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## FORMATION OF WORD IN EXPOSITION TEXT BY CLASS X HIGH SCHOOL STUDENTS

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### ABSTRACT

The purpose of this study is to describe the word formation in the work of class X HIGH SCHOOL students based on (1) affixation, (2) reduplication, (3) composition, and (4) abbreviation. This type of research is descriptive qualitative research. Data collection techniques used in this study, namely documentation. The results of this study indicate that in 14 works of exposition text written by X6 grade students from the Malang City BSS school, the most common word formation found is affixation. In affixation itself, the most common affixes were ke-an with 90 words, me(N)- with 54 words, and me(N)-kan with 49 words. The number of word formations in each student's work varies depending on the length of the writing. While the fewest affixes include 9 words, 6 words, 4 words, 3 words, ber-an as much as 1 word, and -i as much as 1 word. Next, reduplication is 13 words, composition is 15 words, and abbreviation is 6 words.

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## INTRODUCTION

The 2013 curriculum places Indonesian as a source of knowledge (Mahsun, 2014). In general, Indonesian language subjects aim to make students able to listen, read, speak, and write. One of the writing activities contained in the class X syllabus BASIC COMPETENCY 3.4 is constructing an exposition text by paying attention to the content (problems, arguments, knowledge, and recommendations), structure, and

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language. One of the BASIC COMPETENCY indicators is compiling an exposition text.

Learning to write is a very important skill in learning Indonesian. The important role of writing is not only used as a means of learning, but also to support life activities at this time and when entering the world of work. So, all educators hope that all their students can master writing skills.

Writing is an active language skill; Writing is closely related to thinking activities. This is because the ability to write requires mastery of various linguistic elements and outside the language. Both language elements and content elements must be intertwined in such a way as to produce coherent and coherent writing (Oktaviani, 2016).

Writing expository text is one of the language skills in written form to inform the reader of knowledge (Maulidta and Sukartiningsih, 2018). According to Rosmaya (2018), writing an expository essay is an activity to write an essay that describes, explains, and explains a topic clearly so that readers can broaden their views and knowledge.

According to Kosasih (2014), to turn an expository essay into an informative explanation, an expository essay must be developed using facts, examples, the author's ideas, or the opinions of experts. Meanwhile, to find facts and examples that are in accordance with the idea, definite and appropriate data is needed so that the contents of the information can be accounted for by the author. To achieve this, it will take time, energy, preparation, and sufficient skills so that students can present their ideas in an expository essay.

Research on word formation in expository texts written by students needs to be done to analyze the use of affixes, reduplications, compositions, and abbreviations. Theoretically, word formation is a study of language morphology that examines the smallest elements of language that have meaning. The combination of two or more elements that have meaning will form a new construction with a combined meaning of two or more existing elements or a new meaning that is independent of the meaning of the elements that make it up. This is a language element called a word (Zaim, 2015).

According to (Rohmadi et al., 2012), affixes are linguistic forms whose existence is only to attach themselves to other forms so that they are able to give rise to new meanings to the forms they attach to. Affixation is the process of affixing a form of affix either in the form of a single or a complex form to form new words. Reduplication is the repetition of a form on a basic form. The new form as a result of repeating the form is commonly called a repeat word (Rohmadi et al, 2012).

Composition is the process of combining basic words with basic words to accommodate a "concept" that has not been accommodated in a word. As we know that the concepts in our lives are many, while the number of vocabulary is limited (Putra, et al., 2016).

Abbreviations were created for practicality in language. The practicality and communicativeness of the use of abbreviations will be felt if the abbreviation has become something very popular, such as *PRRI*, *tabanas*, *sembako*, *narkoba*, and so on (Zaim, 2015).

The purpose of this study is to describe the word formation in the work of class X high school students based on (1) affixation, (2) reduplication, (3) composition, and (4) abbreviation.

## METHOD

This type of research is descriptive qualitative research because the results of this research are in the form of writing, not numbers. The research was conducted in February – March 2021. The data of this research are the words in the exposition text of students' works. The source of the data for this research is a document in the form of an exposition of the work of class X high school students in Malang.

The research procedure starts from (a) compiling a research instrument design consisting of affixation, reduplication, composition, and abbreviation instruments; (b) perform data classification and provide code; (c) perform data analysis by means of reduction, presentation, and inference; and (d) report writing.

Data collection techniques used in this study, namely documentation. Documentation technique is done to collect data in the form of student essays. The collected data was then sorted by researchers and data classification was carried out. Next, the data will be validated using triangulation theory. The data validation technique in this study uses theoretical triangulation. The data analysis technique used in this research is the agih technique. According to Sudaryanto (2015) in the agih technique the determining tool is part of the language in question itself.

## FINDINGS AND DISCUSSION

The following are the results of the analysis of word formation in exposition text documents by class X students.

### Affixation

Researchers found 424 words with affixes. In the exposition text of students' work, the researcher found (1) 6 prefixes, namely *me(N)-*, *pe(N)-*, *di-*, *ter-*, *ber-*, and *se-*; (2) 3 suffixes, namely *-kan*, *-an*, and *-i*; (3) 7 confixes, namely *me(N)-kan*, *pe(N)-kan*, *ke-an*, *di-kan*, *di-i*, *me(N)-i*, and *ber-an*.

According to Putra, et al (2016), affixes can also be divided based on where the element is attached to the root word or basic form. In this case affixes can be divided into 4, namely: (1) prefixes, namely affixes that are affixed to the left of the basic form; (2) Infixes (insertions), namely affixes that are affixed in the middle of words, usually at the beginning of the word; (3) Suffixes (suffixes), namely affixes that are affixed to the right of the basic form; and (4) confixes, namely affixes that are affixed to the left and right of the basic form at the same time because this confix is a single affix.

#### Prefix *me(N)-*

The researcher found 54 words with the affix *Me(N)-*. According to Yuliana (2019), the prefix *me(N)-* changes its shape and creates a nasal. These form changes occur because the prefix *me(N)-* meets the initial phoneme of the basic word.

The prefix *me(N)-* meets the basic words with the initial phoneme /b/ then it creates a nasal [m], like the prefix *me(N)-* + *buat* then the writing becomes "membuat".

Other words found are *membuang*, *memberi*, *membantu*, *membeli*, *membantu*, and *membagi*.

The prefix *me(N)-* meets the basic words with the initial phoneme /g/ causing a nasal sound [ŋ], such as the prefix *me(N)-* + *genjot*, the writing is *menggenjot*. Another word found is *mengganggu*.

According to Dewi (2018), the addition of the nasal phoneme /n/ occurs when the basic form begins with the consonant /d/. This research finds the words *menderita* and *mendapat*.

Chaer (2008:47) states that phoneme decay occurs when the basic form begins with the consonants /s, k, p and t/. The prefix *me(N)-* meets the root word with the initial phoneme /t/ will experience decay, such as the prefix *me(N)-* + *tinggal*, the writing is *meninggal*. The phoneme /t/ becomes non-existent and the prefix *me(N)-* changes to the prefix *men-*. Other words found in this study are *meningkat*, *menerpa*, *menunjang*, *menuju*, *menular*, *menunggu*, *menempuh*, *menambang*, *menangkap*, *terus-menerus*, *menatap*, and *menerima*.

The prefix *me(N)-* meets the basic words with the initial phoneme /s/ will experience decay, such as the prefix *me(N)-* + *sebut* then the writing becomes *menyebut*. The phoneme /s/ becomes non-existent and the prefix *me(N)-* changes to *meny-*. Other words found in this study are *menyebar*, *menyerang*, *menyerah*, *menyambut*, and *menyerap*.

The prefix *me(N)-* meets the basic words with the initial phoneme /k/ will experience decay, such as the prefix *me(N)-* + *kirim* then the writing becomes *mengirim*. The phoneme /k/ becomes non-existent and the prefix *me(N)-* changes to *meng-*. Other words found in this study are *mengandung*, *mengejar*, and *memperkuat*.

The prefix *me(N)-* meets the basic words with the initial phoneme /t/ will experience decay, such as the prefix *me(N)-* + *pakai*, the writing becomes *memakai*. The phoneme /p/ becomes non-existent and the prefix *me(N)-* changes to the prefix *mem-*. Other words found in this study are *memilih* and *memakai*.

Especially for prefixes such as the opinion of Rohmadi, et al (2014: 50) when met with basic words with the initial phonemes /j/ and /c/, they actually cause a fon [ñ], but in written language and for the sake of practicality of language, it is expressed by the phoneme /n/. Like Rohmadi's opinion above, the researchers found the prefix *me-* followed by the word with the initial phoneme /j/ in the table, namely the prefix *me(N)-* + *cuci*. So, in written language it is not washing but written *mencuci*. Other words that the researchers found are *mencegah* and *menjadi*.

According to Rachman (2021), the process of losing the phoneme /N/ will occur when the morpheme meets or joins the basic form with the initial phoneme /l, r, y, w/ and nasal (n). The word that the researchers found was smoking which came from the prefix *me-* + *rokok* where the word *rokok* did not change. Other words, namely *merusak*, *melepas*, and *melanggar*.

When the prefix *me(N)-* meets the basic words with the initial vowel phoneme /a,i,u,e,o/, the prefix *me(N)-* changes to *meng-*. The word that the researcher finds is *me(N)-* + *ambil* to *mengambil*. Other words found are *mengarah*, *mengatur*, *mengidap*, *menginap*, and *mengingat*.

Prefix *pe(N)-*

According to Chaer (2008), the function of the prefix *Pe(N)-* is to form a noun. The prefix *pe(N)-* which can be seen in the following table.

**Table 1**

Number	Word (affixation)	Basic word
1	<i>Penutup</i>	<i>Tutup</i>
2	<i>Penyebab</i>	<i>Sebab</i>
3	<i>Penyakit</i>	<i>Sakit</i>
4	<i>Pengunjung</i>	<i>Kunjung</i>

According to research conducted by Yuliasuti and Nasucha (2016), as a word followed by an affix form, in general, prefixes are related to the affixed verb forms of *ber-* and *me(N)-*. Based on data number 1 in table 1, namely *penutup* shows that the prefix is related to the prefix *me(N)-*. The formation process comes from *me(N)-* + *tutup* to *menutup*, as well as *Pe(N)-* + *tutup* to *penutup*.

Research data number 2 and 3 in table 1, namely the word *penyebab* and *penyakit* both use the initial phoneme /s/. Both show that the prefix is related to the prefix *me(N)-*. The process of formation comes from *me(N)-* + *sebab* becomes *menyebab*, as well as the *Pe(N)-* + *sebab* becomes the *penyebab*. This also applies to the word *penyakit* which is related to *menyakiti*.

Research data number 4 in table 1, namely the word *pengunjung* shows that the prefix *Pe(N)-* related to the prefix *me(N)-*. The formation process comes from *me(N)-*+*kunjung* to *mengunjungi*, as well as *Pe(N)-* + *kunjung* to being *pengunjung*.

#### Prefix *di-*

The researcher found 9 words with the prefix *di-* in the students' exposition text. According to Chaer (2008), the function of word formation with the prefix *di-* is to form an intentional passive verb (verb). When the prefix *di-* meets the initial phoneme of the basic word, neither the prefix nor the root word changes form. For example, *di-* + *dapat* become *didapat*. The active form *didapat* is *mendapat*. This can be seen further in the following table.

**Table 2**

Number	Word (affixation)	Basic word
1	<i>didapat</i>	<i>dapat</i>
2	<i>dipanggil</i>	<i>panggil</i>
3	<i>diunggah</i>	<i>unggah</i>
4	<i>dianggap</i>	<i>anggap</i>
5	<i>disebut</i>	<i>sebut</i>
6	<i>dibawa</i>	<i>bawa</i>
7	<i>dibalik</i>	<i>balik</i>
8	<i>dijual</i>	<i>jual</i>
9	<i>dijangkau</i>	<i>jangkau</i>

#### Prefix *ter-*

The researcher found 29 words with the prefix *ter-*. According to Chaer (2008), prefixes *ter-* have three functions, namely to form (1) passive verbs, (2) form active verbs, and (3) form superlative adjectives. Just like the prefix *di-*, when the prefix *ter-* is joined to the basic word, neither the prefix nor the basic word will not change. For

example, occurs on *ter-* + *sedia* becomes *tersedia*. Another word that the researcher finds is *terhindar*, *terhalang*. *Tercemar*, *terkena*, *terburuk*, *terpengaruh*, *terpapar*, *termotivasi*, *terekam*, *terancam*, *terselenggara*, *terdengar*, *terjadi*, *terganggu*, *terkesan*, *terpencil*, and *terkucil*.

#### Prefix *Ber-*

The researcher found 10 words with prefix *ber-*. Just like the prefix *di-*, when the prefix *ter-* is joined to the basic word, neither the prefix nor the basic word will not change. This can be seen further in the following table.

**Table 3**

Number	Word (affixation)	Basic word
1	<i>berpengaruh</i>	<i>pengaruh</i>
2	<i>berdampak</i>	<i>dampak</i>
3	<i>berbasis</i>	<i>basis</i>
4	<i>berbahaya</i>	<i>berbahaya</i>
5	<i>bermasyarakat</i>	<i>masyarakat</i>
6	<i>berperan</i>	<i>peran</i>
7	<i>berawal</i>	<i>awal</i>
8	<i>berkurang</i>	<i>kurang</i>
9	<i>bersayap</i>	<i>sayap</i>
10	<i>bersungguh-sungguh</i>	<i>sungguh</i>

#### Prefix *Se-*

The researcher found 3 words with prefix *se-*. Just like the prefix *di-*, when the prefix *ter-* is joined to the basic word, neither the prefix nor the basic word will not change. This can be seen further in the following table.

**Table 4**

Number	Word (affixation)	Basic word
1	<i>seimbang</i>	<i>imbang</i>
2	<i>seseorang</i>	<i>orang</i>
3	<i>sejumlah</i>	<i>jumlah</i>

#### Suffix *-kan*

The researcher found 6 words with suffix *-kan*. This can be seen further in the following table.

**Table 5**

Number	Word (affixation)	Basic word
1	<i>lakukan</i>	<i>laku</i>
2	<i>jadikan</i>	<i>jadi</i>
3	<i>simpulkan</i>	<i>simpul</i>
4	<i>usahakan</i>	<i>usaha</i>
5	<i>berikan</i>	<i>beri</i>
6	<i>alihkan</i>	<i>alih</i>

#### Suffix *-an*

The researcher found 8 words with suffix -an. This can be seen further in the following table.

**Table 6**

Number	Word (affixation)	Basic word
1	<i>sembarangan</i>	<i>sembarang</i>
2	<i>aliran</i>	<i>alir</i>
3	<i>cacingan</i>	<i>cacing</i>
4	<i>gerakan</i>	<i>gerak</i>
5	<i>bangunan</i>	<i>bangun</i>
6	<i>buatan</i>	<i>buat</i>
7	<i>aturan</i>	<i>atur</i>
8	<i>asupan</i>	<i>asup</i>

#### Suffix -i

The researcher found 1 word with suffix -an. This can be seen further in the following table.

Number	Word (affixation)	Basic word
1	<i>praktisi</i>	<i>praktis</i>

#### Confix *me(N)-kan*

The researcher found 10 words with confix *me(N)-kan*. This can be seen further in the following table.

**Table 7**

Number	Word (affixation)	Basic word
1	<i>menyebabkan</i>	<i>sebab</i>
2	<i>merugikan</i>	<i>rugi</i>
3	<i>menggalakkan</i>	<i>galak</i>
4	<i>mengefektifkan</i>	<i>efektif</i>
5	<i>memanfaatkan</i>	<i>manfaat</i>
6	<i>menyetorkan</i>	<i>setor</i>
7	<i>menewaskan</i>	<i>tewas</i>
8	<i>menjatuhkan</i>	<i>jatuh</i>
9	<i>meningkatkan</i>	<i>tingkat</i>
10	<i>menyimpulkan</i>	<i>simpul</i>

#### Confix *pe(N)-an*

The researcher found 10 words with confix *pe(N)-an*. This can be seen further in the following table.

**Table 8**

Number	Word (affixation)	Basic word
1	<i>penanggulangan</i>	<i>tanggung</i>
2	<i>pencemaran</i>	<i>cemar</i>
3	<i>pendauran</i>	<i>daur</i>
4	<i>penanganan</i>	<i>tangan</i>
5	<i>persoalan</i>	<i>soal</i>

6	<i>pemanfaatan</i>	<i>manfaat</i>
7	<i>pemadaman</i>	<i>padam</i>
8	<i>penembakan</i>	<i>tembak</i>
9	<i>pengguna</i>	<i>guna</i>
10	<i>penjelasan</i>	<i>jelas</i>

#### Confix *ke-an*

The researcher found 10 words with confix *ke-an*. This can be seen further in the following table.

**Table 9**

Number	Word (affixation)	Basic word
1	<i>kegiatan</i>	<i>giat</i>
2	<i>kenyamanan</i>	<i>nyaman</i>
3	<i>kesehatan</i>	<i>sehat</i>
4	<i>kehidupan</i>	<i>hidup</i>
5	<i>kesadaran</i>	<i>sadar</i>
6	<i>kebiasaan</i>	<i>biasa</i>
7	<i>kebersihan</i>	<i>bersih</i>
8	<i>kesembuhan</i>	<i>sembuh</i>
9	<i>keberhasilan</i>	<i>berhasil</i>
10	<i>kebakaran</i>	<i>bakar</i>

#### Confix *di-kan*

The researcher found 10 words with confix *di-an*. This can be seen further in the following table.

**Table 10**

Number	Word (affixation)	Basic word
1	<i>dihasilkan</i>	<i>hasil</i>
2	<i>diharapkan</i>	<i>harap</i>
3	<i>disediakan</i>	<i>sedia</i>
4	<i>diinginkan</i>	<i>ingin</i>
5	<i>disebabkan</i>	<i>sebab</i>
6	<i>diperhatikan</i>	<i>hati</i>
7	<i>diperlukan</i>	<i>perlu</i>
8	<i>digunakan</i>	<i>guna</i>
9	<i>dilakukan</i>	<i>laku</i>
10	<i>dilaporkan</i>	<i>lapor</i>

#### Confix *di-i*

The researcher found 4 words with confix *di-i*. This can be seen further in the following table.

**Table 11**

Number	Word (affixation)	Basic word
1	<i>dikunjungi</i>	<i>kunjung</i>
2	<i>disadari</i>	<i>sadar</i>



3	<i>dihindari</i>	<i>hindar</i>
4	<i>dimiliki</i>	<i>milik</i>

#### Confix *me(N)-i*

The researcher found 8 words with confix *me(N)-i*. This can be seen further in the following table.

**Table 12**

Number	Word (affixation)	Basic word
1	<i>mengetahui</i>	<i>tahu</i>
2	<i>menghindari</i>	<i>hindar</i>
3	<i>memiliki</i>	<i>milik</i>
4	<i>mengotori</i>	<i>kotor</i>
5	<i>mengatasi</i>	<i>atas</i>
6	<i>mengurangi</i>	<i>kurang</i>
7	<i>menyadari</i>	<i>sadar</i>
8	<i>mengetahui</i>	<i>tahu</i>

#### Confix *ber-an*

The researcher found 1 word with confix *ber-an*. This can be seen further in the following table.

**Table 13**

Number	Word (affixation)	Basic word
1	<i>berlebihan</i>	<i>lebih</i>

Based on the data above, if you pay attention to the affixed words and the basic words, it can be found that the affixes *me(N)* and *pe(N)* can change the form of the root word and the form of the affix. It is adjusted to the initial letter of the basic word. This form also applies to other forms of the two affixes, such as *me(N)-kan*, *pe(N)-an*, and *me(N)-i*. Meanwhile, for other affixes, such as *ter-*, *ber-*, *se-*, *-kan*, *di-*, *di-kan*, *di-i*, *-an*, *ke-an*, and *-i*, because there is no reason, both the affix and the basic word, generally do not change shape.

### Reduplication

According to Putra, et al (2016), there are three kinds of reduplication, namely (1) full reduplication, which is a form of repetition by completely copying all the basic words; (2) partial reduplication, namely the form of repetition by shortening the duplicate of the basic word; and (3) modification reduplication, namely the process of repeating basic words by giving certain sound variations on the results of repetition of basic words.

Researchers found 13 words with reduplication. All reduplications found in this study are *orang-orang*, *luka-luka*, *kegiatan-kegiatan*, *zat-zat*, *peraturan-peraturan*, *terus-menerus*, *sehari-hari*, *perlahan-lahan*, *bersungguh-sungguh*, *berjam-jam*, *beribu-ribu*, *bermalas-malasan*, and *berhati-hati*.

The reduplication that occurs can be formed from (1) basic words + basic words for example in the words *zat-zat* and *orang-orang*, (2) affixed words + basic words such as *berhati-hati* and *terus-menerus*, and (3) affixed words + affixed words for example in the word *peraturan-peraturan* which come from the basic word *atur*.

The word *peraturan-peraturan* is added to the affix *pe(N)*'s and then undergoes reduplication. In repeated affixed words, the basic word still experiences repetition.

Dwilingga repetition (whole repetition, complete repetition, perfect repetition, basic word repetition, pure repetition) is the repetition of lexemes, such as *rumah-rumah*, *makan-makan*, *pagi-pagi*, *kuda-kuda*, and so on (Permatasari, 2013)

## Composition

This compositional process in Indonesian is a mechanism that is quite important in the formation and enrichment of vocabulary (Putra, et al., 2016). The researcher found 15 compositional/compounding words in 14 students' exposition work documents. These words include *bank sampah*, *orang tua*, *pariwisata*, *jangka panjang*, *demam berdarah*, *kerja sama*, *tanker udara*, *staf pendukung*, *kru lokal*, *protokol kesehatan*, *lensa kontak*, *air putih*, *batu ginjal*, *buang air besar*, and *mata air*.

According to Simpen (2015), from the point of view of meaning, there are compound words that express a single meaning, (there are central meanings and attributes) and there are those that give rise to new meanings (all elements lose their identity). In terms of relationships, some are endocentric and some are exocentric. Examples of words with one unified meaning, namely *bank sampah*, *kru lokal*, and so on where there are words that function as central meanings and attribute meanings. For example, *kru* as a central meaning and *lokal* as an attribute meaning. However, in this study, researchers did not find the type of composition that gave rise to new meanings. Examples of words that give rise to new meanings are *merah jambu*, the words *merah* and *jambu* when put together will form a color which in English is called pink. So the two words become completely unrelated to *merah* or *jambu*.

Compound forms are classified as concentrated construction. Because of its density, the elements cannot be inserted into other forms, either with “*yang*” (as in the attributive construction of a phrase), “*dan*” (as in a coordinating construction in a phrase), or with “*nya*” or “*milik*” (as the possessive construction of the phrase). In addition, the density can be seen from the treatment of the elements which are considered as a unified form. The proof is that when you get or join an affix, it is treated as a basic form whose elements cannot be separated. Certain compound forms are easy to recognize, because their meanings are completely different or completely unrelated to the meaning of each of their constituent elements (Loe, 2018).

According to Loe (2018), other construction properties are fixed compound constructions, namely compound constructions that cannot be exchanged, for example construction in the form of noun + verb bedroom and writing desk, then the construction cannot be exchanged or converted into verb + noun so that it becomes a sleeping room. and write the table. According to Muslich in Loe (2018), Indonesian compound words can be divided into three types, namely: 1) compound forms in which the first element is explained (D) by the second element (M) 2) compound forms in which the first element describes (M) the second element (M). D) 3) compound forms whose elements do not explain each other, but are only a parallel series (copulative).

## Abbreviation

Abbreviations were created for practicality in language. The practicality and communicativeness of the use of abbreviations will be felt if the abbreviation has become something very popular, such as PRRI, Tabanas, Sembako, Narkoba and so on (Zaim, 2015). Researchers only found 6 words that experienced abbreviations, namely *Kemendikbud* which came from the *Kementerian Pendidikan dan Kebudayaan*, *Pemkab* from the word *pemerintah kabupaten*, *DLH* from the word *dinas lingkungan hidup*, *dll.* from the word *dan lain-lain*, *kpop* from the word Korean pop, and *cm* from the word *centimeter*.

High school students do not use abbreviations a lot when writing exposition texts as school assignments because the abbreviations they often use are judged as 'non-standard words'. Usually they use it on social media. For example, the word *tidak* becomes *tdk*, *aduh* becomes *'duh'*, and so on. Meanwhile, other abbreviated words, such as the Ministry of Education and Culture, are more often used for formal situations and are rarely used by students in everyday life. Research conducted by Permatasari (2013) states that adolescents use language to communicate between their group of teenagers with their own language. This separate language is used in various media, one of which is Facebook media. Many morphological processes were found in the form of abbreviation, affixation, and reduplication. Factors that emerge from the morphological process include adolescents expressing self-expression, building a different identity, making the social atmosphere feel more "alive" by giving the impression of being cool, dashing, modern, relaxed, and intimate. They abbreviate words or simplify forms for the beauty of writing, promote sound comfort by replacing letters that have similar sounds, decorate communication by playing letters, punctuation marks, and numbers.

## CONCLUSION

In the exposition text written by class X students, the most commonly found word formation is affixation. In affixation itself, the most common affixes were *ke-an* with 90 words, *me(N)-* with 54 words, and *me(N)-kan* with 49 words.

While the fewest affixes include 9 words of *di-*, 6 words of *-i*, 4 words of *di-i*, 3 words of *ber-an*, 1 word of *-i*, and 1 word of *-i*. Meanwhile, words with moderate affixes were *-an* as many as 19 words and a total of 29 words, then words with a decent number of affixes were *me(N)-i* as many as 35 words, *pe(N)-an* as many as 38 words, as many as 39 words, it's 40 words. Meanwhile, reduplication is 13 words, composition is 15 words, and abbreviation is 6 words. The number of word formations in each student's work varies depending on the length of the writing.

From this research, it can be concluded that the students of class X have more control over affixation than reduplication, composition, and abbreviation. This is also influenced by the number of words in Indonesian that use affixes compared to others. The use of abbreviations and compositions can be said to be more difficult than the use of affixes that are more commonly used. Words with affixes are also used more often in everyday life than other word formations.

When compared with abbreviation, reduplication and composition were found more. These reduplicated words are words that are commonly used in everyday

conversation or can be found in high school and equivalent reading. For example, the word *Kemendikbud* in abbreviation is a word that is rarely used in the daily life of high school students. The word including is more often used in news, formal situations such as politics and government. In addition, students also do not use the word composition a lot, because they tend to use simpler words with one meaning. This shows that the level of understanding and cognitive level of students also affect the type of word formation contained in their writing.

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