

Verb Affixation in the Seventh-Grade Indonesian Language Textbook of the Merdeka Curriculum: A Morphological Study

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ABSTRACT

Morphology plays a crucial role in Indonesian language instruction because word-formation processes, including affixation, determine the accuracy of word meaning and grammatical function. As the primary learning resource in the Merdeka Curriculum, textbooks contain numerous affixed verbs that students must understand to read and write grammatically. This study aims to describe the forms, formation processes, and affix types of affixed verbs found in the seventh-grade Indonesian textbook of the Merdeka Curriculum, and to identify patterns in their usage. A descriptive qualitative approach grounded in morphological analysis was employed. Data consisting of affixed words were collected through documentation and note-taking techniques, then analyzed through identification, classification, morphological-process analysis, and conclusion drawing. The study identified 65 affixed-word data, comprising 22 single-prefix forms, 1 suffixed form, and 42 confix forms. The meN-...-kan confix was the most dominant pattern, occurring 26 times, followed by the meN- prefix in 10 data. The findings also reveal that several data categorized as verb affixation, particularly those formed with the ke-...-an, peN-...-an, and per-...-an confixes, categorially yield deverbal nouns rather than verbs. The study concludes that the seventh-grade textbook is dominated by causative and benefactive meN-...-kan confixation, underscoring the need for teachers to explicitly distinguish the verbalizing and nominalizing functions of these affixes in morphology instruction.

Keywords: verb affixation, Indonesia language textbook, morphological study

INTRODUCTION

Morphology is a branch of linguistics that examines the intricacies of word structure and formation processes, including changes in word forms that affect grammatical categories and meanings (Ramlan, 2009; Chaer, 2015). Morphology holds a crucial position in Indonesian language learning because language competence—both receptive and productive—relies heavily on learners' ability to understand word forms and their formation processes. Learners who grasp morphological processes find it easier to interpret word meanings within sentence contexts, construct grammatically correct sentences, and productively expand their vocabulary through the creation of new words.

One of the most productive morphological processes in Indonesian is affixation—the process of attaching affixes to a base form to generate new words, whether by altering the word category or merely modifying its grammatical meaning (Kridalaksana, 2007). Affixes in Indonesian comprise prefixes, suffixes, confixes (combinations of prefixes and suffixes attached simultaneously), and infixes. Verbs—word classes denoting actions, processes, or states—undergo affixation more frequently than other word classes in Indonesian, particularly through prefixes such as *meN-*, *ber-*, *di-*, and *ter-*, as well as various confix forms like *meN-...-kan* and *meN-...-i* (Alwi et al., 2017).

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Textbooks play a strategic role in Indonesian language learning, serving as both primary learning resources and models of language usage for learners. Under the Independent Curriculum, textbooks are designed using a text- and literacy-based approach; consequently, they incorporate a variety of authentic discourses—such as descriptive, narrative, and procedural texts, as well as letters—that naturally feature diverse forms of affixed verbs. The accurate use of verbal affixes in textbooks is not merely a matter of grammar; it also serves as a model that learners emulate in their daily language use. Therefore, conducting a morphological analysis of affixed verbs in textbooks is essential to ensure the consistency and accuracy of the linguistic material presented.

The Independent Curriculum emphasizes text-based Indonesian language learning that is contextual and meaningful, yet it does not disregard the importance of mastering linguistic structures, including morphology. Understanding verb affixation supports learning outcomes related to effective writing and speaking skills, as the precise selection and formation of affixed verbs influence the clarity and politeness of speech or writing. Consequently, the study of verb affixation in Grade VII textbooks is directly relevant to achieving the language competencies envisioned by the (Kemendikbudristek, 2022).

Based on this background, the study aims to: (1) describe the forms of affixed verbs found in the Kurikulum Merdeka Grade VII Indonesian language textbook; (2) analyze the morphological processes involved in forming these affixed verbs; (3) classify the types of affixes (prefixes, suffixes, and confixes) employed; and (4) describe patterns of verb affixation usage and their implications for teaching Indonesian morphology at the junior high school level.

In practical terms, the findings are expected to benefit Indonesian language teachers by serving as a reference for explicitly explaining verb affixation processes to students—particularly in distinguishing between the verbalizing and nominalizing functions of affixes. For textbook

authors and reviewers, the findings offer insights for evaluating the consistency of how affixed forms are presented in future editions. For linguistics researchers, this study enriches the mapping of verb affixation within official textbook discourse—an area that has received less scholarly attention compared to affixation studies in literary works.

Morphology is the branch of linguistics that studies the intricacies of word forms and the impact of changes in word forms on word categories and meanings (Ramlan, 2009). Verhaar (2012) defines morphology as the field of linguistics that examines the internal structure of words and the processes of their formation. The subject matter of morphology encompasses morphemes—the smallest grammatical units—as well as the morphological processes that transform morphemes or words into new words, and the resulting complex words. Morphology holds a strategic position by serving as a bridge between phonology (the study of sounds) and syntax (the study of sentence structure); consequently, an understanding of morphology is a crucial prerequisite for a comprehensive grasp of grammar.

Chaer (2015) categorizes morphological processes in Indonesian into three primary types: affixation (the attachment of affixes), reduplication (the repetition of a base form), and compounding (the combination of base morphemes). Among these, affixation is the most productive process and the one that most frequently alters a word's grammatical category and meaning. Affixation is defined as the process of attaching an affix to a base form—whether simple or complex—to form a word (Kridalaksana, 2007). Muslich (2010) explains that an affix is a bound morpheme; while it lacks independent lexical meaning, it conveys grammatical meaning when attached to a base form. The affixation process is productive because a single base form can yield multiple derivative words with varying meanings and categories, depending on the specific affix attached.

Based on their attachment position, affixes in Indonesian can be classified into four types



(Ramlan, 2009; Putrayasa, 2010). A prefix is an affix attached to the beginning of a base form; examples include *meN-*, *ber-*, *di-*, *ter-*, *ke-*, *se-*, and *peN-*. The prefix *meN-* is the most productive prefix for forming active verbs, featuring morphological variants (allomorphs)—*me-*, *mem-*, *men-*, *meng-*, *meny-*, and *menge-*—whose application is determined by the initial phoneme of the base form. The prefix *ber-* generally forms intransitive active verbs or verbs denoting the state of possessing or using something. The prefix *di-* forms passive verbs, whereas the prefix *ter-* can form verbs denoting a state or an action that occurs unintentionally. A suffix is an affix attached to the end of a base form; examples include *-kan*, *-i*, *-an*, and *-nya*. The suffixes *-kan* and *-i* generally do not stand alone but combine with the prefix *meN-* to form a confix, whereas the suffix *-an* can stand alone attached to either verb or noun bases and tends to produce nouns resulting from nominalization (Alwi et al., 2017). A confix is a combination of two affixes—a prefix and a suffix—that attach simultaneously to a base form to create a unified grammatical meaning that cannot be decomposed into separate semantic components (Kridalaksana, 2007); examples include *meN-...-kan*, *meN-...-i*, *ke-...-an*, *peN-...-an*, *per-...-an*, and *ber-...-kan*. The confix *meN-...-kan* generally forms transitive verbs with causative or benefactive meanings, whereas the confixes *ke-...-an*, *peN-...-an*, and *per-...-an* generally form abstract nouns or nouns resulting from a process (nominalization) rather than verbs. An infix is an affix inserted into the middle of a base form—such as *-el-*, *-em-*, and *-er-*, found in words like *trembling* and *serrate*; infixes are not productive in modern Indonesian, so their occurrence in contemporary texts, including textbooks, is relatively limited.

Verbs are a word class expressing actions, processes, or states, and syntactically, they can function as the predicate of a sentence (Alwi et al., 2017). Indonesian verbs can be distinguished into base verbs (those that have not undergone affixation) and derived verbs (verbs with affixes). Based on their relationship with an object, verbs

are categorized as transitive verbs, which require an object, and intransitive verbs, which do not. Based on form and meaning, verbs can also be classified as active or passive. Affixed verbs are formed through the process of affixation applied to a base form—which may be a noun, an adjective, or a base verb itself.

Several previous studies have examined linguistic aspects within Kurikulum Merdeka (Independent Curriculum) Indonesian language textbooks, albeit with varying focuses. Abdul Aziz et al. (2023) investigated clause structures in procedural texts within the Grade 7 junior high school *Kurikulum Merdeka Indonesian textbook, identifying clause pattern variations linked to sentence complexity. Nurchaliza et al. (2023) analyzed verb and adjective phrases in short stories found in the Grade 4 elementary school Kurikulum Merdeka Indonesian textbook, demonstrating that verb phrases dominate narrative sentence structures. Additionally, research exists regarding the alignment of grammar content in junior high textbooks with Kurikulum Merdeka learning outcomes, underscoring the importance of rigorous linguistic analysis of textbooks as official teaching materials. These studies indicate that while syntactic aspects (phrases and clauses) have been extensively researched, morphological aspects—specifically verb affixation at the Grade 7 Kurikulum Merdeka level—have rarely been examined in depth.

METHOD

This study employs a qualitative approach with a descriptive method, aiming to describe linguistic phenomena as they naturally occur without subjecting the data to any intervention or manipulation (Ramlan, 2009). The descriptive qualitative approach was selected because the study seeks to provide a detailed account of the forms, formation processes, and types of affixes found in the affixed verbs within the data source, rather than to test hypotheses quantitatively.

Data sources and types. The data source for this study is the Grade VII Indonesian language

textbook from the Independent Curriculum, used at the junior high school level. The research data consists of all affixed verbs found within the texts in the textbook—including descriptive, narrative, and report texts, as well as personal and official letters—spanning several chapters.

Data collection techniques. Data were collected using documentation and note-taking techniques. The documentation technique involved a comprehensive review of all texts in the textbook, while the note-taking technique involved recording each affixed word onto data cards containing information such as the affixed word itself, the root word, the sentence context, and the word's location within the textbook. Recording was carried out consistently, preserving the word forms exactly as they appeared in the source material without altering their spelling or original structure.

Data analysis techniques. Data analysis was conducted in four stages. First, the identification stage, which involved marking every affixed word found in the textbook texts. Second, the classification stage, which involved categorizing the data based on the type of affix used—specifically prefixes, suffixes, and confixes. Third, the formation process analysis stage, which involved breaking down the morphological formation process of each affixed word, including any changes in form (such as phoneme elision) and the resulting change in word category. Fourth is the conclusion stage, which involves formulating general trends regarding the use of verb affixation in the textbooks based on the analysis results from the preceding stages. Data validity is verified through theoretical triangulation—specifically, by cross-referencing the classification results with the Indonesian morphological rules proposed by experts, as outlined in the Introduction.

RESULT

on the documentation and recording of discourse within the Grade VII Kurikulum Merdeka Indonesian language textbook, 65 instances of affixed words were identified that met the criteria for the study of affixation. Overall,

these data are categorized into three major groups based on affix type: 22 instances with a single prefix (33.8%), 1 instance with a single suffix (1.5%), and 42 instances with a confix (64.6%).

1. Prefixes on Affixed Verbs

Research data shows that single prefixes appear 22 times, comprising the prefix *meN-* (10 instances: *membaca*, *menyimpan*, *mengingat*, *mencoba*, *memproduksi*, *menulis*, *menyusun*, *mengonsumsi*, *membalas*, *mengirim*), the prefix *ber-* (4 instances: *berwisata*, *berkelana*, *berimajinasi*, *berolahraga*), the prefix *di-* (4 instances: *dibangun*, *ditanam*, *diikat*, *dipasuk*), and the prefix *ter-* (4 instances: *tertutup*, *tersenyum*, *terdapat*, *termasuk*). The prefix *meN-* in words such as *membaca* (from *baca*) and *menulis* (from *tulis*) does not undergo a morphophonemic process involving the loss of the base word's initial consonant; instead, the consonant merges into the allomorphs *men-* or *mem-* in accordance with nasalization rules. In the word *memproduksi*, the prefix *meN-* attaches to the base form *produksi* without consonant elision because the phoneme /p/—located in the second syllable—is not at the beginning of the base word. Functionally, these verbs with the *meN-* prefix form active verbs—either transitive (such as *membaca*, *menulis*, and *mengonsumsi*, which require an object) or intransitive (such as *mengingat*, which does not require an object). The prefix *ber-* in words like *berwisata*, *berkelana*, and *berolahraga* yields active intransitive verbs that denote the state of performing an activity or possessing/using the concept expressed by the base form. The word *berimajinasi*, for instance, is formed from the nominal base *imajinasi*; the addition of the prefix *ber-* triggers a category shift from noun to verb (derivation) while simultaneously conveying the meaning of "performing or possessing what is expressed by the base form." The prefix *di-* consistently forms passive verbs—such as *dibangun*, *ditanam*, and *diikat*—indicating that the sentence's subject undergoes the action rather than performing it.



2. Suffixes (Endings) in the Research Data

Only one instance of a single-suffix form was found in this study: the word *makanan*, formed from the base *makan* through the addition of the suffix *-an*. The low frequency of this single suffix aligns with the morphological characteristics of Indonesian, wherein the suffixes *-kan* and *-i* are bound affixes that syntactically always combine with the prefix *meN-* to form a circumfix; conversely, the suffix *-an*—when standing alone—tends to function as a marker of nominalization rather than verbalization. Although the word *makanan* is derived from the verb base *makan*, it undergoes a categorical shift into a noun meaning "something that is eaten"; thus, this data point actually sits at the boundary between the study of verbal affixation and deverbal nominal affixation.

3. Circumfixes (Combinations of Prefixes and Suffixes) Found in Affixed Verbs

Circumfixes constitute the most dominant type of affix in the research data, appearing 42 times (64.6% of the total dataset). These are distributed across seven patterns: *meN-...-kan* (26 instances), *meN-...-i* (5 instances), *ke-...-an* (3 instances), *peN-...-an* (3 instances), *per-...-an* (3 instances), *ber-...-kan* (1 instance), and *memper-...-kan* (1 instance). The *meN-...-kan* circumfix is the most productive pattern in the textbook, appearing in words such as *menghabiskan*, *merasakan*, *mengusulkan*, *menggunakan*.

Semantically, the *meN-...-kan* circumfix in the data yields several grammatical meanings: a causative meaning—"causing something to become"—as seen in *mengagumkan* (causing admiration) and *menjelaskan* (making something clear); a benefactive meaning—"doing something for someone else"—as seen in *menceritakan*, *memberikan*, *membagikan*, *mengirimkan*, and *memohonkan*; and a meaning denoting "performing an action upon the object expressed by the base form," as seen in *menggunakan* and *menemukan*. The *meN-...-i* circumfix appears in five instances: *menikmati*, *mempelajari*,

menanggapi, *mengakhiri*, and *menyurati*. Unlike *meN-...-kan*, which tends to convey causative or benefactive meanings, the *meN-...-i* circumfix generally expresses locative or intensive meanings; for example, *mempelajari* signifies "engaging in the act of learning about something repeatedly or in depth," and *menyurati* means "sending a letter to someone."

Categorially, these three circumfix patterns do not yield verbs but rather abstract nouns (*ke-...-an*), nouns denoting process or result (*peN-...-an*), or nouns denoting result or location (*per-...-an*). The presence of these items in the research corpus is significant as an analytical finding—rather than a data collection error—because their base verbs (*jalan*, *main*, *rawat*, *indah*, *sehat*, *bersih*, *olah*, *saji*, *pilih*) are semantically closely linked to activities or actions, even though the resulting affixed forms belong to the noun category. The confix *ber-...-kan* appears in one instance—*berdasarkan*—while the confix *memper-...-kan* also appears in one instance—*mempertahankan*.

4. Summary and General Trends

Overall, the data distribution indicates that the process of circumfixation (64.6%) is far more dominant than either simple prefixation (33.8%) or simple suffixation (1.5%). The dominance of the *meN-...-kan* circumfix—accounting for 26 out of 65 data points (40% of the total)—underscores that the Grade VII Independent Curriculum textbook frequently presents active transitive sentence structures featuring verbs that denote goal-oriented (causative) actions or actions involving a beneficiary (benefactive). This pattern aligns with the characteristics of narrative, descriptive, and procedural texts—the primary text types at the Grade VII level—wherein authors or story characters often perform actions oriented toward specific outcomes or other parties.

5. The Dominance of the *meN-...-kan* Circumfix in Textbook Discourse

The prevalence of the *meN-...-kan* circumfix (40% of the total data) indicates that the formation

of causative and benefactive transitive verbs is the most frequently used verb-formation pattern in the textbook's discourse. This finding is consistent with the characteristics of the texts included in the book—such as travel descriptions, imaginative narratives, health reports, and personal or official letters—which naturally require goal-oriented action verbs like *menceritakan* (to tell/narrate), *menjelaskan* (to explain), *mengirimkan* (to send), and *menyampaikan* (to convey). This pattern has implications for writing instruction, as students need explicit training to distinguish between base verbs and verbs with the *meN-...-kan* circumfix that yield causative or benefactive meanings; such training helps prevent affixation errors—such as the omission of the *-kan* suffix—which could otherwise alter the sentence's meaning.

6. The tendency Regarding the Simple *meN-* prefix

The tendency to use the prefix *meN-* in isolation (without a suffix)—observed in instances such as *membaca* (to read), *menulis* (to write), and *mencoba* (to try)—indicates that the textbooks present fundamental language-skill verbs that are general in nature and frequently employed in instructional contexts (such as exercise sections and task instructions). Consequently, their frequency of use is notably high, even if they are not as dominant as the circumfix *meN-...-kan*.

7. Consider the Distribution of Verb Affixation across Various Text Types

The connection between these affixation patterns and language usage in the Grade VII textbooks is evident in the distribution of data across diverse genres—ranging from descriptive texts and travel narratives (Chapter I) and imaginative or fantasy narratives (Chapter II) to materials concerning health and lifestyle, as well as personal and official correspondence. This distribution demonstrates that verb affixation—specifically the circumfixes *meN-...-kan* and *meN-...-i*—appears consistently across different text types. This indicates that the ability to understand

verb affixation is a cross-curricular competence underpinning nearly all language skills at the Grade VII level, rather than a skill limited to any single specific type of text.

8. Verbal nouns as an Element of the Study's Novelty

The primary element of novelty in this research is the finding that nine data points—originally collected under the category of verb affixation (*keindahan*, *kesehatan*, *kebersihan*, *pengolahan*, *penyajian*, *pemilihan*, *perjalanan*, *permainan*, *perawatan*)—along with one suffix-bearing item (*makanan*), are grammatically categorized as deverbal nouns rather than verbs. This finding offers a methodological contribution to future morphological studies by highlighting the need for an explicit distinction between "affixation applied to verb/adjective bases that yields a verb" and "affixation applied to verb/adjective bases that yields a nominalization product (deverbal noun)." The implications for morphology instruction in schools are significant: teachers must explicitly teach that not all words derived from verb bases and containing specific affixes automatically fall into the verb category. This is because the circumfixes *ke-...-an*, *peN-...-an*, and *per-...-an* generally function to form nouns, even when the base form relates to an action or state. Misclassifying these forms as verbs can lead to errors in sentence analysis, particularly regarding the identification of predicates and sentence subjects or objects.

9. Practical Implications for Grade VII Instruction

A practical implication of these findings for Grade VII instruction is the importance of integrating morphology lessons with writing and critical reading instruction. Teachers can utilize the verb-affixation data mapped in this study as material for exercises in identifying affix types, distinguishing between verbs and nouns resulting from affixation, and constructing sentences using verbs with the appropriate circumfixes for



causative, benefactive, or locative contexts. In this way, the study of morphology moves beyond the mere memorization of rules; instead, it integrates directly with authentic discourse contexts found in the textbooks students use daily, aligning with the spirit of contextual learning championed by the (Independent Curriculum).

DISCUSSION

Putrayasa (2010) explains that affixation in verbs can be derivational—changing the category of the base word into a verb (e.g., the noun *wisata* becoming the verb *berwisata*)—or inflectional—altering the verb's form without changing its category (e.g., the verb *tulis* becoming *menulis*). Understanding these derivational and inflectional processes is crucial in the study of morphology, as it is directly related to identifying base words and the correct processes of word formation.

The prefix *meN-* is a highly productive form—represented by ten examples such as *membaca*, *menulis*, *mencoba*, and *mengirim*—demonstrating its frequent use in forming active verbs. This finding aligns with Alwi et al. (2017), who identify *meN-* as a productive prefix in Indonesian verb formation. In the textbook, verbs with the *meN-* prefix are used to convey actions performed by the subject, whether within the text itself or in instructions for learning activities. Thus, the use of *meN-* extends beyond mere word formation; it also facilitates the clear communication of activities within the discourse.

CONCLUSION

This study draws several conclusions based on an analysis of 65 affixed word tokens found in the Grade VII Indonesian language textbook for the Kurikulum Merdeka. First, the affixed verb forms in the textbook are highly diverse, encompassing affixation via the prefixes *meN-*, *ber-*, *di-*, and *ter-*, the suffix *-an*, and various confix patterns. Second, the word-formation processes observed generally adhere consistently to Indonesian morphophonemic rules, although one

anomaly was identified (*dipasuk/pasak*), which is suspected to be a typographical error in the source material. Third, confixes are the most frequently used affix type (64.6%), followed by single prefixes (33.8%) and single suffixes (1.5%), with the *meN-...-kan* confix pattern being the single most dominant form (accounting for 40% of the total data). Fourth, the usage of verb affixation in the Grade VII textbook is dominated by the formation of active transitive verbs conveying causative and benefactive meanings; this reflects the characteristics of the narrative, descriptive, and procedural texts that constitute the core curriculum at this level. Fifth, the study reveals that certain tokens featuring the confixes *ke-...-an*, *peN-...-an*, and *per-...-an*, as well as the suffix *-an*, categorically result in deverbal nouns rather than verbs; consequently, an explicit distinction between the verbalizing and nominalizing functions of affixes is necessary in school-based morphology instruction. The implication of this conclusion is the importance of Indonesian language teachers integrating the teaching of affixation contextually by utilizing authentic discourse from textbooks, while also emphasizing the distinction between word categories resulting from affixation to ensure students possess an accurate morphological understanding. Future research is advised to extend the study of affixation to other grade levels within the Independent Curriculum and to link it with an analysis of students' language errors regarding the use of affixed verbs.

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