Analysis of Language Errors at the Morphological Level in Students' Papers at the Islamic University of Riau

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Abstract-Language errors are the ignorance of individuals or groups of people about the basic concepts of language learning, the result of this ignorance will cause deviations from the determining factors of communication or social norms as well as deviations from applicable grammatical rules. There are still errors in the student papers of the Indonesian Language and Literature Education Study Program, Riau Islamic University. This error is seen at the morphological level. Therefore, this research was carried out with the aim of identifying errors in students' papers at the morphological level. The method used in this research is a content analysis method with a qualitative approach. Data collection techniques use documentation techniques, reading techniques and note-taking techniques. In this study, the author found 81 errors including 4 errors in omitting affixes, 24 errors in sounds that should have melted but were not melted, 3 errors in decaying sounds that should not have melted, 4 errors in replacing morphs, 2 errors in abbreviating morphs *mem-, men-, meng-, meny-,* and *menge-,* 23 errors in inappropriate use of affixes, 2 errors in determining the base form incorrectly, 6 errors in inappropriate affixes in word combinations, and 2 errors in inappropriate repetition of compound words.

Keywords: Error, Morphology, Students' Papers, Indonesian Language.

I. INTRODUCTION

In carrying out communication activities in everyday life, a person definitely needs language. Language plays an important role as a tool for interacting and communicating in a social environment. Without language, the message intended by the speaker to the interlocutor cannot be conveyed, either in writing or orally. Written language is a way of expressing thoughts or ideas in written form, while spoken language is a way of expressing thoughts or ideas directly. When communicating with other people, you should use good and correct language so that the meaning of the conversation can be conveyed both in writing and orally. Speaking good and correct language is Indonesian language which is in accordance with the rules of communication in the application of language.

In order to be able to communicate well and correctly, a person must understand language well, namely by understanding all aspects of the skills involved in language learning. Tarigan (2008) stated that language skills consist of four aspects, namely listening, speaking, reading and writing skills. Byuti Adi Maghfiroh et al. (2021) said that one of the most complex language skills is writing skills. This is in accordance with the statement by Barmawi in Jumadi et al., (2023)

and Rahayu & Aryanti (2022) that the most difficult skill in language learning is writing or written language skills. Writing skills require precision and extensive knowledge in order to be able to express thoughts, ideas and notions into written language in a cohesive and coherent manner and in accordance with linguistic conventions. Writing skills are one of the language skills that students and students need to master (Audina in Velayali et al., 2024).

Writing is a process of hand movement to express one's thoughts and feelings expressed in written language (Indah & Ekaseptiani, 2021). Writing is one of the routine activities carried out by students in fulfilling lecture assignments such as writing scientific papers. Nirwana in Byuti Adi Maghfiroh et al., (2021) said that a scientific work is an essay that presents opinions, results of observations, reviews and research in a certain field which are prepared according to a certain method with systematic writing, polite language and content whose truth can be accounted for. Writing scientific work includes theses, papers, papers, reports, journals, theses and dissertations (Alber & Febria, 2018). This research focuses on student papers. Tanjung & Ardial in Syafi'i et al. (2021) said that a paper is a written work that contains contemporary elements, is written systematically and is scientific in nature. In this regard, writing papers must pay attention to Enhanced Spelling *(EYD)*. This is because *EYD* is a reference for good and correct writing.

When carrying out language activities, both written and spoken, there are bound to be mistakes. Saputra & Alber (2021) said that a language error is an error caused by an individual or group of people not knowing about the basic concepts of language learning. As a result of this ignorance, when interacting and speaking in everyday life, many people use language that is not good and correct, so language errors occur. Meanwhile, Setyawati (2010) said that language errors are the use of language both verbally and in writing that deviates from the determining factors of communication or deviates from social norms and deviates from the rules of Indonesian grammar. This statement is in line with the opinion of Debi et al. (2021) and Johan in Buana et al. (2021) that language errors are the use of language that deviates from the rules of the language used. So, it can be concluded that, language errors are ignorance of individuals or groups of people about the basic concepts of language learning, the result of this ignorance

will cause deviations from the determining factors of communication or social norms as well as deviating from applicable grammatical rules.

Setyawati (2010) said that there are three reasons why a person can make mistakes in speaking, including: being influenced by a language they have previously mastered, language users who do not understand the language they are using, and language teaching that is not precise or perfect. Speaking correctly means that in speaking the language the speaker must be able to obey the applicable language rules.

There are several linguistic errors in Indonesian, namely: phonology, morphology, syntax (phrases, clauses, sentences), semantics, discourse and language errors in the application of Enhanced Indonesian Spelling rules *(EYD)* (Ngifat Khoerunnisa et al., 2022; Rahmatunnisa et al., 2022; Khoerunajah et al., 2024). However, this research only discusses the analysis of language errors at the morphological level in students' papers at Riau Islamic University, especially the Indonesian Language and Literature Education Study Program. Ramlan (2001) explains that morphology is a branch of linguistics (language science) which studies the ins and outs of word forms and the influence of word forms on word groups and meanings or in other words it can be said that morphology studies the ins and outs of word forms. as well as the function of changes in word form, both grammatical and semantic functions. Things included in word formation are affixes, compounding, repetition (reduplication), shortening (Abidin, 2019; Chaer in Velayali et al., 2024).

Word affixing involves a basic word that is given a morpheme or phoneme at the beginning or/and end of the word. Another word for affixation is affixation. Furthermore, Fernando et al. (2021) explained that compounding is the combination of two or more morphemes which produces a new word. Then it is also explained about reduplication which produces four new words, namely whole or pure reduplication, sound-changing reduword, partial reduword, and affixed reduword.

Amalia in Islamiyah et al. (2023) said that language errors at the morphological level are errors contained in sentences which focus on errors in writing words and the form of affixation used. Dewi in Andriani et al. (2021) stated that language error analysis in the field of

morphology is an error analysis which includes affixation, reduplication and compounding (composition) errors. Setyawati (2010) said that errors at the morphological level can be analyzed based on the classification of language errors, including: (1) deletion of affixes (prefixes, suffixes, infixes and confixes), (2) sounds that should be melted but are not melted, (3) decay of sounds that should not be melted, (4) replacement of morphs , (5) abbreviation of the morphs *mem-, men-, meng-,meny-, and menge-*, (6) incorrect use of affixes, (7) incorrect determination of the base form, (8) incorrect affixes in compound words, and (9) inappropriate repetition of compound words.

Based on the phenomena found, there are still many mistakes made by Riau Islamic University students in the Indonesian Language and Literature Education Study program in carrying out assignments given by lecturers, especially in writing scientific papers, especially writing papers. The reason for choosing a paper is because at the tertiary level, a paper is a written work that is used as a forum for students to express their thoughts and ideas. Therefore, it cannot be denied that in every course students are asked to write a paper as an assignment, therefore students must pay attention to linguistic rules when writing papers. However, unfortunately, when writing papers there are still many students who do not understand linguistic rules so there are errors in writing. Some students even just copy paste and combine writing from various sources to include in their course assignments, without paying attention to linguistic rules. This was proven when the author read papers written by students of Indonesian Language and Literature Education, there were still many language errors that the author found in the paper, especially at the morphological level. Therefore, the aim of this research is to identify errors in student papers at the morphological level. It is hoped that this research can be used as a reference for everyone to pay more attention when writing scientific papers.

The relevant research from this research was conducted by Tamala et al. (2022) entitled analysis of language errors in the field of phonology and morphology in the exposition texts of class X students of the Ikasari Pharmacy Vocational School, Pekanbaru. The aim of this research is to describe language errors in the field of phonology and morphology in the exposition texts of class X students at the Ikasari Pharmacy

Vocational School, Pekanbaru.

II. METHODS

This research employs a qualitative approach, specifically utilizing content analysis to explore and interpret the nature and types of morphological errors in student papers. This approach is chosen for its ability to provide in-depth insights into the patterns and contexts of language errors. According to Mahsun (2017), qualitative research focuses on determining the meaning, description, clarification and accuracy of data in their respective contexts and often describes it in the form of words rather than numbers. According to Zuchdi & Darmiyati (1993) content analysis is a research technique to produce objective and systematic descriptions of the content contained in communication media. This type of qualitative research with content analysis methods is used to explore and understand events in individuals or groups and obtain objective descriptions in the form of words in communication media (Creswell, 2015).

A content analysis approach is used to analyze language errors in the form of words in student scientific texts. The data for this study comprise 13 student papers from the Indonesian Language and Literature Education Study Program at the Islamic University of Riau. These include 2 prose fiction appreciation papers, 5 sociolinguistics papers, 1 literary paper, 1 qualitative research paper, 1 pragmatics paper, and 3 reading learning papers. These papers were selected to represent a range of topics and writing contexts, ensuring a comprehensive analysis of morphological errors. To obtain data from this research, the research used documentation techniques, reading techniques and note-taking techniques. (1) Documentation technique, namely by collecting papers from students at Riau Islamic University, (2) reading technique, namely collecting data by reading student papers, (3) note-taking technique, namely recording data that has been found in student papers and grouping them based on errors at the level of morphology and (4) conclude the analysis of error data results in a collection of student papers at Riau Islamic University. In this study, researchers marked every error in course papers that contained errors in morphological grammar and the year the paper was written from the Indonesian language and literature education study program *(PBSI)*.

III. RESULT AND DISCUSSION

Based on the results of the data analysis carried out, there were language errors at the morphological level in 13 Student Papers at the Islamic University of Riau. The data obtained was 81 errors. Data on language errors at the morphological level include errors in omitting affixes, sounds that should be melted but are not melted, melted sounds that should not be melted, changing morphs, abbreviating morphs *mem-, men-, meng-, meny-,* and *menge-*, using affixes that are inappropriate, incorrect determination of basic forms, inappropriate affixes in word combinations, and incorrect repetition of compound words.

Table 1. Classification Results from Morphological Level Language Errors

No	Morphological level language errors	Amount of data
1	Removal of affixes	15 errors
2	Sounds that should melt but don't melt	24 errors
3	Melting sound that should not melt	3 errors
4	Morph replacement	4 errors
5	Morph abbreviations *mem-, men-, meng-, meny-, and menge-*	2 errors
6	Inappropriate use of affixes	23 errors
7	Incorrect determination of the basic shape	2 errors
8	Inappropriate affixes in word combinations	6 errors
9	Inappropriate repetition of compound words	2 errors
	Total	81

Removal of Affixes

We often encounter in writing the symptoms of removing affixes in formed words. This occurs due to savings in language use that should not be necessary, because these savings cause errors in language use. There were 15 mistakes in removing affixes (prefixes, suffixes, infixes and confixes) in students' papers at Riau Islamic University. The forms of these errors were in the form of 4 prefix deletion errors, 8 suffix deletion errors and 3 confix deletion errors.

Here are some examples of affix omission errors found:

Data 1
Penulis <u>ucapkan</u> terima kasih kepada semua pihak yang terlibat dalam penyusunan makalah ini sehingga makalah ini dapat selesai dengan tepat waktu.

The author <u>would</u> <u>like</u> to thank all parties involved in preparing this paper so that this paper can be completed on time (**Prose Fiction Appreciation/*PBSI*/2023**).

Based on data (1), writing errors are found in the pronunciation of words. This error occurred due to the omission of affixes (prefix, suffix, infix, and confix), especially the prefix *meng-*. This sentence is a transitive active sentence. Transitive active is a sentence followed by an object (Faradila et al., 2022). In accordance with the rules, in a transitive active sentence the predicate must have the prefix *meng-* or in other words make the prefix explicit *meng-* (Setyawati, 2010). The word say should be written by adding the prefix *meng-* + say + *-kan* to the word say. According to the Depdiknas (2008) pronouncing means uttering words. Thus, the sentence in data (1) can be corrected to read, "The author <u>would</u> <u>like</u> [*mengucapkan*] to thank all parties involved in preparing this paper so that this paper can be completed on time."

Data 2
Pengetahuan dan kesadaran pada umumnya dapat diperoleh dengan proses pemikiran dan penalaran yang dipadu oleh daya intelektual dan kognisi, <u>sedang</u> pengalaman dan hiburan dapat diperoleh dengan intensitas rasa dan selera yang dipadu oleh emosi dan afeksi.

Knowledge and awareness in general can be obtained through thought and reasoning processes combined with intellectual power and cognition, <u>while</u> experience and entertainment can be obtained with the intensity of taste and taste combined with emotion and affection (**Prose Fiction Appreciation/*PBSI*/2023**).

Based on data (2), writing errors are found in the word medium (two times the same error). This error occurs due to the deletion of affixes (prefixes, suffixes, infixes and confixes), especially the deletion of the suffix *–kan*. This

error is caused by savings that are actually unnecessary, this leads to incorrect use. The word medium should be written by adding the suffix –*kan* to the word while. According to the Depdiknas (2008) the word medium is still (in doing something) while the word while according to the Depdiknas (2008) is a connecting word to mark resistance. Thus, data (2) can be corrected to read, "Knowledge and awareness in general can be obtained by the process of thinking and reasoning combined with intellectual power and cognition, while [*sedangkan*] experience and entertainment can be obtained with the intensity of taste and taste combined with emotion and affection."

Data 3
Beban tugas tiap unit kerja relatif sedikit dan dapat <u>terselesai</u> *dengan cepat dengan hasil yang semestinya karena ditangani personil yang tepat kompetensinya.*

The task load for each work unit is relatively small and can be <u>completed</u> quickly with proper results because it is handled by personnel with the right competence (**Literary/*PBSI*/2023**).

Based on data (3), there is a writing error in the word completed. This error occurred due to the deletion of affixes, especially the deletion of the suffix –*kan*. The suffix -*kan* does not function to form words, but rather functions to form the main word. With the addition of the prefix *meng-, di-, ter-*, or with the addition of other units such as *ku-, kau-,* and so on, the main word forms a word (Ramlan, 2001). The word finished should be written by adding the prefix *ter-* + finished + suffix -*kan* to make the word finished. According to the Depdiknas (2008), resolved means it can be resolved. Thus, the sentence in data (3) can be corrected to read,"The task load for each work unit is relatively small and can be <u>completed</u> [*terselesaikan*] quickly with proper results because it is handled by personnel with the right competence."

Data 4
Selain itu Produser Eksekutif juga bertugas memikirkan suatu ciri khas dari program tersebut, seperti bagaimana pembuka dan penutupnya, siapa presenternya, apa yang <u>beda</u> *dari program yang lain.*

Apart from that, the Executive Producer is also tasked with thinking about the characteristics of the program, such as how it opens and closes, who the presenter is, what is <u>different</u> from other programs (**Literary/*PBSI*/2023**).

Based on data (4), there are spelling errors in other words. This error occurred due to the removal of affixes, especially the removal of the confix *meng-* + -*kan*. This sentence is a transitive active sentence where its use must have an affix and is always followed by an object (Faradila et al., 2022). In accordance with the rules of trasitive active sentences, the predicate must add *me-, me-kan, me-i*. The word different should be written by adding the confix *mem-* + different + -*kan* to make the word different. According to the (Depdiknas, 2008), what differentiates is stating that there is a difference. Thus, the sentence in data (4) can be corrected to read, "Apart from that, the Executive Producer is also tasked with thinking about the characteristics of the program, such as how it opens and closes, who the presenter is, what <u>differentiates</u> [*membedakan*] it from other programs."

Affix errors in language learning can have a significant impact on teaching and learning. Affix errors can lead to incorrect understanding of word structure and word formation in the target language. For example, in Indonesian, incorrect use of affixes such as *'ter-'* and *'di-'* can change the meaning of words and cause confusion. Improper use of affixes can change the meaning of words drastically, causing confusion in understanding the context of the sentence. For example, the affix *'me-'* in active verbs and *'di-'* in passive verbs. Furthermore, repeated errors in using affixes can reduce students' confidence in using the target language. This can make them reluctant to actively participate in language activities. and affix errors can cause ineffective communication, because the message to be conveyed can be unclear or misunderstood by the listener or reader. To overcome affix errors in language learning, here are several forms of teaching practices that can be implemented at universities: (1) Providing clear and structured teaching about morphology and the use of affixes. This includes an explanation of the types of affixes, word formation rules, and existing exceptions. (2) Structured exercises and repeated practice, providing structured exercises for the use of affixes, both in written and oral form. Repeated practice is essential to solidify understanding and proper use. (3) Provide

appropriate correction and constructive feedback whenever students make errors in the use of affixes. This helps students understand their mistakes and correct them.

Sounds That Should Melt but Don't Melt

Errors: Sounds that should have melted but were not melted in the Riau Islamic University student paper amounted to 24 errors. The forms of these errors are in the form of 1 error in the sound of the basic word with the initial phoneme */s/* which should be melted not melted, the sound of the basic word which has the initial phoneme */p/* should be melted not melted 14 times, the sound of the basic word which has the initial phoneme */k/* should be melted or not lost as many as 9 errors. Here are some examples of Sound errors that should be dissolving but not dissolving were found:

Data 5
Karena itu, dapat dikatakan bahwa pengapresasian sastra adalah semua orang yang sedang menggauli dan menggumuli guna menserap, menerima, menjiwai, menghayati, dan menikmati karya.

Therefore, it can be said that literary appreciation is everyone who is interacting and struggling in order to absorb, receive, animate, appreciate and enjoy the work (**Prose Fiction Appreciation/*PBSI*/2023**).

Based on data (5), there is a writing error in the word absorb. This error occurs because the sound of the basic word with the morpheme */s/* should not be melted if it gets the prefix *meng-*. Moeliono in Mukhibun et al. (2022) said that the writing of the affix meng- which is followed by a base word that begins with the phoneme */k/,/p/,/t/,/s/* is written loosely. The initial phoneme /s/ melts into a nasal sound or a sangau sound /ny/ when it meets the morph *meng-* (Setyawati, 2010). This is in line with the opinion of Alwi et al. (2010), (Chaer, 2012), (Ramlan, 2001), (Gego et al., 2023) and (Chaer, 2021) that if the prefix- meets a base word whose first letter is */s/,* the prefix changes to *meny-*. The word absorb should be written by adding the morph meny- to absorb. According to the Depdiknas (2008) absorbing is sucking. Therefore, the sentence in data (5) can be corrected to read, "Therefore, it can be said that literary appreciation is everyone who is interacting and struggling in order to absorb [*menyerap*], receive, animate, appreciate and enjoy the work."

Data 6
Latar belakang ini tentu akan mempengaruhi proses keberlangsungan apresiasi sastra sebagaimana sudah dijelaskan.

This background will certainly influence the ongoing process of literary appreciation as has been explained (**Prose Fiction Appreciation/*PBSI*/2023**).

Based on data (6), there is a writing error in the word influence (ten times the same mistake). This error occurs because the sound of the basic word with the morpheme */p/* should not be melted if it gets the prefix *meng-*. Setyawati (2010) states that the basic word condition with the initial phoneme */p/* melts into a nasal sound or a sangau sound */m/* when it encounters the morph *meng-*. This is in line with the opinion of Chaer (2021), (Ramlan, 2001) and (Alwi et al. 2010) that phoneme decay occurs when the prefix is affixed to the basic form with the consonant */p/* and is dissolved with the nasal */m/* to become a morph *mem-*. The word influence is written by adding the morph *mem-* + influence + *i* to influence. According to the (Depdiknas, 2008) to influence is to influence. Thus, the sentence in data (6) can be corrected to read, "This background will certainly influence [*memengaruhi*] the ongoing process of literary appreciation as already explained."

Data 7
Pengkondisian dan pemberian perilaku ini dapat dikerjakan dengan cara memberikan tugas untuk membaca karya sastra atau melisankan karya sastra.

Conditioning and providing this behavior can be done by giving assignments to read literary works or verbalizing literary works. (**Prose Fiction Appreciation/*PBSI*/2023**)

Based on data (7), there is a writing error in the word conditioning. This error occurs because the sound of the basic word with the morpheme */k/* should not be melted if it gets the prefix *peng-*. Setyawati (2010) states that the basic word condition with the initial phoneme */k/* melts into a nasal sound or a sangau sound */ng/* when it encounters the morph *peng-*. This is in line with the opinion of (Ramlan, 2001:84) that

the morpheme *peN-* changes to the phoneme /*ng*/ if the basic form that follows begins with /*k, g, x, h* and the vowel/. Conditioning words should be written by adding the morph *peng-* +condition+ -*an* to become a conditioning word. According to the (Depdiknas, 2008) conditioning is the process, methods and actions of conditioning. Thus, the sentence in data (7) can be corrected to read, " <u>Conditioning</u> [*pengondisian*] and providing this behavior can be done by giving assignments to read literary works or verbalize literary works."

Data 8
Dalam hal ini, anak usia 6-7tahun di kelas satu sekolah dasar akan dengan jujur <u>*mengkomunikasikan*</u> *pemahaman dan ketidakpahamannya.*

In this case, children aged 6-7 years in first grade elementary school will honestly <u>communicate</u> their understanding and lack of understanding (**Sociolinguistics/*PBSI*/2023**).

Based on data (8), there is a spelling error in the word communicate. The error occurs because the sound of the basic word with the morpheme /*k*/ should not be melted if it gets the prefix *meng-*. The basic word for communication with the initial phoneme /*k*/ melts into a nasal sound or a sangau sound /*ng*/ when it encounters the morph *meng-* (Setyawati, 2010). This is in line with the opinion of Chaer (2021) and Alwi et al. (2010) that the nasal /*ng*/ appears if the basic form begins with the phoneme /*k, g, h, kh, a, i, u, e, or o*/. The word communicate should be written by adding the morph *meng-* + communicate + -*kan* to the word communicate. According to the Depdiknas (2008) communicating is sending via communication channels; disseminate through communication channels. Thus, the sentence in data (8) can be corrected to read, "In this case, children aged 6-7 years in the first grade of elementary school will honestly <u>communicate</u> [*mengomunikasikan*] their understanding and lack of understanding."

Errors in pronouncing words, especially regarding the use of the prefix "meng-" in Indonesian, can have significant implications in language learning. The prefix "*meng-*" often causes phonological changes in the root word, and failure to melt a word that should melt can result in several problems in language teaching and learning. Incoherence causes sentences to be

non-standard and contain significant grammatical errors. This can interfere with the clarity and neatness of writing and speaking. These errors can interfere with students' understanding when listening to or reading texts in Indonesian. They may not be able to recognize words they should know if the words are not spelled out correctly. Students who often make these mistakes may feel less confident in speaking or writing in Indonesian, because they feel they have not mastered the correct grammar rules. To overcome errors in melting words that should be melting, here are several forms of teaching practice that can be implemented at the University: (1) Explicit teaching about the rules of melting, providing clear and detailed explanations of the rules of melting in Indonesian. This includes the conditions for when and how words should be prefixed based on the prefix used. (2) Structured and repetitive training, providing exercises that focus on applying the yield rules. This practice can include identifying the word that needs to be melted, rewriting the sentence with the correct word, and listening exercises to recognize the word that is melted. (3) Real context and practical use, using real examples and practical applications in sentence contexts to help students understand the importance of pronouncing words correctly. This can be done through reading texts, dialogue, and writing assignments.

The Melting of Sounds That Should Not Dissolve

There were 3 errors in sound decay that should not have melted in Riau Islamic University students' papers. The forms of these errors are in the form of 2 errors in the decay of the /*p*/ sound which should not have yielded, and 1 error in the decay of the /*k*/ sound which should not have yielded. Here are some examples of sound decay errors that should not yield that were found:

Data 9
Contohnya sebagai berikut, Hening Widodo <u>*memerhatikan*</u> *dan memantau karya sastra yang terbit setiap tahun, memberikan sanjungan dan rasa salut kepada orang-orang yang rajin membaca karya sastra.*

For example, Hening Widodo <u>pays attention</u> to and monitors literary works published every year, giving praise and respect to people who diligently read literary works (**Prose Fiction Appreciation**

/PBSI/2023).

Based on data (9), the writing error is found in the word pay attention. This error occurs because of the decay of the */p/* sound which should not decay in the word pay attention. Alwi et al. (2010) said that decay does not occur if the phoneme */p/* is a form that begins the prefix *per-* or basically begins with certain *per-* and *pe-*. This is in line with the opinion of Chaer (2021) that the phoneme */p/* as the initial phoneme in the base in the form of the stem *per-, per-kan* or *per-i* is not dilute with the nasal */m/* when the prefix meng- is added, because the phoneme */ p/* is part of the prefix *per-* which is the basis for formation. The word pay attention is written by adding the morph *mem- + per- +* heart + *-kan* to become the word pay attention. According to the Depdiknas (2008), paying attention is making you careful. In this way, the sentence in data (9) can be corrected to read, "For example, Hening Widodo pays attention [*memperhatikan*] to and monitors literary works published every year, giving praise and respect to people who diligently read literary works."

Data 10
Peserta didik tidak sekedar diminta merespon jawaban seperti dalam tes tradisonal melainkan ditintut untuk mampu mengreasikan dan menghasilkan jawaban sendiri.

Students are not just asked to respond to answers as in traditional tests but are required to be able to be creative and produce their own answers (**Reading Learning/PBSI/2023**).

Based on data (10), there is a writing error in the word create. This error occurs due to the decay of the sound with the morpheme */k/* which should not decay. (Alwi et al., 2010:114) say that the softening of */k/* sometimes does not occur if it is felt necessary to distinguish certain meanings. For example, the prefix *meng-* with the basic word kaji will produce the word mengaji (deepen knowledge about the Islamic religion by studying to religious teachers) and the word study (thinking deeply). The word creation should be written by adding the morph *meng- +* creation + *-kan* to become the word create. Thus, the sentence in data (10) can be corrected to read, "Students are not just asked to respond to answers as in traditional tests but are required to be able to create [*mengkreasikan*] and produce their own

answers."

Mistakes in melting sounds that should not be melting when using the prefix "meng-" in Indonesian can have several important implications in language teaching and learning. Melting a sound that shouldn't melt can change the meaning of the word and cause confusion. For example, mistaking "criticize" as "criticize" can make the word difficult to understand or sound strange. Furthermore, these errors can cause sentences to be ungrammatical or not in accordance with standard grammar, which can disrupt smooth communication. And students who frequently make this mistake may have difficulty distinguishing when a sound should be relaxed and when it shouldn't. This can slow down their progress in learning the rules of Indonesian morphology. To overcome errors in melting words that should melt, here are several forms of teaching practices that can be applied at universities: . (1) Provide a clear explanation of the rules for when sound must be suppressed and when not. This includes learning the phonological rules that determine the decay of sounds with the prefix "meng-". (2) Error analysis and constructive feedback, analyzing student errors regularly and providing specific and constructive feedback. This helps students recognize and correct their mistakes in melting words. (3) Use of technology and learning aids, utilizing technology such as language learning applications that provide interactive exercises and automatic corrections related to word formation.

Morph Replacement
Morph replacement errors in Riau Islamic University students' papers amounted to 4 errors. The forms of these errors are in the form of errors in replacing the morph meng- replaced by the morph *meng-*, errors in replacing the morph with the per-morph morph in the amount of 2 errors, errors in replacing the morph with the morph in- The following are some examples of morph replacement errors found:

Data 11
Pendidik mengcek kehadiran siswa sebelum diserahkan.

Educators check students' attendance before submission (**Reading Learning/PBSI/2023**).

Based on data (11), there is a writing error in the word check. This error occurs because

morph changes especially morphs are replaced by other morphs. The prefix *meng-* will become an allomorph to *menge-* if the prefix is attached to a monosyllabic base word (Setyawati, 2010). This is in line with the opinions of Tarigan (2001), Chaer (2021), Ramlan, (2001) and Alwi et al. (2010) that the process of adding the phoneme /ə/ occurs as a result of the meeting of the morpheme *meng-* with its basic form which consists of one syllable so that the morpheme *meng-* changes to *menge-*. The word check should be written by adding the morph *menge-* + check to make the word check. According to the Depdiknas (2008), checking is checking whether something is correct or not. Thus, the sentence in data (11) can be corrected to, "The teacher <u>checks</u> [*mengecek*] the students' attendance before handing over."

Data 12
Penilaian otentik (authentic asessment) *menekankan pada kemampuan <u>perserta</u> didik untuk mendemonstrasikan pengetahuan yang memiliki secara nyata dan bermakna.*

Authentic assessment (authentic assessment) emphasizes <u>students*'*</u> ability to demonstrate real and meaningful knowledge (**Reading Learning/*PBSI*/2023**).

Based on data (12), there is a writing error in the word participant. This error occurs due to the placement of morphs, especially the placement of morphs instead of *per-* morphs. Setyawati (2010) says that the morpheme *per-* if it is attached to a base word whose first syllable ends in /er/ then the allomorph is pe- not per-. This is in line with Alwi et al. (2010) and Chaer (2021) that the prefix changes to *pe-* when added to a base that starts with the phoneme /r/ or a base whose first syllable ends with /ər/. The word participant is written by adding the morph *pe-* + and becomes the word participant. According to the Depdiknas (2008) participants are people who participate or take part. Thus, the sentence in data (30) can be corrected to read, "Authentic assessment (authentic assessment) emphasizes <u>students'</u> [*peserta didik*] ability to demonstrate real and meaningful knowledge."

Data 13
Pembelajaran membaca dapat diartikan sebagai serangkaian aktivitas yang dilakukan siswa untuk <u>dicapai</u> keterampilan membaca.

Learning to read can be interpreted as a series of activities carried out by students to <u>achieve</u> reading skills (**Reading Learning/*PBSI*/2023**).

Based on data (13), there is a writing error in the word achieved. This error occurs due to morph changes. The verb should be chosen to be active so that it changes to reach. The word achieved is written by changing the morph di- to the morph *men-* so that it becomes the word achieve. Thus, the sentence in data (13) can be corrected to read, "Reading learning can be interpreted as a series of activities carried out by students to <u>achieve</u> [*mencapai*] reading skills."

Morph replacement errors in language learning can cause various negative impacts on students' understanding and use of language. A morph is the smallest unit in grammar that has meaning, and errors in morphing substitutions can result in changes to the meaning of the word or sentence as a whole. Errors in morphing substitution can change the meaning of a word or sentence significantly. For example, in Indonesian, replacing the morph "-*kan*" with "*-i*" in the word " convey " to " convey " will cause confusion or misunderstanding. and morph substitution errors can lead to serious grammatical errors. For example, the use of an inappropriate morph "ber-" such as "play" becomes "main" will make the sentence ungrammatical. To overcome morph replacement errors, here are several forms of teaching practices that can be implemented in universities: (1) Providing clear and detailed teaching about morphology, including the types of morphs and the rules for their use in language. (2) Hold group discussions and case studies to discuss the use of morphs in various contexts. This helps students understand the application of these rules in real situations.

Morph Abbreviation *mem-, men-, meng-, meny-* and *menge-*
Errors in the abbreviations of the morphs *mem-, men-, meng- meny* and *menge-* in the Islamic University of Riau student paper amounted to 2 errors. The form of the error is in the form of an error in abbreviating the morph men- as much as 1 error. Here are some examples of morph abbreviation errors found:
Data 14
Ketidakmauan, keengganan, dan kemalasan membaca karya sastra, menyemangati orang untuk membaca karya sastra dan

menyelenggarakan kegiatan apresiasi sastra dan *ikuti kegiatan-kegiatan apresiasi sastra.*

Unwillingness, reluctance and laziness to read literary works, encourage people to read literary works and organize literary appreciation activities and take part in literary appreciation activities (**Prose Fiction Appreciation/*PBSI*/2023**).

Based on data (14), there is a writing error in the word follow. This error occurs because of the abbreviation of morphs (*mem-, men-, meng-, meny-, and menge-*), especially the morph of the word follow. Setyawati (2010) said that errors occur due to the use of spoken forms in written forms, mixing spoken and written forms resulting in the use of incorrect word forms. The word follow should be written by adding the morph become to the word follow. According to the Depdiknas (2008), following is obeying (something that goes ahead, that already exists); accompany; join. Thus, the sentence in data (14) can be corrected to read, "Unwillingness, reluctance and laziness to read literary works, encourage people to read literary works and organize literary appreciation activities and take part [*mengikuti*] literary appreciation activities."

Data 15
Contohnya berikut ini, Dara Jingga Wulandari selalu malas dan sering tidak mau bila diajak *nonton lomba membaca puisi menurutnya hanya* *membuang waktu saja.*

For example, Dara Jingga Wulandari is always lazy and often doesn't want to be invited to watch poetry reading competitions, according to her, it's just a waste of time (**Prose Fiction Appreciation /*PBSI*/2023**).

Based on data (15), the writing error is found in the word *watch*. This error occurs due to the abbreviation of morphs (*mem-, men-, meng-, meny-, and menge-*), especially the morph *men-* in the word watch. This sentence is a transitive active sentence. Transitive active is a sentence followed by an object (Chaer, 2021). In accordance with the rules, in transitive active sentences the predicate must have the prefix *meng-* or in other words make the prefix explicit meng- (Setyawati, 2010). The word watching should be written by adding the morph *men-* to the word watching. Errors occur due to the use of spoken forms in written forms, mixing spoken

and written forms results in the use of incorrect word forms (Setyawati, 2010). According to the Depdiknas (2008), watching is seeing (performances, live pictures and so on). Thus, the sentence in data (15) can be corrected to read, "For example, Dara Jingga Wulandari is always lazy and often doesn't want to be invited to watch [*menonton*] a poetry reading competition, according to him it's just a waste of time."

Improper Use of Affixes
There were 4 errors in using inappropriate affixes in Riau Islamic University student papers. The types of errors include 16 errors in the use of the prefix *di-*, 2 errors in the use of the suffix -, 2 errors in the use of the suffix -*kan*, 2 errors in the use of the suffix -*an* and 1 error in the use of the suffix -*ization*. Here are some examples of incorrect use of affixes that were found:

Data 16
Berdasarkan latar belakang diatas, dapat *dirumuskan masalah sebagai berikut.*

Based on the background above, the problem can be formulated as follows (**Prose Fiction Appreciation/*PBSI*/2023**).

Based on data (16), the author's error is found in the words above. This error occurs due to incorrect use of affixes (prefixes, suffixes, infixes and confixes), especially the use of the prefix di- in the words above. The prefix *di-* in the word above should be written separately from the base word that follows it. This is because the prefix *di-* functions to indicate the word place, namely the word top, so the writing must be separated (Mafuah in Velayali et al., 2024). This is in accordance with Pujiono in Saputra and Alber (2021) who says the word di- is a preposition that is written separately unless the word *di-* is an affix. The words above should be written as the words above. According to the Depdiknas (2008) above is at a higher place. Thus, the sentence in data (16) can be corrected to read, "Based on the background above [*di atas*], the problem can be formulated as follows."

Data 17
Bahasa yang digunakan bergantung pada latar *belakang yang dimiliki setiap individu, baik dari* *latar belakang segi budaya, keluarga,* *pengetahuan serta lingkungan nya.*

The language used depends on the background of each individual, both in terms of culture, family, k n o w l e d g e   a n d   e n v i r o n m e n t . (S o c i o l i n g u i s t i c s / *P B S I / 2 0 2 3*) .

Based on data (17), the writing error is in the word *environment*. This error occurs due to incorrect use of affixes (prefixes, suffixes, infixes and confixes), especially the use of the suffix *nya-* in the word environment. The word environment should be written together as the environment. According to the (Depdiknas, 2008), the suffix functions as a personal pronoun he/him and an object pronoun which expresses belonging, behavior or recipient. Thus, the sentence in data (17) can be corrected to read, "The language used depends on the background of each individual, both in terms of cultural background, family, knowledge and environment [*lingkungannya*]."

Data 18
Teori ekonomi praktis dalamhal ini, orang dewasa mengirim pesan dengan cara memendekan pesan dengan sesingkat mungkin.

Practical economic theory in this case, adults send messages by shortening the message as briefly as possible (**Sociolinguistics/***PBSI***/2023**).

Based on data (18), there is a spelling error in the word shorten. This error occurs due to incorrect use of affixes (prefixes, suffixes, infixes and confixes), especially the use of the suffix -*kan* in shortening words. (Alwi et al., 2010:120) say that the suffix -*kan* does not change when added to the base of any word. In the field of morphology, there are no affixes *meng-* and –*an*, so the correct affixes are *meng-* and -*kan*. So, the word show should be written using the suffix -*kan* to shorten it. According to the Depdiknas (2008), shortening is reducing (cutting or so on) to make it shorter. Thus, the sentence in data (18) can be corrected to read, "Practical economic theory in this case, adults send messages by shortening [*memendekkan*] the message as briefly as possible."

Data 19
Memahami beberapa perintah secara bersaman dan mengulangi kalimat yang lebih konpleks.

Understand several commands simultaneously and repeat more complex sentences.

(**Pragmatics/***PBSI***/2023**).

Based on data (19), there are spelling errors in the word simultaneously. This error occurs due to incorrect use of affixes (prefixes, suffixes, infixes and confixes), especially the use of the suffix -*an* in the word together. (Alwi et al., 2010:121) says that the suffix -*an* does not change when added to the base of any word. If the last phoneme of a base is /*a*/, in writing that phoneme is lined up with the suffix -*an*. The word together should be written using the suffix -an to be together. According to the (Depdiknas, 2008) concurrent is simultaneously; coincide. Thus, the sentence in data (24) can be corrected to, "Understand several commands simultaneously [*bersamaan*] and repeat more complex sentences."

Data 20
Ada beberapa faktor yang dapat menyebabkan terjadinya bilingualisme dan multilingualisme, yakni internasionalisasi, promosi bahasa dan keragaman dan suku etnik.

There are several factors that can cause bilingualism and multilingualism, namely internationalization, promotion of language and ethnic diversity (**Sociolinguistics/***PBSI***/2023**).

Based on data (20), there is a writing error in the word internationalization. This error occurs due to inappropriate use of affixes, especially the use of the suffix -*ization* in the word internationalization. Setyawati (2010) said that the –*ization* suffix used in Indonesian comes from a foreign language, namely –*isatie* (Dutch) or –*ization* (English) and has not been absorbed into Indonesian. The word internationalization is written using the prefix *pe-* and the suffix –*an* to become the word internationalization. According to the Depdiknas (2008) internationalization is the process, method, act of internationalizing or internationalizing. Thus, the sentence in data (20) can be corrected to read, "There are several factors that can cause bilingualism and miltilingualism, namely internationalization [*penginternasionalan*], promotion of language and diversity and ethnic groups."

The implication of errors in language learning is that inappropriate use of affixes can cause the meaning of words to become unclear or ambiguous. For example, using the wrong prefixes and suffixes can change the meaning of

words significantly so that the message you want to convey is not understood by the recipient. This can cause misinterpretation which can lead to misunderstandings in communication, both verbal and written. To overcome this, learning is carried out by creating an active learning process with appropriate learning strategies. The learning process by giving assignments, holding discussions, and encouraging students to express their opinions and finally carrying out evaluations is expected to encourage students' enthusiasm to be more active and productive.

Imprecise Basic Shape Determination

Mistakes In determining the incorrect basic form in the Riau Islamic University student paper, there were 2 errors. The following are several examples of incorrect basic shape determination errors found:

Data 21
Disadari bahwa manusia berperan dalam merubah lingkungannya.

It is realized that humans play a role in <u>changing</u> their environment (**Literary/*PBSI*/2023**).

Based on data (21), there is a writing error in the word change. This error occurs due to incorrect determination of the basic form, especially words with prefixes to modifying words. Setyawati (2010) said that the rules for word formation in the prefix meng- are attached to the basic form which has the initial vowel phoneme /u/, the allomorph of which is *meng-*. This is in line with the opinion of Alwi et al., (2010) and Chaer (2021) that if the basic word starts with the phonemes /a, i, u, e, o, ə, k, g, h, and x/ then the form *meng-* still *meng-* /m əŋ/. The word change should be written by adding the morph *meng-* to change. According to the Depdiknas (2008) to change is to make something different from what it was before. Thus, data (21) can be corrected to read, "It is realized that humans play a role in <u>changing</u> [*mengubah*] their environment."

Data 22
Bahwa bahasa daerah, bahasa Indonesia dan bahasa asing memunyai wilayah pemakaian sendiri-sendiri.

That regional languages, Indonesian and foreign languages <u>have</u> their own areas of use

(**Sociolinguistics/*PBSI*/2023**).

Based on data (22), there is a spelling error in the word have. This error occurred due to incorrect determination of the basic form. Based on the linguistic rules of the *KBBI* edition V, the basic form of have is have, not unya. The word have is written by adding the morph *mem-* + have + *-i* to the word have. Alfianingsing and Irma in Velayali et al. (2024) said that a word that is composed of the wrong original word results in errors in its writing and meaning. According to the Depdiknas (2008) to have is to have; put. Thus, the sentence in data (22) can be corrected to read, "That regional languages, Indonesian and foreign languages <u>have</u> [*mempunyai*] their own areas of use."

Inappropriate Affixes in Word Combinations

Mistakes: Improperly abbreviating affixes in word combinations in Riau Islamic University student papers amounted to 6 errors. The following are some examples of incorrect affix errors found in word combinations:

Data 23
Maksudnya dengan lingkungan sosial budaya yang melatar belakangi lahirnya karya sastra itu.

What this means is the socio-cultural environment that is the <u>background</u> to the birth of the literary work (**Prose Fiction Appreciation/*PBSI*/2023**).

Based on data (23), there is a spelling error in the word background. This error occurs because the affix is incorrectly placed in the combination of words in the background word, the morpheme is a form bound to the base form. Setyawati (2010) said that if a combination of words has a prefix and a suffix at the same time, then the prefix is attached to the front (before) the first word and the suffix is attached to the end (after) the second word, hence the writing in a series. This is in accordance with the opinion of Buana et al. (2021) and Alwi et al. (2010) that the two words that have a prefix and a suffix will join into one without a space as a separator. The word background is written as background. According to the Depdiknas (2008), the background is the cause; push. Thus, data (23) can be corrected to read, "This means the socio-cultural environment that is the <u>background</u> [*melatarbelakangi*] to the

birth of the literary work."

Data 24
Demikian yang dapat kami sampaikan dan kami mengucapkan <u>*terimakasih.*</u>

That's all we can say and we say <u>thankyou</u>. (**Literary/*PBSI*/2023**)

Based on data (24), the writing error is found in the word thankyou. This error occurs because the affix is incorrectly placed in the word combination. The word thank you is two words consisting of thank and love. Setyawati (2010) says that compound words are written in series if there is a confix process in the compound word. When writing the word thank you there is no conflation process so the word thank you must be separated into thank you. According to the Depdiknas (2008) gratitude is a feeling of gratitude. Thus, the sentence in data (24) can be corrected to read, "That is what we can convey and we express our <u>thanks</u> [*terima kasih*]."

Improperly placing affixes in word combinations can change the meaning of words significantly. This causes confusion or misunderstanding for the reader or listener. In an academic context, this error can result in a wrong understanding of lecture material or scientific reading. And these mistakes can also reduce the creativity of the writer or speaker. At universities, this can have an impact on academic assessments, such as in writing assignments, theses and scientific articles. To address such errors universities can provide resources such as grammar guides, dictionaries and editing services that students and staff can access to ensure correct use of language. Furthermore, apply strict assessment standards to assignments that involve writing, so that students are motivated to pay attention to the accuracy of their language.

Improper Repetition of Compound Words

Errors Inaccurate repetition of compound words in Riau Islamic University student papers amounted to 2 errors. The following are some examples of incorrect repetition of compound words that were found:

Data 25
Identitas institusional adalah sesuatu yang <u>*terus menerus*</u> *dibentuk dan dinegosiasikan dalam*

sepanjang kehidupan kita lewat kita interaksi dengan orang lain.

Institutional identity is something that is <u>continuously</u> formed and negotiated throughout our lives through our interactions with other people (**Sociolinguistics/*PBSI*/2023**).

Based on data (25), writing errors occur in the word continuous. This error occurs due to incorrect repetition of compound words. Referring to the *EYD* guidelines, hyphens are used to connect repeated word elements. The Depdiknas (2008) says that hyphens are used to connect word elements that are separated by changing lines, separating repeated forms, or combining elements of compound forms. The word continuous should be hyphenated as continuous. Thus, the sentence in data (25) can be corrected to read, "Institutional identity is something that is <u>continuously</u> [*terus-menerus*] formed and negotiated throughout our lives through our interactions with other people."

IV. CONCLUSION

Based on the results of the analysis related to the analysis of language errors at the morphological level in the paper, it can be concluded that there are still many language errors made by students, especially at the morphological level, including the omission of affixes, sounds that should be melted but are not melted, bowed sounds that should not be melted, abbreviations of the morph mem-, men-, meng-, meny-, and meny-, inappropriate use of affixes, incorrect determination of basic forms, inappropriate affixes in word combinations, and inappropriate repetition of compound words. The most errors were sounds that should have melted but were not melted, with 24 errors. Language errors are caused by not being careful when writing, a person's lack of knowledge of a language and environmental influences. Language errors in writing this paper must be overcome immediately by providing knowledge about the types of language errors, giving advice to learn more about certain language vocabulary, and increasing accuracy when carrying out writing activities.

For further research in analyzing language errors. There are many things that can be studied from various fields. Areas of language errors that can be used for research in the future are phonology, lexical, syntax, semantics, discourse

and spelling in Indonesian. In analyzing language errors, these areas are often found to be errors in writing scientific articles. Therefore, this research can provide a basis for future research. It is hoped that the findings and methodology that have been developed through this research can be used and developed further by other researchers to explore new areas, deepen understanding, and overcome unresolved challenges in the same field.

The results of this research will be able to increase students' knowledge regarding language errors and will later be able to correct language errors using language according to the rules so that learning objectives can be achieved. For lecturers, the results of this research are expected to be able to overcome students' language errors by correcting and correcting students' language errors and this research can also be used as teaching material to improve the quality of learning. For universities, this research can be used as a basis for preparing ongoing and periodic coaching programs for students so that students' writing skills can be further improved and for further research it can be used as a reference in conducting research on language errors.

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