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1 AN ERROR ANALYSIS OF INFLECTIONAL AFFIXES IN WRITING ANALYTICAL EXPOSITION TEXT ON STUDENTS AT SMA N 3 MEDAN

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6 ABSTRACT

This research aims to analyze the misuse of inflectional affixes in analytical exposition texts written by SMA N 3 Medan students. Based on Fromkin et al. (2014), there are eight types of inflectional affixes that become the focus of this research. Qualitative descriptive method is used to identify the types of errors and determine the dominant types of errors. Data were obtained through the analysis of students' analytical exposition texts, with the results showing that the dominant error occurred in the addition category at 72%, followed by misformation at 20%, omission at 8%, and misordering at 10%. The most frequent errors were found in the use of morphemes such as -s, -es, -ly, and -ed that did not fit the rules. The findings show that students' lack of understanding of the function of inflectional affixes affects the quality of their writing, especially in delivering messages effectively. This research provides practical implications for teachers to improve teaching related to inflectional affixes and for students to better understand the importance of correct affix usage in writing texts. In addition, the results of this study can be a reference for other researchers who are interested in analyzing language errors, especially related to inflectional affixes, to support the development of more effective English learning methods in the future.

Keywords: *Analysis, Analytical Exposition, Inflectional Affixes*

PENDAHULUAN

The Background of the Study

Language is a complex system of communication that enables individuals to convey thoughts, emotions, ideas, and information to others. It is not just a set of words, but a structure of rules, syntax, and meanings that evolve over time within societies. Language acts as a tool for social interaction, a medium for cultural transmission, and a means of cognitive development. It is shaped by both internal (cognitive) processes and external (social and cultural) factors. Socially, English language skills can increase the opportunity to interact with more people, both with fellow residents around the place of residence and in interacting on social media, which has penetrated all aspects of social and state life" (Wirya Atmaja, Oktavianna, Rizal, & Purwatiningsih, 2021: 388).

English, as a global language, demonstrates immense versatility with its vast vocabulary and adaptable syntax, enabling a wide range of expressions and creative applications in various cultural contexts" (Crystal, 2021:1230). English has become a "global lingua franca," spoken by over 1.5 billion people worldwide, whether as a first, second, or foreign language. Its widespread use in international business, science, technology, and popular culture has led to

its dominance as a global means of communication. This dynamic nature of the language is what makes it both a powerful tool for communication and a subject of ongoing linguistic study, as experts continue to examine the impacts of cultural and technological changes on its use. In Indonesia, English as a foreign language is taught formally in schools from elementary school to university level. It has become a compulsory subject. This policy reflects the awareness of the importance of English language proficiency as a key to accessing global information, increasing competitiveness, and facilitating communication in the international world. Although English has been taught since early childhood in Indonesia, challenges remain in terms of the quality of teaching and understanding between urban and rural areas in access to quality English education.

In addition, there are many elements in English, such as reading, speaking, listening, and writing. In addition, in learning English, there are various elements that need to be mastered, such as reading, speaking, listening, and writing, each of which has an important role in developing language skills. Reading allows individuals to obtain information, understand texts, and develop vocabulary and general knowledge. Speaking is a skill that allows a person to interact directly with others, both in social and professional contexts. Listening helps in understanding spoken conversations or information, which is very important in everyday communication situations as well as in academic and business environments. Writing, on the other hand, is the ability to convey ideas in writing, either in the form of letters, essays, reports, or other forms of communication.

According to (Brown, 2001), mastery of these four elements—listening, speaking, reading, and writing—in a balanced manner is essential for achieving effective English language skills, as each element supports the others in building fluency and a deep understanding of the language (Brown, 2021:389).

Writing is an activity in which language is used to convey something, with certain intentions and considerations to achieve a desired result. Characters are used to create notes or information on a medium. Writing is a crucial ability that students or language learners need to possess. Through writing, they may communicate their thoughts, feelings, and ideas to readers through writing. Additionally, writing encourages students to compose words by words, phrases by phrases, and clauses by clauses while also taking structure, coherence, organization, meaning, and other factors into consideration. This helps students become more proficient in the language and develop their critical thinking skills. Some students lack the urge to write because they lack the thoughts to put in writing, according to (Maharani (2017: 474). In order to effectively communicate a topic, individuals also struggle with word choice, grammar, and sentence construction.

Studying student errors accomplishes two main goals, according to Dulay (1982:139): (1) it yields information that can be used to draw conclusions about the nature of the language learning process, and (2) it tells teachers and curriculum developers which aspects of the target language students struggle with the most and which types of errors most hinder a student's capacity for effective communication. Dulay (1982:139) divides the mistakes into four groups. Language category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative taxonomy make up its four main components. Because surface strategy taxonomy focuses on aspects of the errors themselves and emphasizes analyzing how surface structure is changed, the author used it as the foundation for describing the classification of the

errors that students made based on the above error classification. Additionally, there are four different sorts of errors in the surface approach taxonomy. The omission error type occurs when an essential component of a well-formed sentence or speech is omitted. Second, the inclusion of an item that shouldn't be in a well-formed utterance is what distinguishes these errors. The third type of error is misinformation, which is defined by an inaccurate structure morpheme form. The fourth type of error is misordering, which is characterized by an incorrect placement of a morpheme or group of morphemes in an utterance.

Based on the researcher's experience when she was doing teaching practice programme / praktek pengalaman lapangan (PPL) at SMA N 3 MEDAN. The researcher discovered that people frequently make error when writing, especially when it comes to the placement of inflectional affixes. Her English texts were discovered to contain faults in inflectional affixes. The following are some examples of sentences with errors: 1. She attempts to eat it (she tries to eat it) should have affixes added to indicate that it is a third-singular person verb. 2. How are you, Ani? I hope all is well with you. (How are you, Ani? I hope all is well with you. The word "fine" is used in this statement. Adjectives appear in the sentence after "to be," and the suffix "-s" is never used to add them. 3. Thank you miss because you teach us patient (thank you miss because you teach us patiently) in this sentence, the word patient should be added with the suffix -ly to indicate adverb, 4. I see five wolf (I see five wolves) in this sentence, the word wolves are plural should be added suffix -es.

The aforementioned findings showed that students' language use issues persist despite the frequent disregard of inflectional affixes in classroom instruction and instructional resources. Furthermore, the quality of writing and the way messages are conveyed can be greatly impacted by the usage of inflectional affixes.

It is essential to be able to compose genre texts well. Effective writing requires the use of inflectional affixes. One of the texts that students need to master is analytical exposition. Texts that discuss arguments for or against a certain issue are known as analytical exposition texts. Because it discusses someone's reactions to something, the linguistic elements used in this work are regarded as extensive. This consideration makes analytical exposition text becomes the objective analysis of inflectional affixes errors which are committed students SMA N 3 MEDAN.

Therefore, it is crucial to examine pupils' issues with inflectional affix, particularly in writing, as they play a big part in language use. Analyzing students' mistakes is a useful way to understand their needs and then come up with a solution. The goal of the study is to improve education by using the results of the analysis of students' inflectional affix mistakes.

REVIEW OF LITERATURE

Theoretical Framework

In conducting the research, to prevent misunderstanding between the researcher and the reader, the fundamental theories are necessary when conducting the research. The following terms must be discussed in order for the researcher and readers to have the same understanding of the subject in order to strengthen the study. In connection with the subject, the following phrases make use of some fundamental theories.

Morphology

A subfield of linguistics called morphology examines words and their formation. A morph is a crucial element in morphology. The morph can be a word, morpheme, or shape. Words are separated into two categories: function words and content words. This article discusses content words, also known as complex words, and their lexical and grammatical categories, which are the outcome of the morphological process. The conjunction, modal, preposition, article, and other grammar or function words that are exclusively useful in a grammatical context are not included. It is merely a morphological word covering or content word. The study of word production and its morphological process is the standard definition of morphology in linguistics (Booij & Booij, 2019). The rules of morphology within a language tend to be relatively regular so that if one sees the noun morphemes for the first time, for example, one can deduce that it is likely related to the word morpheme. While words are generally accepted as being (with critics) the smallest units of syntax, it is clear that in most (if not all) language, words can be related to other words by rules. For example, English speakers recognize that the words *dog*, *dogs*, and *dog-catcher* are closely related.

Word

A word, according to Keraf (1991), is the smallest unit obtained after a sentence is divided into its parts, and contains an idea. He also mentions that a word is the smallest free unit and already has a meaning. In Kushartanti's view (2005), a word is the smallest free unit that can stand alone, both phonologically and grammatically, so that it is able to form a basic element in language

Morpheme

One word can be made up of one or more morphemes, according to Dulay (2011:91). For instance, the word "unsystematically" can be broken down into five distinct morphemes: un + system + atic + al + ly. It denotes a word's smallest unit that is unbreakable. Nonetheless, every morpheme has lexical and grammatical meanings. Based on the definition above it can be understood that a morpheme is the smallest meaningful unit in morphology since it cannot be broken down into smaller units. Apart from that, morphemes are generally divided into two categories: bound morphemes and free morphemes.

Affixation

According to Katamba (1993: 44), affixation is a morpheme that only appears when joined with another morpheme or other morphemes such as roots, bases, or stems. Words formed before inflectional affixes were introduced had roots. Prefixes are affixes added to the beginning of base words, while suffixes are affixes added to the end of base words, as mentioned earlier. Also referred to as derivational or inflectional morphemes, this process of a bound morpheme attaching to a free morpheme changes the meaning, category (class), or function of the grammar. Derivation is the term for affixation that changes the category (class) or produces a new lexeme from the base lexeme. Inflection is the term for affixation that changes the base lexeme into a new word form.

1. Derivation
2. Inflection

English has eight inflectional affixes; all other affixes are derivational. The eight inflectional affixes are listed in the following table, along with the type of root that each one attaches to and a representative example.

Table 1

Inflectional Affixes

Inflectional Affixes	Root	Example
1.Plural	Noun	Boys
2.Possessive	Noun	boy's
3.Comparative	Adjective	Older
4.Superlative	Adjective	Oldest
5.Present	Verb	Walks
6.Past	Verb	Walked
7.Past Participle	Verb	Driven
8.Present Participle	Verb	Driving

Writing

Writing is an important and complex language skill, which involves expressing ideas, notions, and feelings in written form. According to Saleh Abbas (2006), writing skills are the ability to communicate ideas to others through written language, where accuracy in the use of language, vocabulary, and grammar is needed to ensure that the message can be well understood by the reader. This is in line with Tarigan's (2017) opinion, which states that writing is a language skill used for indirect communication, allowing writers to convey information without face-to-face contact. Everyone can communicate with others, remember facts and ideas, and express feelings and thoughts through writing. The issue of writing activity in academic phenomenon is becoming more and more prevalent, particularly in the research domain. This is brought on by the development of issues and discussions over the standard of writing required by the rules for writing recipients and the function of context. (Sidabutar and Pambulon, 2024).

Analytical Exposition Text

An analytical exposition text is one that aims to convince readers that something ought to be in the case, according to Anderson (1997:2-3). A spoken or written material that aims to convince readers or listeners that something is true is called an analytical exposition. According to that approach, the purpose of an analytical exposition text is to sway readers' opinions by providing arguments that serve as the main justifications for the main points of the argument.

1. The Generic Structure of Analytical Exposition Text
2. The Language Feature of Analytical Exposition Text

Error Analysis

In linguistics, error analysis is a method used to recognize, categorize, and comprehend mistakes produced by language learners. Error analysis, according to Corder (1981), is a thorough examination of mistakes made during learning a language and the identification of their causes. According to Corder, these mistakes should be avoided, but they can also reveal important information about how students are acquiring the language and how well they comprehend grammar they are learning.

1. Type of Error
 - 1) Omission
 - 2) Addition
 - 3) Misinformation
 - 4) Misordering

Previous Research

There are a few studies related to the inflection problem that are useful for supporting the researcher thesis. The following studies have a similar analysis to the written, namely regarding the infleksi affix. These studies can provide more detailed information to support the researcher thesis on the difficulties of inflection with their own personal experiences.

Conceptual Framework

Errors are inevitable in the learning process; they occur consistently and reveal a lack of understanding on the part of the learners. Every language talent, even writing in English, which requires in-depth language understanding, has errors. Because writing requires the application of complex linguistic structures and rules, it is regarded as the most challenging ability for language learners. For sentences to be effective, all of the words used in writing should be in the proper form. Writing elements like vocabulary, grammar, and coherence should all be properly arranged to convey the information.

RESEARCH METHOD

Because this study dealt with data in the form of words rather than statistics, the researcher employed a descriptive qualitative design. According to Ary et al. (2002), the qualitative investigation aimed to comprehend the phenomenon by concentrating on the overall picture instead of dissecting it into individual elements. In order to explain how surface structures were changed by removing essential components, adding extraneous or misleading information, and rearranging the essential components, the data was examined and evaluated using Day et al.'s surface strategy taxonomy.

In this research, the researcher subjects were taken from class XI students of SMA Negeri 3 Medan. There were 25 students who participated in the study. The researcher chose class XI 3.3 as the object of the research, which consisted of two classes, but focused on one class, namely XI 3.4, which consisted of 25 students. The study was conducted at SMA Negeri 3 Medan.

A person's photography journal, private letter, or narrative could all be considered personal documents. A lesson plan, report book, final exam, semester exam, or official letter could all be considered formal documents. The researcher of this study used a paper test, which was classified as a formal document. In order to examine students' errors in inflectional affixes when composing analytical exposition texts, the researcher used the students' tests as documentation.

According to Sugiyono (2015:225), there are four ways to get data: 1). observation; 2). interview; 3). Triangulation (Documentation, 4). The method of gathering data with documentation was employed by this researcher. From the theory above, the researcher used the technique of collecting data as follow:

1. Requesting that students create text with analytical exposition
2. Setting aside 90 minutes for this writing assignment
3. Gathering student texts via group WhatsApp
4. Identifying, categorizing, and calculating the percentage of the students' text's incorrect inflectional affixes

The process was conducted in a transparent and methodical manner prior to the research being carried out. The researcher took several actions to identify faults in students' use of inflectional affixes during the data analysis process. The researcher conducted the following analysis based on the theory:

1. Data Reduction
2. Data Display

There were four triangulation approaches since, in accordance with Cohen's (2000) theory, triangulation was a mix of two or more data collection methods: (1) triangulation of

sources, (2) triangulation of researchers, (3) triangulation of approach, and (4) triangulation of theory.

HASIL DAN PEMBAHASAN

DATA

This study was based on the descriptive qualitative method. The data was identified and classified into their types of errors based on surface strategy taxonomy by Dulay based on the theory errors are classified into four types omission, addition, misformation, and misordering. The population based on the researcher conducted on 13 March, 2025 at SMA N 3 MEDAN and the sample was taken from 25 students. But the researcher chose only 9 students' paper that will be sampled to be tested in order to get the data. The researcher focused on inflectional affixation in this research and the following data was taken from analytical exposition text. From the students' paper, the researcher found 25 items of data error. The description types of students' error are made by the students in analytical exposition text that made by the students can be shown in the table below.

Table 2.
The Data Student's Writing Analytical Exposition Text

The initial of students	Data of Error
M.F	1). Misused of social media 2). Especially young people experiences online 3). It is recognized its dangers 4). Which can leads to anxiety
A.N.H	5). We need carefully and regularly 6). Behind the convenience and comforts 7). So as not to damages our social and mental life
N.S.H	8). The use of social media must be dones wirely 9). So that it's negatively impacts can minimized
I.A.S	10). Which can negatively affectly circulation 11). Can simulated the brain can cause sleep issues
N.H.P	12). Social media has becomes an integral part of our lives 13). Which can negatively affectly circulation 14). While social media can brings many benefits 15). It is crucial to recognized the potential danger it poses 16). Teenagers cant't harness the benefits
A.A.G	17). Can find information or communication with distand related 18). Feel bullied and even damage due 19). To the negative commentd we see
F	20). Solates user in liked minded groups
A.R.S	21). Low quality sleeping
S.B	22). Technology is getting more sophisticated develop 23). Negative impacts also obtain from social media 24). Which unknowlingly invites riduale and cyberbully

25). The addictive nature of it brings negative impacts

3 DATA ANALYSIS

After the data had been collected, the students' inflectional error made by students in writing analytical exposition text based on the theory of Dulay, namely error of omission, addition, misformation, and misordering and dominant type of inflectional error become the data of the research from the students' paper. The researcher found out 25 error data from 9 students. The students' error in writing analytical exposition text can be seen below.

Table 3.
The Data Students' Error and Description

The initial of Students	Data of Error	Types of Error	Correct Construction
M.F	1). <u>Misused</u> of social media	Addition	Misuse of social media
	2). Especially young people <u>experiences</u> online	Addition	Especially young people experience online
	3). <u>Depreas</u> self confidence due to comparing personal life	Omission	Depreased self confidence due to comparing personal life
	4). Which can <u>leads</u> to anxiety	Addition	Which can <u>lead</u> to anxiety
A.N.H	5). We need carefully and <u>regularly</u>	Addition	We need carefully and regulated
	6). Behind the convenience and <u>comforts</u>	Addition	Behind the convenience and comfort
	7). So as not to <u>damages</u> our social and mental life	Addition	So as not to damage our social and mental life
N.S.H	8). The use of social media must be <u>done</u> wirely	Addition	The use of social media must be done wirely
	9). So that its <u>negatively</u> impacts can be minimized	Addition	So that its negative impacts can be minimized
I.A.S	10). Which can negatively <u>affectly</u> circulation	Addition	Which can negatively <u>affect</u> circulation
	11). Can <u>simulated</u> the brain can cause sleep issues	Addition	Can simulate the brain can cause sleep issues

N.H.P	12). Social media has ³⁴ becomes an integral part of our lives	Addition	²⁷ Social media has become an integral part of our lives	
	13). Cyberbullying can lead to the <u>depressions</u>	Addition	Cyberbullying can lead to the depression	
	14). While social media can <u>brings</u> many benefits	Addition	While social media can bring many benefits	
	15). It is crucial to <u>recognized</u> the potential danger it poses	Addition	It is crucial to recognize the potential danger it poses	
	16). Teenagers <u>cant't</u> harness the benefits	Addition	Teenagers can harness the benefits	
	A.A.G	17). Where people can find information or communication with distand <u>related</u>	Misformation	Where people can find information or communication with distand <u>relatives</u>
		18). Feel bullied and even <u>damage</u> due	Omission	Feel bullied and even <u>damaged</u> due
F	19). To the negative <u>commentd</u> we see	Misformation	To the negative comments we see	
	20). Solates user in <u>liked</u> minded groups	Addition	Solates user in like <u>minded</u> groups	
A.R.S	21). Low quality <u>sleeping</u>	Addition	Low quality sleep	
S.B	22). Technology is getting more sophisticated <u>develop</u>	Misformation	Technology is getting more sophisticated developed	
	23). Negative impacts also <u>obtain</u> from social media	Misformation	Negative impacts also obtained from social media	
	24). Which unknowingly invites riduale and <u>cyberbully</u>	Misformation	Which unknowingly invites riduale and cyberbullying	
	25). The <u>addictived</u> nature of it brings negative impacts	Addition	The <u>addictive</u> nature of it brings negative impacts	

1. Types of Error

Based on the explanation in the data analysis, the researcher found that there are three types of errors based on surface strategies made by class XI students of SMA N 3 MEDAN in writing analytical exposition texts, researcher have conducted research on 25 students. Of these, it was found that 9 students made errors in writing analytical exposition text. This finding shows that there is a certain percentage of students who still have difficulty in composing text with appropriate structure and rules, namely omission, addition, and misformation errors.

1) Error of Omission

An omission is a type of inaccuracy where the researcher typically modifies or omits words. According to Dulay (1982:154), omission is defined as the omission of a necessary component of a coherent speech. It indicates that students are missing a language framework. In this investigation, the researcher found 2 errors in this study. The information below provided multiple examples of error made by the pupils.

Data 18:

Feel bullied and even damage due

Data Analysis 18:

The student make error by omitting suffix-ed verb because in passive voice sentence must followed by past participle after auxiliary or to be. The correct form could be *feel bullied and even damaged due*.

Based on the data analysis the researcher found that percentage of omission :

Percentage of Omission is: $\frac{2}{25} \times 100 = 8\%$

2) Error of Addition

The opposite of omission is addition, according to Dulay (1982:156). The presence of an item that must not be present in well-formed utterances is what distinguishes them. It indicates that addition is a component of error that shouldn't be necessary for sentence construction. The researcher of this study discovered 18 error items. Several examples of error made by the pupils were shown in the data below.

Data 2:

Especially young people experiences online

Analysis Data1:

The student made error by adding -s in the word identifies should not be used because the subject was plural noun. The correct is *Especially young people experience online*

Percentage of Addition is: $\frac{18}{25} \times 100 = 72\%$

3) Error of Misformation

The usage of incorrect morphemes or structures is a characteristic of misformation errors, according to Dulay (1982, 158). In other words, misformation is one of the error that teachers discover when students write paragraphs utilizing incorrect sentence structures. The following data showed multiple examples of error made

by the pupils, and the researcher of this study discovered 5 error items of misformation.

Data 17:

Where people can find information or communication with distand related
Analysis Data 2:

The error occurred because the student misinformed the structure. The students put past participle in the word it should plural. The correct is *Where people can find information or communication with distand relatives.*

Percentage of Misformation is: $\frac{5}{25} \times 100 = 20\%$

Research Findings

17 There were some findings from analysis of the data in this study. The findings

1. The types of inflectional affixes errors found error of omission, error of addition, error of misformation.
2. The percentage of omission 8%, addition 72%, misformation 20%,
Percentage of students error on inflectional affixes:

- 1). Omission : $\frac{2}{25} \times 100 = 8\%$
- 2). Addition : $\frac{18}{25} \times 100 = 72\%$
- 3). Misformation : $\frac{5}{25} \times 100 = 20\%$

Table 4.3 Research Findings

No	Types of Errors	Frequency	Percentage
1.	Omission	2	8%
2.	Addition	18	72%
3.	Misformation	5	20%
	TOTAL	25	100%

2 It can be seen from the table above, the errors were made by students in the test. The students made errors in the test with 30 totals. From the frequency and percentage above, in the test students made the dominant errors in Addition, and the least error in misformation

Discussion

40 In this study the researcher used surface strategy taxonomy by Dulay. There are Omission, Addition, Misformation and Misordering, which are theories in testing errors made by eleventh grade students of SMA N 3 MEDAN and the object is Analytical Exposition Text. The results of this study, students were more dominant in making error of Addition. After collecting the data from the students. The researcher got common of errors from their sentences based on surface strategy taxonomy by Dulay, they were omission, addition, misformation, and misordering. From the explanation above, not all errors occurred in inflectional affixes in writing analytical exposition text. After identifying and classifying the types of errors, then proportions (frequency and percentage) were determined.

Based on the finding of research above, in this study the researcher found error of Omission 8%, Addition 72%, and Misformation 20%. The researcher found that the highest

frequency of errors made by students in writing analytical exposition text on surface strategy taxonomy was Addition 72% meanwhile the lowest one was omission with 8%. In this study found error of using suffix -s, -ed, ng, progressive tense, third singular person and past tense. This research has limitations and there may be unavoidable errors, both systematic and random, but have been attempted to be minimized through instrument testing, etc.

From the data analysis discussion, -s is the most frequently misused morpheme, followed by -es and -ly. This is also supported by the general trend in English language learning where the use of -s (both as a plural marker and third person singular present tense) is often the main source of student errors. The reason for the most -s errors is because -s is used in two main functions: as a plural marker on nouns and as a present tense marker on third person singular verbs.

Students often make error by either adding -s inappropriately (addition) or not adding it when needed (omission). The frequency of using -s in English sentences is higher than -es and -ly, so the chances of errors are also greater.

1. Error of Omission

In this case, the students made errors in test 8%. The students did such errors because they forgot to put some items for the sentences. For example Depreas, damage the student make error by ommiting suffix -ed verb because in passive voice sentence must followed by past participle after auxiliary. The correct from should be "*depreased, damaged*"

2. Error of Addition

A language blunder known as an addition error happens when someone adds an extraneous element to a statement, rendering it grammatically incorrect. In this case, the students made 72% addition errors in the test in their sentence. they add some items that should be not appear. For example: Especially young people experiences online. The student made error by adding -s in the word identifies should not be used because the subject was plural noun. The correct is "*Especially young people experience online*"

3. Error of Misformation

Misformation is a part of errors that teachers found in writing paragraphs of the students that using the wrong structure in arrangement sentences. In this research, the students made 20% error of misformation. For example: Negative impacts also obtain from social media The error occurred because the student misinformed the structure. The students put past participle in the word it should plural. The correct is "Negative impacts also obtained from social media"

To conclude the research above, the addition error is the type of error that most students make in this study. It may be caused by many factors such as lack of knowledge of students, lack of understanding of the three categories of omission errors, or wrong teaching methods. So, even though they have been taught about it, they may still be confused and make error. so that this research is contributed so that teachers and students can minimize errors in writing through reading this research, so that when the teacher teaches students with appropriate teaching and students understand the teaching, it will make this research useful for education, especially in writing.

According to Victoria Fromkin in her theory of morphology, inflectional affixes are affixes that do not change the basic meaning or word class of the word they affect,

but only provide additional grammatical information such as time, number, possession, or other aspects related to sentence structure. Fromkin explains that inflectional affixes function to indicate syntactic relationships in a sentence, such as changes in verb tense to reflect time (e.g. "walk" to "walked") or changes in noun tense to indicate number (e.g. "cat" to "cats").

In analyzing the errors, researcher used the theory of Dulay, Burt, and Krashen (1982) which focuses on the classification of errors in language learning. This theory divides errors into three categories: interlingual, intralingual, and developmental errors. The results of the analysis show that most of the errors found in students come from intralingual errors, where students apply the wrong rule in an inappropriate context. This indicates the need to strengthen students' understanding of correct grammar rules.

In this study, researcher also refer to Wibowono's (2022) theory which emphasizes the importance of the communicative approach in language teaching. The focus of this study was to evaluate the effectiveness of the project-based teaching method in improving students' writing skills. The results showed that students involved in this method showed significant improvement in their writing skills, especially in terms of creativity and the use of more varied vocabulary.

Furthermore, researcher used Ninsiana's (2018) theory which focused on analyzing errors in the use of tenses in English sentences. The focus of this study is to identify the most common types of errors that students make in the use of tenses. The findings of this study show that errors in the use of tenses most often occur in the past tense, where students are often wrong in choosing the right verb form. This suggests the need for more intensive practice in the use of tenses.

The similarity between my findings and those of Wibowono and Ninsiana lies in the same focus of error analysis, which is in the context of language learning. However, the difference lies in the types of errors analyzed; researcher put more emphasis on intralingual errors, while Wibowono focuses on teaching methods and Ninsiana on the use of tenses. The uniqueness of my research is the more holistic approach, combining error analysis with effective teaching methods, thus providing a more comprehensive picture of the challenges students face in learning a language.

CONCLUSION

Based on analysis of the data, the researcher concluded that there were commons of inflectional affixes errors by students in writing analytical exposition text based on surface strategy taxonomy. They are in form of omission, addition, misformation, and misordering. Of the 25 students studied, it was found that 9 students made error in writing analytical exposition text. This shows that there is a percentage of students who experience problems in certain aspects that are the focus of this study. From the data, the results found or (frequency and percentage) of students' errors in writing analytical exposition texts are omission by 8%, addition by 72%, and misformation by 20%, therefore, this study shows that Addition error is the dominant type of error or the highest error made by students.

Addition errors are the most dominant in the writing of analytical exposition texts by students, for several reasons that are quite common in the process of learning to write,

especially in a second language. Here are a reasons why Addition errors are the most common: Because lack of understanding of English sentence structure Students often add unnecessary words, phrases or even clauses because they don't fully understand how sentence structure in English works. They feel that the sentence is not "complete" when in fact it is enough. For example especially young people experiences online. Error: unnecessary addition of "s" in the sentence experiences.

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