



# Inaccuracies Analysis of Students' Writings for Inflectional Affixes

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**Abstract:** The primary aim of this research is to identify and analyze the types of inflectional affix errors present in the writings of sixth-semester students majoring in Medical Laboratory Technology at Indonusa Polytechnic Surakarta. The study employs a qualitative method, examining 11 samples of students' writings to identify, explain, classify, and evaluate the errors. Results reveal that the most frequent error is in the use of plural suffixes (-s/-es), accounting for 59.37 % of total errors, followed by errors in third person singular verbs (-s) 20,31 %, and past tense (-ed) with 6,25 %, then past participle -en/ed with 6,25 %, after that progressive -ing 3,12 %. The least common errors involve possessive ('-s) forms with 3,12 % and superlative (-est) with 1,56 %, while no errors were found in comparative (-er) usage or 0 %. The findings highlight the need for more focused grammar instruction, particularly in morphological awareness, to improve students' written accuracy. This study contributes to better understanding of the challenges learners face in mastering English morphology and offers insights for curriculum development and instructional strategies.

**Keywords:** Affixes, Error, Inflectional Affixes, Student's Writings, Morphology

## Introduction

Language, a collection of signs used to convey ideas, feelings, and thoughts to others, is inextricably linked to human existence (Monteiro, 2022). Meanwhile, The systematic way that words are combined in human language allows us to think about our immediate surroundings, imagine, and interact with others (Pancawati, 2022). Consciously or unconsciously we always involve in communication every time and everywhere. One of the international languages which has an important role in science and technology is English. As the language of science and technology, From secondary schools to universities, English is taught as a mandatory subject and is regarded as the most learned foreign language. As a result, students must take their English studies more seriously. In this case, a teacher's role is required to help students who have difficulties in learning English. A teacher of English, of course, has to be able to make students feel comfortable in using English. Even though English is merely a foreign language in their country, students must utilize it accurately and exactly.

English is taught in schools as a foreign language in Indonesia so that students can communicate with each other and with foreigners. One out of five people in the world speak English, which is used in more than 70 countries (M. Mizanul Haq et al., 2024). Nowadays,

in addition to being the primary language for international commerce, academic conferences, science, international competition, and advertising, English is required for worldwide communication. Lots of books and mail are written in English. In developing country like Indonesia, Due to its adoption as one of the essential languages for communication, English proficiency is required of Indonesian. Many people from other countries come to Indonesia with different purposes, some of them are for business, and others are for studying or spending holidays. It does not matter what their purpose is, but the most important thing that we have to know is English dominantly used by them. As the host of the country, we have to be able to use English precisely.

English proficiency is essential for communication. Despite their lack of proficiency, many people are able to interact with one another in English. Grammar rules must be understood and known in order to be a proficient language user. Rules are meant to regulate how a communication system operates. Grammar is more of a language-internal study, it studies form and pattern in a more abstract sense (Mukarromah & Suryanto, 2022). Language is fundamentally organized according to grammar. Thus, mastering grammar is essential to learning a language. In order to become proficient in a language, we must thoroughly understand its grammar. Grammar is most widely defined as the study of sentence structure (Astri et al., 2023). If we are proficient in a language's grammar, we can quickly determine if a sentence is well-formed or not. Grammar mastery requires not just an understanding of the structure of a phrase but also a command of its subfields. Four subfields make up grammar itself (Ahrenberg, 1990). Here they are:

- a. Phonology
- b. Morphology
- c. Syntax
- d. Semantics

A formal grammar is a language's scientific model that explains what constitutes a grammatical (well-formed) sentence and what does not (Fadilah Fadilah, 2022). The grammar principles of the language must be understood or shared by the speaker and the listener in order to construct a coherent sentence. A language's grammatical principles are essential to understanding it.

To become a proficient language learner, one must master the four subfields mentioned above. In this study, the researcher does the research on the morphological field. Morphology is a subfield of grammar that focuses on the internal structure and formation of words (Isakova, n.d.). As language researchers, we must be aware of the structure of words. Of course, there are other subfields within morphology, but for the sake of this article, the researcher concentrates on the study of inflectional affixes.

Inflectional morphology never alters the syntactic category or transforms a word into another. Instead, it creates a different version of the same term (Pradana et al., 2021). English language students want to become proficient in this area of morphology. Proficiency with inflectional affixes is essential for creating coherent sentences. In order to become proficient with inflectional affixes, students must learn a lot about their regulations. In other words, Inflectional morphemes are morphemes that solely have a grammatical purpose; they never produce new words, just variations of existing ones (Arbi et al., 2022). Affixes in English are

used to highlight characteristics of a word's grammatical function rather than to create new word categories. With the use of inflectional affixes, one can determine if a word is singular or plural, past tense or past participle, comparative or superlative, third person present singular or progressive, and possessive or not. In English, Eight inflectional affixes are all that exist. They are here:

- |                                  |         |
|----------------------------------|---------|
| a. Past tense                    | → ed    |
| b. Past participle               | → en/ed |
| c. Third person present singular | → s/es  |
| d. Progressive                   | → ing   |
| e. Comparative                   | → er    |
| f. Superlative                   | → est   |
| g. Plural                        | → s/es  |
| h. Possessive                    | → 's    |

One issue that frequently appears in student writing is error. Errors are signs of learning failure that students often make either writing or speaking, and these errors are not to be willingly tolerated (Mustafa, 2021). It's not necessary to interpret errors made by students as failure. They, on the other hand, provide proof that they are acquiring the linguistic system. There are numerous errors that might be found in students' writings. In this study, the researcher focuses on the errors made when using inflectional affixes. For instance, the rule for forming plurals has been taught to English students. To make a noun plural, add the suffix -s. Nevertheless, geese is not the plural form of goose when we say, "We saw two geese." Certain exceptions exist in the formation of plurals in English. Internal change research provides an explanation for how these plurals are formed.

On the other hand, a common error is an error that is frequently made by the learners, they make some errors because of some cases, and one of them is language backgrounds (Sari et al, 2023). Some students continue to make errors while using inflectional affixes in their writing. Students commonly make errors in the following areas: creating the plural s/es and possession's, third person present singular -s/es, progressive -ing, past tense -ed, past participle -en/ed, comparative -er and superlative -est.

Meanwhile, errors are indispensable to learners since the making of errors can be regarded as a device the learner uses in order to learn (Jat et al., 2024). There is a need for students to recognize the significance of errors which occur on their writings. Errors in the language learning process are as an effective means of improving grammatical accuracy. There are some steps used to analyze the errors (Manihuruk, 2022). Here they are:

- a. giving written test
- b. collecting the result of written test
- c. identifying of error
- d. explaining of error
- e. classifying of error
- f. evaluating of error

A mistake is something that students do because of accident or the result of bad judgement (Purba, 2022). Lots of mistakes are frequently encountered on students' writings. These result from a lack of attention. Sometimes students are too lazy to proofread their work after finishing, which makes it easier to find additional mistakes. A mistake produced by a learner is when writing or speaking and which is caused by lack of concentration, exhaustion, carelessness, or some other facet of performance (Nguyen, 2024). Indonesian students often make some mistakes on their writings. They know what it should be exactly, this mistake happens because of slip of the hand or less of concentration.

Writing system is a system of written symbols which have meaning in order to communicate to each other by using symbols or letters. Those symbols or letters represent the sounds, syllables, or words of a language (Fadilah, 2022). Writing is one way to communicate with others, thus we must learn how to write in English fluently. If we want to convey a message, we should write it clearly to prevent misunderstandings by the reader or recipient. Writing system is a given set of written marks which are used together with particular set of convention for their use (Kartini & Universitas, 2020). The use of writing has an important role in all fields so that we have to comprehend and know well the rules of writing.

Linguists have identified a wide variety of definitions of morphology. The study of morphemes and their arrangement to create new words, as well as how words acquire the attachment of constituents, is known as morphology (Agustina et al, 2022). In order to create new words or simply alter their grammatical function, many English words have elements attached to them. A language's use of words to express ideas is crucial. Without words, we could not express our thoughts, which is why words are so crucial to a language. Even though we can learn millions of words in a language, we still do not understand how they are put together. If, for instance, we wish to look up the definition of "unreasonable" in the Oxford Advanced Learner's Dictionary, we will not be able to do so simply by searching for the word. We can determine it by speculating on the meaning of the word "reasonable"'s prefix "un.". Morphology is the study of morphemes which are the smallest significant units of grammar (Guna et al, 2024). Studying morphology is the same as studying words, and studying words also means learning their constituent elements. One of the most crucial aspects of understanding morphology is studying words. Studying morphemes is a necessary part of word study. Morpheme is a minimal unit of meaning or grammatical function (Millaku, 2017). We can see that English words like plays, player, played, and playing are made up of one element, play, and several other elements, known as morphemes, such -s, -er, -ed, and -ing. The morphemes themselves fall into two categories: free morphemes are those that may function as single words on their own, such as wait and close. Bound morphemes, such as ed, s, re, and others, are morphemes that are unable to stand alone and must be joined to other forms. Morphology is the study of how words are formed from more manageable, meaningful units (Bollmann & Sogaard, 2021). To become proficient in English, students must learn morphology. Generally speaking, morphology is the study of words. At least one morpheme is present in a word; for example, the word "table" has just one morpheme in the singular; to make it plural, simply add the suffix "-s".

Many words from other languages are adopted into English in that it demands us as researchers to study how they are adopted into English. On this occasion, the researcher

would like to describe how the word formation is done. There the word formations in English that also have to be studied in the fields of morphology. To know more about morphology, we need to study the sub-fields of morphology, there are many more sub-fields on morphology. Mastering morphology means mastering the sub-fields of it.

Here are a few of the many definitions of affixes in English. English affixes are the additions of meaningful dependent elements both before and after the base form to a word that is purely to show the function of its word (Siregar, 2021). One of the terms in the field of morphology that students must thoroughly learn and comprehend is an affix. Knowing when and when to add an affix to a word is essential for English language learners. Students can discover how an affix is connected to a word through education. For instance, words like replay, reread, and others require the suffix -re, which has meaning again, to come before them. Many English words cannot be deconstructed into their grammatical components, as we must be aware. A, boy, yes, etc. are composed of a base or stem form and cannot be broken down into grammatical components. An affix is the study of bound morphemes which can occur before, within, or after a base, and bound morphemes cannot occur independently, they must attach to a word (Tahir et al., 2023). Since affixes are unable to stand alone, they are all bound morphemes. In English, there are a variety of affix types. They are here:

- a. Prefixes are affixes that are appended to the beginning of words. For example, the prefix -un is attached to the word -do, forming -undo. In English, prefixes only serve lexical purposes.
- b. Suffixes are affixes that come after a word, for example, suffix -ful that is attached to the word -beauty becomes beautiful. Suffixes in English have two kinds. Firstly, suffixes that change the meaning of words and have purely lexical meaning are called derivational suffixes such as ness, ship, etc. Secondly, inflectional suffixes, such as -s to indicate plural nouns and -ed to indicate the past tense, are those that are used to demonstrate purely grammatical functions.
- c. Infixes are bound morphemes that are put inside words. Although infixes are uncommon in English, the word "frickin" in absofrickinlutely may be an exception. Absolute is the root of the word, and the suffix -ly is added to its base form. The word "absolutely" becomes "absofrickinlutely" when it is infixed with "frickin." Finding infixes in English is challenging because this form is not typically found in English.
- d. A circumfix is an affix that surrounds a word and attaches to both its beginning and finish. There aren't many examples of circumfixes like embolden and enlighten in English. The word "embolden" is created by circumfixing the words "bold" and "em-" to create a new word.

Bound morphemes which are added to the base word before or after a word are called affixes. There are just two types of affixes in English. Here they are:

- a. Attaching bound morphemes to the start of words is known as a prefix. This phrase is essential in usage; many prefixes, including un, pr, inter, re, trans, sub, and others, are commonly used in English. Every word has a prefix at the beginning, which can either highlight a new term's meaning or simply alter its function.
- b. A suffix is a bound morpheme that is appended to the end of a word. Derivational and inflectional affixes are two types of suffixes. The fact that an English word can have both derivational and inflectional affixes at the same time makes studying suffixes more difficult.

The researcher would like to examine how students use inflectional affixes in their writing. The part of speech of words remains unchanged when inflectional affixes are used, but they only change the grammatical function or the meaning of the words. According to experts, there are some definitions of inflectional affixes. Inflectional morphology is the study of bound morphemes that are attached to the words, but they do not change the words into others, rather they produce new forms of the same words (Wirahmi Bay et al., 2023). For example, a noun's plural form is created when the suffix -s is added, not a new word. Three characteristics are frequently used to differentiate inflectional affixes from derivational affixes in English. The following are the three requirements for inflectional affixes

First, Inflectional affixes never alter the meaning type's grammatical category (see figure 3).

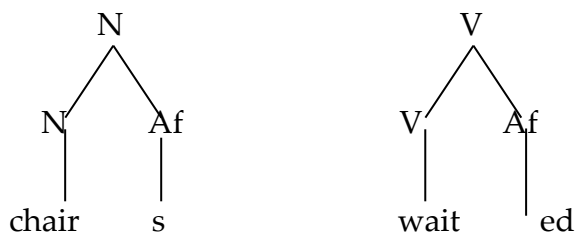


Figure 1. inflectional affixes

The noun chair, which has been suffixed with -s in figure 3, is still a noun and has the same meaning as the base, even if chairs from chair refer to multiple items rather than simply one. The suffix "-ed," which is appended to the verb "wait," indicates that the action was performed in the past. It doesn't alter the definition of the word or its category. The basis of the term is still a verb.

Second, Derivation is followed by the placement of inflectional affixes (see figure 4).

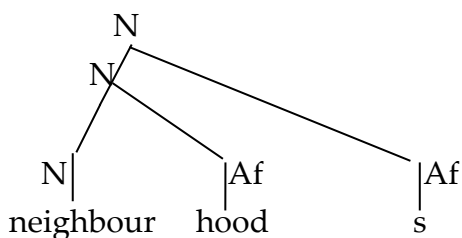


Figure 2. positioning of inflectional affixes

The noun "neighborhoods" has two affixation procedures in figure 4. First, neighborhood becomes a noun after the derivational affixes -hood are attached to the noun -neighbor. Subsequently, the noun-neighborhood that has undergone derivational attachment receives additional inflectional affix attachments, resulting in neighborhood formation.

Third, Productivity is an inflectional affix. Productivity is defined as the ease with which inflectional affixes can be freely combined with bases of the proper type and readily affixed to the bases. For example, any nouns that permit a plural form, particularly regular nouns, can be combined with the suffix -s. Inflectional morphemes, of course, have some characteristics that have to be studied. Here they are:

- a. Do not ever change the meaning or part of speech, they change grammatical function only. E.g. big as an adjective gets inflection -er, it becomes bigger, the word bigger is still adjective.
- b. Indicate semantic relation between different words in a sentence. Present tense morpheme -s/es denotes agreement with the third singular subject. E.g. he eats bananas every day. Verb-eat gets inflectional morpheme-s to show that the verb-eats agrees with the third singular subject-he.
- c. Occur with all members of some large class of morphemes. E.g. plural morpheme-s occurs with most nouns.
- d. Occur at the margins of words. E.g. the plural morpheme-s always comes at the end of a word.

Meanwhile, inflectional morphemes are the inflection of morpheme to a word that is not to produce a new word, but rather to show grammatical function of a word (Woretma et al., 2024). In English, inflectional morphemes have three categories:

- a. Noun, inflectional morphemes that attach to the noun are -s/es (plural) and -'s (possessive).
- b. Verb, inflectional morphemes which attach to the verb are -s/es (3<sup>rd</sup> person present singular), -ing (progressive), -ed (past tense) and -en/ed (past participle)
- c. Adjective, inflectional morphemes which attach to the adjective are -er (comparative) -est (superlative).

All inflectional morphemes in English are suffixes. The eighth of inflectional morphemes have different use and function. Suffix -s/es (plural) is used with noun and to show that the noun is plural. Possessive -'s is to show the ownership of something. Verb -s/es is to indicate that the verb is singular in that the subject should be singular or third person present singular. Progressive -ing is to show that the activity is in progress. Past tense -ed is to indicate that the activity happened in the past. Past participle -en/ed is used in present perfect or past perfect. Comparative -er is used with adjectives that have only one or two syllables, and it is to compare two equal things. Superlative -est is also used with adjectives with one or two syllables, and it is to find out which one is the best or the most outstanding of more than two items.

This time, the researcher did the research at an Indonusa Polytechnic Surakarta and took the materials from students' writings. The reason is that a lot of students still make some errors on their writings in applying inflectional affixes eventhough they are university

students. The use of inflectional affixes should be proficient in the writing of university students. Therefore, the use of inflectional affixes should not be problematic in the texts. When it comes to using English inflectional affixes in their writing, many Indonesian students still make mistakes. Students frequently make errors when they affix the plural -s/es to a typical plural word, for instance. In order to apply the plural -s, the researcher used a vague sample of student writing. It's here, "There are many school such private school and public school." It is necessary to add the suffix -s to the school word in order to make it plural because it operates as a plural noun in the sentence. The phrases are grammatically incorrect or poorly constructed if inflectional affixes are not used appropriately. The researcher's primary motivation for analyzing inflectional affixes is to determine how well sixth semester medical laboratory technology majors at Indonusa Polytechnic Surakarta master them.

## Methodology

In order to conduct this research, student writing materials were used. The data were then examined. The qualitative method was employed in this study. The qualitative method is one that performs research using words, sentences, schemes, and images. This emphasizes meaning by context rather than by employing numerically measurable data. With the qualitative approach, we gather information through case studies, interviews, surveys, and observation (Koniah et al., 2021). The population was the sixth semester students of medical laboratory technology consisted of 11 students at Indonusa Polytechnic Surakarta.

Each writing sheet was examined by the researcher to gather additional specific information. The researcher provided a description using tables or phrases. On the papers, the researcher attempted to find errors that students made, particularly when using inflectional affixes. The researcher then clarified the errors made by the students, why they were incorrect, and what they ought to have been. Classifying the errors into the many categories of inflectional affix faults came next, following their identification and explanation. Finding out which inflectional affix errors were most and least common in their papers was the final stage in the evaluation process.

## Result and Discussion

In this research, the researcher is going to analyze the data of students' writings in order to find out more accurate data. There are eleven pieces of sheet of writings which are going to be analyzed. The researcher uses samples instead of names of the writers to simplify the analysis. Here they are:

### a. Sample 1.

No	Identification of Error	Classification of Error	Appropriate Sentence
1.	The final exam was very difficult, so nervous, and <i>need</i> much preparation.	Past tense	The final exam was very difficult, so nervous, and <i>needed</i> much preparation
2.	The math was the most <i>easier</i> subject.	Superlative	The math was the <i>easiest</i> subject.
3.	I went vacation with all of my <i>friend</i> to Bandung.	Plural	I went vacation with all of my <i>friends</i> to Bandung.

4.	As we know that <i>globalization's era</i> will come to Indonesia.	Possessive	As we know that <i>globalization era</i> will come to Indonesia.
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Types of errors of inflectional affixes and numbers on sample 1 are:

1. Past tense → two (2)
2. Superlative → one (1)
3. Plural → five (5)
4. Possessive → one (1)

b. Sample 2.

No	Identification of Error	Classification of Error	Appropriate Sentence
1.	It <i>mean</i> that we can choose for living in a small town.	Third person present singular	It <i>means</i> that we can choose for living in a small town.
2.	They live in a city that has many <i>actress</i> .	Plural	They live in a city that has many <i>actresses</i> .

Types of errors of inflectional affixes and numbers on sample 2 are:

1. Third person present singular → one (1)
2. Plural → four (4)

c. Sample 3.

No	Identification of Error	Classification of Error	Appropriate Sentence
1.	Every school in Indonesia <i>using</i> English lesson.	Third person present singular	Every school in Indonesia <i>uses</i> English lesson.
2.	Many <i>place</i> provide English program.	Plural	Many <i>places</i> provide English lesson.

Types of errors of inflectional affixes and numbers on sample 3 are:

1. Third person present singular → one (1)
2. Plural → six (6)

d. Sample 4.

No	Identification of Error	Classification of Error	Appropriate Sentence
1.	Why they <i>chosen</i> it.	Past participle	Why they <i>choose</i> it.
2.	Many people who <i>lives</i> in a big city ...	Third person present singular	Many people who <i>live</i> in a big city ...
3.	Because living in a big city is more <i>advantage</i> than a small town	Plural	Because living in a big city is more <i>advantages</i> than a small town.

Types of errors of inflectional affixes and numbers on sample 4 are:

1. Past participle → one (1)
2. Third person present singular → four (4)
3. Plural → six (6)

## e. Sample 5.

No	Identification of Error	Classification of Error	Appropriate Sentence
1.	That are some of <i>reason</i> why many people do not care about education.	Plural	Those are some of <i>reasons</i> why many people do not care about education.
2.	They just <i>waiting</i> the job	Progressive	They <i>are just waiting</i> for the job
3.	Our earth which we <i>loved</i> can be saved ...	Past tense	Our earth which we <i>love</i> can be saved ...
4.	The conclusion is the education is very <i>need</i> by all of people in the world.	Past participle	The conclusion is the education is very <i>needed</i> by all of people in the world.

Types of errors of inflectional affixes and numbers on sample 5 are:

1. Past tense → one (1)
2. Past participle → one (1)
3. Progressive → one (1)
4. Plural → one (1)

## f. Sample 6.

No	Identification of Error	Classification of Error	Appropriate Sentence
1.	Many <i>country</i> use English for their language.	Plural	Many <i>countries</i> use English for their language.
2.	... <i>globalization's</i> era.	Possessive	<i>Globalization</i> era.

Types of errors of inflectional affixes and numbers on sample 6 are:

1. Plural → six (6)
2. Possessive → one (1)

## g. Sample 7.

No	Identification of Error	Classification of Error	Appropriate Sentence
1.	There are many events such as a good <i>events</i> or bad <i>events</i> .	Plural	There are many events such as a good <i>event</i> or bad <i>event</i> .

Types of errors of inflectional affixes and numbers on sample 7 are:

1. Plural → three (3)

## h. Sample 8.

No	Identification of Error	Classification of Error	Appropriate Sentence
1.	He is easy to get angry and often <i>hit</i> his wife.	Third person present singular	He is easy to get angry and often <i>hits</i> his wife
2.	He just <i>asked</i> his son to get some money by becoming a street singer.	Past tense.	He just <i>asks</i> his son to get some money by becoming a street singer.
3.	People who <i>are having</i> education oriented want to do something ...	Progressive	People who <i>have</i> education oriented want to do something ...

Types of errors of inflectional affixes and numbers on sample 8 are:

1. Past tense → one (1)
2. Third person present singular → five (5)
3. Progressive → one (1)

i. Sample 9.

No	Identification of Error	Classification of Error	Appropriate Sentence
1.	But they do not always <i>known</i> more.	Past participle	But they do not always <i>know</i> more.
2.	<i>Kind</i> of education are play group, kindergarten, ...	Plural	<i>Kinds</i> of education are play group, kindergarten, ...

Types of errors of inflectional affixes and numbers on sample 9 are:

1. Past participle → one (1)
2. Plural → three (3)

j. Sample 10.

No	Identification of Error	Classification of Error	Appropriate Sentence
1.	There are many <i>school</i> such as private school and public school.	Plural	There are many <i>schools</i> such as private school and public school.
2.	In the private school the teacher always <i>come</i> .	Third person present singular	In the private school the teacher always <i>comes</i> .

Types of errors of inflectional affixes and numbers on sample 10 are:

1. Third person present singular → one (1)
2. Plural → two (2)

k. Sample 11.

No	Identification of Error	Classification of Error	Appropriate Sentence
1.	English is very important in our life <i>start</i> from kindergarten.	Past participle	English is very important in our life <i>started</i> from kindergarten.
2.	Some <i>company</i> need an employee who knows English.	Plural	Some <i>companies</i> need an employee who knows English.
3.	Now she <i>regret</i> because she does not take English course.	Third person present singular	Now she <i>regrets</i> because she does not take English course.

Types of errors of inflectional affixes and numbers on sample 11 are:

1. Past participle → one (1)
2. Third person present singular → one (1)
3. Plural → two (2)

## Discussion

Following the researcher's analysis of the aforementioned samples, the prominent errors of inflectional affixes are performed in order to determine the proportion of each error.

No	Types of errors	Samples											Number Of Error
		1	2	3	4	5	6	7	8	9	10	11	
1.	Past tense –ed.	2	-	-	-	1	-	-	1	-	-	-	4
2.	Past participle –en/ed.	-	-	-	1	1	-	-	-	1	-	1	4
3.	3 <sup>rd</sup> person present singular -s.	-	1	1	4	-	-	-	5	-	1	1	13
4.	Progressive –ing.	-	-	-	-	1	-	-	1	-	-	-	2
5.	Comparative –er.	-	-	-	-	-	-	-	-	-	-	-	0
6.	Superlative –est.	1	-	-	-	-	-	-	-	-	-	-	1
7.	Plural –s/es.	5	4	6	6	1	6	3	-	3	2	2	38
8.	Possessive –'s.	1	-	-	-	-	1	-	-	-	-	-	2
Total												64	

$$\text{Past tense: } \frac{4 \times 100}{64} = 6,25 \%$$

$$\text{Past participle: } \frac{4 \times 100}{64} = 6,25 \%$$

$$\text{Third person present singular: } \frac{13 \times 100}{64} = 20,31 \%$$

$$\text{Progressive: } \frac{2 \times 100}{64} = 3,12 \%$$

$$\text{Comparative: } \frac{0 \times 100}{64} = 0 \%$$

$$\text{Superlative: } \frac{1 \times 100}{64} = 1,56 \%$$

$$\text{Plural: } \frac{38 \times 100}{64} = 59,37 \%$$

$$\text{Possessive: } \frac{2 \times 100}{64} = 3,12 \%$$

In this study, the researcher found that 6.25 percent of the past tense was incorrect. Students made this mistake because they were not proficient in past tense, which determines whether a statement belongs in the present or past tense. The past participle mistake was similarly 6.25 percent. When to employ the past participle in a phrase is still a mystery to many students. English learners should be able to tell whether a statement belongs in the past or the past participle. The third-person present singular mistake rate was 20,31%, according to the author. Students' English writing regularly contains this inaccuracy. This resulted from the students' failure to attach this suffix to a verb, which shows that they were not paying attention to the sentence's topic. The 3.12% progressive

error was made by students who did not fully understand how to use progressive. Progressive use has several purposes that students must learn, and it is not only used to display an activity in progress. The writer thought that students could use the suffix effectively because they did not notice any comparative -er faults in their work., Thus, the author thought they could make good use of this suffix. The superlative error was 1.56%. This was the lowest percentage that this study could find. Students made this error because they did not comprehend to which adjectives this suffix be attached. Due to their poor understanding of how to utilize the plural -s/es on a standard plural noun, students made the most percentage of plural errors in this study. Students should understand how to employ possessives in their writing when writing in English. The author discovered a possessive mistake of 3.12% in this study.

We can infer from the preceding table that some students' essays contain errors in the use of inflectional affixes. Following an analysis of students' writings, the researcher discovered multiple errors in the use of the above-mentioned inflectional affixes. The researcher can conclude that the most common inflectional suffix on student works is the plural s/es, which appears in 59% of cases, and the least common one is the superlative est, which appears in 1.66% of cases. The researcher of this study found no errors in the use of the inflectional suffix -ing.

## Conclusion

The researcher would like to conclude the errors of inflectional suffixes in its class through percentage. The Plural -s/es was 59,37 %, Third present person singular -s/es was 20,31 %, Past tense -ed was 6,25 %, Past participle -en/ed was 6,25 %, Progressive -ing was 3,12 %, Possessive -'s was 3,12 %, Superlative -est was 1,56 %, Comparative -er was 0 %. From the percentage, the researcher can infer that the error of inflectional suffix the most frequently appeared is plural -s/es, and the error of inflectional suffix the least frequently appeared is comparative -er.

To address the persistent errors, students need to actively engage with their lecturer, they should place a greater emphasis on their learning and dedicating more effort to practicing inflectional affixes in their writing. Students have to recognize their errors and actively seek ways to correct them. By being aware of their errors, they can avoid repeating similar errors in the future.

Furthermore, the author encourages other researchers to do more research deeper into the error analysis of inflectional affixes. This research should serve as a foundation for further discussions and investigations. It is essential to conduct more comprehensive studies that explore complexities of error analysis and provide sharper insights. By expanding on this research, future studies can contribute to a deeper understanding of the challenges that students face in using inflectional affixes in their writing.

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