research, that the error in using affixes is not only found in persuasion essays, Riau Pos newspapers, narrative essays, explanatory texts, and description texts but in exposition texts there are also errors in the use of affixes. Incorrect use of affixes can be classified and also types of affixes not only prefixes, infixes, suffixes and prefixes but join affixes are also included in affixes.

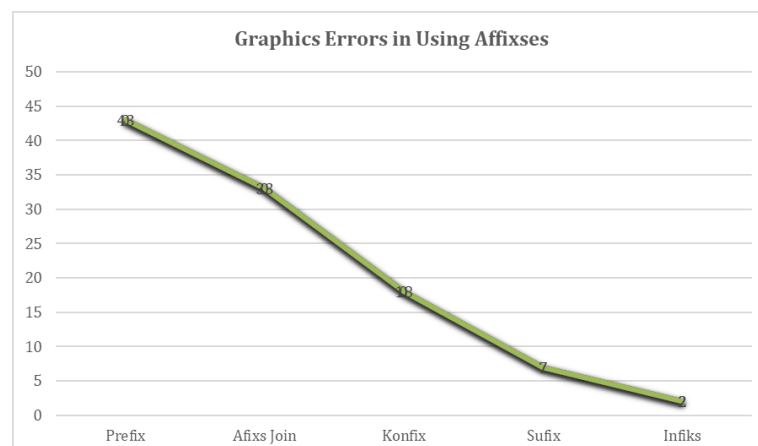


Figure 3. Mistakes in Using Affixes

CONCLUSIONS AND RECOMMENDATION

There are five types of affix errors, namely, prefix usage errors, including ber-prefixes, ter-prefixes, di-prefixes, meN-prefixes, to-prefixes, and peN-prefixes. Infix usage errors, including the –em- and –el- infixes. Incorrect use of suffixes, including the suffix -an, the suffix –i, and the suffix –kan. Misuse of prefixes, including the peN-an prefix, the ber-an prefix, the an-fi prefix, and the per-an prefix. Errors in the use of merge affixes, including meN-per-kan join affixes, ter-per-join affixes, meN-kan join affixes, meN-per join affixes, and di-i affixes. From 259 class X students of SMA Negeri 1 Tapung Hulu, 208 results of the exposition text writing skills test were collected, 103 data on the incorrect use of affixes were found. The most errors are found in prefix usage which reaches 43 errors, errors in the use of join affixes reaching 33 errors, confiks usage errors reaching 18 errors, suffix usage errors reaching 7 errors, and 2 infix usage errors. The classification of misuse of affixes in which there are errors in the use of affixes can be classified into omission of phonemes on affixes, addition of phonemes to affixes, errors in writing affixes with the form of prepositions, preservation of phonemes in the base word, omission of phonemes in the base word, errors of affixes, omission of affixes, and improper use of affixes.

There needs to be special guidance for students so that they no longer make mistakes in writing exposition texts, especially in the use of affixes. This research is expected to be a lesson for teachers and prospective teachers Indonesian to be more sensitive to language mistakes made by students. To students and subsequent researchers, the results of this study can be used as theoretical material regarding language errors with more diverse objects of study, such as historical story texts, editorial texts, and others.

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