



Morphological Error Analysis in Students' Explanatory Text : An Analysis Based on Gender

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Abstract: This study aims to analyze the form of morphological errors in student explanatory text based on gender. This research was a multi-case study with a qualitative approach. This study's type of data was written from the explanatory essays of 78 students from three junior high schools in Palu. Data was collected using the listening method obtained from collecting student assignments using reading and note-taking techniques. Data analysis in this study used four methods, namely 1) data collection, 2) data reduction, 3) data presentation, and 4) conclusion drawing. Presentation of the results of data analysis using informal methods. Based on the study's results, morphological errors were found in the explanatory essays of Grade VIII students. The errors referred to 1) Affixation Errors (13 errors), 2) Reduplication Errors (18 errors), and 3) Compound Errors (6 errors). Both genders made similar mistakes regarding abbreviating morphs and compounding but differ regarding affixation and reduplication. Female students made more affixation errors, specifically omission errors. Meanwhile, male students made more reduplication errors. Morphological errors in students' explanatory essays can serve as a barometer for improving comprehension of good Indonesian. Morphological errors in students' explanatory essays can be a benchmark for increasing understanding of good Indonesian rules.

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Introduction

Indonesian is the language of instruction in the world of education in Indonesia. Mastery of the Indonesian language properly and correctly will make it easier for students to communicate and express feelings and ideas effectively (Fatimah & Madya, 2020). Apart from being used as an introduction to education, language is also a means of communication between people (Anggraeni, 2015). There are four primary skills in language: listening, speaking, reading, and writing (Suwandi et al., 2021). Each skill is systematically arranged and interconnected with one another. These skills are also closely related to the thought processes that underlie language (Cahyaningrum et al., 2018). Writing is an integral part of the entire learning process experienced by students (Derana & Suhaimi, 2020). By writing, one can identify abilities and knowledge about a topic. Knowledge and experience must be explored to develop this topic, which is sometimes stored in the subconscious (Salam, 2020). Writing can also enable us to improve various ideas (Cahyaningrum et al., 2018). In developing ideas into a complete essay, language is needed. In this case, the appropriate words must be understood so the reader can understand the ideas correctly (Fatimah & Madya, 2020).



Language error is an event that is inherent in every use of language, both orally and in writing. Both adults who have mastered the language, children and foreigners who are learning a language can make language mistakes when they use the language (Supriani & Siregar, 2016). Morphology is classified in linguistics, which examines the formation of words or morphemes in a language. According to Putrayasa (2008), morphology is part of linguistics that discusses or studies the intricacies of words and the effect of changes in word forms on word class and meaning. Changes in form have an impact on changes in word classes. For example, the beautiful form belongs to the adjective word class, while beauty is classified as a noun and beautifying as a verb class. Morphology is a way of forming words by connecting one morpheme with another morpheme. That is how the formation of words can be connected with one morpheme and the other. For example, the form of the word book belongs to the noun word class, and the form of the word to write is a compound word which is the result of combining the forms of book and write, write is one of the elements of forming a notebook and the form of writing is classified as a verb.

Language errors at the morphological level are classified into three levels, namely (1) affixation can be caused by errors in determining the original form, phonemes that should be melted in affixation are not melted, phonemes that should not be melted in affixation are melted, morph abbreviations, and morph replacements; (2) reduplication, caused by errors in determining the basic form that is repeated, errors that occur because the basic form that is repeated entirely is only partially repeated, and language errors due to avoiding repetitions that are too long; (3) compounding lies in the combination of words that should not be written in series or separately and mistakes in writing compound words that should be written separately but written in series. Furthermore, Ramadan (2015) found that students' errors were mostly found in inflectional morphemes, derivational morphemes, compounding and conversion. This error is caused by a lack of understanding of the compounding principle (Hermawan & Zahro, 2021). In line with this opinion, Alber (Hermawan & Zahro, 2021). In line with this opinion, Alber (2018) explains that various things cause language errors at the morphological level. Classification of language errors at the morphological level includes (a) omission of affixes, (b) sounds that should be melted instead, (c) replacement of morphs, (d) abbreviation of morphs {mem-}, {men-}, {meng-}, {meny-}, and {meng-}, (e) inappropriate use of affixes, (f) incorrect determination of primary forms, (g) inappropriate placement of affixes in word groups, and (h) repeated repetition of compound words not precisely.

Based on the results of pre-research, students still wrote many essays or texts that needed to follow the structure and rules of language, resulting in language errors in student essays. The problems faced by students were related to limited information caused by a lack of references, a feeling of laziness, and poor mastery of language rules. Language errors in morphology often occur in students' written language. Therefore, it is necessary to analyze language errors in the field of morphology which can be used as a reference for students' language skills so that they can help students find out their mistakes. In line with these research problems, Maulindah and Uswati (2019) found that morphological errors in students' explanatory texts were caused by factors such as lack of references, motivation, and mastery of language rules. The researcher suggests that effective and targeted education be given to improve the quality of students' written language. Moreover, Dehbaneh et al. (2018) found that students' limited access to information resources and lack of motivation were significant contributing factors to students' poor language proficiency. The study also focused on students' grammatical errors, particularly in morphology, which was prevalent in written language. Dehbaneh et al (2018) found that providing students with more diverse and



accessible information resources and strategies to increase motivation can improve their language proficiency and reduce grammatical errors.

The novelty of the current study lies in its focus on analyzing grammatical errors in the morphological aspect of language specifically in the written language of students according to their gender differences. The current study also highlights the need for such analysis as a means of understanding students' language proficiency, which can then be used to help students identify and correct their own errors. This approach is unique as compared to previous research which have generally focused on identifying factors that contribute to poor language proficiency and strategies to improve it, but less on identifying specific areas of errors in students' language and providing them with the means to identify and correct these errors. So that, the current study aims to analyze and describe errors in the field of morphology in student essays.

Research Method

This study examined morphological level errors in students' explanatory essays using a qualitative multi-case design research approach (Creswell, 2014) based on gender (male and female). This study aims to explain written data obtained on morphological errors found in explanatory text essays of grade VIII students at SMP Negeri 18 Palu (30 students), MTs 1 Palu (28 students), and MTs Alkhairat Pusat Palu (20 students). It consisted of an equal representation of male and female students in each group. This study's type of data was written in the form of words or sentences containing morphological level errors, including affixation errors, reduplication errors, and compounding errors. Research indicators are briefly explained in Table 1.

Table 1. Research indicators

No	Indicator	Description
1	affixation errors	Deviation in affixation within a unit (word), whether it is a single form or a complex form, to form a word. An example of affixation error standard form: " <i>berlari</i> " is written as " <i>ber lari</i> ".
2	reduplication errors	Deviation in using repeated words by repeating the basic form, either in whole or in part, whether accompanied by sound changes. An example of reduplication error standard form: " <i>mengelus-elus</i> " is written as " <i>mengelus-ngelus</i> ".
3	compounding errors	Deviation is using words by combining or merging two or more basic words to become a single unit of meaning. An example of compound word error, standard form: " <i>rumah sakit</i> " is written as " <i>rumahsakit</i> ".

The method used in this research was the listening method. Listening was done by listening to the use of Indonesian in explanatory text essays to find forms of morphological errors in Indonesian. This study's data collection stages were (1) reading technique, by reading and observing students' essays of explanation. Then, looking for levels of Indonesian morphological errors found in the essays of explanations; and (2) note-taking technique, namely recording errors after making observations and found forms of morphological errors in explanatory text essays. The marked words were then classified into morphological errors: affixation, reduplication, and compounding.

Researchers act as data collectors and key instruments in qualitative research (Creswell, 2014). The researcher read the students' explanatory text repeatedly. If errors in



Indonesian morphology (including affixation, reduplication, and compounding) were found, the researcher marked and recorded these errors. The data in this study were analyzed using four methods, namely (1) collecting data, (2) reducing data, (3) presenting data, and (4) drawing conclusions (Miles et al., 2020).

Results and Discussion

Based on data from the research subject, this study found morphological errors in the explanatory text. These errors were 1) affixation errors, 2) reduplication errors, and 3) compounding errors. The results of this study indicated that there were errors made mainly by students according to their gender differences (male and female), namely reduplication errors, as many as 18 errors out of 30 explanatory texts analyzed. Furthermore, there were 13 errors in affixation, including the omission of affixes and the shortening of morphs. The following error is compounding, which amounts to 6 errors.

Affix error

Affixation errors in the explanation text include omission of affixes, abbreviations of morphs, and inappropriate use of affixes. The removal of affixes is caused by savings that do not need to happen because they are misused (Maulindah & Uswati, 2019). The mistake of removing affixes made by students was the omission of the prefix (meN-). Words with an affix to meN- are included in the class of verbs. Therefore, affixes only have one function, namely, forming verbs. Verbs include verb groups and adjective groups. Most of the words that have an affix to meN- belong to the group of transitive verbs. Therefore, the word positioned as a predicate in a transitive sentence must be explicit by the prefix meN-. The sentence / clause error that occurs in this context is “*Berdasarkan penyebab terjadinya banjir karena penebangan hutan dan buang sampah sembarangan.*” The sentence includes transitive sentences, namely sentences with an active verb predicate. The transitive sentence is marked with the prefix meN-, which functions as a verb form. Following the rules, the sentence's predicate must have the prefix meN- or make the prefix meN- explicit in transitive active sentences. Thus, the improvement of the sentence is “*Berdasarkan penyebab terjadinya banjir karena penebangan hutan dan membuang sampah sembarangan.*”

The abbreviation of morphs carried out by students was the influence of local and foreign languages. In addition, students often mix up the variety of written and spoken language so that the forms of words used in the variety of written language become non-standard. The morph abbreviation error in students' explanatory text, namely, the abbreviation of morph, becomes ng-. Following are the mistakes commonly made by students. “*Hal-hal yang biasanya menyebabkan seseorang sedang mengendarai kendaraan bermotor jadi ngantuk.*” There is a morph abbreviation error in italics in this sentence which should be written in full, namely by not abbreviating the morph of meN-. The abbreviated morph is a non-standard word form based on the General Guidelines for Indonesian Spelling. Correction of the sentence is “*Hal-hal yang biasanya menyebabkan seseorang sedang mengendarai kendaraan bermotor jadi mengantuk.*”

Formation of words by affixing *di-* on essential words in the form of word combinations is still often done incorrectly by students. The student's mistake in this context is “*Masa remaja adalah masa-masa dimana orang di sibukkan dengan pembelajaran guna mencari jati diri.*” The writing of the prefix *di-* in the sentence above is incorrect. The function of the *di-* prefix is to form a passive verb. In addition, the prefix *di-* means to express the causative meaning or cause something to happen and express the meaning of an action done by someone else. However, the prefix *di-* when separated, will indicate a place.



Therefore, the improvement of the sentence is “*Masa remaja adalah masa-masa dimana orang disibukkan dengan pembelajaran guna mencari jati diri.*”

The results of previous research showed that students often make affixation mistakes in essays made in the form of wrong prefixes, infixes, and suffixes (Fernando et al., 2021). The results of this study were also in line with the opinion that language errors at the morphological level were classified according to the process of word formation, which consists of errors in choosing affixes, changing prefixes, changing infixes, changing suffixes, and changing confixes (Pratiwi et al., 2022). In line with this opinion, the types of error data at the morphological level are mostly found in written forms related to the affixation process consisting of errors in prefix writing, infix writing errors, suffix writing errors, and confix writing errors. Even types of error data at the morphological level can also be found in word combinations (Amalia et al., 2021). The results of this study are also in line with research conducted by Mahadi et al. (2022), which was conducted in class X. The results of this study indicated that students made mistakes at the morphological level, especially in the context of understanding and applying affix writing.

Reduplication Error

Reduplication is a productive morphological process in word formation. This repetition can be done on basic, affixed, or compound words. Based on the results obtained from the students' assignments to write explanatory texts, the researcher found reduplication errors, namely the omission of hyphens and the repetition of some forms of repeated words. The mistake in removing the hyphen (-) made by the students was “*Akibatnya sungai tercemar dan ikan ikan pun mati karena banjir berterus terusan.*” The sentence is a reduplication error, i.e. an error in removing the hyphen in the word *ikan ikan* and *berterus terusan*. Based on the Indonesian General Spelling Guidelines (PUEBI), hyphens connect repeated word elements. Therefore, the correct forms of repetition are written, namely *ikan-ikan* and *berterus-terusan*. Correction of the sentence above is “*Akibatnya sungai tercemar dan ikan-ikan pun mati karena banjir berterus-terusan.*”

The error in repeating some forms of repetition by students is “*Di berbagai negara di seluruh dunia, sungai yang rawan banjir dikendalikan dengan hati2.*” In this sentence, there is an error, namely repeating some forms of the word. Regarding writing techniques, these words need to be standardized in the General Guidelines for Indonesian Spelling. Therefore, the exact form of repetition and following the rules of the Indonesian language must be written in its entirety using hyphens. Correct sentence correction is “*Di berbagai negara di seluruh dunia, sungai yang rawan banjir dikendalikan dengan hati-hati.*”

In line with this research, previous research found that in the aspect of morphological errors, there were errors which included writing prepositions, rewriting words, pleonasm forms, and writing combined prefixes *meN-* with *-kan* (Santoso & Sabardila, 2018). One of the causes of language errors in the field of morphology can be caused by interference in the formation of words with affixes (Johan & Ghasya, 2017). Two-way discussions allow teachers to overcome these problems because they can help students' communication skills (Arends, 2012).

Compound Error

Compound words are combinations of basic morphemes, which all have the status of words with specific phonological, grammatical, and semantic patterns according to the rules of the language in question. The researcher found a compounding error based on the results obtained, namely compound words not written in series. The form of error in the student's explanatory text is “*Penyakit demamberdarah disebabkan oleh dua faktor, yaitu faktor internal dan eksternal.*” The sentence in the word *demamberdarah*. The word is a compound



word that is not correct, which should be written not in sequence but in series. The word is a basic word classified as a free morpheme. Therefore, the correction of the sentence above is “Penyakit demam berdarah disebabkan oleh dua faktor, yaitu faktor internal dan eksternal.”

Gender Difference

The errors made by male students were similar to those made by female students, although the male students made slightly more errors in reduplication and compounding. In contrast, the female students made more errors in affixation, specifically in the omission of affixes. However, both genders made the same mistake in abbreviating morphs.

These findings are consistent with previous research, which indicated that students often make mistakes in affixation, specifically in choosing the wrong prefixes, infixes, and suffixes (Ramadan, 2015). Language errors at the morphological level are classified according to the process of word formation, which consists of errors in choosing affixes and changing prefixes, infixes, suffixes, and confixes (Gayo & Widodo, 2018). The types of error data at the morphological level are mostly found in written forms related to the affixation process consisting of errors in prefix writing, infix writing errors, suffix writing errors, and confix writing errors. Reduplication is also a common word-formation error (Khansir, 2012; Zaid et al., 2017).

Female students tend to make more affixation errors than male students. It can be seen in the data that shows 13 (female=10; male=3) errors in affixation were made by students, where the omission of affixes and shortening of morphs were the most common mistakes. These mistakes are caused by savings that do not need to happen because they are used incorrectly (Mahmood, 2020). The mistake of removing affixes made by female students is mostly due to the omission of the prefix (meN-). Words with an affix to meN- are included in the class of verbs. Therefore, affixes only have one function, namely, forming verbs. Verbs include verb groups and adjective groups. Most of the words that have an affix to meN- belong to the group of transitive verbs. Therefore, the word positioned as a predicate in a transitive sentence must be explicit by the prefix meN-. Female students tend to abbreviate morphs more often than male students, and the variety of spoken and local languages may influence this (Boroomand & Rostami Abusaeedi, 2013; Heydari & Bagheri, 2012).

On the other hand, male students tend to make more reduplication errors than female students. Reduplication is a productive morphological process in word formation, where this repetition can be done on basic, affixed, or compound words. Based on the results obtained from the students, reduplication errors were the most common mistakes, with as many as 18 (female= 5; male= 13) errors out of 30 explanatory texts analyzed. Reduplication errors are caused by the influence of local and foreign languages (Rahimi & Tafazoli, 2014). Male students tend to mix up the variety of written and spoken language so that the forms of words used in the variety of written language become non-standard (Jabeen et al., 2015). The morph abbreviation error in students' explanatory text, namely the abbreviation of morph becomes ng-, is also more common among male students than female students.

Finally, male, and female students tend to make compounding errors, less common than affixation and reduplication errors. Compounding errors amounted to 6 errors in the data analyzed. The formation of words by affixing di- on basic words in word combinations is still often incorrectly done by students, regardless of gender.

Conclusion

Based on the research results, language errors at the morphological level still experience errors in writing an essay, especially an explanatory text. The types of errors made by students were 1) affixation errors, 2) reduplication errors, and 3) compounding errors.



Affixation errors in the explanation text of students include: omitting affixes, abbreviating morphs and using inappropriate affixes.

The mistake of removing affixes made by the students was the mistake of removing the affix {meN-} in the word *membuang* from the basic form of *buang*. The morphic abbreviation error found in the student's explanation text, namely the morph shortening error {me- } to { ng- } in the word *mengantuk* from the basic word *ngantuk*. The form of error in the use of affixes made by students in the explanation text is the use of the prefix {di- }, which is less precise on the word *disibukkan*, *disebabkan*, *dibutuhkan* and *didahului*. Next is the reduplication error. The mistakes students make include removing hyphens in words *ikan-ikan*, *rumah-rumah*, *masing-masing*, *tempat-tempat*, and *mayat-mayat*. The two errors of repeating the repeated forms of the word, namely *hati-hati*, *fasilitas-fasilitas*, *orang-orang*, *sampah-sampah*, and *masa-masa*. The following error found by the researcher in the students' explanatory text was the writing error of compound words which should have been written separately but in series with the words *demam berdarah*, *sedari kecil*, *korban jiwa*, *kurang tidur*, and *kurang oksigen*.

Recommendation

The cause of morphological level errors in student essays is the lack of teacher and student attention in paying attention to any language errors, especially the lack of students' understanding in writing explanatory text essays based on good and correct Indonesian rules. In language teaching, paying attention to some of these things is essential. While this study focuses on affixation, reduplication, and compounding errors, it is hoped that the other types of errors can be investigated, such as using prepositions and articles. Future research can examine these errors to provide a complete picture of students' grammatical challenges. Understanding the root causes of morphological errors can help teachers and educators develop more effective teaching strategies. Future research can investigate the factors contributing to these errors, such as the influence of local and foreign languages or the impact of written and spoken language on students' understanding of grammar. Once the causes of the errors are identified, future research can focus on developing interventions to help students overcome these challenges. These interventions can be in the form of instructional materials, classroom activities, or teacher training programs.

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