

Analysis of morphological use and errors: affixation in academic papers by elementary school teacher education (PGSD) students at Mulawarman University

Fika Nur Amanda¹, Fariska¹, Hety Diana Septika¹

¹ Universitas Mulawarman

Correspondence: hetyum@gmail.com

Article Info

Article history:

Received Jun 12th, 2026

Revised Aug 16th, 2026

Accepted Aug 26th, 2026

Keyword:

morphology; affixation; prefix;
suffix; confix

ABSTRACT (10 PT)

This study examines the use and errors of affixation in academic papers written by PGSD students at Mulawarman University. Two papers were purposively selected based on the completeness of linguistic data and analyzed using a literature study method with a qualitative approach. In terms of usage, correct affixation was dominated by confixes ke-...-an, pe(N)-...-an, me-...-kan, as well as prefixes me-, ber-, ter-, and di-. Infixes did not appear in either paper. Five errors were identified. Affix omission was dominant, with three variants: omission of the prefix pe(N)-, phoneme assimilation errors in the prefix meN-, and phoneme omission in the confix pe-...-an. Another error involved the unnecessary use of the confix ber-...-kan. Three recurring causes were identified: an incomplete understanding of phoneme assimilation rules, habitual use of informal writing, and the absence of proofreading before submission. Strengthening morphological competence through more targeted instruction and editing practice guided by PUEBI and KBBI is a critical step forward.



© 2026 The Authors. Published by Solutiva Realistic Education Journal (SREJ).

This is an open access article under the CC BY license
(<https://creativecommons.org/licenses/by/4.0/>)

INTRODUCTION

Language is not a static system. It grows and changes along with the society that uses it, and to understand its changes, language is divided into several branches of study: phonology, morphology, syntax, semantics, and pragmatics (Evizariza, 2024). Simarmata & Mastuti (2024) assert that language is a systematically structured communication system composed of various units such as morphemes, words, phrases, clauses, and sentences, each with specific functions and rules in constructing meaning. Morphology receives particular attention because it deals directly with words, the most concrete unit in language use.

By definition, morphology studies the internal structure of words and how words are formed from morphemes, the smallest meaningful units (Budiman, 2025). Fernando, Basuki, & Suryadi (2021) explain that morphology is the process of word formation by connecting one morpheme with another to produce new words with new meanings; a single root word through affixation can generate four new word forms via prefixation, infixation, suffixation, and confixation. In Indonesian, word formation occurs through affixation, reduplication, compounding, and derivation. Affixation is noted as the most productive, as a single root can generate many forms with different grammatical functions and meanings (Putri, et al., 2025). Reduplication conveys nuances of intensity or collectivity; compounding and derivation produce words with more complex structures. Understanding these processes has direct consequences for the quality of language use, including in academic writing.

Morphological errors occur frequently and appear across various written domains. Alber, Febria, & Fatmalia (2018) define language error analysis as a study of language use that deviates from standard rules. Setyawati in Alber, Febria, & Fatmalia (2018) categorizes them as: affix omission, incorrect affix use, improper phoneme assimilation, morpheme substitution, and incorrect compound word reduplication. Fernando, Basuki, & Suryadi (2021) found 105 morphological errors in student essays, with affixation being the most dominant (52%), followed by compounding (36%) and reduplication (24%), and this pattern recurred consistently. Nurwicaksono & Amelia (2018) recorded a

striking figure: in the academic texts they analyzed, the proportion of errors categorized as “errors” reached 89.08%, far exceeding “mistakes” and “lapses” a figure indicating that Indonesian spelling mastery among university students remains far from adequate. Rahayu, et al. (2024) found similar patterns in a different domain: in online news on IDN Times, 13 morphological errors were detected within a single month’s edition, mostly involving affix omission and non-KBBI-compliant word forms, with time pressure and weak editing as the main causes. Hasan & Yudhi (2022) add that error patterns at the prefix and confix levels appear consistently across text types and educational levels, not merely a matter of writing ability in one specific context. Yuningsih, Daeng, & Yunus (2025) reinforce this finding: morphological errors in online news include improper affix use, reduplication errors involving missing hyphens, and incorrect compound word spelling, confirming that morphological rule deviations are not exclusive to any single written domain.

Student papers represent an equally compelling context for analysis. This type of academic text demands adherence to standard Indonesian language rules, including in affixation and word writing. In reality, the influence of everyday informal language, underdeveloped morphological understanding, and the habit of submitting writing without prior proofreading are frequent sources of error. Alber, Febria, & Fatmalia (2018) point in this direction: morphological errors, particularly in prefixes and affix selection, largely stem from insufficient attention to standard language norms. Syafi’i, Niha, & Nisaa’ (2021) trace the root further: as long as students’ written and spoken language competencies remain imbalanced, errors in academic writing will continue to recur. Simarmata & Mastuti (2024) specifically found that the main causes of morphological errors in student papers are insufficient understanding of Indonesian morphological rules and the influence of spoken language in writing. Harpiani et al. (2023) add another dimension: beyond comprehension, students’ attitudes toward the writing process itself play a role, as a lack of seriousness in following academic writing conventions demonstrably increases the likelihood of errors. Debora et al. (2024) in their study of papers by Economics Education students at UNIMED also identified that language errors often stem from insufficient writing practice, the influence of foreign languages, and uneven grasp of linguistic rules, ultimately lowering writing quality and creating difficulties for readers.

Prior studies have approached this topic from various angles. Alber, Febria, & Fatmalia (2018) examined editorials in Kompas and found two dominant patterns: improper affix use and affix omission, covering prefixes, suffixes, and confixes. Rahayu, et al. (2024) extended this to an online news context with similar findings. Budiman (2025) mapped new patterns in affixation, reduplication, and compounding in modern Indonesian. Putri, et al. (2025) reminded that morphological processes cannot be separated from their surrounding sociocultural context. Evizariza (2024) provided a theoretical framework spanning phonology to pragmatics. Nuthihar, et al. (2024) examined morphological errors in student academic journal articles and found that affixation errors included prefix errors, writing of bound morphemes, and combinations of prefixes and suffixes, while reduplication errors stemmed from incorrect use of conjunctions. Jannah, Trisniawati, & Haryanto (2021) in their study of new PGSD students’ papers found numerous linguistic-level errors, an indication that paper writing remains challenging for first-year students. Syafi’i, Niha, & Nisaa’ (2021) add that students need to continuously learn academic writing conventions based on PUEBI to minimize morphological errors in academic work. One gap remains open in all of these studies: student papers as an object of morphological error analysis have not been widely explored, even though this text type most directly reflects students’ written language competence at the university level.

This study aims to fill that gap. Using a literature study method, this research seeks to identify and classify affixation errors in student papers, explain the most dominant types, and trace their underlying causes.

RESEARCH METHODS

This research is a literature study with a qualitative approach. Data were taken from papers written by students of the Elementary School Teacher Education Program (PGSD) at Mulawarman University in the context of lectures. Sample selection was carried out purposively, only papers written by active students, containing sufficient linguistic data at the affixation level, and accessible for research were submitted. The analysis process began with data collection, followed by data reduction to sort out linguistic elements at the affixation level, classification based on affix types and error categories, then

interpreted to formulate the most dominant error patterns in student papers and evaluate the errors found.

RESULTS AND DISCUSSION

A. Analysis of the Use of Affixation in Paper 1: Aparatur Penegakan Hukum di Indonesia

In Paper 1, we do not find the use of infixes, but we do find the use of prefixes, suffixes, and confixes. The following are examples of the use of prefixes, suffixes, and confixes found in Paper 1:

Table 1 Use of Prefixes in Paper 1

No	Prefix	Derived Word	Basic Word
1	me-	memelihara	pelihara
2	ber-	berorientasi	orientasi
3	ber-	berbangsa	bangsa
4	ber-	bernegara	negara
5	ter-	tercantum	cantum
6	ter-	terwujud	wujud
7	ter-	terpadu	padu
8	di-	dibuat	buat

Table 2 Use of Suffixes in Paper 1

No	Suffix	Derived Word	Basic Word
1	-nya	keberadaannya	ada
2	-nya	tugasnya	tugas

Table 3 Use of Confixes in Paper 1

No	Confix	Derived Word	Basic Word
1	ke-...-an	keadilan	adil
2	ke-...-an	ketertiban	tertib
3	ke-...-an	keberadaan	ada
4	ke-...-an	kewenangan	wenang
5	ke-...-an	kehakiman	hakim
6	ke-...-an	kepastian	pasti
7	ke-...-an	kesejahteraan	sejahtera
8	pe(N)-...-an	penegakan	tegak
9	pe(N)-...-an	penyelidikan	selidik
10	pe(N)-...-an	penuntutan	tuntut
11	pe(N)-...-an	pembinaan	bina
12	pe(N)-...-an	pemberantasan	berantas
13	pe(N)-...-an	pemasyarakatan	masyarakat
14	per-...-an	permasalahan	masalah
15	per-...-an	perdamaian	damai
16	me-...-kan	menegakkan	tegak
17	me-...-kan	melaksanakan	laksana
18	me-...-kan	memastikan	pasti
19	me-...-i	mengawasi	awas
20	me-...-i	mempengaruhi	pengaruh

B. Analysis of the Use of Affixation in Paper 2: Demokrasi dan ahak Asasi Manusia

In Paper 2, we also did not find the use of infixes, but we did find the use of prefixes, suffixes, and confixes. The following are examples of the use of prefixes, suffixes, and confixes found in Paper 2:

Table 4 Use of Prefixes in Paper 2

No	Prefix	Derived Word	Basic Word
1	me-	menjamin	jamin
2	me-	mengakui	aku

3	me-	mengenal	kenal
4	ber-	berpartisipasi	partisipasi
5	ber-	berbangsa	bangsa
6	ber-	bersuku	suku
7	ber-	beribadah	ibadah
8	ter-	tercantum	cantum
9	ter-	terkait	kait
10	di-	diakui	aku
11	di-	dijamin	jamin
12	pe(N)-	pemimpin	pimpin

Table 5 Use of Suffixes in Paper 2

No	Suffix	Derived Word	Basic Word
1	-an	tatanan	tata
2	-nya	sistemnya	sistem
3	-wi	manusiawi	manusia

Table 6 Use of Confixes in Paper 2

No	Confix	Derived Word	Basic Word
1	ke-...-an	keadilan	adil
2	ke-...-an	kebebasan	bebas
3	ke-...-an	kesetaraan	setara
4	ke-...-an	kemerdekaan	merdeka
5	ke-...-an	kebahagiaan	bahagia
6	ke-...-an	kemanusiaan	manusia
7	pe(N)-...-an	pemilihan	pilih
8	pe(N)-...-an	pemerintahan	perintah
9	pe(N)-...-an	perlindungan	lindung
10	pe(N)-...-an	pengambilan	ambil
11	per-...-an	permasalahan	masalah
12	per-...-an	perubahan	ubah
13	me-...-kan	menegaskan	tegas
14	me-...-kan	menjadikan	jadi
15	me-...-i	mengakui	aku

C. Analysis of Affixation Errors in Paper 1: Aparatur Penegakan Hukum di Indonesia

Table 7 Affixation Errors in Paper 1

No	Page	Data	Error	Correction	Explanation
1	Cover	APARATUR PEEGAKAN HUKUM DI INDONESIA	PEEGAKAN	PENEGAKAN	The removal of the prefixes pe(N)- and N- assimilated.
2	Page i	berisikan terkait dengan	berisikan	berisi	The use of the affix ber- -kan is not appropriate, the word "berisi" is sufficient.

Data (1): "APARATUR PEEGAKAN HUKUM DI INDONESIA"

The word PEEGAKAN in the title of the paper is a serious error because it omits the prefix pe(N)- and causes an incorrect assimilating of the phoneme /N/. The correction is "PENEGAKAN".

Data (2): "berisikan terkait dengan"

The word *berisikan* is incorrect because the attached affix "ber-" doesn't significantly change the meaning of *berisi*. In standard Indonesian, *berisi* is sufficient to mean "contain." Furthermore, the phrase "terkait dengan" after it makes the sentence ineffective. One of the elements needs to be removed according to the context of the sentence.

D. Analysis of Affixation Errors in Paper 2: Demokrasi dan ahak Asasi Manusia

Table 8 Affixation Errors in Paper 2

No	Page	Data	Error	Correction	Explanation
1	Page i	PROGRAM STUDI PEDIDIKAN GURU SEKOLAH DASAR	PEDIDIKAN	PENDIDIKAN	The word 'pendidikan' is misspelled as an affix.
2	Page 6	mempengaruhi keputusan-keputusan itu	mempengaruhi	memengaruhi	Misuse of the prefix meN-.
3	Page 7	mempengaruhi kebijakan	mempengaruhi	memengaruhi	Misuse of the prefix meN-.

Data (1): "PROGRAM STUDI PEDIDIKAN GURU SEKOLAH DASAR"

The word *pendidikan* is formed from the basic word *didik* with the prefix "pe-...-an." The spelling "PEDIDIKAN" omits the phoneme /n/ from the prefix, thus deviating from the standard form. The correction is "PENDIDIKAN" according to the KBBI.

Data (2) dan (3): "mempengaruhi keputusan-keputusan itu" dan "mempengaruhi kebijakan"

The basic word *pengaruh* when given the prefix *meN-* follows the phoneme assimilating rule: /p/ at the beginning of the word assimilated, so the correct form is *memengaruhi*, not *mempengaruhi*. This rule is regulated in PUEBI (General Guidelines for Indonesian Spelling). Both sentences should use *memengaruhi*.

Morphological analysis of two student papers shows the dominance of affixation in word formation. The confixes *ke-...-an*, *pe(N)-...-an*, *me-...-kan*, and the prefixes *me-*, *ber-*, *ter-*, and *di-* appear the most, according to their respective grammatical functions. Putri et al. (2025) have mentioned this before: a single basic word through affixation can produce many forms with different meanings, making it the most productive morphological process. Infixes are not found at all, and this is not surprising considering their use in formal written Indonesian is already very limited.

Five affixation errors were found. *Berisikan* where it should be *berisi*, including the incorrect use of affixes, as categorized by Setyawati in Alber, Febria, & Fatmalia (2018). *Mempengaruhi*, which appears twice and should be *memengaruhi*, shows an incorrect sound softening of the prefix *meN-*, a pattern that Hasan & Yudhi (2022) found consistent across texts and educational levels. *PEDIDIKAN* where it should be *PENDIDIKAN* reflects something else: a lack of editing before submission, which Simarmata & Mastuti (2024) and Harpiani et al. (2023) cited as a major factor in morphological errors in student writing.

These patterns all point to the same causes as those previously formulated: the influence of informal language, immature understanding of morphology, and minimal self-editing are the root of recurring problems in students' academic writing (Nurwicaksono & Amelia, 2018).

CONCLUSION

From two papers of PGSD students of Mulawarman University, the correct use of affixation is dominated by the confixes *ke-...-an*, *pe(N)-...-an*, *me-...-kan*, and the prefixes *me-*, *ber-*, *ter-*, and *di-*, while infixes are not found at all in both papers. Five affixation errors were identified with the error of

affix omission as the most dominant type, including the omission of the prefix pe(N)- in the word PEEGAKAN which should be PENEGAKAN, the omission of the phoneme in the confix pe-...-an in the writing of PEDIDIKAN which should be PENDIDIKAN, and the error of phoneme assimilating in the prefix meN- in the word mempengaruhi which should be memengaruhi. In addition, errors in the use of inappropriate affixes were also found in the form of excessive use of the affix ber-...-kan in the word berisikan which should be sufficiently berisi. The main causes of these errors are a lack of understanding of the rules of phoneme fusion in the affixation process, the influence of informal language in academic writing, and minimal self-editing before submitting assignments. These findings emphasize the need to strengthen students' morphological competence through more intensive learning and the habit of carefully editing their writing according to the PUEBI and KBBI rules.

REFERENCES

- Alber, A., Febria, R., & Fatmalia, R. (2018). Analisis Kesalahan Berbahasa Tataran Morfologi dalam Tajuk Rencana Surat Kabar Kompas. *GERAM (Gerakan Aktif Menulis)*, 6(1), 1–8. <https://journal.uir.ac.id/index.php/geram/article/view/1218>
- Budiman, P. M. (2025). Morfologi Bahasa Indonesia. *Semantik: Jurnal Riset Ilmu Pendidikan, Bahasa dan Budaya*. 1(3), 133–139. <https://doi.org/10.61132/semantik.v3i1.1375>
- Debora, D., Hutasoit, F. Y. N., Tarigan, R. A. B., Situmorang, R. B., Sitorus, R. Y., & Hadi, W. (2024). Analisis Kesalahan Berbahasa Pada Makalah Mahasiswa Prodi Pendidikan Ekonomi Fakultas Ekonomi UNIMED. *Morfologi : Jurnal Ilmu Pendidikan, Bahasa, Sastra Dan Budaya*, 2(3), 191–202. <https://doi.org/10.61132/morfologi.v2i3.637>
- Evizariza. (2024). *Pengantar Ilmu Linguistik dari Fonologi hingga Pragmatik*. Media Penerbit Indonesia.
- Fernando, M., Basuki, R., & Suryadi. (2021). Analisis Kesalahan Berbahasa dalam Bidang Morfologi pada Karangan Siswa Kelas VII SMP 11 Kota Bengkulu. *Jurnal Ilmiah Korpus*, 5(1), 72–80. <https://ejournal.unib.ac.id/korpus/article/download/8592/7621>
- Harpiani, S., M. I., Hasanah, U., & Ramadhani, D. M. (2023). Analisis Kesalahan Menulis Makalah Mahasiswa PGSD Universitas Sulawesi Barat. *Adi Widya: Jurnal Pendidikan Dasar*, 8(2), 138–144. <https://doi.org/10.25078/aw.v8i2.3047>
- Hasan, J. S., & Yudhi, A. (2022). Analisis Kesalahan Berbahasa Bidang Morfologi pada Teks Karangan Siswa Kelas IX SMP Negeri 4 Medan Tahun Ajaran 2021/2022. *CaLLs (Journal of Culture, Arts, Literature, and Linguistics)*, 8(2), 179–194. <http://dx.doi.org/10.30872/calls.v8i2.7536>
- Jannah, Y. M., Trisniawati, & Haryanto. (2021). Analisis Kesalahan Berbahasa Linguistik Penulisan Makalah Mahasiswa Baru PGSD Universitas Sarjanawiyata Tamansiswa. *JP2SD (Jurnal Pemikiran dan Pengembangan Sekolah Dasar)*, 9(2), 132–143. <https://ejournal.umm.ac.id/index.php/jp2sd/article/view/17420>
- Nurwicaksono, B. D., & Amelia, D. (2019). Analisis Kesalahan Berbahasa Indonesia pada Teks Ilmiah Mahasiswa. *AKSIS: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 2(2), 138–153. <https://doi.org/10.21009/aksis.020201>
- Nuthihar, R., Sastromiharjo, A., Afiati, L. N., Munggaran, N. A., & Noeraeni, R. (2024). Kesalahan Morfologi Bahasa Indonesia pada Artikel Jurnal Ilmiah Mahasiswa. *Disastra: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 7(1), 149–164. <http://dx.doi.org/10.29300/disastra.v7i1.5797>
- Putri, A., Perangin-angin, L. K., Saputri, S. Y., Atmadja, S. B., & Pinem, N. B. (2025). Pembentukan Kata dalam Bahasa: Kajian Konseptual tentang Morfologi (Word Formation in Language: A Conceptual Study of Morphology). *Journal Education and Government Wiyata*, 3(1), 139–148. <https://doi.org/10.71128/e-gov.v3i1.207>
- Rahayu, E., Rosyidah, F., Nabhila, N. P., Fadhilasari, I., & Shofiani, A. K. A. (2024). Analisis Kesalahan Morfologi dalam Berita Online pada Website IDN Times. *MORFOLOGI: Jurnal*

Ilmu Pendidikan, Bahasa, Sastra dan Budaya. 2(4), 211–220.
<https://doi.org/10.61132/morfologi.v2i4.817>

- Simarmata, M. Y., & Mastuti, D. L. (2024). Analisis Kesalahan Berbahasa Bidang Morfologi pada Pembentukan Kata dalam Bahasa Indonesia. *JP-BSI (Jurnal Pendidikan Bahasa dan Sastra Indonesia)*, 9(2), 99–105. <https://doi.org/10.26737/jp-bsi.v9i2.6133>
- Syafi'i, B. A., Niha, I. K., & Nisaa, S. (2021). Analisis Kesalahan Morfologi dalam Penulisan Makalah Mahasiswa Hukum Ekonomi Syariah IAIN Surakarta. *Jurnal Penelitian Humaniora*, 22(1), 14–29. <https://doi.org/10.23917/humaniora.v22i1.8153>
- Yuningsih, D., Daeng, K., & Yunus, A. F. (2025). Analisis Kesalahan Morfologi pada Berita Online Surat Kabar Republika. *Panthera: Jurnal Ilmiah Pendidikan Sains dan Terapan*, 5(4), 1184–1194. <https://doi.org/10.36312/panthera.v5i4.661>