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PBSI Student Competence in Applying Affixation Rules in Papers

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Abstract

This study aims to identify and explain various types of affixation errors that often occur in PBSI student papers from the 2024 batch. This study uses a qualitative method with a descriptive research type to analyze language errors, especially the use of affixation in the paper. Data sources in this study include: (1) data collection from PBSI student papers from the 2024 batch; (2) data analysis and reduction based on findings from the papers that have been collected; (3) presentation of data analysis results. Data were collected through document analysis, where PBSI student papers from 2024 were the main source. Data analysis was carried out thematically to identify dominant error patterns and their causative factors. The results of the study showed various errors in the use of prefixes, suffixes, and confixes, these findings emphasize the importance of morphological understanding, especially in word formation through the affixation process. A good understanding of the structure of affixes in Indonesian is necessary to produce sentences that comply with the rules and are effective in conveying meaning.

Keywords: Language Errors; Affixation; Suffix; Prefix

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi serta menjelaskan berbagai jenis kesalahan afiksasi yang sering terjadi pada makalah mahasiswa PBSI angkatan 2024. Dalam penelitian ini diterapkan pendekatan kualitatif untuk menganalisis data dengan jenis penelitian deskriptif untuk menganalisis kesalahan berbahasa khususnya penggunaan afiksasi pada makalah tersebut. Sumber data dalam penelitian ini meliputi: (1) pengumpulan data dari makalah mahasiswa PBSI angkatan 2024; (2) analisis dan reduksi data berdasarkan temuan dari makalah yang telah dikumpulkan; (3) penyajian hasil analisis data. Data dikumpulkan melalui analisis dokumen, di mana makalah mahasiswa PBSI 2024 menjadi sumber utama. Analisis data dilakukan secara tematik untuk mengidentifikasi pola kesalahan yang dominan serta faktor-faktor penyebabnya. Hasil penelitian menunjukkan berbagai kesalahan dalam penggunaan awalan, akhiran, dan konfiks, temuan ini menekankan pentingnya pemahaman morfologis, khususnya dalam pembentukan kata melalui proses afiksasi. Pemahaman yang baik terhadap struktur afiks dalam bahasa Indonesia diperlukan untuk menghasilkan kalimat yang sesuai kaidah dan efektif dalam penyampaian makna.

Kata kunci: *Kesalahan Bahasa; Afiksasi; Sufiks; Prefiks*

Introduction

The ability to use language appropriately and according to rules is a fundamental aspect of linguistic competence required of students in the Indonesian Language and Literature Education (PBSI) Study Program. Writing skills can be mastered effectively through intensive practice and training, thereby reducing the likelihood of errors. (Kartika et al., 2021). In general, students of the Indonesian Language and Literature Education Study Program (PBSI) are assumed to have a good command of Indonesian grammar, considering that Indonesian is one of the main areas of study in the study program, in addition to aspects of education and literature. Students of the Indonesian Language and Literature Education Study Program (PBSI) are generally considered to have a more comprehensive understanding of linguistic aspects compared to students from other study programs. This assumption is supported by one of the reasons that the General Indonesian Language course is mandatory for all study programs (Sari et al., 2020). This shows that PBSI students have received more intensive language learning in their curriculum.

One essential component to ensure the use of Indonesian in accordance with linguistic norms is the application of affixation rules, namely the morphological process in word formation through the addition of affixes (suffixes) to the base form. In Indonesian, affixation is one of the main processes in the formation of new words through the addition of affix elements to the base word, which can be in the form of prefixes, infixes, suffixes, or a combination of affixes (Kurniawan, 2020). Mastery of affixation is not solely related to grammatical aspects, but also reflects thoroughness, precision of thought, and accuracy in conveying ideas academically. However, every literary work requires proper affixation to create a good work (Nugrahanti, 2023). In the academic realm, the application of affixation rules plays a significant role, particularly in writing papers as a representation of scientific thinking skills and formal written language skills. However, empirical evidence suggests that many students still lack adequate competence in using affixes in accordance with Indonesian morphological norms.

Language is a necessity for everyone as a means of communication. (Sma et al., 2023). Language errors primarily originate from the speakers themselves, not the language itself. Students' language errors are caused by several factors, including the influence of their previous language acquisition, limited vocabulary, environmental influences, a lack of understanding of Indonesian language rules, and ineffective Indonesian language teaching methods. These factors

contribute to students' frequent writing errors, particularly when attempting to interpret the intended meaning (Amalia & Markhamah, 2021). Teaching methods that do not suit the learner's needs, non-contextual materials, or non-communicative approaches can lead to shallow understanding and incorrect application of language use (Rukajar, 2021). Thus, language errors not only originate from external influences such as mother tongue interference, but also internal factors such as low language competence and learning approaches that do not support optimal achievement of language proficiency.

Language errors refer to the use of language, both spoken and written, that does not conform to the rules of Indonesian grammar. Written language is a means used by humans to convey ideas or thoughts in written form, while information from written language is obtained through reading activities. Examples of written language can be found in discourse contained in textbooks, letters, newspapers, and various other written documents. errors, identifying, explaining, classifying, and evaluating the level of seriousness of these errors (Fathullah et al., 2023). In the context of Indonesian, there are four aspects of language skills taught, namely listening, speaking, reading (literacy), and writing (Tarigan, 2008). Language error analysis is a method often used by researchers or language teachers, which includes several stages: collecting error data, identifying the types of errors in the data, describing the errors found, grouping the types of errors, and assessing the severity of the errors (Nisa, 2018). Maulidayah et al., (2017) It is suggested that error analysis be conducted by considering the overall context of the discourse to avoid overlapping meanings. Language errors frequently made by students are usually caused by a lack of understanding or disregard for the General Guidelines for Indonesian Spelling, resulting in the intended message being unclear or off-target (Lestari & Soniatin, 2023).

This study aims to analyze various types of errors that frequently appear in student papers, especially those written by PBSI students. The research data were taken from papers written by students of the Indonesian Language and Literature Education Study Program. This data selection is based on the assumption that students in the field of language are closely related to writing skills according to the discipline they study. Although students have understood the importance of writing correctly, errors in language use are still frequently found. Small errors that are allowed to persist have the potential to lead to larger errors. Based on this, the researcher felt the need to collect data on morphological errors in the Syntax course papers of PBSI students at Muhammadiyah University of Surakarta in 2024.

Method

This study aims to analyze the form of prefix errors in several papers of PBSI students from the class of 2024. Based on this objective, this study uses a qualitative method with a descriptive research type to examine the analysis of language errors in the field of morphology, specifically the use of affixes in the papers of PBSI students from the class of 2024. Qualitative research is a descriptive research approach that emphasizes an in-depth understanding of phenomena. Its main focus is on the processes, dynamics, and meanings behind social behavior or interactions. This approach not only describes the situation but also analyzes it holistically, is open to new theories, and produces rich and comprehensive data (Waruwu, 2024).

Data were collected through analysis and reading of research sources. PBSI student papers of the 2024 class served as the primary source of the research. This method allowed researchers to conduct an in-depth examination of error patterns in the use of prefixes, infixes, suffixes, and confixes. Data analysis was conducted thematically to identify dominant error patterns and their causal factors. This research was conducted through several stages, namely: (1) data collection

originating from PBSI student papers of the 2024 class; (2) data reduction which includes the results of analysis of the findings in the papers; and (3) data presentation arranged in the form of descriptions regarding errors in the use of affixation in the written works of PBSI students of the 2024 class. It is hoped that the results of this study can contribute to designing more effective learning strategies to improve students' language skills, especially in terms of the appropriate use of affixation.

Result and Discussion

The use of prefixes in Indonesian writing still leads to significant errors, especially in academic writing and social media contexts. Recent research shows that affixation errors, particularly prefix errors, include errors in placement, usage, and selection of prefixes that do not conform to standard Indonesian rules. For example, common errors such as combining the preposition "di" with a root word into one word, such as "didalam" instead of "di dalam," violate the rules of correct writing, where "di" functions as a preposition and must be separated from the root word (Saputri & Markhamah, 2023). Another mistake that often occurs is the use of the suffix "-nya" in passive verbs which causes ambiguity, so these words should be written without unnecessary additional suffixes to maintain clarity of meaning (Mahadi et al., 2022).

From the research conducted on PBSI student papers, the following is a presentation of data on the types of errors found.

1. Misuse of Prefixes

a. Error Data

1. “perubahan makna kata **didalam** suatu bahasa” (*"change in the meaning of words in a language"*)
2. “penggunaan bahasa **dikiblatkan** pada pola” (*"language use is guided by patterns"*)
3. “Teori strukturalisme yang **di cetuskan** oleh Ferdinand de Saussure menjadi landasan penting dalam kajian linguistik modern, termasuk dalam analisis bahasa Indonesia” (*"The theory of structuralism coined by Ferdinand de Saussure has become an important basis for modern linguistic studies, including the analysis of the Indonesian language."*)
4. “Dalam kajian semantik, makna suatu kata tidak dapat dilepaskan dari konteksnya, karena makna tersebut sering kali **di hubungkan** dengan makna kata-kata lain dalam satuan ujaran” (*"In semantic studies, the meaning of a word cannot be separated from its context, because this meaning is often connected to the meaning of other words in a unit of speech."*)
5. “Penulis **menfokuskan** pembahasan pada penggunaan” (*"The author focuses the discussion on usage"*)

b. Analysis of language errors in the use of prefixes based on data from thr paper:

1.1 "Changes in the meaning of words within a language"

- a. Error Analysis: The prefix "di" is used to combine the root word "dalam." "Di dalam" is a prepositional phrase consisting of the preposition "di" and

the noun "dalam." Because it is a phrase, not a prefix or affix, it must be written separately. Therefore, combining them into "di dalam" is invalid according to standard Indonesian language rules.

- b. Correction: "Di dalam" uses the prefix "di" separated from the root word, becoming "dalam."

1.2 "language usage is directed towards the pattern"

- a. Error Analysis: The prefix "di" is used separately from the root word "kiblatkan." In Indonesian, the prefix "di-" is always combined with a root word. The prefix "di-" is used to form passive verbs. When separated, it becomes misspelled and reduces the readability and clarity of the sentence.
- b. Correction: In "dikiblatkan," the prefix "di-" is combined with the root word "kiblatkan."

1.3 "The theory of structuralism coined by Ferdinand de Saussure has become an important basis in modern linguistic studies, including the analysis of the Indonesian language."

- a. Error Analysis: Use of the prefix "di" separately from the basic word "trigger". In Indonesian, the prefix "di-" is always combined with the base word. The prefix "di-" is used to form passive verbs. When separated, the form becomes incorrect and reduces the readability and clarity of the sentence.
- b. Repair: "triggered" prefix "di-" combined with the root word "triggered".

1.4 "In semantic studies, the meaning of a word cannot be separated from its context, because that meaning is often connected to the meaning of other words in a unit of speech."

- a. Error Analysis: As above, the prefix "di" is not combined with the root word "hubungkan". The prefix "di-" must be combined to form a correct passive verb in Indonesian. The separation of the prefix makes the word inconsistent with grammatical rules.
- b. Repair: "dihubungkan" - the prefix "di-" is combined with the root word "hubungkan".

1.5 "The author focuses the discussion on the use of "

- a. Error Analysis: The use of the prefix "men-" does not comply with the rules of phonological adjustment (assimilation) in Indonesian. In Indonesian, the prefix "men-" changes to "mem-" if the root word begins with the letter "f." This follows the rules of prefix assimilation.
- b. Repair: "memfokuskan" - the prefix "men-" changes to "mem-" because the root word begins with the letter "f."

2. Suffix Usage Error

a. Error Data

1. "Kemarin pelajar-pelajar yang telah menempuh ujian berkumpul disekolah untuk mendengar hasil **ujian- ujiannya**," (*"Yesterday, the students who had taken the exam gathered at school to hear the results of their exams."*)

2. "Surat anak muda itu ia sendiri yang **membalasnya**." (*"He answered the young man's letter himself."*)
 3. "Tak **sangguplah** ia akan meninggalkan sobatnya." (*"He couldn't bear to leave his friend."*)
- b. Analysis of language errors in the use of suffixes based on data from the paper:
- 2.1 "Yesterday, the students who had taken the exams gathered at school to hear their exam results."
 - a. The addition of the suffix "-nya" to "ujian-ujian" is unnecessary because "ujian-ujian" already indicates plural, and the suffix "-nya" does not provide any additional important information. The suffix "-nya" is generally used to indicate possession or provide information that is already known.
 - b. "Yesterday, the students who had taken the exams gathered at school to hear their exam results."
 - 2.2 "He personally replied to the young man's letter."
 - a. Error Analysis The use of the suffix "-nya" in "reply" is unnecessary here because the subject and object are clear in the context of the sentence. The word "reply" without the suffix is sufficient to convey the meaning that the subject performed an action on the intended object.
 - b. Correction: "He personally replied to the young man's letter."
 - 2.3 "He will not be able to leave his friend."
 - a. Error Analysis: The addition of the suffix "-lah" to "sangguplah" is unnecessary because it is clearly meant to be "able." The suffix "-lah" is often used to indicate affirmation and is usually used in imperative sentences or sentences that emphasize a decision or positive statement.
 - b. Correction: "He will not be able to leave his friend." should be "He will not be able to leave his friend."

3. Misuse Of Confixes

- a. Error Analysis
 1. "Wanita itu tergores pisau" (*"The woman was scratched by a knife"*)
 2. "Orang itu kehilangan bukunya" (*"That man lost his book"*)
- b. Analysis of language errors in the use of prefixes based on data from the paper:
 - 3.1 "The woman was scratched by a knife"
 - a. Sentence Analysis: Passive sentences in Indonesian often require an agent or tool to clarify who or what is performing the action. The word "by" is required here.
 - b. Repair: "The woman was scratched by a knife." Adding the adverb "by" to clarify the sentence.
 - 3.2 "That man lost his book"
 - a. Sentence Analysis: The words "his book" already indicate ownership,

but in this context, "his book" provides greater clarity about who owns the book.

- b. Repair: "That man lost his book." - use of the phrase "his book" to clarify ownership.

4. Typing Error

a. Error Data

1. "Bertolak dari pola **piker** secara Filosofis" (*"Starting from a philosophical mindset"*)
2. "kalimat transformasi tunggal adalah kalimat yang diubah melalui proses penambahan, **penurangan** atau penggantian unsur-unsur." (*"A single transformation sentence is a sentence that is changed through the process of adding, subtracting or replacing elements."*)
3. "Studi tentang **kalomat** transformasi tidak hanya sekedar untuk menjadi kepentingan." (*"The study of transformational sentences is not just for interest."*)

b. Analysis of language errors in the use of prefixes based on data from the paper:

4.1 "Starting from a philosophical way of thinking"

- a. Error analysis: The word "piker" is misspelled and does not conform to correct Indonesian spelling rules. This error usually occurs due to unclear pronunciation or a typo.
- b. Repair: "Based on a philosophical mindset".

4.2 "A single transformation sentence is a sentence that is changed through the process of adding, subtracting or replacing elements."

- a. Error Analysis: The word "reduction" is not standard and is not found in the Big Indonesian Dictionary (KBBI). This error usually occurs due to unclear pronunciation or a typo.
- b. Repair: "a single transformation sentence is a sentence that is changed through the process of adding, reducing or replacing elements."

4.3 "The study of transformation sentences is not only for the benefit of."

- a. Error Analysis: The word "sentence" is non-standard and does not appear in the Big Indonesian Dictionary (KBBI). This error usually occurs due to unclear pronunciation or a typo.
- b. Repair: "The study of transformed sentences is not just for the sake of interest."

The following are the similarities and differences between this research and relevant research (Mario, 2023) with this study, namely both examining errors in the use of affixation in student writing. The difference is that this study emphasizes errors in writing affixes, separating prepositions (such as "inside"), morphophonemic errors (such as "focusing"), while the study conducted by (Mario, 2023) The main focus is on errors in separating the affix from the base word in the verb form, such as "is triggered" instead of "is triggered".

The similarity of this research with research (Ammah Khoirotul Bariyah, Agus Darmuki,

2021) that is, both see affixation as important material in Indonesian language learning that is not only theoretical, but also needs to be applied practically. In addition, both use real (empirical) data: the group research used student papers, while Bariyah & Darmuki used the "Jati Diri" column in the Jawa Pos newspaper. The difference is, in this study the analysis focuses on errors in the use of affixes (for example, incorrectly writing "menfokuskan") while in the research conducted by (Amma Khoirotul Bariyah, Agus Darmuki, 2021) The analysis focuses on identifying affixation forms in print media, not errors.

Research equation (Kartika et al., 2021) with this study, namely, both examine morphological errors, especially affixation. In addition, both studies identify and explain affixation and reduplication errors in narrative composition. The difference is, this study focuses on affixation (prefixes, suffixes, confixes), while this study focuses on (Kartika et al., 2021) focuses on affixation and reduplication (word repetition).

The similarity of this research with research conducted by (Adolph, 2016) Both studies discuss affixation in Indonesian as part of morphological studies. Both studies are relevant for teaching Indonesian and understanding morphology. The difference is that this study analyzes errors in affix use, such as affix separation, non-standard forms, and incorrect assimilation. Meanwhile, the study conducted by (Adolph, 2016) focuses on the structural and functional description of affixes (not errors).

Other research that is relevant to this topic is research conducted by (Mario, 2023) Regarding the incorrect use of affixes, it was found that the use of affixes does not comply with established and enforced rules. This non-compliance is seen in the combination of affixes and words that become verbs (V), but are written separately. For example, in the words produced and believed, background, emphasis, divinity. Kata-kata ini dibentuk oleh afiks di-kan+ N atau (di+N+kan), di-i+ N (di+N+i), me- i+N (di+N+i), me- kan+N (me+N+kan), ke- an+N (ke+N+an). This formation process produces new meanings and new forms where the basic word which was originally (N) (noun), but received the addition of an affix so that the word is no longer (N) a noun, but becomes a verb form (V) and several types of nouns which, even though they have received an affix, remain the same form, namely a noun.

Research by (Puteri et al., 2024) shows that in the two news items on the website *University Update News UNPAD* there are 31 data which are classified into; 4 types of suffixes (-ed), (-d), (-s), dan (-ing). In both articles, there are two types of sentences formed from suffixes: active and passive sentences. In active sentences, there are four types of suffixes (-ed), (-d), (-s), dan (-ing) with a total of 18 data, while in the passive sentence with a total of 12 data there are 2 types of suffixes (-ed) dan (-d). This classification of active and passive sentences is then formulated into English tenses. In active sentences, there are four types of tenses; *Present Tense* (8), *Past Tense* (7), *Present Perfect Tense* (2), dan *Present Continuous Tense* (1). Pada kalimat pasif terdapat 5 jenis tenses; *Past Tense* (7), *Future Tense* (2), *Present Tense* (1), *Present Perfect Tense* (1) dan *Past Future Tense* (1).

Related research has been conducted by (Tahun et al., 2025) which shows that the prefix {-e} and its allomorphs (e-, epa-, eka-) function to form passive verbs and adjectives, while the prefix {pa-} functions to form nouns, especially those related to certain professions or activities. This research is expected to contribute to the understanding of the morphological structure of the Madurese language, especially related to the role of the prefixes {-e} and {-pa} in everyday communication and in learning the Madurese language in schools.

Relevant research, such as that conducted by (Amma Khoirotul Bariyah, Agus Darmuki, 2021) which describes and explains the form of verb-forming affixation in the Personality column in the Jawa Pos newspaper edition of January 6–February 4, 2021, as well as to describe

the affixation in the Personality column of the Jawa Pos edition of January 6–February 4, 2021 which is relevant to Indonesian language learning in high school. Found as many as 71 verb-forming prefixes, 14 verb-forming confixes, and 49 verb-forming clofixes, and the most dominant of the three forms of affixation is the verb-forming prefix, 2) affixation is one of the morphological processes used for teaching materials so that students are able to easily identify, describe, and classify the form of affixation in one of the Jawa Pos newspapers, specifically in the Personality column.

Research by (Rachman et al., 2024) which shows that Yale BIPA learners used 15 words containing the prefixes di- and ter- out of a total of 9,664 words they wrote. The prefix di- has a passive meaning, while the prefix ter- has a passive meaning, very, or most. The prefix di- is used in passive sentences. The prefix ter- is used in active sentences, where it functions as a complement.

Conclusion

Based on the analysis of the papers of PBSI students from the class of 2024, it can be concluded that students' competence in applying affixation rules is not yet fully optimal. Various forms of errors are still found, particularly in the use of prefixes, suffixes, and confixes, as well as errors in the spelling of root words due to separation or combination of affixes that do not comply with the rules of Indonesian morphology. These errors reflect students' weak understanding of the structure and function of affixes in word formation, as well as a lack of precision in editing academic texts.

Factors underlying these errors include limited morphological literacy, low reflective awareness of the appropriateness of the language forms used, and a lack of internalization of morphological rules in academic writing practices. Therefore, a more contextual learning approach is needed, based on real-world error analysis, and emphasizing revision practices and self-evaluation. Systematically improving students' affixation competencies will have a significant impact on the language quality of scientific writing and strengthen critical thinking skills through structured and rule-based language.

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