

Analysis of morphological errors in elementary school teacher education student papers

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ABSTRACT

Morphological errors are still often found in the writing of student scientific papers and can affect the accuracy and clarity of information delivery. This study aims to describe the forms of morphological errors contained in the student papers of the Elementary School Teacher Education Study Program, namely Akhlak dan Aktualisasinya Dalam Kehidupan and Konsep Karakteristik dan Perbedaan Antarindividu. The research uses a qualitative approach with a descriptive method. Data in the form of words, phrases, and linguistic forms containing morphological errors were obtained through data analysis techniques, then analyzed using content analysis. The results showed that there were seventeen morphological errors consisting of six affixation errors, nine reduplication errors, and two morpheme form errors. The most common mistake found is reduplication in the form of the less effective use of reshapes in a variety of scientific languages. In addition, errors in the use of affixes and the selection of morpheme forms were found that caused word irregularities. These findings show that students' understanding of the rules of Indonesian language morphology still needs to be improved in order to produce scientific works in accordance with the applicable linguistic rules.



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INTRODUCTION

Writing is one of the language skills that students must have as part of academic activities in college. Through writing activities, students can pour out ideas, convey the results of thoughts, and communicate information systematically and scientifically. Various academic assignments, such as papers, articles, research reports, and theses, require students to use good and correct Indonesian in accordance with the applicable language rules. Therefore, academic writing skills are an important aspect that must be mastered by every student.

In its implementation, student scientific paper writing is often faced with various linguistic problems. These problems include errors in spelling, punctuation usage, word selection, sentence structure, and word formation. This error has an impact on the clarity of the information conveyed and reduces the quality of the scientific work produced. One aspect of linguistics that often gets mistaken is morphology, which is a subdiscipline of linguistics that studies the structure and formation of words.

Morphological errors in academic writing generally appear in the use of affixation, reduplication, and word composition. Affixation errors can be in the form of improper use of remuneration or omission of remuneration that should have been used. Reduplication errors can occur due to rewriting words that are not in accordance with the rules of the Indonesian language. Meanwhile, word composition errors are often found in the form of improper combinations or separation of word elements. If these errors continue to occur, the meaning that the writer wants to convey may become unclear and not in accordance with the rules of standard language.

Students of the Elementary School Teacher Education Study Program have an important role as prospective educators who will later become role models in the use of the good and correct Indonesian language. Therefore, their ability to produce academic papers in accordance with linguistic rules needs attention. Based on this, this study was conducted to analyze morphological errors contained in PGSD student papers. The focus of the research is directed at three main aspects, namely affix, reduplication, and word composition. The results of the study are expected to provide an overview of

the forms of morphological errors that are still found in student papers and become evaluation materials to improve the quality of academic writing in the university environment.

One of the branches of linguistics that plays an important role in the formation of words is morphology. Pohan (2019) revealed that morphology is one of the fields of linguistic study that studies the structure of words. The term morphology comes from the Greek language, namely *morphe* which means form and *logos* which means science. Morphology is a branch of linguistics that studies the origin of word formations, changes in word shapes, and their influence on the grammatical function and meaning of a word. The main focus of morphology is to study the internal structure of words and the process of word formation involving morphemes as the smallest grammatical unit that has meaning. Matthews (2022) explained that morphology studies dynamic word forms, changes in the root of words that cause a shift in meaning, and various formations that produce lexical meaning. Thus, morphology not only studies the form of words, but also the relationships between forms and meanings that arise as a result of the process of word formation.

The object of morphological study includes morphemes, words, and the processes of word formation. Masita and Duwila (2019) suggested that words are the largest unit form in morphology. The process of word formation includes affixation, reduplication, and composition which are the main mechanisms of word formation in Indonesian. Morpheme as the smallest unit can be either a free morpheme or a bound morpheme. Free morphemes can stand alone and have lexical meanings, while bound morphemes require other elements to form meaningful words. Busri and Badrih (2018) stated that morphemes are the smallest unit forms that have a meaning and are an important part of the process of analyzing word formation. A morpheme can be a word, but a word can consist of one or more morphemes. A word that consists of one morpheme is called a monomorphemic word, while a word that is composed of two or more morphemes is called a polymorphemic word. A morpheme that simultaneously functions as a word is a free morpheme, while a word consisting of several morphemes can be a combination of free morphemes and bound morphemes or a combination of several free morphemes. Based on their place of attachment to the basic morpheme, bound morphemes in the affixation process are divided into five types, namely prefixes (prefixes), inserts, suffixes (suffixes), confixes (combined prefixes and suffixes), and simulfixes (combined suffixes). Based on their function, bound morphemes can act as verb shapers, noun shapers, and adjectives shapers. Understanding the types and functions of morphemes is very necessary because it is the basis for determining the accuracy of word formation in the use of the Indonesian language.

One of the morphological processes that is often found in the use of the Indonesian language is affixation. According to Mulyono (in To'umbo, 2017), affixes are linguistic formations that are bound both morphologically and semantically. Affixes function to form new words, change word classes, and give certain grammatical meanings to the root word. Therefore, the accuracy of the use of affixes greatly determines the accuracy of the meaning and function of words in a sentence. In making scientific papers, accuracy in word formation is very important to consider. Errors in word formation can result in wrong meanings, unclear information, and negatively impact the quality of writing. The use of incorrect suffixes can cause a word or sentence to become non-communicative (Milandari et al., 2020). Morphological errors are usually seen through the use of incorrect affixes, omission of affixes, improper application of reduplication, or errors in the combined writing of words. These errors indicate a violation of the rules of word formation that apply in Indonesian. Therefore, it is important to conduct a morphological error analysis to identify the types of errors that often appear in students' scientific papers.

This analysis aims to describe the forms of morphological errors found in the papers of Elementary School Teacher Education students and explain their improvements based on the morphological rules of the Indonesian language. The results of the analysis are expected to make a theoretical contribution to the development of morphological studies and analysis of language errors, as well as provide practical contributions as evaluation materials for students, educators, and researchers in improving the quality of writing scientific papers in accordance with the rules of the Indonesian language.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive type of research. According to Moleong (2018), qualitative research aims to understand the phenomena experienced by research

subjects and describe them in the form of words or descriptions. Qualitative descriptive research was chosen because it aims to describe and analyze the forms of morphological errors found in student papers without manipulating the data studied. The focus of the research is directed at the identification and grouping of morphological errors which include affixation, reduplication, word composition, and morphemic forms. The population in this study is all words, phrases, and linguistic forms contained in the student papers of the Elementary School Teacher Education Study Program. The research sample is in the form of a student paper on Elementary School Teacher Education entitled *Akhlak dan Aktualisasinya Dalam Kehidupan dan Konsep Karakteristik dan Perbedaan Antarindividu*. The paper was chosen because a number of morphological errors were found relevant to the purpose of the study.

The source of research data is in the form of written documents, namely papers of Elementary School Teacher Education students. The research data is in the form of words, phrases, or language forms that contain morphological errors. The data collection technique is carried out by the documentation method using reading and recording techniques. The author reads the paper carefully, then notes the forms of morphological errors found to be further classified based on the type of error. The data analysis technique uses content analysis. The analysis was carried out through several stages, namely: (1) identifying data that contains morphological errors in the paper; (2) classify the data based on the type of error, namely affixation, reduplication, word composition, and morpheme shape; (3) describe the form of error found and explain the form of correction based on the rules of Indonesian morphology; and (4) draw conclusions about the tendency of morphological errors that appear in the paper of Elementary School Teacher Education students. The results of the analysis are then presented in the form of a descriptive description to provide an overview of the use of morphology in writing student scientific papers.

RESULTS AND DISCUSSION

The results of the analysis of the papers of students of the Elementary School Teacher Education Study Program, namely *Akhlak dan Aktualisasinya Dalam Kehidupan dan Konsep Karakteristik dan Perbedaan Antarindividu*, show that there are still morphological errors in the writing of students' scientific papers. Errors found include affix, reduplication, and morpheme shape errors. In total, seventeen morphological errors were found, consisting of six affixing errors, including suffix, prefix, and confix errors. In the suffix there is a misuse of the suffix in the word hurt it and its actualization, as well as the omission of the suffix *-kan* in the word earn. This mistake causes sentences to be less effective, less clear, and not in accordance with the rules of word formation in Indonesian. In the prefix, there is a removal of the prefix *meN-* in the word create which should be written create. This mistake causes the word form to be non-standard and not in accordance with the morphological rules of the Indonesian language. Meanwhile, in the confix, it was found that the use of its declining form was not in accordance with the variety of scientific language so that it was corrected to decrease. The improvement changed the verb form to a noun through the use *peN-...-an* the more appropriate confix to express a process or phenomenon in a scientific work. The affixation errors found include the omission of prefixes, the omission of suffixes, and the inappropriate use of affixes in academic contexts. Some of the forms found show that students have not fully understood the function of affixes in forming the meaning and class of words. Inaccuracies in the use of affixes can cause word forms to become non-standard or less in accordance with the characteristics of scientific language. These findings show that the understanding of the attribution process still needs to be strengthened so that students are able to use the word form appropriately in academic writing.

In reduplication there are nine errors that are dominated by the less effective use of reforms in various scientific languages, namely in the words deeds, needs, changes, views, differences, experiences, activities, habits, and individuals. These forms are full reduplications used to express plural meanings. However, in the context of scientific works, the use of reduplication tends to be unnecessary because the plural meaning can be understood from the context of the sentence. Therefore, the reshape is corrected into a more concise and effective form, such as various deeds, various needs, changes, various views, various differences, experiences, activities, habits, and each individual.

In addition, two morphemic form errors were found, namely in the use of the word *mufradat* and *feeling*. The word *mufradat* is considered inappropriate because it is used to refer to the singular form of a word, so it is more appropriate to be replaced with the singular form. Meanwhile, the word *berrasa* should be written because it has a different meaning. Errors in morpheme forms indicate an

inaccuracy in the choice of word forms that are in accordance with the context of sentences and Indonesian rules. This error shows that the choice of morpheme forms used in scientific writing also needs to be considered because it is related to the accuracy of the meaning to be conveyed. The inappropriate use of morphemes can cause the information conveyed to be unclear or less in accordance with the context of the discussion.

The results of the study show that morphological errors are still found in the writing of student scientific papers, especially in the aspects of reduplication and affixation. The reduplication error indicates that students still do not fully understand the principle of the effectiveness of language in a scientific manner. Meanwhile, affixation errors show that the understanding of the process of word formation and the function of affixes still needs to be improved. These findings show that the use of Indonesian morphological rules in academic writing requires greater attention so that the word forms used are in accordance with the applicable linguistic rules.

1. Morphological Errors in Paper 1 "Morals and Their Actualization in Life"

The first paper contains six morphological errors consisting of one morpheme form error, one reduplication error, and four affixing errors.

Table 1. Morphological Errors in Paper 1

No	Jenis Kesalahan	Data	Perbaikan	Keterangan
1.	Bentuk kata/morfem	"Akhlak berasal dari bahasa Arab jama' dari bentuk mufradatnya khuluqun".	bentuk mufradnya atau bentuk tunggalnya.	Kesalahan pemilihan bentuk morfem serapan Arab.
2.	Reduplikasi	"perbuatan-perbuatan"	berbagai perbuatan	Reduplikasi tidak salah, tetapi kurang efektif untuk karya ilmiah.
3.	Afiksasi	"menurunnya moral dan akhlak manusia"	Penurunan moral dan akhlak manusia	Penggunaan konfiks peN-...-an lebih tepat untuk menyatakan proses dalam bahasa ilmiah.
4.	Afiksasi	"menyakitinya"	menyakiti	Sufiks -nya menyebabkan objek kalimat tidak jelas.
5.	Afiksasi	"aktualisasinya"	Aktualisasi	Sufiks -nya tidak diperlukan pada judul ilmiah.
6.	Afiksasi	"disertai dengan akhlak yang baik"	disertai akhlak yang baik	Terjadi penghilangan prefiks meN- sehingga kata tidak baku.

Data (1): "Akhlak berasal dari bahasa Arab jama' dari bentuk mufradatnya khuluqun." The use of the word mufradat is inappropriate because what is meant is the singular form of a word. Therefore, sentences are more appropriately written to be "bentuk tunggalnya khuluqun."

Data (2): "perbuatan-perbuatan" is a form of reduplication that is actually true, but less effective in scientific works. A simpler and more appropriate form is "berbagai perbuatan." These errors include the use of less effective reduplication.

Data (3): "menurunnya moral dan akhlak manusia" It is less suitable for scientific language because it uses a verbal form. Nominal form "penurunan moral dan akhlak manusia" more appropriately used in academic writing.

Data (4): The word "menyakitinya" using its suffix which causes the object of the sentence to not be clearly stated. In scientific papers, objects should be written explicitly so as not to cause ambiguity. Therefore, the form "menyakiti hewan tersebut" is more appropriate.

Data (5): The word "aktualisasinya" contains its suffix that serves as a pointer or affirmer. In the title of a scientific paper, the use of the suffix is not necessary because it can reduce the effectiveness of the title.

Data (6): "disertai dengan akhlak yang baik" contains the use of words with which it is not necessary because the meaning is already covered in the word accompanied. The omission of the word results in a more concise and effective form in accordance with the rules of scientific language.

2. Morphological Errors in Paper 2 "Concepts of Characteristics and Differences Between Individuals"

The second paper contains eleven morphological errors consisting of one morpheme form error, eight reduplication errors, and two affixing errors.

Table 2. Morphological Errors in Paper 2

No	Jenis Kesalahan	Data	Perbaikan	Keterangan
1.	Reduplikasi	"kebutuhan-kebutuhan"	berbagai kebutuhan	Pengulangan kata kurang efektif dalam ragam ilmiah.
2.	Reduplikasi	"perubahan-perubahan"	perubahan	Bentuk ulang digunakan untuk menyatakan jamak, tetapi dalam konteks ilmiah tidak diperlukan.
3.	Reduplikasi	"pandangan-pandangan"	berbagai pandangan	Bentuk ulang dapat diganti dengan bentuk yang lebih efektif.
4.	Reduplikasi	"perbedaan-perbedaan"	berbagai perbedaan	Pengulangan tidak diperlukan karena makna jamak sudah dipahami dari konteks.
5.	Reduplikasi	"pengalaman-pengalaman"	pengalaman	Kata sudah dipahami tanpa pengulangan.
6.	Reduplikasi	"kegiatan-kegiatan"	kegiatan	Bentuk ulang kurang efektif dalam bahasa ilmiah.
7.	Reduplikasi	"kebiasaan-kebiasaan"	kebiasaan	Pengulangan tidak diperlukan.
8.	Reduplikasi	"tiap-tiap individu"	setiap individu	Bentuk ulang dapat diganti dengan bentuk yang lebih efektif.
9.	Afiksasi	"mendapatkan rangsangan"	mendapatkan rangsangan	Terjadi penghilangan sufiks <i>-kan</i> pada kata dasar sehingga kata tidak baku.
10.	Bentuk kata	"yang berasa dari luar diri individu"	yang berasal dari luar diri individu	Kesalahan bentuk morfem menyebabkan perubahan bentuk makna kata.
11.	Afiksasi	"enciptakan lingkungan belajar"	menciptakan lingkungan belajar	Terjadi penghilangan prefiks <i>meN-</i> yang menyebabkan bentuk kata tidak baku.

Data (1): "kebutuhan-kebutuhan" using a less effective form of repetition in scientific papers. The plural meaning can already be shown without reduplication, so it is more appropriate to write it into various needs.

Data (2): "perubahan-perubahan" is a reform used to express the plural. However, in the scientific context such repetition is not necessary because the meaning can be understood without reduplication. A more precise form is a change.

Data (3): "pandangan-pandangan" is a form of reduplication that is less effective in scientific language. The use of the phrase various views is more concise and still conveys the same meaning.

Data (4): "perbedaan-perbedaan" using repetition that is not necessary because the plural meaning can already be understood from the context of the sentence. A more precise form is a variety of differences.

Data (5): "pengalaman-pengalaman" is a form of reduplication that does not need to be used in scientific papers. The word experience is enough to represent the meaning in question without repetition.

Data (6): "kegiatan-kegiatan" using reforms that are less effective in a variety of scientific language. A more precise and concise form is activity.

Data (7): "kebiasaan-kebiasaan" It is a form of repetition that is not necessary because the plural meaning can be understood from the context. A more precise form is habit.

Data (8): "tiap-tiap individu" using less effective reshapes. The same meaning can be conveyed in a simpler form, i.e. each individual.

Data (9): "mendapatkan rangsangan" indicates the omission of the suffix -kan in the root word so that the word form becomes non-standard. The correct form is to get stimuli.

Data (10): "yang berasa dari luar diri individu" experiencing affix deletion -al on the word berasal. As a result, the form of the word becomes imprecise. The improvement is that which comes from outside the individual.

Data (11): "enciptakan lingkungan belajar" suffers from the removal of the prefix meN- so that the word used becomes non-standard. The correct form is to create a learning environment

CONCLUSION

Based on the results of the analysis of student papers of the Elementary School Teacher Education Study Program, seventeen morphological errors were found consisting of six affixation errors, nine reduplication errors, and two morpheme form errors. Affixation errors include the omission of prefixes and suffixes and the use of inappropriate affixes so as to produce word forms that are not standard or are not in accordance with the variety of scientific languages. The reduplication error is found in the less effective use of reforms in academic writing because the plural meaning has been understood through the context of the sentence. The morpheme form error is found in the use of free morphemes, which are morphemes that can stand alone and have meaning without having to be attached to other morphemes. The error occurs because the selection of the free morpheme used does not correspond to the desired meaning in the context of the sentence. The results of the study show that the use of Indonesian morphology rules in writing students' scientific papers still needs to be improved, especially in the aspects of affixation, reduplication, and morpheme selection in accordance with the academic context.

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