



Root Words and Derived Words in Indonesian Language Textbooks for Grades 1 and 2: Morphological Study

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ABSTRACT

This study aims to describe the use of root words and derived words in Indonesian language textbooks for grades 1 and 2 of elementary school and to compare them based on morphological analysis. The method used is quantitative with a descriptive-comparative approach. Data collection techniques were carried out through documentation techniques using the "listen, read, engage, and note-taking" technique for textbooks at both levels. Data analysis was carried out in two stages: descriptive analysis to describe the distribution of vocabulary based on word classes, number of occurrences, and morphological processes; and comparative analysis to compare the distribution of vocabulary between levels based on the number of entry names. The results show that the number of vocabulary items in the grade 1 elementary school textbooks reaches 6,357, while the grade 2 elementary school textbooks are 8,217. Based on the entry name analysis, the grade 1 elementary school textbook contains 858 words, consisting of 540 root words and 318 derived words. Meanwhile, the grade 2 elementary school textbook contains 1,353 words, consisting of 850 root words and 503 derived words. Comparisons between grades reveal differences in word count and variety, particularly in the use of root words and derived words, which are more prevalent in second-grade textbooks. This indicates an increase in linguistic complexity with increasing grade level. The study concludes that root words are more dominant than derived words in both first and second grades. This dominance of root words reflects the adaptation of language materials to the developmental stages of elementary school students' language skills at each grade.

Keywords: root words, derived words, textbooks, Indonesian, morphological studies

Kata Dasar dan Kata Turunan dalam Buku Teks Bahasa Indonesia Kelas 1 dan 2 SD: Kajian Morfologi

ABSTRAK

Penelitian ini bertujuan mendeskripsikan penggunaan kata dasar dan kata turunan dalam buku teks Bahasa Indonesia kelas 1 dan 2 Sekolah Dasar serta membandingkannya berdasarkan kajian morfologi. Metode yang digunakan adalah kuantitatif dengan pendekatan deskriptif-komparatif. Teknik pengumpulan data dilakukan melalui teknik dokumentasi melalui teknik simak, baca, libat, catat terhadap buku teks kedua jenjang. Analisis data dilakukan melalui dua tahap: analisis deskriptif untuk memaparkan distribusi kosakata berdasarkan kelas kata, jumlah kemunculan, dan proses morfologis; serta analisis komparatif untuk membandingkan distribusi kosakata antarjenjang berdasarkan jumlah lema. Hasil penelitian menunjukkan bahwa jumlah kosakata dalam buku teks kelas 1 SD mencapai 6.357, sedangkan kelas 2 SD sebanyak 8.217. Berdasarkan analisis lema, buku teks kelas 1 SD memuat 858 kata, terdiri atas 540 kata dasar dan 318 kata turunan. Sementara itu, buku teks kelas 2 SD memuat 1.353 kata, terdiri atas 850 kata dasar dan 503 kata turunan. Perbandingan antarjenjang menunjukkan perbedaan jumlah dan variasi kata, terutama pada penggunaan kata dasar dan kata turunan yang lebih banyak ditemukan di buku teks kelas 2 SD. Hal ini mengindikasikan adanya peningkatan kompleksitas kebahasaan seiring dengan kenaikan jenjang kelas. Simpulan penelitian ini menunjukkan bahwa kata dasar lebih dominan dibandingkan kata turunan, baik di kelas 1 maupun kelas 2 SD. Dominasi kata dasar tersebut mencerminkan penyesuaian materi kebahasaan terhadap tahap perkembangan kemampuan berbahasa siswa sekolah dasar pada setiap jenjang.

Kata kunci: kata dasar, kata turunan, buku teks, bahasa Indonesia, kajian morfologi

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INTRODUCTION

Language is the most important instrument in communication and learning processes, constantly evolving and changing in line with social, cultural, and technological dynamics. Advances in digital technology, particularly in social media, can foster the emergence of new vocabulary and forms of speech that differ from standard language. Conversely, language decline can occur when a language is no longer actively used by its speakers, resulting in its role being replaced by another language. In the context of primary education, particularly at the early levels of grades 1 and 2, language proficiency is the primary foundation for basic literacy skills such as listening, speaking, reading, and writing. However, the reality on the ground shows that many lower-grade elementary school students still have limited vocabulary mastery, potentially impacting these four language skills.

Lena et al. (2023) explain that fourth-grade students at SDN 14 Kampung Jambak experienced reading difficulties due to various factors, such as difficulty understanding complex words and sentences, limited vocabulary mastery, inability to understand sentences and text structure, minimal reading practice, and lack of support from the community. Another study by Narianingsih & Numertayasa (2024) found that students experience listening difficulties due to several factors, including immature cognitive development, limited vocabulary, difficulty concentrating, and social and emotional factors. During the school years, several developmental aspects experience growth, including language, fantasy, thinking, feelings, social awareness, emotions, morality, motor or physical development, and cognitive development (Ajhuri, 2019). Understanding these aspects is important because language development is an integral part of a child's cognitive development. Juita et al. (2023) argue that human developmental psychology develops over time, from childhood to adulthood. This demonstrates that each age stage

has unique and interconnected developmental characteristics.

Therefore, language acquisition in early childhood needs to be maximally facilitated through a language-rich environment, both spoken and written. In terms of speech, children acquire language skills through direct interactions between them and their parents, who play a crucial role in developing language skills (Syamsurizal, 2020). This is in line with Prastyo & Sodik (2021), who stated that language skills can be learned both informally and formally. Informal learning typically occurs through family or social settings, while formal learning typically occurs through educational institutions. However, a frequently encountered phenomenon in the field indicates that many lower-grade elementary school students still experience limited vocabulary mastery. This impacts text comprehension, writing skills, and verbal interaction in the classroom.

Piaget (in Santrock, 2011) divides intellectual development into four stages: the sensorimotor stage (ages 0-2 years), the preoperational stage (ages 2-7 years), the concrete operational stage (ages 7-11 years), and the formal operational stage (ages 11 and above). Children in grades 1 and 2 are included in the concrete operational stage, where at this stage children begin to adapt to concrete reality and show a high level of curiosity about their surroundings (Marliani, 2016). Faizah (2019) states that 7-year-old children ideally have mastered 6,000 to 8,000 active vocabulary words to be able to communicate effectively, ask questions, answer questions, discuss, and understand the information they receive. However, in reality, many elementary school-aged children still experience limited vocabulary mastery, which can hinder their academic and social development. Textbooks are mandatory reference books for use in elementary education units. They contain learning materials aimed at enhancing faith, piety, noble character, and personality, mastery of science and technology, enhancing aesthetic sensitivity and abilities, enhancing kinesthetic abilities, and improving health, all based on national education



standards (Permendiknas, 2008). Therefore, the selection and use of vocabulary in textbooks must take into account students' cognitive and linguistic levels. The use of vocabulary in textbooks needs to be tailored to the child's language development. If the words used are too abstract or complex, this will hinder the child's understanding process (Mustofa & Fauziah, 2020). Conversely, the use of words that are too simple and unchallenging can also hinder optimal language development. According to Tarigan (2008), one characteristic of a good textbook is that it has a language level appropriate to the student's developmental level. However, there are challenges in selecting words that are appropriate to the cognitive and language development levels of students in early grades. This aligns with Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which states that "Education is a conscious and planned effort to create a conducive learning environment so that students can develop their potential" (Article 1, Paragraph 1). The goal of national education, according to the National Education System Law, is to develop students' potential so that they become more faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Morphology is a branch of linguistics that studies the internal structure of words, including the processes of affixation, reduplication, and composition. Verhaar (2012) states that morphological analysis allows us to understand how words are formed and how their structure can affect reader comprehension. A root word is a word form that has not undergone the addition of affixes or any other changes. This form is often referred to as the original form, basic form, or base word (Mustakim, 2019). Meanwhile, derived words are words that experience a change in form from the base word due to morphological processes, resulting in a new meaning or a more specific meaning. Sari & Mu'minin (2023) explain that the morphological process is the process of forming

words from a base form through the growth of affixes (affixation process), repetition (reduplication process), combination (composition process), shortening (acronymization process), and changing status (conversion process). Meanwhile, Alwi et al. (2010) divides word classes into seven categories of word classes, namely verbs, adjectives, adverbs, nouns, pronouns, numerals, and function words.

The Ministry of Education and Culture (Kemendikbud) emphasizes the importance of developing teaching materials tailored to student characteristics and needs, as outlined in the Guidelines for Textbook Development, which state that "Textbooks must be developed with attention to students' cognitive and affective development" (Kemendikbudristek, 2022). However, a detailed standard vocabulary list for each level is currently unavailable. As a result, the textbook development process tends to vary between publishers and authors, potentially leading to inconsistencies with children's language acquisition stages. Winarti et al. (2023) emphasize the importance of vocabulary mastery as a linguistic aspect that plays a crucial role in supporting students' language skills, as students' vocabulary mastery significantly determines their comprehension of the textbooks they read.

Based on the above background, the following research questions are formulated:

1. What vocabulary is used in Indonesian language textbooks for grade 1 elementary school?
2. What vocabulary is used in Indonesian language textbooks for grade 2 elementary school?
3. How do words in Indonesian language textbooks compare between grades 1 and 2?

Each problem statement is broken down into two sub-chapters: (1) word distribution, including root words and derived words, and (2) morphological processes in derived words. Furthermore, these morphological processes are classified into several types: affixation, reduplication, composition, and acronymization.

Therefore, the purpose of this study is to describe the distribution of words in Indonesian language textbooks for grades 1 and 2, including root words and derived words. Furthermore, this study also aims to describe the morphological processes in derived words, including affixation, reduplication, composition, and acronymization, at both levels. Furthermore, this study aims to compare the distribution of root words and derived words, along with their morphological processes, between Indonesian language textbooks for grades 1 and 2. This study is expected to benefit textbook compilers and provide input to pay more attention to selecting appropriate, effective vocabulary that is appropriate to the language abilities of early childhood students. For teachers, it serves as a basis for Indonesian language teachers to consider in teaching Indonesian as a second language, particularly in vocabulary learning. For future researchers, it serves as a reference and provides information related to vocabulary analysis or the development of teaching materials with morphological studies in subsequent research.

Previous research has highlighted vocabulary aspects in textbooks and can be used as a reference. Rohim & Savitri's (2020) study, entitled "Vocabulary Development in Leveled Textbooks Published by the Indonesian Children's Literacy Foundation (YLAI), describes the development of verb and noun vocabulary in leveled textbooks published by YLAI. Meanwhile, Mulyati's (2017) study, "Vocabulary of Lower Elementary School Students (A Study of Word Types, Word Forms, Meaning Types, and Meaning Fields)", examines the vocabulary of lower elementary school students based on word types and forms, word types, and meaning fields. The study, "Vocabulary Learning in Junior High School Student Textbooks," by Kisyani et al. (2019), explains the vocabulary references mastered by elementary, junior high, and senior high school graduates. These studies conducted analyses of children's vocabulary and vocabulary in teaching materials, focusing on types of words, word forms, and vocabulary development.

This research differs from previous studies because it focuses on word usage in textbooks, analyzing word forms from a morphological perspective and comparing them.

METHOD

The research method used is quantitative with a descriptive-comparative approach. Descriptive quantitative analysis is used to describe the distribution of vocabulary in textbooks based on word classes, number of occurrences, and morphological processes. Meanwhile, comparative quantitative analysis is used to compare vocabulary distribution between Indonesian language textbooks for grades 1 and 2 of elementary school. The data requires numerical processing to identify patterns, trends, and the degree of suitability for the cognitive development and language skills of elementary school students.

The data sources used are Indonesian language textbooks for grades 1 and 2 of elementary school published by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek): the first-grade book, "Bahasa Indonesia: Aku Bisa!", written by Sofie Dewayani, and the second-grade book, "Bahasa Indonesia: Keluargaku Unik," written by Widjati Hartiningtyas and Eni Priyanti. The data used consisted of all reading texts, practice questions, and illustrations containing words in Indonesian language textbooks for grades 1 and 2 of elementary school.

This research was not tied to a specific location because the object of the study was written documents in the form of books. Data collection used documentation techniques obtained through the "Listen, Read, Engage, and Note" (SBLC) technique. This was done by carefully listening and reading all the vocabulary contained in the Indonesian language textbooks. Next, vocabulary belonging to seven word types or word classes was identified and recorded. Therefore, all collected data was selected and classified according to predetermined criteria to ensure the data analyzed was truly relevant to the research objectives. The classified and tabulated data based on word form was calculated based on the number of entries to



determine the proportion and distribution across grade levels.

RESULTS

1. Words in Indonesian Language Textbooks for Grade 1 of Elementary School

1.1 Basic Words in Indonesian Language Textbooks for Grade 1 of Elementary School

Based on the analysis, there were 540 basic words found in Indonesian language textbooks for grade 1 of elementary school. The basic words in this study consist of seven word classes: nouns, verbs, adjectives, numerals, pronouns, adverbs, and functional words. Functional words also include prepositions, conjunctions, interjections, articula, and emphatic particles.

Table 1
 Frequency Distribution of Basic Words for Grade 1 Elementary School

Word Class	Total	%
Nouns	251	46.48%
Verbs	70	12.96%
Adjectives	70	12.96%
Numbers	20	3.70%
Pronouns	21	3.89%
Adverbs	48	8.89%
Task Words	60	1.11%
Total	540	100.00%

In the Indonesian language textbook for grade 1 elementary school, the dominant type of nouns used is 251 words, such as "book," "school," and "friend." This aligns with the characteristics of grade 1 teaching materials, which focus on recognizing objects around students. Verb bases also appear quite frequently, with 70 words, such as "play," "sleep," and "eat." Adjective bases are found in the textbook, with 70 words, including "baik," "certain," and "diligent." The number of task words and adverbs is similar. Functional words were found in 60 words, including "duk," "adakah," and "untuk." Adverbs appeared in 48 words, such

as "akan," "baru," "tiba-tiba," and "wah." Meanwhile, pronouns and numerals were found in the smallest number of words. Pronouns used in the book were 21 words, including "aku," "milik," and "karena." Numerals were found in 20 words, including "satu," "tiga," and "banyak."

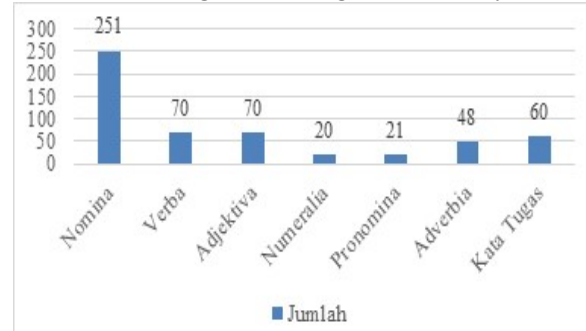


Figure 1
 Frequency Distribution of Basic Words in Grade 1 Elementary School

1.2 Derived Words in Indonesian Language Textbooks for Grade 1 Elementary School

Based on the analysis, 318 derived words are used in Indonesian Language textbooks for Grade 1 Elementary School. The derived words in this study consist of four morphological processes: affixation, reduplication, composition, and acronymization. The following shows the frequency of derived words used in Indonesian Language textbooks for Grade 1 Elementary School.

Table 2
 Frequency Distribution of Derived Words for Grade 1 Elementary School

Derivative Words	Total	%
Affixation	271	85.22%
Reduplication	36	11.32%
Composition	11	3.45%
Acronymization	0	0%
Total	318	100.00%

Of the four morphological processes, affixation is found in the highest number of forms

compared to the others. This is followed by reduplication and composition, while acronymization is not found in Grade 1 Elementary School textbooks. Affixation was found in greater numbers than other forms, at 271 words. This indicates that recognizing affixes is a key foundation for developing student literacy at the early stages. The number of affixations and reduplications differed significantly. Reduplication was found in only 36 words. This form of reduplication is relatively easy for early grade students to understand because it is frequently encountered in spoken language and in everyday contexts.

Meanwhile, composition was found in 11 words. This indicates that word formation through combining two or more base words is not yet a primary focus in first-grade elementary school textbooks. The process of acronymization was not found in the textbooks. The absence of acronymization indicates that the textbooks have not yet introduced word formation through shortening or abbreviation, as this process is considered more complex and generally introduced at higher levels of education. The distribution of derived words in first-grade Indonesian textbooks indicates an adjustment to the students' level of language development. The dominance of affixation and limited reduplication reflects an effort to construct language that is simple and easily understood by students in the early stages of written language acquisition.

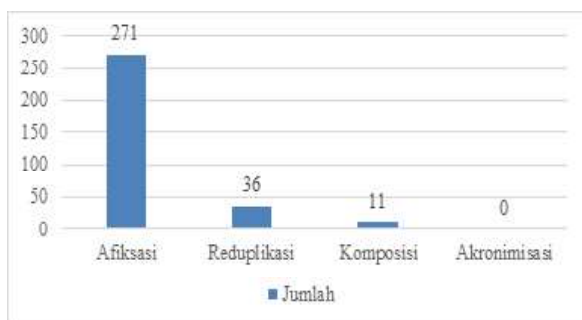


Figure 2
 Frequency Distribution of Derived Words in Grade 1 Elementary School

1) Affixation

Based on the identification and classification results, 271 words were identified as having undergone affixation. This affixation process consists of various types of affixes, including prefixes, suffixes, and confixes. Of the total data, the most prevalent form of affixation was prefixes, with 129 words, followed by confixes with 70 words, and the least prefixed was suffixes with 53 words. Furthermore, there were 19 words with double affixation. The following is a breakdown of the word frequencies by affixation form.

The prefix meN- was the most prevalent affix in the book, with 59 words, followed by the prefix peN- with 4 words, and the prefix ke- was found in a very limited number, with 1 word. Quantitatively, suffix affixation was found in smaller numbers, consisting of various forms, namely the suffixes -an, -i, and -kan. Of the three suffixes, the suffix -kan significantly dominates over the suffix -an and suffix -i. The suffix -kan is found in 32 words in textbooks, the suffix -an in 13 words, and the suffix -i in 7 words. This dominance can be explained by its broader grammatical function and is more appropriate to the presentation style in textbooks. The following is a comparative analysis of the function of each suffix based on the words found. Meanwhile, the confix form with a total of 70 words consists of the confixes beR-...-an, di...-kan, ke-...-an, meN-...-an, perR-...-an, perR-...-kan, and peN-...-an. Of the seven confixes, the one that dominates in Indonesian language textbooks for grade 1 elementary school is the confix meN-...-kan with 32 words, while the confix perR-...-kan appears at least twice.

2) Reduplication

The reduplication process in the Indonesian language textbook for grade 1 elementary school was found in 36 words. This reduplication process includes full reduplication, pseudo-reduplication, and reduplication accompanied by affixation. The presence of this form of reduplication in the textbook serves to introduce the concept of plurality, repetition of actions, and emphasis of mean-



ing. In the Indonesian language textbook for grade 1 elementary school, repeated words are dominated by full reduplication, with 28 words. Meanwhile, pseudo-reduplication was found in 1 word and reduplication accompanied by affixation was found in 7 words, involving the prefix *beR-*, the prefix *perR-*, and the suffix *-an*. The following are the forms of reduplication and their explanations.

3) Composition

The composition process found 11 words, consisting of verbal composition, nominal composition, and adjectival composition. The presence of composition in this textbook serves to introduce new concepts of objects or identities that cannot be represented by single words. The most dominant form is noun composition, with 9 words, such as *catfish*, *seahorse*, *parrot*, *bathroom*, *teacher's room*, *hospital*, *firefighter*, and *elementary school*. Meanwhile, one word, *Kiki's head*, was found in verbal composition. In the 1st grade elementary school textbook, no adjective composition was found at all.

4) Acronymization

Based on the identification and classification results, no words were found in the 1st grade Indonesian language textbook that underwent affixation. This means that there are no new words formed from combining initial letters, syllables, or word parts of several elements and then pronouncing them as one word.

2. Words in the 2nd Grade Indonesian Language Textbook

2.1 Basic Words in Indonesian Language Textbooks for Grade 2 Elementary School

Based on the analysis, there are 850 basic words found in Indonesian Language textbooks for Grade 2 Elementary School. These basic words are grouped into seven word classes: nouns, verbs, adjectives, numerals, pronouns, adverbs, and function words. The following shows the frequency of

basic words in Indonesian Language textbooks for Grade 2 Elementary School.

Table 3
Frequency Distribution of Basic Words for Grade 2 Elementary School

Word Class	Total	%
Nouns	412	48.47%
Verbs	97	11.41%
Adjectives	138	16.24%
Numbers	45	5.29%
Pronouns	23	2.71%
Adverbs	55	6.47%
Function Words	80	9.41%
Total	850	100.00%

In the Indonesian language textbook for grade 2 elementary school, the dominant type of nouns used is 412 words, such as *alasan* (reason), *davi* (ancient), *pantai* (beach), *suara* (sound), and *zaman* (time). This aligns with the characteristics of grade 2 teaching materials, which focus on recognizing objects, figures, places, and concrete concepts related to students' everyday experiences. Adjective basic words also appear quite frequently in the textbook, with 138 words, such as *magical* (magic), *inferior* (miner), *special* (special), *simple* (simple), and *usil* (unspiring). Functional words and verbs were found in similar numbers. Functional words in the book totaled 80, including "*senyi*," "*dari*," "*tentang*," "*untuk*," and "*yang*." Meanwhile, verbs appeared in 92, such as "*bahasa*," "*hilang*," "*nabung*," "*pindah*," and "*tiba*." Adverbs were found in 55, such as "*kecil*," "*lihat*," "*tentu*," and "*tidak*." Numerals were found in the book in 45, including "*six*," "*pertama*," "*sebuah*," "*minggu*," and "*orang*." Furthermore, pronouns were found with the fewest root words, with 23, including "*aku*," "*itu*," "*kapan*," and "*masing*."

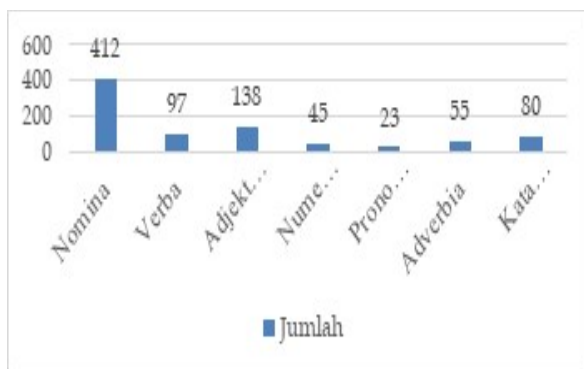


Figure 3
 Frequency Distribution of Root Words in Grade 2 Elementary School

2.2 Derived Words in Indonesian Language Textbooks for Grade 2 Elementary School

Based on the analysis, 503 derived words are used in Indonesian language textbooks for grade 2 elementary school. The derived words in this study consist of four morphological processes: affixation, reduplication, composition, and acronymization. The following is the frequency of derived words in Indonesian language textbooks for grade 2 elementary school.

Table 4
 Frequency Distribution of Basic Words for Grade 2 Elementary School

Derivative Words	Total	%
Affixation	456	90.66%
Reduplication	37	7.35%
Composition	6	1.19%
Acronymization	4	0.80%
Total	503	100.00%

Of the four morphological processes, affixation dominates the list. Affixation is used in 456 Indonesian language textbooks for grade 2 elementary school. Reduplication is found in 37 words. The difference between affixation and reduplication is quite drastic. Meanwhile, compositions and acronymizations have the fewest numbers, and the

difference is not significant: compositions account for 6 words and acronymizations for 4 words.

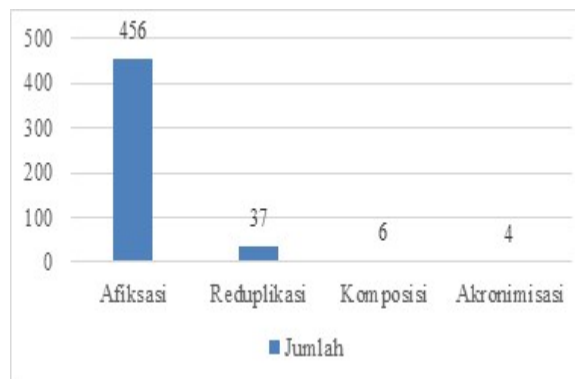


Figure 4
 Frequency Distribution of Derived Words in Grade 2 Elementary School

1) Affixation

Based on the identification and classification of derived words in Indonesian language textbooks for grade 2 elementary school, 456 words were found to have affixes or affixes. The most frequently occurring affixation was prefixes (224 words), followed by confixes (107 words), and the least frequent was suffixes (92 words). Furthermore, there were 33 words with double affixes.

The most predominant affixation used in Indonesian language textbooks for grade 2 elementary school was the prefix meN- (79 words). Meanwhile, the prefix ke- (3 words) was found the least frequently, with 3 words. The suffixes in Indonesian language textbooks for grade 2 elementary school totaled 92 words, consisting of three forms: the suffix -an, the suffix -i, and the suffix -kan. The suffix -an was found more frequently than the other forms, with 44 words. Meanwhile, the suffix -i is found in the fewest words, with 11 words. The suffix -kan is found in 36 words. The following is a comparative analysis of the affixation forms of each suffix. Another form, confixes, is found in 107 words in Indonesian language textbooks for grade 2 elementary school, consisting of various confix forms. Confixes are dominated by the confix meN-...-kan, with 42 words, while the confix perR-...-kan is found in only one word.



2) Reduplication

Reduplication in Indonesian language textbooks for grade 2 elementary school is found in 37 words, consisting of full reduplication, pseudo-reduplication, affixed or affixed reduplication, and sound-change reduplication. In Indonesian language textbooks for grade 2 elementary school, repeated words are dominated by full reduplication, with 28 words. Meanwhile, seven words were found to have affixed reduplication, involving the prefixes *beR-*, *di-*, *se-*, and *perR-...-an*. Furthermore, pseudo-reduplication and sound-change reduplication were each found in only one word. The following are the forms of reduplication and their descriptions.

3) Composition

Six words were found in the Indonesian language textbook for grade 1 elementary school. These words consist of various forms: verb composition, noun composition, and adjective composition. The composition in the grade 2 elementary school textbook was dominated by noun composition, with five words. Only one word was found in the verbal composition, while no adjective composition was found at all.

4) Acronymization

Based on the identification and classification results, four words were found in the Indonesian language textbook for grade 1 elementary school: ATM, PR, SD, and WIB. These four forms of acronymization are among the types of abbreviations commonly used in everyday life and are widely recognized by the public. The presence of the words ATM (Automated Teller Machine), PR (Homework), SD (Elementary School), and WIB (Western Indonesian Time) in textbooks indicates an effort to adapt the material to the social and environmental context of students. However, the number of acronymizations found is relatively small compared to other morphological processes.

3. Comparison of Words in Indonesian Language Textbooks for Grades 1 and 2

3.1 Comparison of Basic Words in Textbooks between Grades 1 and 2

Based on the analysis, basic words are more prevalent in Indonesian language textbooks for Grade 1 than in Grade 2. The basic words used are generally concrete, simple vocabulary related to students' daily experiences, such as names of objects, basic activities, and simple adjectives. The use of basic words in Grade 1 aims to introduce basic vocabulary and help students understand word meanings directly without complex morphological processes.

The distribution of word classes in Grade 1 textbooks shows that nouns are the most frequently used word class, with 251 words (46.48%). The high use of nouns indicates that language learning in the early grades places more emphasis on recognizing objects or basic concepts. Meanwhile, verbs and adjectives each account for 70 words (12.96%), which serve to introduce simple actions and adjectives. Other word classes, such as numerals, pronouns, adverbs, and function words, are used in a more limited number of ways to complement sentence structure.

Meanwhile, Indonesian language textbooks for grade 2 still use basic words, but the number and variety of words used are more developed. The total number of basic words found in grade 2 textbooks is 850, more than the 540 found in grade 1 textbooks. In grade 2 textbooks, nouns also dominate among the other words, with 412 words (48.7%), but there is a significant increase in the use of adjectives, with 138 words (16.24%). This increase indicates that grade 2 students are beginning to be introduced to a wider range of vocabulary describing characteristics, states, and qualities.

Furthermore, the use of numerals and verbs in grade 2 also increases quantitatively. This indicates that the language structure in grade 2 textbooks is beginning to develop and demands more complex understanding. Thus, the comparison of

root words between grades 1 and 2 of elementary school shows a gradual development in vocabulary use as students' language skills improve.

Table 5
 Results of the Comparison of Root Words between Grades 1 and 2 of Elementary School

Word Types	Grade-1		Grade-2	
	Frequency	Percent	Frequency	Percent
Noun	251	46,48	412	48,47
Verb	70	12,96	97	11,41
Adjective	70	12,96	138	16,24
Numerals	20	3,70	45	5,29
Pronouns	21	3,89	23	2,71
Adverb	48	8,89	55	6,47
Functional Word	60	11,11	80	9,41
Total	540	100,00	850	100,00

4.2 Comparison of Derivative Words in Textbooks between Grades 1 and 2

The results of the study indicate that fewer derived words are found in Indonesian language textbooks for Grade 1 compared to Grade 2. There were 318 derived words in the Grade 1 textbooks, while there were 503 in Grade 2. This difference indicates that Grade 2 textbooks have a greater variety of word formation than Grade 1 textbooks. This suggests that at higher grade levels, textbooks begin to introduce students to more complex word forms through various morphological processes.

Table 6
 Results of Comparison of Derivative Words for Grades 1 and 2 of Elementary School

Word Types	Grade-1		Grade-2	
	Frequency	Percent	Frequency	Percent
Affixation	271	85,22	456	90,66
Reduplication	36	11,32	37	7,36
Composition	11	3,46	6	1,19
Acronymization	0	0,00	4	0,80
Total	318	100	503	100

Based on the table above, affixation is the most dominant form of derived words at both levels. The dominance of affixation indicates that word formation through the addition of affixes is the most frequently used morphological process in Indonesian language textbooks at the elementary school level. Affixation in the 1st grade elementary school textbooks totaled 271 words, while in the 2nd grade textbooks there were 456 words. Meanwhile, reduplication was found in 36 1st grade elementary school textbooks and 37 2nd grade elementary school textbooks, resulting in a difference of only one word.

The composition of the two textbooks actually decreased, with 11 words in the 1st grade textbook, while only 6 were used in the 2nd grade textbook. This decrease in the number of compound words indicates that compound word formation is not a primary focus in the vocabulary presentation in lower-grade textbooks. Acronymization was only found in the 2nd grade textbook, with 4 words found in the 1st grade textbook. The presence of acronymization in the 2nd grade textbook indicates that at this level, students are beginning to be introduced to vocabulary derived from shortened words or abbreviations, which have become part of everyday language use. Therefore, to compare the distribution of derived words at both levels, a contingency table analysis was conducted based on the number of entries in each category, as follows.

These results indicate that the distribution of derived words at both levels is not equal. The 2nd grade Indonesian textbook tends to use more derived words than the 1st grade textbook. This difference in numbers indicates an increase in the complexity of word forms presented at higher grade levels, particularly through morphological processes such as affixation, reduplication, composition, and acronymization. This aligns with the development of elementary school students' language skills, who are gradually introduced to more



complex word forms through morphological processes.

DISCUSSION

Words in Indonesian Language Textbooks for Grade 1 Elementary School

The discussion in this section focuses on the characteristics of words found in Indonesian language textbooks for Grade 1 Elementary School. The results show that the distribution of word forms aligns with (Suyatno et al., 2017), which states that material at the early grade level must maintain a balance between root words and derived words, both in terms of number, word classes, and the morphological processes used. The findings discussed emphasize the dominance of certain types of classes, which pedagogically serve to introduce basic concepts to early grade students.

The dominance of basic words in first-grade elementary school textbooks aligns with research by Fauziyah & Sofyan (2018), which showed that children aged 5-6 years use more basic vocabulary than derived vocabulary. This finding suggests that children in the early stages of language acquisition are still mastering simple forms before understanding more complex morphological structures. Furthermore, the dominance of nouns in first-grade elementary school textbooks aligns with research by Markus et al. (2017) and Nurmila & Nteli (2023), which shows that nouns are the earliest and most commonly mastered word class by young children. This occurs because nouns refer to concrete objects that are easily observed directly, making it easier for students to understand in the early stages of language development. The use of verbs and adjectives in first-grade elementary school textbooks is relatively limited and generally relates to basic actions and properties.

In terms of morphological processes, affixation is the most dominant process, particularly the use of the prefixes *menN-* and *beR-*. These findings align with Rohim & Savitri (2020), who stated that language materials at the early grade level should use simple, productive, and easily recognizable word forms to align with children's cogni-

tive abilities. Reduplication was found in limited quantities, generally in the form of full reduplications that are explicit and easy to understand. Meanwhile, composition was found in very few cases, and acronymization was absent altogether. This indicates that Indonesian language textbooks for grade 1 elementary school pedagogically avoid complex and abstract word forms. Acronyms generally require an understanding of the full form and the context of their use, making them less appropriate for the language development stage of early grade students, who are still focused on basic vocabulary recognition and direct meaning.

Furthermore, the vocabulary characteristics found in this study also align with the classification of word types and forms described by Mulyati (2017), who stated that lower grade students' vocabulary generally consists of basic words, affixed words, reduplications, and compound words, with a predominance of simple words. Therefore, grade 1 elementary school textbooks have been structured to suit the early stages of students' linguistic development.

2. Words in Indonesian Language Textbooks for Grade 2 Elementary School

Word usage in grade 2 elementary school differs from grade 1. Grade 2 Indonesian language textbooks show a significant increase in the number and variety of vocabulary. This increase is evident in both basic and derived words. Nouns remain the most dominant word class, but there has been a significant increase in the use of adjectives, verbs, and numerals. This finding indicates that students are beginning to be introduced to vocabulary that describes more complex properties, states, and qualities. This aligns with Mulyati's (2017) findings, which state that lower-grade students' vocabulary development shows an increase in word variety with age and learning experience. Furthermore, numerals and verbs also increase in frequency. This increase indicates that sentence structures in second-grade textbooks are beginning to develop and demand more complex linguistic skills, such as understanding sequence, number, and variation of actions.

In terms of derived words, affixation remains the most dominant morphological process, with more complex variations, even at a higher percentage than in first-grade students. This finding indicates a development in students' linguistic abilities in understanding the relationship between form and meaning. This increase in the use of derived words can also be compared with the findings of Rohim & Savitri (2020), who showed that at higher levels, derived vocabulary tends to increase as reading and comprehension skills develop.

Reduplication remains relatively constant, but the percentage decreases. Meanwhile, composition and acronymization are introduced, albeit in limited quantities. This indicates that vocabulary learning in second-grade elementary school is shifting from simple repetition to more productive word formation through affixation. Composition and acronymization are introduced, albeit in limited quantities, indicating a gradual effort to introduce more complex and contextual word forms.

Comparison of Words in Indonesian Language Textbooks for Grades 1 and 2

In the first-grade Indonesian language textbook, affixation with the prefix *ke-* and suffix *-i* is not found, whereas in the second-grade textbook, these forms are found, although in only one word. In terms of language development, lower-grade elementary school students are at the stage of vocabulary expansion and are beginning to recognize simple morphological structures and progress to more complex forms. Therefore, the emergence of affixation forms in second-grade elementary school can be understood as an indication of increasing linguistic complexity. However, the very limited frequency indicates that the presentation of these morphological forms is not optimal in supporting students' morphological development, which should begin to develop at this level.

In contrast, in the 1st grade elementary school textbook, affixation with the prefix *peN-* and suffix *-i* was found in 1 word, while in the 2nd grade elementary school textbook, these forms were not found at all. This indicates an inconsistency in the

distribution of morphological forms between classes. Theoretically, 2nd grade elementary school students have entered a stage of language development that allows them to understand a wider variety of word forms than 1st grade elementary school students. Therefore, the absence of these forms at higher levels indicates a tendency that does not fully reflect the pattern of gradual increase in complexity according to children's cognitive and linguistic development.

In the first-grade elementary school textbook, 36 reduplication words were found, while in the second-grade textbook, 37 words were found. This very small difference indicates no significant increase in the use of reduplication at higher levels. Meanwhile, from a language development perspective, second-grade elementary school students are beginning to understand the more varied functions of reduplication. The minimal increase in the number of reduplications in the second-grade elementary school textbook indicates that the textbooks still contain limited morphological variation.

Meanwhile, in the first-grade elementary school textbook, 11 compositional words were found, while in the second-grade textbook, only 6 words were found. This decrease indicates a tendency that is not aligned with the development of elementary school children's language skills, which at higher levels should begin to understand more complex compound word structures. From a developmental psycholinguistic perspective, second-grade elementary school students already have better language processing skills, including understanding the meaning relationships between words in compositions. Therefore, the reduced number of compositional forms can be seen as a limitation in the presentation of material that should support the gradual improvement of students' lexical and morphological competencies.

The dominance of nouns at both levels also aligns with research by Markus et al. (2017) and Nurmila & Ntelu (2023), which shows that nouns are the category most mastered by children. Meanwhile, the increase in word class variation in sec-



ond grade supports the findings of Mulyati (2017), who stated that elementary school students' vocabulary development is characterized by an increase in the variety of word types and meaning fields. In terms of morphological processes, affixation is the most dominant process at both levels. However, second graders exhibit a more diverse use of affixation, including confixes and double affixation. Reduplication remains relatively stable in quantity but decreases in percentage, while composition and acronymization begin to be introduced in second grade. These findings also align with Rohim & Savitri (2020), who demonstrated a gradual increase in vocabulary complexity in graded reading materials.

Overall, these differences indicate that Indonesian language textbooks for grades 1 and 2 have been structured in a hierarchical and systematic manner. The vocabulary used at both levels aligns relatively well with the theory of vocabulary acquisition for elementary school-aged children, which states that 7-year-olds ideally master around 6,000–8,000 words (Faizah, 2019). Thus, textbooks serve not only as a means of delivering material but also as an important instrument in supporting students' gradual and continuous early literacy development.

The word usage orientation in Indonesian language textbooks for grade 1 elementary school tends to focus on simpler or more concrete words, such as "buku," "ibu," "makan," and "rumah." This focus aligns with the language development stage of lower grade students, who are still in the phase of recognizing basic vocabulary and meanings that are easily observed directly or in everyday life. Meanwhile, grade 2 elementary school textbooks begin to show a tendency to use more varied words and words with more complex morphological structures, such as "bantu," "kerja," and "bimbing." Based on the analysis, the use of derived words is greater in grade 2 elementary school textbooks, indicating a difference in the orientation of language material presentation between grades. Grade 1 elementary school textbooks emphasize the introduction of basic word forms and concrete mean-

ings, while grade 2 elementary school textbooks begin to develop students' ability to understand variations in word forms and more complex morphological structures.

If a word form appears in grade 1 elementary school textbooks but is not found in grade 2 elementary school textbooks, this can be interpreted as an initial introduction stage that has not been reinforced at the next level. Ideally, these word forms should be reintroduced in higher grades as part of the process of strengthening and expanding students' linguistic competence. Conversely, if a new word form appears in a second-grade textbook but is absent from the first-grade textbook, this could be an indicator of efforts to increase the complexity of the material. However, inconsistent distribution remains a consideration in improving the presentation of language materials to be more systematic and aligned with the language development of elementary school children.

This study has several limitations. First, the research object focused only on Indonesian language textbooks for first and second grades, which were used as data sources. Therefore, the results cannot be generalized to Indonesian language textbooks at other levels or to books published in different publications. Second, regarding the scope of the analysis, this study only analyzed words based on word form classification, namely basic words and derived words, along with their morphological processes. Third, regarding the scope of the morphological analysis, this study only analyzed the morphological processes of affixation, reduplication, composition, and acronymization contained in Indonesian language textbooks for first and second grades. Fourth, the scope of the analysis of affixation forms, this study only analyzes the forms of prefixes, suffixes, confixes, and double affixes in words found in Indonesian language textbooks for grades 1 and 2 of elementary school. Therefore, other linguistic forms, such as clitics (...-nya, ...-ku, and ...-mu) and particles (...-lah, ...-kah, and ...-tah) are not included in the object of analysis of this study. Fifth, quantitative analysis, this study is limited to

calculating the frequency and percentage of word occurrences based on the number of lemmas. This study has not applied more complex advanced statistical analysis to test the level of significance of data differences in more depth.

Based on the analysis and discussion of the research data, the following conclusions were drawn. First, word usage in the Indonesian language textbooks for grade 1 elementary school is dominated by basic words, particularly from the noun and verb classes. This dominance indicates that the grade 1 textbooks emphasize the introduction of basic vocabulary that is concrete and relevant to students' daily lives. The use of adjectives, numerals, pronouns, adverbs, and function words is still limited and functions as support for the formation of simple sentences. In terms of morphological processes, affixation is the most dominant process in both textbooks, particularly prefixes, which are productive and frequently used in everyday language. Furthermore, a limited number of reduplications were found, while composition was found quite rarely, and acronymization was almost non-existent. This indicates that the morphological complexity in the grade 1 textbooks is still low and is tailored to the early stages of language acquisition.

Second, word usage in the Indonesian language textbooks for grade 2 elementary school shows a significant increase in both vocabulary quantity and variety compared to grade 1 elementary school. This increase is evident in the increased number of words and the greater variety of word types used in the texts. Nouns remain the most dominant word class, but the use of adjectives, verbs, and numerals has increased. This increase indicates that second-grade elementary school textbooks are beginning to introduce more varied and complex vocabulary. In terms of derived words, affixation remains the most frequently used morphological process, with a greater variety of affixes than in first-grade elementary school. Reduplication is still found, although the percentage has decreased. Furthermore, composition and

acronymization are being introduced, albeit in limited quantities. This indicates a gradual increase in the complexity of word forms used in second-grade elementary school textbooks.

Third, a comparison between first-grade and second-grade Indonesian textbooks shows a gradual development in vocabulary presentation, both in terms of word number, word class variation, and morphological processes. The first-grade elementary school textbook emphasizes the introduction of basic vocabulary and simple morphological forms, while the second-grade textbook emphasizes vocabulary expansion and increased morphological complexity. These findings indicate that the vocabulary material at both levels has been structured in a tiered and systematic manner, thus relatively appropriate to the linguistic and cognitive development of elementary school students. Furthermore, in textbooks for grades 1 and 2 of elementary school, a unique finding in this study was the absence of infix forms. This indicates a tendency to tailor vocabulary to the language abilities of elementary school students, particularly in the early stages, thus eliminating the use of morphological forms considered more complex. Therefore, this finding reinforces the importance of selective vocabulary selection in early grade Indonesian language textbooks to support students' language comprehension and acquisition.

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