



Analysis of Errors in the Use of Prefixes in Negotiation Texts of Grade X Students of Vocation High School

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Article Info	Abstract
Received: 2025-12-23 Revised: 2026-06-29 Accepted: 2026-06-30 Keywords: language errors, prefixes, negotiation text. DOI: 10.24256/ideas.v14i1.10271 Corresponding Author: Devinna Riskiana Aritonang devinna@um-tapsel.ac.id Indonesian Language Education Study Program, Muhammadiyah University of South Tapanuli, Padangsidempuan, Indonesia	<i>This study aims to describe the errors in the use of prefixes in negotiation texts of class X students of SMK Negeri 1 Sipirok. The method used is descriptive qualitative. The data are in the form of negotiation texts written by 26 class X Hospitality students with 11 male students and 15 female students. The results of the study show that there are 38 errors in the use of prefixes, namely di- by 47.4%, me- 26,3%, to- 15,8%, And ter- 10.5%. Errors are caused by a lack of understanding of morphological rules and the influence of spoken language.</i>

1. Introduction

The Indonesian language has a complex morphological system, one of which is characterized by the use of affixes. Affixation is the process of forming words by adding affixes to a base form with the aim of creating a new meaning or changing the word class. One of the most productive types of affixes in Indonesian is the prefix. Prefixes such as *ber-*, *se-*, *me-*, *di-*, *ter-*, *ke-*, and *pe-* have a very important grammatical function in forming effective and communicative sentence structures. Therefore, understanding the use of prefixes is a crucial aspect of language skills, especially writing.

In Indonesian language learning in secondary schools, writing skills require not only the ability to express ideas but also the accuracy of language rules. The accuracy of morphology, including prefixes, is an important indicator in assessing students' language skills. The process of affixation in Indonesian is not only related to word formation but also closely related to meaning and syntactic function in sentences (Abdul Chaer, 2015:78). Mistakes in the use of prefixes can lead to inaccurate meaning and reduce the quality of students' written language.

However, in practice, many students still experience difficulty using prefixes correctly. These errors can include using prefixes that don't match the base form, omitting prefixes that should be used, or using prefixes that don't fit the context of the sentence. This indicates that mastery of Indonesian morphology, particularly the use of prefixes, remains a challenge in Indonesian language learning in schools.

One type of text that demands precise language use is negotiation text. Negotiation texts are texts that describe the bargaining process between two or more parties to reach a mutual agreement. In their composition, negotiation texts require clear, effective language that adheres to Indonesian language rules. Therefore, errors in the use of prefixes in negotiation texts can affect the clarity of meaning and the effectiveness of the writer's intended communication.

Several previous studies have shown that morphological errors are still frequently found in students' writing. Relevant research analyzing prefix misuse in negotiation texts from 2020 to 2026 is as follows. Research conducted by Fernando et al. (2021) in the article *Analysis of Language Errors in the Field of Morphology in Student Writing* shows that morphological errors in student writing are quite high, especially in the use of affixes. Of the 49 error data found, most were errors in the use of prefixes compared to other types of affixes. Another study conducted by Rahayu and Aryanti (2022) *Analyzed Language Errors in Grade X High School Student Assignments*.

The results of the study showed that language errors in the field of morphology still frequently appear in student writing, especially in the use of word forms that do not comply with standard Indonesian language rules. Furthermore, Ningsih, et al. (2025) who researched *Analysis of Affixation Errors in Writing Negotiation Texts for Grade X Students of SMA N 1 Kejuruan Muda*. Novitasari, et al. (2025) *Analysis of Spelling Errors in Negotiation Texts of Grade X SMK Students*.

Based on these studies, it can be concluded that morphological errors remain a problem in Indonesian language learning, particularly in the use of affixes. Although various studies have addressed morphological errors in student writing, most of these studies focus on analyzing general errors in various types of texts, such as narrative essays, scientific papers, or student writing assignments. Research specifically analyzing errors in the use of prefixes in negotiation texts is still relatively limited.

Furthermore, previous research has generally been conducted at the junior high or senior high school level, and not many have examined the context of Vocational High School (SMK) students. In fact, SMK students are also required to have the ability to write texts in accordance with good and correct Indonesian language rules. Furthermore, the results of initial observations of the writing of 10th grade students at SMK Negeri 1 Sipirok, various errors were still found in the use of prefixes in negotiation texts written by students.

These errors include the use of the prefix *di-* which is exchanged with the preposition *di*, errors in the use of the prefix *me-* which does not follow the rules of phoneme fusion, and the use of prefixes that do not match the basic form of the word. This condition indicates that students' understanding of the use of prefixes in Indonesian still needs to be improved.

The novelty of this study lies in the focus of the study and the research object, which are different from previous studies. This study specifically analyzes errors in the use of prefixes in negotiation texts, which is one of the types of texts studied in the Indonesian language curriculum at the secondary school level. In addition, this study was also conducted on grade 10 students at SMK Negeri 1 Sipirok, an area that has not been widely studied in previous studies. Thus, this study is expected to provide new contributions to the study of language error analysis, especially in the field of morphology in learning negotiation texts at the vocational high school level.

2. Method

The research method is the tools, procedures, and techniques chosen in conducting the research (in data collection). This study uses a qualitative descriptive research method, namely research conducted by collecting data in the form of samples. Objects are elements that can together with the research target that form the data and data context (Rahayu 2022: 57). The research object is the results of the Indonesian language negotiation text writing assignment of class X Hospitality students at SMK Negeri 1 Sipirok.

The research data are the results of the assignments of 26 students of class X Hospitality at SMK Negeri 1 Sipirok, consisting of 11 male students and 15 female students. This research was conducted from September to December 2025. The research location was at SMK Negeri 1 Sipirok. The focus of the research is the

analysis of errors in the use of prefixes in the negotiation texts of class X students of SMK Negeri 1 Sipirok.

Data collection techniques in qualitative research can be carried out using natural conditions, primary data sources, and more on participant observation techniques, in-depth interviews, and documentation (Ghony & Almanshur, 2012:164). Observation techniques are used to collect information about an object that can be seen and felt by the five senses. The observation used in this study is direct observation. Interview techniques are techniques used to obtain more in-depth information from respondents.

In this study, the author conducted interviews with the relevant teachers. The researcher conducted interviews with Indonesian language teacher Mrs. Melda Siregar, S.Pd. with the aim of obtaining initial data on the problem and focus of the research. Documentation techniques in this study were used to obtain data related to the problem and focus of the research. Data in this study were collected by giving students an assignment to write a negotiation text. Next, the researcher collected each student's negotiation text writing results.

Once all data related to the research problem and focus has been collected, the next step is to process and analyze it. Data analysis is the process of transforming the collected data into a simpler, more readable, and interpretable form. Data analysis in qualitative research involves constructing a structured summary of the data from interviews or observations to summarize and describe it (Patilima, 2013:92).

The collected negotiation texts must be described and summarized in clear, understandable language. Therefore, after all the students' negotiation texts were collected, the next step the researcher took was to carefully read them repeatedly to find prefix errors in each of the students' negotiation texts. Each error found was immediately recorded to facilitate the identification and explanation of the types of prefix errors in each student's writing. After all the collected data had been repeatedly read, studied, and reviewed, data reduction was carried out.

Data reduction is a process of selecting and focusing attention on simplifying, abstracting, and transforming data from notes obtained in the field (Rijali 2019:91). After data reduction, the next step was to present the data by clearly and in detail describing all the data related to the prefix errors in the students' writing. Thus, conclusions can be drawn related to the problem and focus of the research.

3. Results

A. Research Results

Based on the analysis of negotiation texts written by 26 class X Hospitality students at SMK Negeri 1 Sipirok, a number of errors were found in the use of prefixes. These errors were classified based on the type of prefix used, namely the prefix di-, me-, before-, And ter-, 38 errors in the use of prefixes were found which were classified as follows:

Table 1. Distribution of Prefix Usage Errors

N o.	Types of Prefixes	Number of Errors	Percentage
1.	Of,-	18	47,4%
2.	me,-	10	26,3%
3.	before,-	6	15,8%
4.	to have,-	4	10,5%
Total			100%

It can be seen in the table that the most dominant error is in the prefix di- (47.4%), shows the students' main weaknesses in the aspects of spelling and grammatical function.

The detailed analysis table per student can be seen in the table below.

Table 2. Detailed Analysis Per Student

No.	Student Initials	Prefix				Total
		From,-	Me,-	Before,-	To have,-	
1	AB	1 (for Sale)	0	0	0	1
2	AL	2 (searched, arranged)	1 (menbeli)	0	0	3
3	WITH	1 (viewed)	1 (scan)	1 (same)	0	3
4	AS	0	1 (measure d)	0	1 (fall)	2
5	BB	1 (arranged)	0	1 (for two)	0	2
6	BD	2 (searched, waited)	1 (menbeli)	0	0	3
7	BG	1 (bought)	0	0	0	1
8	BK	1 (arranged)	1 (search)	0	0	2
9	BM	0	1 (take)	1 (working)	0	2
10	CC	1 (for Sale)	0	0	1 (separate)	2
11	DB	0	1 (arrange)	0	0	1
12	DD	0	0	1 (walking)	0	1
13	DW	0	1 (search)	0	0	1
14	EB	1 (entered)	0	0	0	1
15	HE	1 (wanted)	0	1 (same)	0	2
16	IN	0	1 (search)	0	0	1
17	HL	1 (waiting)	0	0	1 (arranged)	2
18	HM	0	1 (measure d)	0	0	1
19	HR	1 (bought)	0	0	0	1
20	IN	1 (for Sale)	0	0	0	1
21	KK	0	0	1 (trying)	0	1
22	MR	1 (waiting)	0	0	0	1
23	NN	1 (wanted)	0	0	0	1
24	PL	0	0	0	1 (overwritten)	1
25	RS	1 (arranged)	0	0	0	1
26	TT	1 (below)	0	0	0	1

The results of the study show that the most dominant error is in the use of the prefix *di-*, especially in distinguishing between the prefixes *Of*-as a reward and *Of* as a preposition.

1. Misuse of Prefixes in

Errors found include:

- a. Writing *Of* which should be combined, but are separated
- b. Writing *Of* which should be separated, but combined

Example error:

- a. *for sale*→ should: *for sale*
- b. *under*→ should: *under*

2. Misuse of the prefix *me-*

Errors in prefixes are related to phoneme pronunciation rules.

Example error:

- a. *bring* written *bring* (correct), but found wrong forms such as:
- b. *menbeli*→ should: *buy*
- c. *sum up*→ should: *looking for*

3. Misuse of the prefix *ber-*

The errors found were:

- a. Prefix removal
- b. Use that is not appropriate in context

Example:

- a. *cooperation*→ should: *cooperate*

4. Misuse of the Prefix *ter-*

Errors in the prefix *ter-* are generally related to imprecision of meaning (superlative vs. passive voice).

Example:

- a. *fall* used out of context

4. Discussion

The research results show that students' prefix usage errors are still quite high in their negotiation texts. This indicates that their mastery of morphological aspects, particularly affixation, is not yet optimal.

1. Dominance of Prefix Errors in-

The most dominant error is in the prefix *di-*, especially in distinguishing functions as:

- a. affixes (prefixes) → written in series
- b. prepositions → written separately

This finding aligns with Chaer's (2015) opinion, which states that morphological errors often occur due to a lack of understanding of the grammatical function of a language form. Students tend to rely on oral habits, thus ignoring written rules.

In addition, in the context of negotiation texts, students focus more on the content of the conversation than on the accuracy of the language form, so mechanical errors like this often occur.

2. Errors in the Prefix *me-* and the Rules of Derivation

Errors in the prefix *me-* indicate that students do not fully understand the rules of phoneme fusion. In Indonesian, the prefix *me-* undergoes changes in form depending on the initial letter of the root word (for example: *me-* → *mem-*, *men-*, *meng-*, *meny-*).

This finding corroborates previous research, which found that affixation errors frequently occur during morphophonemic processes. Students experience difficulty applying abstract and systematic rules.

3. The Influence of Spoken Language Interference

Most of the errors found indicate the influence of spoken language on written language. In everyday communication, forms such as:

- a. *for sale*
- b. *made*

often used without paying attention to writing rules.

This shows that students are not yet able to differentiate between spoken and written language varieties well, as stated in the theory of language competence that writing skills require a higher awareness of rules than speaking.

4. Implications for Learning Negotiation Texts

Negotiation texts require the use of language that:

- a. clear
- b. effective
- c. according to the rules

Prefix errors can cause:

- a. ambiguity of meaning
- b. ineffectiveness of sentences
- c. decreased text quality

Therefore, the results of this study indicate the importance of:

- a. strengthening affixation material
- b. intensive rule-based writing practice
- c. contextual learning in text

5. Conclusion

Based on the research results and discussion, it can be concluded that:

1. The error in the use of prefixes in negotiation texts of class X students at SMK Negeri 1 Sipirok is still quite high with a total of 38 errors.
2. The most dominant type of error was the prefix *di-* (47.4%), especially in distinguishing between prefixes and prepositions.
3. Errors were also found in the prefix *me-* (26.3%), which was related to inaccuracies in applying phoneme pronunciation rules.

4. Factors causing errors include:
 - a. lack of understanding of morphological rules
 - b. the influence of spoken language
 - c. lack of rule-based writing practice
5. These errors result in ineffective sentences and unclear meaning in negotiation texts.

6. Acknowledgement

Thus, it can be emphasized that mastery of morphological aspects, especially the use of prefixes, still needs to be improved in Indonesian language learning at the vocational school level.

1. For teachers

Teachers are advised to improve affixation learning contextually, especially through text writing exercises that are integrated with language rules.

2. For students

Students are expected to be more active in practicing writing and understanding the differences in the use of prefixes and prepositions in Indonesian.

3. For further researchers

This research can be developed further by examining morphological errors in other types of text or linking them to syntactic and pragmatic aspects.

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