

Analysis of morphological errors in literature papers and learning papers for PGSD students of Mulawarman University

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ABSTRACT (10 PT)

This research focuses on clarifying the variation of morphological errors contained in literary papers and learning papers. The method applied in this study is qualitative descriptive using document analysis. The data analyzed included words, phrases, and language structures that contained morphological errors in both types of papers. The findings of the study revealed errors in affixing, basic morphemes, the use of non-standard forms, errors in the writing of compound terms, and inaccuracies in the use of vocabulary. In literary papers, errors are found such as the use of the terms contributing, practice, and especially, while learning papers show errors such as strategy, technique, skill, and punctuation. These errors show that the understanding of the rules of word formation in Indonesian still needs to be improved. It is hoped that this research can be a consideration for academic authors to pay more attention to morphological aspects so that the written work produced can follow the correct and correct rules of the Indonesian language.



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INTRODUCTION

Language is a fundamental means through which humans communicate ideas, information, and knowledge. In academic contexts, the use of accurate and appropriate Indonesian is essential in scientific writing because it enables ideas to be conveyed clearly, systematically, and effectively. One important linguistic aspect related to word formation is morphology. Morphology is a branch of linguistics that examines the structure of words, the processes involved in word formation, and changes in word forms that may affect meaning. Therefore, an adequate understanding of morphological rules is essential in scientific writing, as errors in word formation can reduce the accuracy, clarity, and effectiveness of information conveyed to readers (Chaer, 2015).

One of the main processes studied in Indonesian morphology is affixation, which involves attaching an affix to a base word to form a new word or modify its grammatical function. For example, the base word *tulis* can undergo affixation to form *menulis* through the addition of the prefix *meN-*, or *penulisan* through the addition of the confix *peN-an*. Another morphological process is reduplication, which involves repeating a base form to produce a particular grammatical or semantic function, as in *buku-buku*, *anak-anak*, and *berjalan-jalan*. These processes demonstrate that changes in word form can produce differences in grammatical function and meaning. In addition to affixation and reduplication, composition is another important process in Indonesian word formation. Composition refers to the process of combining two or more lexical elements to form a new lexical unit with a particular meaning. Examples include *rumah sakit*, *kerja sama*, and *tanggung jawab*. The formation of words and lexical units through affixation, reduplication, and composition must follow the established rules of Indonesian morphology. According to Kridalaksana (2019), these morphological processes contribute to the development of word forms and meanings in Indonesian. Consequently, an understanding of these processes is important for students, particularly when producing academic and scientific writing.

Morphological errors in students' scientific writing may occur in various forms, including incorrect affixation, reduplication, and composition. Such errors may result from difficulties in identifying base forms, applying appropriate affixes, forming reduplicated words, or distinguishing between words that should be written separately or together. These errors can affect the grammatical accuracy, clarity, and meaning of academic texts. Therefore, identifying and analyzing morphological errors in students' scientific papers is important for determining the forms of errors that occur and

improving students' understanding of Indonesian word-formation processes. Such analysis can also contribute to improving the quality and accuracy of students' academic writing.

RESEARCH METHODS

This study uses a qualitative descriptive research type. Qualitative descriptive research aims to describe and analyze morphological errors contained in scientific works in a systematic and in-depth manner. This approach is used because the research focuses on the analysis of forms of language errors, especially on morphological aspects in writing language and literature learning papers. According to Budiman (2025), morphology studies include the process of word formation such as affixation, reduplication, and composition that can be analyzed through the use of written language. Therefore, this study was conducted to identify morphological errors that appear in two literature papers and learning learning.

The population in this study is all words and sentences that contain morphological elements in two language and literature learning papers. The research sample in the form of words, phrases, and sentences was identified as having morphological errors, such as affixation errors, non-standard form usage, basic morpheme errors, compound word writing, and bound morphemes. The source of the research data was obtained from two paper documents that were directly analyzed by the researcher. Data collection techniques are carried out through reading techniques and recording techniques. The reading technique is carried out by reading the entire content of the paper carefully, while the recording technique is carried out by recording data that contains morphological errors for further analysis.

The data analysis technique in this study was carried out through several stages, namely: (1) identifying morphological errors contained in the paper; (2) classify the types of errors based on morphological aspects, such as affixation, reduplication, composition, and standard shapes; (3) analyze the form of errors and determine their correction according to the rules of the Indonesian language; and (4) presenting the results of the analysis in the form of a table to make it easier to understand. The data is presented using a morphological error analysis table that contains error data, error types, analysis, and form of correction. With this analysis technique, this research is expected to provide a clear picture of the forms of morphological errors that often appear in the writing of student scientific papers.

RESULTS AND DISCUSSION

Based on the results of the analysis of the two papers that were the object of the research, several forms of morphological errors were found including affixation, reduplication, and composition. The data obtained has gone through the process of identification, classification, and analysis so that it is no longer in the form of raw data. The results of the analysis are then presented in the form of a table to make it easier for readers to understand the types of errors found and the form of correction.

In Paper 1 which discusses literature, two morphological errors were found that were entirely included in the attribution process. The error is found in the writing of the *word contributing* that should be written *contributing* and the *word practice* that should be written *in practice*. These two errors show that the author has not fully applied the rules of word formation through the affixation process in accordance with the General Guidelines for Indonesian Spelling (PUEBI). Errors in the word *contribute* occur due to a change in the form of a phoneme that does not correspond to the basic form of the *contribution* after obtaining the prefix *ber-*. Meanwhile, errors in the *word practice* arise due to the use of a non-standard basic form, namely *practice*, even though the standard form is *practice*. After acquiring the suffix, the correct form becomes *his practice*.

Based on the results of the analysis, it can be seen that morphological errors in Paper 1 are only found in the affixation aspect. The researchers found no errors related to reduplication or composition. This shows that the authors of the paper have been able to apply the use of repetition and combinations of words quite well, although there are still some mistakes in the process of forming the added word.

In Paper 2 which discusses learning, it was found that there were a greater number of morphological errors than Paper 1. The errors included seven affixing errors, one reduplication error, and four composition errors. In the aspect of affixation, forms are found such as *achieved*, *grouped*, *grouping*, *learning*, *inductive learning*, and *determining*. These errors are generally caused by inaccuracies in the use of prefixes, confixes, and the writing of basic forms that are the elements that form words. For example, the form *in achieved* should be written *achieved* because the prefix *di-* which serves to form a passive verb must be written in unison with the root word. In addition, the form of

grouping should be a *grouping* because the formation of the noun from the root word of the *group* through the confix of the *peN-an* produces the standard form of *grouping*.

In the aspect of reduplication, errors were found in the form *in the ideals* that should have been written *aspired to*. This error shows that the author has not applied the rules of rewriting that obtained an affix. In Indonesian, if the word re-affix is acquired, the affix must be written in conjunction with the entire re-form so as to produce the correct form, which is *aspired*.

Furthermore, in the composition aspect, errors were found in the form of writing combined words without proper separation, such as *teacher-student actions*, *learning processes*, *pointing*, and *Project Based Learning*. This error causes the combined structure of words to be unclear because the constituent elements are not separated according to the rules. Improvements to these forms result in more precise writing, namely *the actions of teachers*, *the learning process*, *the appointing*, and *Project Based Learning*.

The findings of this study show that affixation errors are the most dominant type of error found in both papers. The dominance of affixation errors shows that the process of forming the word with suffixes is still an aspect that often experiences mistakes in writing student scientific papers. The results of this study are in line with the research conducted by Setyawati (2019) who stated that affixation errors are one of the forms of language errors that most often appear in written works because the author does not understand the rules of word formation. In addition, research conducted by Chaer (2015) also shows that errors in the use of prefixes, suffixes, and confixes often occur due to a lack of mastery of the Indonesian morphological system.

Based on the results of the analysis, it can be understood that both papers still contain morphological errors, especially in the aspect of affixation. Paper 1 only shows errors in the aspect of affixation, while Paper 2 shows more diverse errors, namely affixation, reduplication, and composition. These findings show that the understanding of the morphological rules of the Indonesian language still needs to be improved so that the writing of scientific papers can meet good and correct linguistic standards.

Table 1. Morphological Errors in Paper 1

Ye s	Quotes/Words on Paper	Types of Morphological Errors	Repairs	Analysis
1	Contribute	Affixation (prefix ber-)	Contribute	The root word <i>contribution</i> gets the prefix <i>ber-</i> . The standard form is <i>to contribute</i> , not <i>contribute</i> .
2	The Practice	Affixation (its suffix)	Practice	The correct root word is <i>practice</i> . After getting the suffix, <i>it</i> became <i>his practice</i> .

Table 2. Morphological Errors in Paper 2

Ye s	Quotes/Words on Paper	Types of Morphologica l Errors	Repairs	Analysis
1.	Achieved	Aficionados	achieved	The prefix <i>di-</i> functions to form a passive verb and must be written in conjunction with the root word. Separate writing causes the form of affixation to be inappropriate.

2.	in the Ideals	Affixation and Reduplication	Aspired	The root word is in the form of a reform of ideals that get a confix in it. In the morphological rules of the Indonesian language, the prefix di- must be coupled with a reform so that it becomes <i>aspired</i> .
3.	grouped	Aficionados	Grouped	This word comes from the basic form of <i>the group</i> that obtained the confix di-kan. The correct form is <i>grouped</i> which shows the meaning of grouping passively.
4.	Grouping	Aficionados	Grouping	The root word of <i>the group</i> that gets the confix of peN-an produces a form of <i>grouping</i> . The form of <i>grouping</i> shows the addition of elements that are not in accordance with the process of forming the standard word.
5.	Teaching	Aficionados	Learning	This noun comes from the basic form of <i>teaching</i> that gets a confix so that it produces a form of <i>learning</i> . The shape on the paper does not match the results of the correct affixing process.
6.	Inductive Learning	Aficionados	Inductive Learning	The form of <i>teaching</i> is not in accordance with the process of forming words from the basis of <i>teaching</i> . The right form is <i>learning</i> .
7.	mennentukan	Aficionados	Determine	This verb comes from the basic form of <i>a certain</i> which obtains the confix meN-kan to be <i>decisive</i> . The written form is not in accordance with the Indonesian language affixation process.
8.	in the Ideals	Reduplication	Aspired	The basic element is in the form of a reword of <i>ideals</i> . When obtaining an affix, all reshapes must be maintained and affixes

				written in unison with the reshape.
9.	Teacher-Student Actions	Composition	Teacher-student deeds	The composition or combination of words must show a clear boundary between the constituent elements. Writing without spaces causes the composition structure to be imprecise.
10.	Learning Process	Composition	The Learning Process	The word <i>process</i> and <i>learning</i> are two lexemes that form a combination of words. Writing without separation eliminates the proper structure of the composition.
11.	Pointing	Composition	who points to	The elements <i>that</i> and <i>point</i> are two free morphemes that must be written separately in order to form the correct construction.
12.	Project Based Learning	Composition	Project Based Learning	This form is a combination of several lexical elements. Each element that makes up the composition must be written separately so that the structure of the words is clear.

CONCLUSION

Based on the results of the research that has been conducted on two student papers, it can be concluded that morphological errors are still found in the aspects of affixation, reduplication, and composition. The most dominant error found was the affixation error. In Paper 1, two attribution errors were found, namely in the word *contributing* and *the practice*. Meanwhile, no reduplication or composition errors were found in the paper. These findings suggest that the authors of Paper 1 have been quite good at implementing the use of reforms and combinations of words, although there are still errors in the formation of the suffix word.

In Paper 2, a larger and more diverse number of errors were found, namely seven affixation errors, one reduplication error, and four composition errors. These errors are generally in the form of inaccuracies in the writing of prefixes and confixes, errors in rewriting that obtain affixes, and inaccuracies in the writing of combined words. These findings show that the understanding of the process of word formation in Indonesian still needs to be improved so that the writing of scientific papers is in accordance with applicable linguistic rules.

Overall, the results show that affixation is the morphological aspect that is most often error-prone compared to reduplication and composition. This finding is in line with previous studies that stated that affixation errors often appear in students' writings due to a lack of understanding of the rules of word formation. Therefore, it is necessary to increase understanding of the morphological rules of the Indonesian language, especially in the use of affixing, reduplication, and composition, so that the quality of writing scientific papers becomes better, effective, and in accordance with the rules of the Indonesian language that are good and correct.

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