

Analysis Morphology Errors in Undergraduate Theses from the Indonesian Language and Literature Education Study Program, Pattimura University

Julyanty Misye Polibu¹, Petrus Jacob Pattiasina^{2*}, Crissanty Hiariej²

¹Pendidikan Bahasa dan Sastra Indonesia, Universitas Pattimura, Ambon, Indonesia

²Bahasa dan Seni, Universitas Pattimura, Ambon, Indonesia

*pattiasinaethus@gmail.com

Article Info

Submitted: 2 January 2024

Accepted: 31 January 2024

Available Online: 03 February 2024

Published: 20 February 2024

Abstract

Language errors are an inevitable aspect of the language acquisition process, including thesis composition, but language error analysis represents an endeavor to utilize language effectively and adhere to linguistic conventions. A frequent error in word construction pertains to morphological structure. This study aims to examine the types of morphological errors in student theses. This study included library procedures along with reading and note-taking methods for data collecting. This study identifies the following types of morphological errors: (1) omission of affixes; (2) improper application of affixes; (3) erroneous spelling of affixes frequently utilized as prepositions; (4) incorrect spelling of prepositions as affixes; (5) reduplication; (6) composition; (7) sounds that require softening. Thesis authors or students familiar with informal contexts often exhibit a deficiency in fundamental writing conventions and lack proficiency in correct spelling. Other scholars may examine the manifestations of linguistic faults in the domains of phonology or syntax within student theses.

Keywords: *Error analysis; Morphology; Pattimura University*



This article is an open access article distributed under the terms and conditions of the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/) (<https://creativecommons.org/licenses/by-sa/4.0/>).

INTRODUCTION

Typically, linguistic regulations encompass errors that we frequently encounter in everyday life. This is due to the lack of awareness on the significance of excellent Indonesian writing ethics. Nonconformities to writing conventions frequently arise, particularly in thesis composition. A thesis is a written document that systematically presents research findings in a scientific manner. The author composed the scientific article in accordance with Indonesian grammatical conventions. Multiple causes contribute to a student's linguistic blunders, including insufficient comprehension of language norms, inadvertent writing mistakes, and poor instruction. Consequently, it is essential to rectify linguistic inaccuracies by consulting several reference texts on proper writing conventions, enhancing the comprehension of the Indonesian language, and re-evaluating written compositions. Analyzing linguistic flaws mitigates inaccuracies in the composition of scientific manuscripts (Nurlaela, 2019). Language blunders are an inescapable aspect of writing. Language error analysis is an endeavor to utilize language effectively and accurately by conforming to linguistic standards (Ginting, 2020). Language error analysis is a branch of linguistics that seeks to examine topics pertaining to language errors (Markhamah & Sabardila, 2014).

Language errors are inseparable from the language acquisition process, necessitating an understanding of language learning ideas (Alfin, 2018). According to the perspectives of various specialists, it can be determined that language error analysis is a common occurrence in the learning process. Consequently, initiatives are required to enhance language instruction. In the realm of language instruction, it is essential to reassess linguistic inaccuracies. Language faults result in misinterpretation of written or spoken communication that diverges from standard usage. Language errors may arise from the influence of the individual's primary language, insufficient comprehension of the target language, and inadequate or erroneous training in Indonesian. This pertains to the content delivered during the educational process.

The principles of writing are inherently connected to phonology, morphology, syntax, and semantics. In this study, the researcher concentrates primarily on the domain of morphology. Morphology concerns itself with words, their forms, and the complexities associated with them (Muchi, 2020). The morphological process is termed morphophonemic, encompassing both affixation and reduplication. Affixes comprise prefixes, infixes, suffixes, confixes, and simulfixes. The sound that ought to be liquefied, the sound that ought not to be liquefied, Reduplication is a morphemic process that replicates the base word form, either wholly, partially, with affixation, or by phonetic alterations. Composition involves the amalgamation of underlying morphemes, whether free or bound, together with the role of affixes as prepositions and inaccuracies in prepositional writing. Such factors will influence the comprehension of the material presented in the thesis.

A comprehensive study of morphology serves as a crucial framework that facilitates a writer's comprehension of word and phrase meanings, hence mitigating reader confusion. This can facilitate the thesis writing process for pupils. Alterations in word forms significantly impact morphology. Morphology is essential for comprehending an individual's speech, orthography, or lexicon (Simpem, 2021). Morphology plays a significant role in this research, examining the morphological errors present in student theses. A significant number of thesis writers or students lack awareness of the principles of proper language usage, necessitating an investigation into the types of morphological errors present in the theses of students enrolled in the Indonesian Language and Literature Education Study Program at the Faculty of Teacher Training and Education, Pattimura University. The completed thesis will serve as a valuable resource for others, facilitating further study or aiding in job completion. Numerous thesis authors neglect the principles of language, despite the significant impact these principles have on scientific writing.

Correct language usage must be observed to prevent morphological faults in the thesis. Morphological errors identified in student theses from the Indonesian Language and Literature Education Study Program at the Faculty of Teacher Training and Education, Pattimura University, include the frequent use of affixes functioning as prepositions, the necessity for sound softening, and the improper application of repetition.

Researchers regard this as a prevalent issue, necessitating a more thorough discussion. Researchers identified morphological flaws in the theses of students enrolled in the Pendidikan Bahasa dan Sastra Indonesia, Fakultas Keguruan dan Ilmu Pendidikan (FKIP) of Pattimura University. The researchers acquired the theses from the FKIP library at Pattimura University, concentrating primarily on the theses of students who graduated in 2019, 2020, and 2021. Researchers selected one thesis from each graduate for analysis: (1) Anjela Esti Labetubun (201135032) (2019), Jullen Renwarin (201335149) (2020), and (3) Stania Lesnussa (201535003) (2021). The

morphological error data in this study was replicated using a device, and the researcher recorded significant observations based on the presentations provided. Researchers identified a problem necessitating further inquiry, resulting in a study focused on the analysis of morphological errors in affixation, the improper softening of sounds, reduplication, composition, errors in writing affixes as prepositions, and inaccuracies in the use of prepositions within undergraduate theses authored by students in the Indonesian Language and Literature Education Study Program at the Faculty of Teacher Training and Education, Pattimura University, graduating in 2019, 2020, and 2021.

The term "morphology" is derived from "morph," signifying "form," and "logy," denoting "science." Consequently, the term "morphology" literally signifies "the science of form." Chaer (2008) asserts that morphology, in linguistic studies, is the discipline concerned with forms and word creation. Alek (2018: 54) contends that morphology, a branch of linguistics, examines the internal composition of words, their arrangement, and their forms. This aligns closely with Ramlan's (2009) assertion that morphology constitutes a segment of linguistics, encompassing not only the examination of word forms and their development but also their functional dynamics concerning alterations in word form, both grammatically and semantically. According to the aforementioned authorities, morphology is a linguistic discipline that examines the structures and development of words, as well as their functions concerning alterations in word form, both grammatically and semantically.

Morphology encompasses the term "morphological process," which denotes the transformation of a word's base form into a derived form. Various morphological processes exist, such as affixation, reduplication, and compounding. Affixation involves various elements, including prefixes, suffixes, and infixes. Words that undergo affixation generally possess specific features, like being polymorphemic, conveying grammatical meaning, and undergoing alterations in word class. Morphological linguistic faults, such as the omission of affixes, improper application of affixes, unsoftened sounds that should be softened, softened sounds that should remain unsoftened, and inaccuracies in morphological abbreviation.

Significant research pertinent to this subject is located in Titahena, Pattiasina, & Somelok (2021) work entitled "Analysis of Morphological Errors in the Kabar Timur Newspaper April 2020 Edition." The research identified linguistic inaccuracies in morphology, encompassing affixation errors, including the prefixes {me-, ber-, ter-}, the confix {ke-an}, the simulfix {me-kan}, inaccuracies in the suffixes {-nya, -kan}, the amalgamation of the prefix {me} with the suffix {-i}, the combination of the prefix {di} with the suffix {-kan}, and errors in the usage of prepositions. A study conducted by Mia Apriani in 2016 is titled "Analysis of Morphological Language Errors by the Online Buying and Selling Community in Mataram, NTT." The research identified language errors in morphology, including inaccuracies in the morpheme {men-}, repetition of words, preposition usage, punctuation, and capitalization.

METHODS

The study employs descriptive qualitative research (Moleong, 2010). This research aims to delineate the current symptoms or conditions rather than to evaluate a specific hypothesis. The researchers do not aim to investigate or evaluate learning models in Indonesian; instead, they wish to furnish a comprehensive description of language utilization in scientific writing. Researchers are investigating the types of morphological linguistic errors present in the theses of students enrolled in the Indonesian Language and Literature Education Study Program at Pattimura University. The thesis data utilized in this research are sourced from Anjela Esti Labetubun (2019), Jullen Renwarin (2020), and Stanias Lesnussa (2021). A data analysis was performed to discover linguistic flaws, following these steps: reviewing the data source (thesis); identifying instances of morphological errors; rectifying the morphological errors; and formulating conclusions. Data validity was confirmed by triangulation, specifically employing method and theory triangulation. Method triangulation entailed validating research findings through multiple data collection approaches and corroborating data sources with the same methodology. Theory triangulation entailed juxtaposing the acquired data with theoretical frameworks to mitigate flaws in data validity and to augment comprehension of the insights derived from the data analysis outcomes.

RESULTS AND DISCUSSION

The types of morphological faults identified in the theses of students from the Indonesian Language and Literature Education Study Program graduating in 2019, 2020, and 2021, comprising three theses from each cohort. This study identifies two categories of morphological errors: (1) omissions of affixes {ter-}, {-an}, {meN-kan}, and {pe-an}, and (2) improper application of affixes {meN-}, {-kan}, {-nya}, {pe-an}, {me-an}, {per- an}, {ke-an}, and {ber-an}. Sounds that ought to be muted yet are not. Four errors in writing reduplication or repetition forms, four errors in writing composition or compound forms, five errors in writing affixes as prepositions, and seven faults in writing prepositions.

Information regarding morphological faults in undergraduate theses from students in the Indonesian Language and Literature Education Study Program who graduated in 2019, 2020, and 2021, sourced from the FKIP library at Pattimura University. A total of 63 morphological inaccuracies were identified. The researcher presents the subsequent morphological errors, and the data from this study are categorized based on the type of linguistic error within the domain of morphology.

Use of Affixes Error. The thesis writer's misapprehension of proper spelling conventions may lead to complications. There are two types of morphological faults: affix omission errors and erroneous affix usage errors.

Affix Omission Errors. An affix is a linguistic unit that is a bound form and lacks lexical meaning. Affixes are inherently dependent on a base form and cannot exist independently. Its significance will be revealed upon its amalgamation with another form (Wayan Simpen 2021: 37). Presented herein are prevalent blunders in affix omission along with their elucidations.

Prefix Removal {ter-}

- (1) Dalam pelantunan siksikar prosesnya diiring dengan menggunakan alat tradisional tiva, siksikar disampaikan dengan penuh penghayataan dan secara tidak langsung akan membuat *haruh* orang yang mendengarkannya (SAEL.15.3.3) "During the recitation of siksikar, the procedure is accompanied by the usage of the traditional instrument tiva. Siksikar is conveyed with profound emotion and will indirectly resonate with its audience (SAEL.15.3.3)."

The term "*haruh*" in the aforementioned data constitutes a morphological error, specifically the absence of the prefix {ter-} that should have been attached. Consequently, the accurate phrasing is: "During the chanting of siksikar, the process is accompanied by the traditional instrument tifa." Siksikar is conveyed with profound emotion and will subtly affect its listeners.

Prefix Removal {-an}

- (1) Semua data-data *peneliti* kumpulkan dari informan melalui hasil wawancara, rekaman dan dokumentasi (SAEL.25.2.1). "The researcher obtained all data from informants through interview results, recordings, and documentation (SAEL.25.2.1)."

The term "peneliti (research)" in the aforementioned data constitutes a morphological mistake, notably the absence of the suffix {-an}. Consequently, the accurate phrasing is: "All research data was gathered from informants via interview results, recordings, and documentation."

Konnfix Removal {meN-kan}

- (1) Pada penelitian ini penulis *fokuskan* kepada jenis sastra lisan yaitu Puisi rakyat yang didalamnya terdapat pantun (SSL.12.3.1) "In this study, the author focuses on the type of oral literature, namely folk poetry, which includes pantun (SSL.12.3.1)."

The data shown in the preceding phrase reveals an omission error about the prefix {meN-} in a student's

thesis from the Indonesian Language and Literature Education Study Program. The term "fokuskan (focuses)" in the data constitutes a morphological mistake due to the absence of the prefix {meN-}. The accurate formulation of the sentence in the data should be: "In this study, the author concentrates on the category of oral literature, specifically folk poetry, which encompasses pantuns."

The word form "pelayan (service)" in the data above is a morphological error, specifically the omission of the confix {pe-an}, which should be present. Therefore, the correct writing is: "The health of the people in Fakal Village is still very low because the health infrastructure in Fakal Village is currently not providing medical services, which significantly affects the health levels in Fakal Village."

- (1) Menekankan validitas *peneliti* di tekankan pada kemampuan penelti (SSL.17.5.1)
 "Emphasizing the validity of the researcher is focused on the researcher's ability (SSL.17.5.1)."

The term "peneliti" (researcher) constitutes a grammatical error in morphology due to the absence of the suffix {-an}, which is required. Consequently, the accurate formulation is: "The validity of the research is contingent upon the researcher's ability." Errors in the Incorrect Use of Affixes. Incorrect affix usage was found in the PBSI student's thesis, specifically the inappropriate use of affixes. The following will be explained according to its classification.

Errors in the Incorrect Use of Affixes. Incorrect affix usage was found in the PBSI student's thesis, specifically the inappropriate use of affixes. The following will be explained according to its classification.

Prefix Usage {meN-}

- (1) Uraian tersebut juga telah *mebuktikan* konsep Lord Bahwa ekspresi formulaik dapat juga membantu terbentuknya wacana ritmis sehingga merupakan sarana untuk mengingat kembali dengan muda, cepat, dan tepat serta menjadi ungkapan tetap yang dapat bertahan hidup secara lisan (SAEL.17.2.1) "This description has also proven Lord's concept that formulaic expressions can also help form rhythmic discourse, making them a means of easy, quick, and accurate recall and a fixed expression that can survive orally (SAEL.17.2.1)."

The data in the sentence above is a form of morphological language error, specifically the incorrect use of affixes. The term "membuktikan" (to prove) in the sentence is based on the root word "bukti" (proof), which should be coupled with the confix {meN-kan}. This is incorrect because the root word begins with the consonant /b/, so the correct writing for the data above is: "This explanation has also proven Lord's concept that formulaic expressions can also help form rhythmic discourse, making them a means for easy, quick, and accurate recall, and becoming fixed expressions that can survive orally."

Suffix Usage {-kan}

- (2) Semua data-data peneliti *kumpulkan* dari informan *melalui* hasil wawancara, rekaman dan dokumentasi (SAEL.25.2.1) "All the data the researcher collected from the informants was obtained through interview results, recordings, and documentation (SAEL.25.2.1)."

The sentence in the data above is a form of linguistic error in the field of morphology, specifically the incorrect use of affixes. The word "kumpulkan" (gather) in the data should be "dikumpulkan" (gathered) with the confix {di-kan}. The spelling of the word "melalui" (through) is an error that does not conform to Indonesian spelling. Therefore, the correct writing in the data above is: "All of the researcher's data was collected from informants through interviews, recordings, and documentation."

Suffix Usage {-nya}

- (3) Ketiga, analisis... tentang dapat tidaknya pengalihan pada suatu latar *lainya* (SAEL.22.1.5) "Third, an analysis... of whether it can be transferred to another setting (SAEL.22.1.5)."

Researchers found that the morphological language error in the sentence above is the incorrect use of affixes, specifically the word "lainya" (others) in its basic form should be followed by the suffix {-nya}, so the correct writing for the data above is: "Third, the analysis... on whether or not there can be a shift to another

setting.

Confix Usage {pe-an}

- (4) Dalam pelantunan siksikar prosesnya diiring dengan menggunakan alat tradisional tiva, siksikar disampaikan dengan penuh *penghayataan* dan secara tidak langsung akan membuat haruh orang yang mendengarkannya (SAEL.15.3.2) "During the chanting of siksikar, the process is accompanied by the use of the traditional instrument tiva. Siksikar is delivered with deep feeling and will indirectly move those who listen (SAEL.15.3.2)."

The inappropriate use of affixes in the data above is a sort of morphological language error. The word "penghayatan" (appreciation) in the base form "hayat" (life) should be accompanied by the confix {pe-an} instead of the confix {pe-aan}. Therefore, the right writing for the data above is: "During the chanting of siksikar, the process is accompanied by the usage of the traditional instrument tiva. Siksikar is spoken with full appreciation and will indirectly move people who listen to it."

Confix Usage {me-an}

- (1) Dalam penggunaan media poster berperan penting dalam prose pembelajaran menulis paragraf persuasi agar dapat *mengembangkan* daya pikir siswa dalam meningkatkan *memampuan* menulis paragraf persuasi (SJR.72.1.2) "In the usage of media, posters play a significant role in the process of learning to write persuasive paragraphs so that they can build students' thinking abilities in enhancing their capacity to write persuasive paragraphs (SJR.72.1.2)."

The form of language error in the field of morphology, namely the inappropriate use of affixes, was also observed by the researcher in the data above. The word form "memampuan" is non-standard, and the word "mengembangkan" is incorrectly written. Therefore, the right writing in the data above is: "In the use of poster media, it plays an important role in the process of learning to write persuasive paragraphs so that it can develop students' thinking skills in improving their ability to write persuasive paragraphs."

Confix Usage {per-an}

- (2) Tempat, waktu, alat-alat, perkawinan biasanya ditentukan oleh pihak perempuan tetapi ada kalanya ditentukan atas *perembukaan* bersama pada negeri-negeri tertentu tempat (SSL.3.2.12) "The place, time, tools, and marriage are usually determined by the woman's side, but sometimes they are decided through mutual agreement in certain countries (SSL.3.2.12)."

The data found is the inappropriate use of affixes. The word "perembukaan" in the base form "rembuk" should be flavored with the confix {per-an} instead of the confix {pe-aan}, so the correct writing in the data above is: "The place, time, tools, and marriage are usually determined by the woman's side, but sometimes they are determined through joint deliberation in certain countries."

Confix Usage {ke-an}

- (3) Memahami responden secara *konseluruh* atau holistik (SSL.17.6.1) "Understandinrespondents holistically (SSL.17.6.1)."

The data in the sentence above is a form of morphological language error, specifically the incorrect use of affixes. The word "konseluruh" in the base form "rembuk" should be adjusted with the confix {ke-an} instead of the confix {ker-an}. Therefore, the correct writing for the data above is: "Understanding respondents holistically."

Confix Usage {ber-an}

- (4) Teknik ini digunakan oleh peneliti untuk melakukan peninjauan dan pengamatan terhadap fenomena yang *berarkaitan* dengan pantun dalam (SSL.21.1.2) "This technique is used by researchers to review and observe phenomena related to pantun in (SSL.21.1.2)."

The data found by the researcher in the line above is a sort of linguistic error in the subject of morphology, notably the erroneous use of affixes. The word "berkaitan" (related) in the base form "kait" (hook) should be adjusted with the confix {ber-an} instead of the confix {berar-an}. Therefore, the correct language for the data above is: "This technique is used by the researcher to review and observe phenomena related to pantun within." The Sound That Should Have Melted Did Not Melt. Phoneme erosion occurs when the prefix {me-} is attached to a base form that begins with voiced consonants /s, k, p, and t/. It is eroded with the nasals /ny/, /ng/, /m, /n/. It is typically found that base forms having beginning phonemes /k/, /s/, /p/, or /t/ are not eroded when connected to the prefixes {meng-} or {peng-}. This was found in the thesis of students from the Indonesian Language and Literature Education Study Program, as follows:

- (1) Berdasarkan hasil... menulis pada siswa kelas VIII rendah dan *mempengaruhi* nilai siswa yang tidak mencapai KKM 70 yang diminta sesuai standar dalam pembelajaran menulis paragraf persuasi (SJR.3.3.4) "Based on the results... writing in low-achieving eighth-grade children and altering the grades of students who did not meet the minimum passing score of 70 as required by the standard in persuasive paragraph writing instruction (SJR.3.3.4)."

The data found should have been "melted" (i.e., modified) instead of "not melted," which is represented in the word "mempengaruhi" (influence). Basic forms starting with the phonemes /k/, /s/, /p/, or /t/ will change when they meet the prefix {meN-}, so the correct form in the data above is: "Based on the results... writing in low-achieving VIII grade students and influencing the scores of students who did not reach the minimum passing grade of 70 as required by the standard in persuasive paragraph writing."

- (1) Kesehatan masyarakat Desa Fakal masih sangat rendah dikarenakan prasarana kesehatan yang berada di Desa Fakal, saat ini tidak dilakukan aktifitas pelayanan medis sehingga sangat *mempengaruhi* tingkat kesehatan yang berada di Desa Fakal (SSL.28.2.3) "The health of the people in Fakal Village is still very low because the health infrastructure in Fakal Village is currently not used for medical services, which significantly affects the health levels in Fakal Village (SSL.28.2.3)."

The sound that should have been dissolved but did not undergo dissolution, which is the same data but appears in different theses, specifically at the word "influence," so the correct form for the data above is: "Public health in Fakal Village is still very low because the health infrastructure in Fakal Village is currently not used for medical service activities, which greatly affects the health level in Fakal Village." Errors in Writing Reduplication Forms. An unusual morphological form in Indonesian is reduplication or repetition. The following will explain the errors in writing reduplication or repeat forms.

- (1) Semua *data-data* peneliti kumpulkan dari informan melalui hasil wawancara, rekaman dan dokumentasi. (SAEL.25.2.1) "All the data the researcher collected from the informants was obtained through interview results, recordings, and documentation. (SAEL.25.2.1)."

The line above is a sort of complete reduplication error in the word "data-data," which is spelled erroneously because the word "all" is there, meaning it embraces everything, hence there is no need to repeat the word "data." The word "data" in its fundamental form is given the confix {di-kan}, which was described earlier. The spelling of the word "melalui" is an error that does not conform to Indonesian spelling rules, so the correct spelling in the data above is: All researcher data was obtained from informants through interview outcomes, recordings, and documentation.

- (2) Kebudayaan adalah seluruh aktivitas manusia, termasuk pengetahuan, sejarah, kepercayaan, seni, moral, hukum, adat istiadat, dan *kebiasan-kebiasaan* lain (SAEL.1.1.5) "Culture covers all human activities, including knowledge, history, beliefs, art, morals, laws, customs, and other habits (SAEL.1.1.5)."

The incorrect form of reduplication with affixes in the word "*kebiasaan-kebiasaan*" The data in the phrase above should undergo reduplication with the confix, therefore the right spelling is: "Culture is all human activities, including knowledge, history, beliefs, art, morals, law, customs, and other habits."

- (3) Dengan kata lain tradisi lisan dan sistem bahasa lisan tidak dapat diabaikan peranannya *dalam dalam* tulisan tersebut (SAEL.9.3.7) "In other words, the role of oral tradition and oral language systems cannot be ignored in this writing (SAEL.9.3.7)."

The wrong form of complete reduplication in the phrase "*dalam dalam*" in the sentence above should not have undergone repetition. The data in the sentence above should have undergone affixal reduplication, so the right writing is: "In other words, the role of oral tradition and oral language systems cannot be ignored in the writing."

Errors in Writing Compound Forms. Composition or compounding is inseparable from the morphological part, which is the process of word production by the combination of free or bound forms, culminating in a compound form. Compound word writing errors were detected in the thesis of PBSI students at UNPATTI. The following is an explanation of the forms of compound word mistakes.

- (1) Secara esensial, perbedaan *antar keduanya* terletak pada media pengucapan yang sekaligus menentukan proses transformasinya dalam masyarakat (SAEL.1.2.2) "Essentially, the difference between the two lies in the medium of pronunciation, which simultaneously determines its process of transformation in society (SAEL.1.2.2)."

The written form of the phrase "between the two" is not correct according to Indonesian language norms. The word "between" should be written combined with the word "the two." Therefore, the right writing is: "...Essentially, the difference between the two lies in the medium of pronunciation, which simultaneously determines its transformation process in society."

- (2) Foklor pada umumnya mempunyai kegunaan atau fungsi dalam kehidupan *bersamasuatu* kolektif misalnya cerita rakyat sebagai alat pendidik, hiburan, protes sosial dan proyeksi suatu keinginan yang terpendam (SAEL.7.2.2) "Folklore generally has a utility or function in the collective life of a group, for example, folk tales serve as a tool for education, amusement, social protest, and the projection of a repressed desire (SAEL.7.2.2)."

The word form "*bersamasuatu*" in the data is not proper according to Indonesian grammar rules. The term "bersama" should be written separately from the word "suatu." Therefore, the correct writing is: "Folklore generally has a use or function in the collective life, for example, folk tales serve as a tool for education, entertainment, social protest, and the projection of a hidden desire."

- (3) Tanpa bahasa maka interaksi sosial tidak *dapatterlaksana* dengan baik (SJR.1.1.5) "Without language, social interaction cannot be carried out effectively (SJR.1.1.5)."

In the word form "*dapatterlaksana*". The writing of the data does not conform with linguistic criteria; the word "dapat" should be written separately from the term "terlaksana". Therefore, the right writing is: "Without language, social interaction cannot be carried out well."

Incorrect Writing of Affixes as Prepositions. Thesis writers or students who already know and have studied a lot but tend to be apathetic and disregard the writing of affixes regularly employed as prepositions are commonly seen in writing, including in student theses from the Indonesian Language and Literature Education Study Program. The following are errors in writing affixes as prepositions and their explanations.

- (1) Bagi guru menjadi sarana/media pengajaran sastra *di setiap* jenjang pendidikan (SAEL.6.3.1) "For teachers, it serves as a means/medium for teaching literature at every level of education (SAEL.6.3.1)."

The grammatical error in the field of morphology that indicates the function of the affix as a preposition is the prefix {di-} in the word form "di setiap," which should be written as a single word. Therefore, the correct writing is: "For teachers, it serves as a means/medium for teaching literature at every level of education."

- (2) Data penelitian ini adalah teks siksikar yang *di lantunkan* oleh Masyarakat tohoi Rumaat (SAEL.22.2.1) "The research data for this study is the text of the siksikar chanted by the Tohoi Rumaat community (SAEL.22.2.1)."

The kind of language error in the field of morphology that demonstrates the function of the affix as a preposition is the prefix {di-} in the word form "di lantunkan," which should be written as a single word. Therefore, the correct writing is: "The data for this research is siksikar text sung by the Tohoi Rumaat community."

CONCLUSION

Based on the research conducted by the researcher on the types of morphological errors found in the theses of Indonesian Language and Literature Education students at Pattimura University, the researcher concludes that there are deviations in the use of language in the field of morphology in the theses of Indonesian Language and Literature Education students at Pattimura University, including: (1) errors in omitting affixes {ter-}, {-an}, {meN-kan}, and {pe-an}, (2) incorrect use of affixes {meN-}, {-kan}, {-nya}, {pe-an}, {me-an}, {per-an}, {ke-an}, and {ber-an}, (3) noises that should be softened but are not softened, (4) errors in writing reduplication or repetition forms, (4) errors in writing composition or compound forms, (5) errors in writing affixes as prepositions, (7) errors in writing prepositions. Researchers detected 5 instances of affix abuse, including: (1) affix omission mistakes, including data on the words haruh, peneliti, fokuskan, pelayan, and peneliti, where the right affixes should be {ter-}, {-an}, {meN-kan}, and {pe-an}. (2) erroneous affix usage, including data on the terms *mebuktikan*, *kumpulkan*, *lainnya*, *penghayatan*, *memampuan*, *perembukaan*, *kerseluruh*, and *berarkaitan*, where the correct affixes should be {tmeN-}, {-kan}, {-nya}, {pe-an}, {me-an}, {per-an}, {ke-an}, and {ber-an}.

Researchers detected morphological flaws in the theses of PBSI students at UNPATTI, namely: sounds that should be softened are not softened, and data SJR.3.3.4 and SSL.28.2.3 are the same data in two separate theses, notably the word form affecting. The form of morphological deviation, such as the use of reduplication or repetition, was also found in the theses of PBSI UNPATTI students, namely full reduplication of the base form, partial or without phoneme reduplication, reduplication of the base form with affixes, and reduplication with sound change or phoneme alteration. There were 10 errors, mainly in the forms "data-data," "kebiasaan-kebiasaan," "dalam dalam," "diulang-ulang," "Puja-piji," "Motto Motto," "memperkuat kuat," "berbalas-balas," "turun temurun," and "acara-acara"

REFERENCES

- Alfin, J. (2018). *Analisis Kesalahan Berbahasa Indonesia*. Surabaya: UIN Sunan Ampel.
- Chaer, A. 2008. *Morfologi Bahasa Indonesia (Pendekatan Proses)*. Jakarta: Rineka Cipta.
- Ginting, L. (2020). *Analisis Kesalahan Berbahasa Indonesia*. Jakarta: Gramedia.
- Markhama, A., & Sarbadila. (2014). *Analisis Kesalahan dan Karakteristik Bentuk Pasif*. Surakarta: Arbagrafika.
- Moleong, L. (2010). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.

- Muchti, A. 2020. Komposisi Bahasa Melayu: Sebuah Kajian Morfologis. *Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, dan Asing*, 3(2), 261-275. <https://doi.org/10.31540/silamparibisa.v3i2.976>.
- Nurlaela, L. (2019). *Analisis Kesalahan Berbahasa Bidang Morfologi pada Karangan Narasi Siswa Kelas XI SMK Muhammadiyah 4 Tallo*. Skripsi. Makasar: Universitas Muhammadiyah.
- Ramlan. (2009). *Morfologi (Suatu Tinjauan Deskriptif)*. Yogyakarta: Kayono.
- Simpen, I. W. (2021). *Morfologi Kajian Proses Pembentukan Kata*. Jakarta Timur: Bumi Aksara.
- Titahena, C., Pattiasina, P., & Somelok, G. (2021). *Analisis Kesalahan Morfologi pada Koran Kabar Timur Edisi April, 2020*. Skripsi. Ambon: Universitas Pattimura.