



Jurnal Bahasa Indonesia bagi Penutur Asing (JBIPA)

journalhomepage: ojs.badanbahasa.kemdikbud.go.id/jurnal/index.php/bipa

ISSN 2685-5135 (Print) | ISSN 2685-8053 (Electronic)



High-frequency affixed words in BIPA 3 textbooks: a corpus-based study

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article info

Article history:

Received 13 April 2023

Revised 23 June 2023

Accepted 24 June 2023

Available online 25 June 2023

Keywords:

Affixation; BIPA; Corpus linguistics.

abstract

This study aimed to know the high-frequency affixed words used in BIPA 3 textbooks and the compatibility of the affixes used in BIPA 3 textbooks with SKL BIPA 3. This research used corpus data as the source of the data. The corpus was built from reading texts in BIPA 3 textbooks. The data were analyzed qualitatively to describe the high frequency of affixation used in the BIPA 3 textbook and its suitability with the BIPA SKL. The results indicated that there were three types of affixations used in the books, prefix, suffix, and confix. The most common affixation was prefix me- while suffix was rarely used. The affixations in the textbooks followed SKL BIPA 3. It implies that the BIPA 3 books are suitable and desirable to be used as a learning book at BIPA 3.

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DOI: <https://doi.org/10.26499/jbipa.v5i1.6157>

Introductions

Indonesian language as a foreign learner (BIPA) is a program of Indonesian language learning to facilitate non-native Indonesian speakers to master the Indonesian language (Agustina & Oktavia, 2019). In particular, BIPA learning has the goal of mastering the four comprehensive language skills. Those are listening, reading, speaking, and writing based on the levels. BIPA learning also aims to produce graduates with good Indonesian language skills for various purposes in various contexts, both spoken and written. Therefore, BIPA's students are not only taught four comprehensive skills in the language. They are also taught Indonesian grammar to master the four comprehensive language skills well (Septiana et al., 2022). culture, and various exciting tourism spots in Indonesia.

Learning Indonesian for foreign students is undoubtedly different from Indonesian native speakers (Muchti & Oktavianti, 2021). Foreign students already have a language foundation as their first language. They also have different cultural backgrounds. It, of course, will affect their Indonesian learning process as their second language acquisition. Moreover, each language has a linguistic structure that distinguishes it from other languages. These differences affect the Indonesian language learning process for BIPA students as well (Musthafa & Rahmawati, 2021).

As one of the agglutinative languages, Indonesian language has many affixed words. Affixed words are formed from the process of adding affixes to the base word (Febrian et al., 2022). Affixation adds affixes to basic words (Asmoko et al., 2022). According to Chaer (2015), affixation can be interpreted as adding affixes to the base words or base forms. These forms consist of base words, complex forms, and principal words (Setiyaningsih, 2019). For example, the base word 'tinggal', which means 'stay', becomes a new word and has a different meaning if it gets the prefix me-, 'meninggal', which means 'dead'. An agglutinative language is those that add suffixes or affixes to base words to produce new words. There is much affixation in the agglutinative language (Febrian et al., 2022).

Indonesia, with its agglutinative, becomes a challenge for almost BIPA students (Ratnawati, 2012), especially errors in using affixation in writing. Septiana et al. (2022) and Nisa' et al. (2022) said that the most common error made by BIPA 1 students is the error in using affixes in their writing and the most common affixation errors found in BIPA 1 students' writing were inappropriate use of affixes.

However, the error of using affixed words is also found in intermediate-level (BIPA 3&BIPA 4) students. Widia (2021) said that BIPA students also made some errors in using affixation at the intermediate level. These errors include omitting the prefix me- such as the word 'menangis' was only written as 'nangis'. Asmoko et al. (2022) also said that errors in writing affixes made by intermediate BIPA students include errors in the use of letters, omitting the suffixes, and the use of spaces between the prefix and the base word, such as the word 'bernama' was written as 'ber_ nama'.

The error of using affixed words is a severe problem for intermediate-level BIPA students. Based on Permendikbud Number 27 of 2017, BIPA students at the intermediate level are expected to be able to master knowledge about the use of affixes such as the se-, me-, me-i, me-kan, and pe-/an. Besides, at the intermediate level, they are also expected to be able to write descriptive texts, narratives, and even essays. Therefore, Errors in using affixes are a severe problem for intermediate BIPA students.

However, learning affixes is not easy. Some of BIPA's teachers argue that learning affixation is challenging, but it is essential to be taught to BIPA students (Setyaningrum et al., 2019). Affixation is the most challenging material for BIPA students. Widia (2021) said that the use of Indonesian as a second language for foreign learners is not free from errors. The higher the number of errors, the lower the level of achievement of the language learning objectives. Therefore, there must be efforts to overcome that problem.

Indonesian language textbooks play an essential role for both teachers and students. Textbooks are the most necessary teaching materials for teachers. Textbooks are crucial teaching materials for

students to understand the material taught by the teacher. Because of this vital function, the choice of words in BIPA textbooks must be made based on linguistic material at each level.

For this reason, it is necessary to analyze high-frequency affixed words used in the BIPA textbook for the intermediate level (Solihah et al., 2019). The result of its analysis can be used as a basis for preparing alternative BIPA teaching materials. This is very useful for students in understanding affixation and reducing errors in using affixes by BIPA students, because they can learn from the list of affixation that we found. This will also help the teacher in the learning process of affixation in the class. In addition, the list can also explain whether the affixation used in intermediate-level BIPA books is following the graduation standard (SKL) that has been set.

This research focuses on the frequently used affixed words in reading texts in BIPA 3 textbooks. This research will answer two research questions. Firstly, what types of affixations are used in reading texts in BIPA 3 textbooks? Secondly, is the affixation used in these books following the BIPA SKL of BIPA 3? This study aims to find out the frequently used affixations in reading text in BIPA 3 textbooks so that it can be used as a basis for preparing alternative BIPA teaching materials for BIPA teachers at the intermediate level. Moreover, this study also aims to determine whether the affixation used in the reading texts of BIPA 3 textbooks follows the BIPA SKL.

This research is necessary because research on affixations used in BIPA books is rarely done. Moreover, the results of this study provide significant benefits in terms of BIPA learning. It can be used as a reference for teachers in teaching affixation in BIPA 3 classes. It will also help BIPA students in understanding the affixations. The students are more familiar with high-frequency words and feel the benefits of the word (Dang et al., 2022). Jendrych (2013) also said that using high-index terminology will be more effective and easier for language students. Therefore, learning materials based on the corpus or high-frequency words, such as high-frequency affixed words, benefit for the students.

Some researchers had analyzed high-frequency words (HFW) used in BIPA textbooks. Siagian (2020) analyzed the high-frequency words in BIPA 1&2 textbooks. The result showed that the HFW used in BIPA textbooks differed from HFW in general (Siagian, 2020). Moreover, the forms of word classes found in books were varied and the affixes used in the books were limited. Wahyuningtias & Kesuma (2021) also analyzed the high-frequency words in BIPA 1 textbook, namely “Sahabatku Indonesia BIPA 1”. The result showed that ten words were frequently used in the textbook (Wahyuningtias & Kesuma, 2021).

However, those researchers focused on the high frequency of all words in BIPA textbooks. Moreover, The BIPA textbooks used as data for some previous studies were BIPA 1 and 2 or basic-level textbooks. It was different with this present study. This study focuses not on the high frequency of all words used in the BIPA textbook but on the high frequency of affixed words used in the BIPA 3 textbook. Therefore, this study is different from previous studies in terms of analysis and data sources.

Methods

This study used a corpus as the source of the data. The corpus was created from reading text in BIPA 3 textbooks that were downloaded from BIPA daring. The books are the corpus consists of 10738 tokens. From the total words, there are 1865 affixed words. These words are the data in this study to analyze the types of affixations used in these textbooks.

This research was descriptive qualitative research since it describes the high frequency of affixation used in reading text of BIPA 3 textbooks under the title *Sahabatku Indonesia Membaca Jakarta: Budaya Tradisional, Sahabatku Indonesia Membaca Indonesia: Pelayanan Kesehatan, Sahabatku Indonesia Membaca Indonesia: Film, Sahabatku Indonesia Membaca Indonesia: Ekonomi, Sahabatku Indonesia untuk Pelajar BIPA 3, Sahabatku Indonesia BIPA 3*. Those books were published by the Ministry of

Education and Culture Republic of Indonesia (Kementerian Pendidikan dan Kebudayaan) in 2019. Moreover, in this research, we described the type and the meaning of affixation used in the data. Therefore, we employed descriptive qualitative research. According to Dornyei (2007) in analyzing the data of qualitative research, researchers would not use statistic methods or formula.

In collecting the data, we used corpus data using concordance software, that is AntConc, to investigate the number of affixed words in the data. AntConc 3.4.4 is a software for analyzing the big data of texts developed by Laurance Anthony in 2004. It is used to analyze a word's frequency, positional distribution, collocation, and clusters from the big data of texts (Orhon et al., 2018).

In collecting data, we employed several steps: Firstly, we collected all of the reading texts from BIPA 3 textbooks downloaded from the BIPA daring website. Secondly, we converted the file into .txt file. Thirdly, we searched the high-frequency words in the data using the wordlist menu in AntConc to know the high frequency words in the data (see figure 1). There were 10738 words of the data. The last, we sorted out the affixed words from all the wordlists that we found. There were only 1865 affixed words in the data. The list of affixed words were the data of this study.

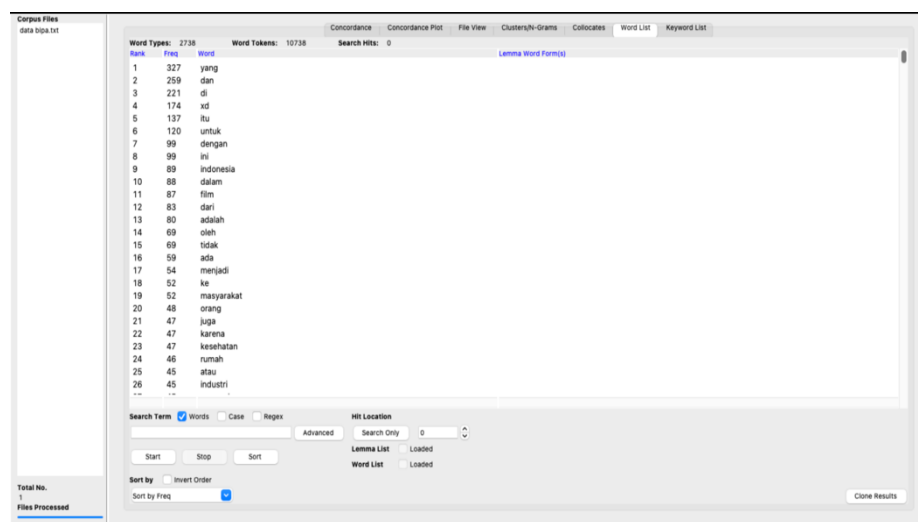


Figure 1. AntConc application containing file (txt) of the data (personal documentation source)

Then, the data were analyzed to investigate the types of affixations used in the data. In analyzing the data, we employed the following steps. First, we divided the affixed words that we found based on its frequency. Second, we also divided the affixed words that we found according to the types of affixations (suffix, Prefix, Confix, etc). The last, we looked at concordance to determine the meaning of every affixed word in the data (see figure 2).

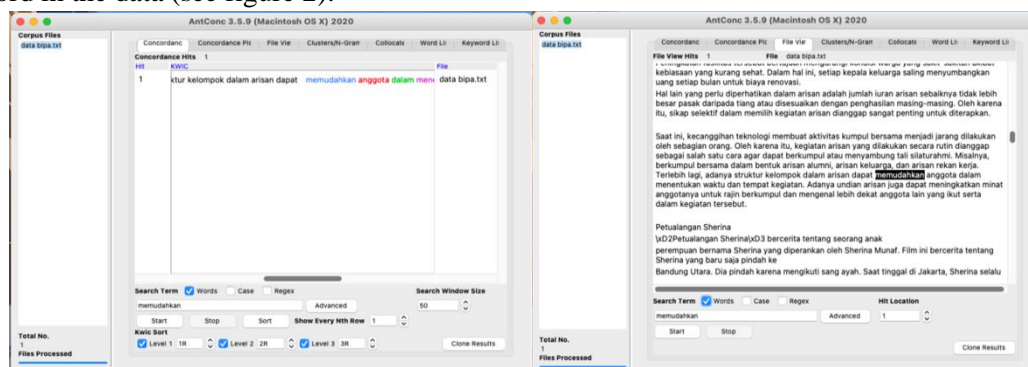


Figure 2. looking at concordance in AntConc application to determine the meaning of the affixation in every affixed word in the data (personal documentation source)

For example, the confix *me-kan*, it has two meanings. Those are causative and locative meanings. To find out whether it has a causative or locative meaning, we had to look at the sentence in the data source by using menu concordance in AntConc. For example, the confix *me-kan* in the following sentences,

a) *Senjata itu menghancurkan peradaban manusia.*

In sentence a), the confix *me-kan* in the word '*menghancurkan*' means making it happen or causative, that is, making it destroyed. It differs from the meaning of the confix *me-kan* in sentence b) below.

b) *Dia melemparkan batu ke laut.*

In sentence b), the meaning of the confix *me-kan* in the word '*melemparkan*' means throwing away. The confix serves to express actions by throwing stones away.

Result and Discussion

Result

The data finding showed that the total words of the data source (corpus data) were 10738 words. From the entire words, there were 1865 words which were affixed. In addition, affixed words found in the data could be classified based on the type of affixation. It can be seen in the following table.

Tabel 1.1 Types of Affixed words used in the data

Affixations	Frequency
Prefix	1186
Confix	535
Suffix	144
Total	1865

The table above shows that the BIPA 3 textbook used three types of affixes: prefixes, suffixes, and confixes. According to table 1.1, the prefix was the most frequently affixed used in the data. It was used 1186 times in the data. Moreover, there were nine types of prefixes used in the data. Those were Me-, Ber-, Ter-, Per-, Ke-, Di-, Se-, dan Pen- (see table 1.2). According to table 1.2, the prefix *me-* was commonly used in the data. It was used 351 times, for example, the word '*menuju*'. Whereas the prefix *pen-* was rarely used in data. It was only used 15 times, for example, the word '*pembuat*'.

Tabel 1.2 Types of prefix used in the data

Prefix	
Types of Prefixes	Total
Prefix MeN-	351
Prefix Ber-	236
Prefix Ter-	245
Prefix Per-	99
Prefix Ke-	23
Prefix Di-	173
Prefix Se-	44
Prefix Pen-	15
Total	1186

Furthermore, table 1.1 shows that confix was also found in the data. It was used 535 times. There were eight types of confixes used in the data. Those were Ke-an, Me-kan, Me-i, Pe-an, Ber-an, Di-an, and Di-i. The confix *Men-kan* 173 times. The example of confix *Me-kan* found in the data was '*meningkatkan*'. The Confix *Ber-an* was a confix that was rarely used in data, for example, the word '*berlawanan*'. It was only used seven times in the data.

Tabel 1.3 Types of confix used in the data

Confix	
Confix Ke - an	95
Confix Me - kan	173
Confix Me - i	69
Confix Pe - an	114
Confix Ber - an	7
Confix Di - an	66
Confix Di - i	11
Total	535

The last kind of affixation used in the data was suffix (see table 1.1). The suffix was only used 136 times in the data. In addition, three types of suffixes were used in the data (see table 1.4). Those were suffixes -an, -i, and -nya. The most frequently used suffix in the data was the suffix -an. It was used 126 times, for example, the word '*liburan*'. The suffix -I was rarely used in the data. It was only used two times.

Tabel 1.4 Types of suffixes used in the data

Suffix	
Types of Suffixes	Total
Suffix -an	126
Suffix -i	2
Suffix -nya	16
Total	144

Based on the explanation above, there are three types of affixes used, namely prefixes, suffixes, and confixes. Prefix was used 1186 times in the data. It means it was used 11,05%. Confix was used 535 times or 4,99% in the data. While suffix was only used 144 times. It was only 1,35%. The percentages can be seen in the following chart.

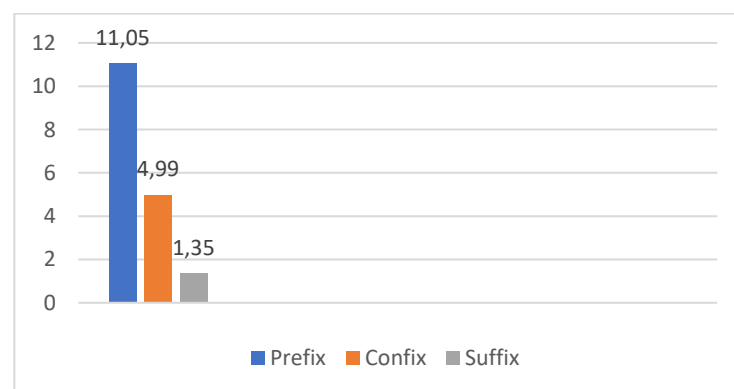


Figure 3. Percentages of Afixation used in the data

Discussion

According to the data finding, prefix was the most frequently used affixation in the data. Muchti & Oktavidianty (2021) and Nisa' et al. (2022) said that prefixes was commonly used in the essays of *BIPA* students, then followed by confixes, and lastly suffixes. Therefore, many materials about the prefix are in line with the needs of *BIPA* students.

The highest prefix was the prefix *me-*. This is in line with the use of the Indonesian language in communication. The prefix *me-* is recognized as the most produced prefix (Intiana & Sapiin, 2017). Besides, prefix *me-* also undergoes many morphophonemic processes so that it has several different

representations (Saddhono et al., 2023). Hence, many words using the prefix *me-* in BIPA 3 textbooks are already in line with the needs of students.

There were several types of prefix *me-* found in the data. One of them was the prefix *me-* which means '*menjadi*' or '*menjadi seperti*', as in the following sentence:

1a) *Industri yang mama bertahan ketika terjadi kondisi ekonomi **melemah** yaitu industri pengolahan*
The prefix *me-* in the word '*melemah*' means '*menjadi lemah*'. The use of the prefix *me-* which means '*menjadi*', is quite common in the data. This is in line with the BIPA SKL, where the material in BIPA 3 is about the prefix *me-* which means '*menjadi*'.

In addition to the function '*menjadi*' which is the focus in the BIPA 3 textbooks, there were also the prefix *me-* with various functions. Those were *melakukan* atau '*mengerjakan*', '*membuat*', '*menggunakan alat*', '*mengeluarkan suara seperti*', dan '*menuju ke-*'. It had been learned at the previous level. For example, the prefix *me-* in the word *membaca* means '*melakukan aktivitas baca*'.

Several types of prefixes were also found in the data, such as the prefixes *Ber-*, *Ter-*, *Per-*, *Ke-*, *Di-*, *Se-*, and *Pen-*. These prefixes are affixation material in BIPA 1 and BIPA 2. It is related to the BIPA SKL, which says that learning grammar, especially affixes, must be taught coherently and repeatedly to achieve grammatical understanding (Permendikbud). This will reduce the various errors of prefix use by BIPA intermediate level learners. Wijayanti & Siroj (2020) said that the error of the prefix found in the BIPA's students writing in intermediate level is the elimination of prefix *to-* and *me-*.

In contrast to prefixes, suffix in BIPA 3 textbooks was not as much as prefixes and confixes. The data used suffix words 144 times, although suffix is one of the affixation materials in BIPA 3. Not only that, the suffix *-an* has also been studied in BIPA 1 and BIPA 2. In addition to the suffix *-an*, we also found suffix *-nya* and suffix *-i* in the data. Based on the BIPA SKL, the suffix *-nya* and *-i* were not included in the BIPA 3 grammar material and were not taught at the previous level. It is not following SKL as a BIPA learning guide.

Apart from the prefix, we also found confix in the data. The confix was used 543 times, or about 5% of all words used in the data. There are several types of confixes that were most often used in data. Among them were the confixes *me-kan*, *pe-an*, *ke-an*, *me-i*, *me-kan*, and *me-i*. Confix are one of the affixation materials that must be taught in BIPA 3. The confixes *me-kan* taught in BIPA 3 have causative and instrumental meanings, as found in the following sentences.

2a) *Adanya struktur kelompok dalam arasan damat **memudahkan** anggota dalam menentukan waktu dan kegiatan*

2b) *Pantai itu **menyuguhkan** pemandangan yang jarang dimiliki pantai lain di Jayapura.*

In sentence 2a) the confix *me-kan* in the word '*memudahkan*' has a causative meaning which has the function '*membuat jadi lebih mudah*'. While in sentence 2b), the confix *me-kan* in the word '*menyuguhkan*' has an instrumental meaning. The confix *me-kan* has the function '*memberi*'. That is '*memberi suguhan*'.

In addition to *me-kan*, confix *me-i* is also affixation material in BIPA 3. Based on the BIPA SKL, confix *me-i* that is taught in BIPA 3 are those that have causative and locative meanings, as in the following sentences.

3a) *Permainan itu tidak **menyakiti** siapapun.*

3b) *Kami akan pergi dengan **menaiki** pesawat menuju Medan dari Jakarta selama 2 jam.*

In sentence 3a), the confix *me-i* in the word '*menyakiti*' has a causative meaning. This means '*menyebabkan atau membuat sakit*'. As for sentence 3b), the *me-i* confix in the word '*menaiki*' has a locative meaning. It means '*kami menggunakan pesawat*'.

There were also several confixes that were not included in BIPA 3 grammar materials, such as confix *ber - an*, *Ke - an*, *Pe - an*, *Ber - an*, *Di - an*, and *Di - i*. These confixes are material of affixation for BIPA 1 and BIPA 2. The use of affixation of the previous levels can help the students in exploring affixation materials that have been taught at previous levels. So that, they can understand the materials well. According to Rusminto (2022), the error in using confix *me- an* were also found in the student writing of BIPA in Lampung. Therefore, repeating the material at the previous level reduces those errors.

Based on the explanation above, the materials of affixation in BIPA 3 textbooks are appropriate for students in intermediate level because it is in concordance with the SKL BIPA. SKL can be a guideline in formulating a curriculum (Maharany, 2017). BIPA SKL is structured to be a guideline in formulating curriculum, determining learning materials, and planning and implementing learning of BIPA (Kurniawan et al., 2019). Based on the SKL, students in BIPA 3 already have an understanding of me-i and me-kan conflicts. In addition, at the BIPA 3 level, students must also be taught the prefix me- and prefix se-.

Besides, there are a number of affixed words that are part of the affixation material at the previous level, namely BIPA 1 and BIPA 2. It helps the students to review their previous materials of affixation. According to Nisa' et al. (2022) the most common error made by BIPA students was in the morphological aspect. This was due to their lack of understanding of the structure of words and linguistics (Nisa' et al., 2022). Hence, repeating material at the previous level in the textbook and adding new materials will help reduce such morphological errors.

Moreover, affixation was only used for approximately 17.04% of the total words used in reading text in BIPA 3 textbooks. This was because the vocabulary used in the book was not just affixed words. There were other vocabularies to enhance students' understanding of Indonesian grammar and language, especially affixation. Other materials and explicit instructions are needed to increase students' affixation knowledge (Morita et al., 2019). The BIPA learning focuses on receptive and productive activities, including listening, speaking, reading and writing (Maharany, 2017). Therefore, knowledge of non-affixed vocabulary is also an important component. Vocabulary is essential because vocabulary can describe teaching and learning activities, student backgrounds, student knowledge, teacher teaching strategies, and the achievement of students' language skills (Wessels, 2011). Hence, the vocabulary in these textbooks does not only consist of affixed words to increase students' language productivity abilities.

Conclusions

The results of the study suggest that high-frequency affixation in BIPA 3 books is in accordance with the needs of students. Apart from being in line with SKL, this high-frequency affixation is also an affixation that is often used by Indonesians in communication. In addition, the affixation used in these books are not only affixations that must be taught at that level, but also affixations at the previous level. It aims to increase students' understanding of affixation. However, this analysis is limited to BIPA 3 textbooks. Therefore, a comparative study of affixation in BIPA textbooks at several levels, for example, BIPA 3 and BIPA 4, can be a suggestion for further research.

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