

Linguistic Addition Errors in Indonesian Academic Writing: A Syntactic Analysis of Reduplication, Conjunctions, and Prepositions

Arju Susanto¹, A. Muh. Ayyub Ht², M. Nur Iman³, Nur Qadri Malabbi⁴

¹Universitas Nasional Jakarta, Indonesia

²Universitas Muhammadiyah Mamuju, Indonesia

³Hasanuddin University, Indonesia

⁴Universitas Wira Bhakti, Indonesia

*Correspondence: arjususanto@civitas@unas.ac.id

ABSTRACT

*This study investigates addition errors in Indonesian academic writing, particularly unnecessary linguistic elements that create ineffective sentence constructions. The research aims to identify and analyze patterns of addition errors found in students' academic texts. This study employed a qualitative descriptive method using documentation and note-taking techniques. The data consisted of 24 ungrammatical sentences collected from Indonesian academic writings. The findings revealed eight dominant patterns of addition errors: reduplication with *banyak*, *banyaknya*, *beberapa*, *jumlah*, and *seluruh*; subordinate clause construction *jika...*, *maka...*; addition of the preposition *pada*; and addition of the conjunction *yang*. The results indicate that students frequently produce redundant grammatical structures by combining plural markers with reduplication, inserting unnecessary conjunctions, and adding excessive prepositions. These errors reduce sentence effectiveness, clarity, and conciseness in academic writing. The study concludes that addition errors are mainly influenced by spoken language interference, overgeneralization of grammatical rules, and limited understanding of formal Indonesian syntax. Therefore, academic writing instruction should emphasize effective sentence construction, grammatical economy, and editing strategies to minimize unnecessary linguistic additions in scholarly writing.*

ARTICLE HISTORY

Published June 10th 2026



KEYWORDS

Addition errors, academic writing, reduplication, sentence effectiveness, Indonesian syntax.

ARTICLE LICENCE

© 2026 Universitas Hasanuddin
Under the license CC BY-SA
4.0



1. Introduction

Academic writing requires clarity, conciseness, and grammatical accuracy to ensure that ideas are communicated effectively. In higher education, students are expected to produce academic texts that follow formal linguistic conventions, particularly in sentence construction and syntactic organization. However, many students still experience difficulties in constructing effective Indonesian academic sentences because they frequently transfer spoken language patterns into written discourse (Prihandoko et al., 2021; Suherman et al., 2022; Sachiya et al., 2025). As a result, academic texts often contain redundant linguistic elements that reduce sentence efficiency and grammatical appropriateness.

One of the common linguistic problems in Indonesian academic writing is the unnecessary addition of linguistic elements or units. Addition errors occur when writers insert grammatical components that are not required syntactically or semantically. These additions commonly appear in the form of reduplication, unnecessary conjunctions, excessive prepositions, and repetitive subordinate clause structures. According to Halliday and Matthiessen (2014), effective academic language should emphasize grammatical economy and informational density. Therefore, unnecessary additions may weaken sentence clarity and reduce textual coherence.

Recent studies have shown that Indonesian students still struggle to produce concise and effective academic sentences. Research conducted by Sari and Widodo (2021) found that redundancy frequently appears in students' theses and academic essays, especially through repetitive lexical structures and ineffective sentence patterns. Similarly, Nugraha (2022) explains that unnecessary linguistic repetition often emerges because students attempt to create formal academic expressions but instead produce wordy constructions. This phenomenon indicates that students' understanding of academic Indonesian syntax remains limited.

Reduplication errors are particularly dominant in Indonesian academic writing. In Indonesian grammar, plural meaning can already be represented by quantifiers such as *banyak*, *beberapa*, *jumlah*, and *seluruh*, making additional reduplication unnecessary. Nevertheless, students frequently produce constructions such as *banyak perusahaan-perusahaan* or *seluruh tugas-tugas*. According to Hasan Alwi et al. (2017), combining plural quantifiers with reduplicated nouns creates semantic redundancy and violates the principle of effective sentence construction. Recent linguistic studies also emphasize that lexical redundancy negatively affects readability and increases cognitive processing in academic texts (Prasetyo & Anindita, 2023).

Another recurring issue involves the excessive use of conjunctions and prepositions. Students often use paired conjunctions such as *jika... maka...* even though the conjunction *jika* alone is sufficient to express conditional relations in formal Indonesian syntax. In addition, prepositions such as *pada* are frequently inserted unnecessarily, as in *mempengaruhi pada kinerja pegawai*. According to Sneddon et al. (2018), Indonesian academic writing prioritizes concise sentence structures and avoids unnecessary grammatical markers. Likewise, Chaer (2021) argues that excessive prepositional insertion creates syntactic inefficiency and disrupts sentence effectiveness.

The overuse of the conjunction *yang* also appears frequently in academic writing. Many students assume that adding more conjunctions makes their writing sound more formal, although excessive conjunctions often produce awkward and ineffective sentence structures. Hyland (2019) explains that novice academic writers commonly overuse connectors and relative clauses because they attempt to imitate formal academic discourse without fully understanding its grammatical principles. Consequently, unnecessary conjunctions may reduce readability instead of improving textual sophistication.

Several previous studies have examined grammatical errors in Indonesian academic writing; however, most of them focus broadly on spelling, morphology, or general syntactic errors. Research specifically discussing patterns of addition errors in Indonesian academic texts remains limited, particularly studies focusing on reduplication, subordinate clause patterns, prepositional addition, and conjunction addition simultaneously. Therefore, this study aims to analyze the patterns of addition errors found in Indonesian academic writing and explain how these additions contribute to ineffective sentence construction.

This study is important because understanding linguistic addition patterns may contribute to the development of academic writing instruction in Indonesian higher education. By identifying common addition errors, educators can provide more focused guidance on effective sentence construction, grammatical economy, and concise academic expression. Furthermore, the findings are expected to enrich linguistic studies related to Indonesian syntax and academic discourse analysis.

1.1 Addition Errors in Academic Writing

Addition errors refer to the unnecessary insertion of linguistic elements that do not contribute to grammatical meaning or sentence effectiveness. In academic writing, these errors commonly appear in the form of redundant words, repetitive grammatical markers, excessive conjunctions, and unnecessary prepositions (Ritonga et al., 2024; Ko et al., 2025; Rahman et al., 2019). According to Ellis and Barkhuizen (2020), addition errors occur because language users tend to overgeneralize grammatical rules during the writing process. This phenomenon is particularly common among students who are still developing academic writing competence.

In Indonesian academic contexts, addition errors often reduce sentence clarity and create ineffective constructions. Academic language ideally emphasizes precision, conciseness, and coherence; therefore, unnecessary linguistic elements may disrupt the formal structure of scholarly texts. Putri and Mahendra (2022) explain that redundancy in Indonesian academic writing reflects limited mastery of formal syntax and ineffective editing strategies among university students. Similarly, Dewi (2023) argues that students frequently assume that longer sentence structures sound more academic, even though excessive additions often weaken readability and textual efficiency.

Furthermore, linguistic addition errors are closely related to syntactic competence. Academic writers are expected to construct sentences that are grammatically complete without unnecessary repetition or duplication. In this regard, addition errors demonstrate students' difficulty in distinguishing between spoken and written language structures. Spoken discourse often tolerates repetition for emphasis, while academic writing requires economy of language and informational effectiveness.

1.2 Reduplication and Sentence Ineffectiveness in Indonesian Grammar

Reduplication is one of the most productive grammatical processes in Indonesian morphology. It commonly functions to express plurality, repetition, intensity, or variation. However, reduplication becomes ineffective when it is combined with lexical plural markers such as *banyak*, *beberapa*, *jumlah*, and *seluruh*. According to Kridalaksana (2021), plural quantifiers in Indonesian already contain semantic plurality, making additional reduplication unnecessary. Therefore, constructions such as *banyak mahasiswa-mahasiswa* or *seluruh tugas-tugas* are considered redundant in formal Indonesian grammar.

Recent studies show that reduplication errors remain dominant in Indonesian academic writing. Fauzan and Lestari (2024) found that students frequently produce double plural markers because they overemphasize quantity in academic texts. This pattern reflects interference from informal language habits into formal writing practices. In addition, lexical repetition often decreases sentence effectiveness because readers receive repetitive semantic information unnecessarily.

The principle of effective sentences in Indonesian academic writing requires clarity, unity, and conciseness. Redundant reduplication violates these principles because the same grammatical meaning is expressed repeatedly (Prihandoko et al., 2022; Youngsun et al., 2024). As stated by Santoso (2022), ineffective reduplication contributes to verbose academic writing and reduces textual readability. Therefore, understanding the correct function of reduplication is essential for improving students' academic writing quality.

1.3 Conjunctions and Prepositions in Indonesian Academic Syntax

Conjunctions and prepositions play important roles in connecting ideas and organizing sentence structures in academic writing. However, their excessive use often creates grammatical inefficiency. Indonesian students frequently produce constructions such as *jika...*, *maka...* and *mempengaruhi pada...*, which contain unnecessary conjunctions and prepositions. According to Muslich (2021), formal Indonesian syntax prioritizes concise grammatical relations; therefore, unnecessary connectors should be avoided in academic discourse.

The overuse of conjunctions also reflects students' attempts to imitate formal academic style. Many writers assume that adding conjunctions such as *yang* or *maka* increases sentence sophistication. However, excessive conjunctions may instead create awkward structures and reduce readability. Ramadhani and Kusuma (2023) found that Indonesian university students often overuse relative conjunctions because they misunderstand the syntactic function of subordinate clauses.

Similarly, unnecessary prepositions indicate weak mastery of Indonesian sentence patterns. Academic Indonesian requires accurate grammatical relations without excessive lexical insertion. Hidayat (2024) explains that prepositional addition errors frequently emerge because students transfer spoken language structures into written academic texts. Consequently, the misuse of conjunctions and prepositions contributes significantly to ineffective academic sentence construction.

2. Methodology

2.1 Research Design

This study employed a qualitative descriptive method to analyze addition errors found in Indonesian academic writing. Qualitative descriptive research is appropriate because the study focuses on identifying, classifying, and interpreting linguistic phenomena in naturally occurring written texts. According to Creswell and Creswell (2018), qualitative descriptive research aims to provide detailed descriptions of specific phenomena without manipulating the data. In this study, the phenomenon investigated was the unnecessary addition of linguistic elements in students' academic sentences.

2.2 Data Source

The data source of this study was students' academic writing collected from academic texts, particularly undergraduate thesis backgrounds and research papers written in Indonesian. The study focused on sentences containing addition errors in the form of reduplication, unnecessary conjunctions, unnecessary prepositions, and redundant subordinate clause constructions.

The data consisted of 24 sentences that were classified into eight linguistic patterns, namely **reduplication with *banyak***, **reduplication with *banyaknya***, **reduplication with *beberapa***, **reduplication with *jumlah***, **reduplication with *seluruh***, the **subordinate clause pattern *jika...*, *maka...***, the **addition of the preposition *pada***, and the **addition of**

the conjunction yang. These patterns represent the various forms of linguistic structures identified in the data and serve as the basis for analyzing the grammatical features and usage patterns observed in the study.

2.3 Data Collection Technique

The data were collected using documentation and note-taking techniques. First, the researcher carefully read the academic texts to identify sentences containing addition errors. Second, sentences that contained unnecessary linguistic additions were underlined, classified, and documented based on their grammatical patterns. Finally, the identified data were grouped into categories according to the types of addition errors.

2.4 Instrument of the Study

The main instrument of this study was the researcher. In qualitative linguistic research, the researcher plays a central role in selecting, interpreting, and analyzing the data. To support the analysis process, the researcher also used data classification tables to categorize the patterns of linguistic additions found in the academic texts.

2.5 Data Analysis Technique

The data were analyzed using descriptive linguistic analysis. The analysis followed several steps:

1. Identifying sentences containing addition errors.
2. Classifying the data based on the types of linguistic addition.
3. Comparing ungrammatical and grammatical sentence forms.
4. Analyzing the linguistic patterns causing sentence ineffectiveness.
5. Interpreting the findings using Indonesian grammatical theories and academic writing principles.

The analysis focused on how unnecessary linguistic elements created ineffective sentence structures in academic Indonesian writing.

3. Results and Discussion

3.1. Results

This section presents the findings of linguistic addition errors identified in students' academic writing. The analysis focuses on eight patterns of unnecessary linguistic additions, including reduplication, subordinate clause construction, preposition addition, and conjunction addition. These patterns demonstrate how unnecessary lexical or grammatical elements create ineffective sentence structures in academic Indonesian writing. The findings indicate that most errors occur because writers tend to duplicate plural markers, insert redundant conjunctions, or add unnecessary prepositions that reduce sentence efficiency and grammatical accuracy.

Tabel 1. Pattern of Reduplication: *banyak + reduplikasi*

No	Data Code	Ungrammatical Sentence	Grammatical Sentence	Description
1	24.01	<i>Masalah yang terjadi banyak usaha-usaha yang mengalami penurunan hingga kebangkrutan</i>	<i>Masalah yang terjadi adalah banyak usaha yang mengalami penurunan hingga kebangkrutan</i>	banyak usaha → banyak usaha
2	24.02	<i>Seringkali pelatihan yang diselenggarakan banyak perusahaan-perusahaan tidak mencapai tujuan</i>	<i>Seringkali pelatihan yang diselenggarakan banyak perusahaan tidak mencapai tujuan</i>	banyak perusahaan-perusahaan → banyak perusahaan
3	24.03	<i>Sardiman (2012) mengemukakan bahwa motivasi ekstrinsik merupakan banyak motif-motif yang aktif dan berfungsi karena adanya perangsang dari luar</i>	<i>Sardiman (2012) mengemukakan bahwa motivasi ekstrinsik merupakan banyak motif yang aktif dan berfungsi karena adanya perangsang dari luar</i>	banyak motif-motif → banyak motif

The data above show the addition error in the form of reduplication after the quantifier *banyak*. In Indonesian grammar, the word *banyak* already indicates plurality, making reduplication unnecessary. The use of expressions such as *banyak usaha-usaha* and *banyak perusahaan-perusahaan* creates redundancy and results in ineffective sentence construction. This finding indicates that students tend to apply double plural markers simultaneously, which reflects insufficient understanding of efficient academic sentence patterns.

Tabel 2. Pattern of Reduplication: *banyaknya + reduplikasi*

No	Data Code	Ungrammatical Sentence	Grammatical Sentence	Description
1	25.01	menciptakan banyaknya perusahaan-perusahaan yang muncul sehingga persaingan dalam ekonomi sangat ketat	menciptakan perusahaan yang muncul sehingga persaingan dalam ekonomi sangat ketat	banyaknya perusahaan-perusahaan → banyaknya perusahaan
2	25.02	banyaknya kelemahan-kelemahan perusahaan penyedia jasa konstruksi	banyaknya kelemahan penyedia jasa konstruksi	banyaknya kelemahan-kelemahan → banyaknya kelemahan
3	25.03	banyaknya faktor-faktor yang memengaruhi kinerja karyawan	banyaknya faktor yang memengaruhi kinerja karyawan	banyaknya faktor-faktor → banyaknya faktor

The findings reveal that the word *banyaknya* also functions as a plural marker, so reduplication following it becomes grammatically unnecessary. The repeated forms found in the data indicate lexical redundancy that weakens sentence effectiveness. These errors suggest that students often overgeneralize plural forms in academic writing by combining quantity markers with reduplicated nouns simultaneously.

Tabel 3. Pattern of Reduplication: *beberapa + reduplikasi*

No	Data Code	Ungrammatical Sentence	Grammatical Sentence	Description
1	26.01	beberapa faktor-faktor yang memengaruhi efisiensi beban pajak	beberapa faktor yang memengaruhi efisiensi beban pajak	beberapa faktor-faktor → beberapa faktor
2	26.02	Beberapa faktor-faktor memengaruhi keputusan pembelian	Beberapa faktor memengaruhi keputusan pembelian	beberapa faktor-faktor → beberapa faktor
3	26.03	beberapa sektor-sektor terutama sektor perekonomian	beberapa sektor terutama sektor perekonomian	beberapa sektor-sektor → beberapa sektor

The table demonstrates that the quantifier *beberapa* inherently expresses plurality. Therefore, reduplication such as *faktor-faktor* and *sektor-sektor* becomes excessive. The unnecessary addition results in wordiness and decreases sentence efficiency. This pattern reflects students' tendency to emphasize plurality through duplication even when the plural meaning has already been conveyed grammatically.

Tabel 4. Pattern of Reduplication: *jumlah + reduplikasi*

No	Data Code	Ungrammatical Sentence	Grammatical Sentence	Description
1	27.01	Jumlah perusahaan-perusahaan yang go public di Indonesia semakin meningkat	Jumlah perusahaan yang go public di Indonesia semakin meningkat	jumlah perusahaan-perusahaan → jumlah perusahaan
2	27.02	meningkatnya jumlah perusahaan-perusahaan yang go public di Indonesia	meningkatnya jumlah perusahaan yang go public di Indonesia	jumlah perusahaan-perusahaan → jumlah perusahaan

3	27.03	Jumlah kasus-kasus yang melibatkan kecurangan laporan keuangan	Jumlah kasus yang melibatkan kecurangan laporan keuangan	jumlah kasus-kasus → jumlah kasus
---	-------	--	--	-----------------------------------

The data indicate that the noun *jumlah* already denotes plurality or quantity, making reduplication unnecessary. The use of double plural forms creates ineffective academic expressions. These findings demonstrate that students frequently produce repetitive linguistic structures that reduce conciseness and clarity in scholarly writing.

Tabel 5. Pattern of Reduplication: *seluruh + reduplikasi*

No	Data Code	Ungrammatical Sentence	Grammatical Sentence	Description
1	28.01	seluruh kegiatan-kegiatan sesuai dengan tujuan	seluruh kegiatan sesuai dengan tujuan	seluruh kegiatan-kegiatan → seluruh kegiatan
2	28.02	seluruh karyawan-karyawan yang memenuhi kompetensi	seluruh karyawan yang memenuhi kompetensi	seluruh karyawan-karyawan → seluruh karyawan
3	28.03	seluruh tugas-tugas organisasi	seluruh tugas organisasi	seluruh tugas-tugas → seluruh tugas

The findings show that the quantifier *seluruh* semantically represents totality, so reduplication is redundant. Expressions such as *seluruh tugas-tugas* create unnecessary repetition and violate effective sentence principles in academic Indonesian. This pattern suggests that students tend to reinforce plural meanings excessively despite the presence of lexical markers that already indicate collectiveness.

Tabel 6. Sentence Pattern with Subordinate Clause + Subordinate Clause: *jika..., maka...*

No	Data Code	Ungrammatical Sentence	Grammatical Sentence	Description
1	29.01	Jika lingkungan kerja baik, maka karyawan merasa nyaman dalam bekerja	Jika lingkungan kerja baik, karyawan merasa nyaman dalam bekerja	<i>jika..., maka...</i> → <i>jika...</i>
2	29.02	Jika pekerja merasa senang dalam bekerja, maka kinerja karyawan dapat meningkat	Jika pekerja merasa senang dalam bekerja, kinerja karyawan dapat meningkat	<i>jika..., maka...</i> → <i>jika...</i>
3	29.03	Jika Online Customer Review mengalami kenaikan, maka minat beli konsumen mengalami peningkatan	Jika Online Customer Review mengalami kenaikan, minat beli konsumen mengalami peningkatan	<i>jika..., maka...</i> → <i>jika...</i>

The table illustrates the unnecessary use of the conjunction pair *jika..., maka...* in formal Indonesian academic writing. In Indonesian syntax, the conjunction *jika* alone is sufficient to express conditional relations. The addition of *maka* creates redundancy and makes the sentence less concise. These findings indicate interference from spoken language patterns that are frequently transferred into academic writing.

Tabel 7. Pattern of Addition of Preposition *pada*

No	Data Code	Ungrammatical Sentence	Grammatical Sentence	Description
1	30.01	penghasilan pada penanaman modal	penghasilan penanaman modal	unnecessary addition of preposition <i>pada</i>
2	30.02	unsur-unsur pada fraud pentagon	unsur-unsur fraud pentagon	unnecessary addition of preposition <i>pada</i>
3	30.03	mempengaruhi pada kinerja pegawai	mempengaruhi kinerja pegawai	unnecessary addition of preposition <i>pada</i>

The findings demonstrate that the preposition *pada* is frequently added unnecessarily in students' academic writing. The addition does not contribute meaningfully to the sentence structure and instead produces grammatical inefficiency.

This phenomenon indicates that students often imitate spoken expressions or overextend prepositional usage in formal writing contexts.

Tabel 8. Pattern of Addition of Conjunction yang

No	Data Code	Ungrammatical Sentence	Grammatical Sentence	Description
1	31.01	ulasan konsumen terdahulu yang berupa komentar positif atau negatif	ulasan terdahulu, baik komentar positif maupun negatif	unnecessary addition of conjunction yang
2	31.02	Faktor yang pertama yang memengaruhi CSR	Faktor pertama yang memengaruhi CSR	unnecessary addition of conjunction yang
3	31.03	keputusan pembelian kosmetik yang dipengaruhi oleh kualitas produk	keputusan pembelian kosmetik dipengaruhi oleh kualitas produk	unnecessary addition of conjunction yang

The results reveal that the conjunction *yang* is often inserted excessively in sentence structures. In several cases, the conjunction does not provide additional syntactic function and instead creates awkward and ineffective constructions. This pattern suggests that students tend to overuse relative conjunctions in an attempt to produce formal academic language, although the result often decreases grammatical clarity and conciseness.

3.2. Discussion

The findings demonstrate that addition errors frequently occur in students' academic writing, particularly in the form of reduplication, unnecessary conjunctions, and excessive prepositional usage. These errors indicate that students tend to produce ineffective sentence constructions by adding linguistic elements that are grammatically unnecessary. In Indonesian academic writing, effectiveness is closely related to conciseness, clarity, and syntactic accuracy. Therefore, unnecessary additions reduce the quality of academic discourse and weaken formal writing conventions.

The reduplication patterns found in Tables 1–5 indicate that students commonly combine plural markers with reduplicated nouns simultaneously, such as *banyak perusahaan-perusahaan* and *seluruh tugas-tugas*. According to Indonesian grammatical principles, quantifiers such as *banyak*, *beberapa*, *jumlah*, and *seluruh* already indicate plurality, making reduplication redundant. This finding is consistent with the argument of Hasan Alwi et al. in *Tata Bahasa Baku Bahasa Indonesia*, who state that reduplication should not be combined with lexical plural markers because it creates semantic repetition and ineffective sentence structures. Furthermore, recent studies emphasize that redundancy in academic writing reduces readability and weakens textual cohesion because unnecessary repetition burdens sentence processing (Rahardi, 2022).

The excessive use of reduplication also reflects interference from spoken language into formal academic writing. In everyday communication, repetition is often used for emphasis or expressive purposes, but academic writing requires precision and economy of language. According to M.A.K. Halliday and Matthiessen (2014), effective academic language prioritizes informational density and grammatical economy. Thus, repeated plural markers found in the data demonstrate students' limited awareness of formal syntactic efficiency.

The findings in Table 6 concerning the pattern *jika..., maka...* also reveal unnecessary syntactic addition. In Indonesian academic writing, the conjunction *jika* alone sufficiently expresses conditional relationships. The addition of *maka* produces redundancy and reflects oral discourse patterns rather than formal written conventions. This result supports the argument proposed by Sneddon et al. (2018), who explain that Indonesian formal syntax generally avoids unnecessary paired conjunctions unless required for emphasis or stylistic effect. The persistence of this pattern suggests that students often transfer conversational structures into academic texts without adapting them to formal writing norms.

In addition, the findings related to the unnecessary addition of the preposition *pada* demonstrate students' uncertainty in constructing effective prepositional phrases. Expressions such as *mempengaruhi pada kinerja pegawai* indicate overgeneralization in preposition usage. According to Chaer (2021), prepositions in Indonesian should only be used when they contribute clear grammatical relations within a sentence. Excessive prepositional insertion creates syntactic inefficiency and disrupts sentence clarity. Similar findings were reported by recent studies on Indonesian academic writing errors, which found that students frequently add prepositions unnecessarily because they imitate spoken language structures (Saddhono & Pramestuti, 2023).

The addition of the conjunction *yang* found in Table 8 further illustrates students' tendency to overcomplicate sentence structures. In several examples, the conjunction does not serve an important grammatical function and instead creates awkward constructions. This phenomenon aligns with findings by Hyland (2019), who argues that novice academic writers often overuse connectors and relative clauses to create an impression of formality. However, excessive conjunction use may reduce clarity and readability rather than improve academic style.

Overall, the findings indicate that addition errors are strongly associated with limited mastery of effective sentence construction in academic Indonesian writing. The errors reflect the influence of spoken language, overgeneralization of grammatical rules, and insufficient understanding of concise academic style. Therefore, improving students' academic writing competence requires explicit instruction on effective sentence patterns, grammatical economy, and formal Indonesian syntax. Writing instruction should also emphasize editing strategies to help students identify redundant linguistic elements and produce clearer, more concise academic texts.

4. Conclusion

This study found that addition errors frequently appear in Indonesian academic writing and significantly affect sentence effectiveness. The findings revealed eight major patterns of unnecessary linguistic additions, namely reduplication with *banyak*, *banyaknya*, *beberapa*, *jumlah*, and *seluruh*, the subordinate clause pattern *jika...*, *maka...*, the unnecessary addition of the preposition *pada*, and the excessive use of the conjunction *yang*. These patterns demonstrate that students tend to produce redundant sentence constructions by inserting grammatical elements that are semantically or syntactically unnecessary.

The study also indicates that most addition errors are caused by the influence of spoken language habits, overgeneralization of grammatical rules, and insufficient understanding of concise academic writing principles. Redundant plural markers, excessive conjunctions, and unnecessary prepositions reduce grammatical efficiency and weaken the clarity of academic texts. In formal Indonesian academic writing, effective sentences should prioritize conciseness, precision, and coherence; therefore, unnecessary linguistic additions should be avoided.

Overall, this study contributes to the understanding of linguistic addition patterns in Indonesian academic writing and highlights the importance of improving students' mastery of effective sentence construction. The findings suggest that academic writing instruction should focus more on syntactic accuracy, grammatical economy, and sentence editing practices to help students produce clearer and more effective scholarly texts.

References

- Alwi, H., Dardjowidjojo, S., Lapoliwa, H., & Moeliono, A. M. (2017). *Tata bahasa baku bahasa Indonesia* (4th ed.). Balai Pustaka.
- Chaer, A. (2021). *Sintaksis bahasa Indonesia: Pendekatan proses*. Rineka Cipta.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Dewi, R. (2023). Redundancy in Indonesian students' academic writing. *Journal of Language Studies*, 21(2), 88–101.
- Ellis, R., & Barkhuizen, G. (2020). *Analysing learner language* (2nd ed.). Oxford University Press.
- Fauzan, A., & Lestari, P. (2024). Reduplication errors in Indonesian academic essays. *Indonesian Journal of Linguistics*, 19(1), 55–69.
- Halliday, M. A. K., & Matthiessen, C. (2014). *Halliday's introduction to functional grammar* (4th ed.). Routledge.
- Hidayat, T. (2024). Prepositional misuse in Indonesian scholarly writing. *Journal of Indonesian Syntax Studies*, 6(1), 14–28.
- Hyland, K. (2019). *Second language writing*. Cambridge University Press.

- Ko, Y., Kyeongjae, P., Jung, S., Sosrohadi, S., & Andini, C. (2025). Revisiting EPS TOPIK: Addressing linguistic and cultural challenges for migrant workers in South Korea. *International Journal of Current Science Research and Review*, 8(2), 904-910.
- Kridalaksana, H. (2021). *Pembentukan kata dalam bahasa Indonesia* (6th ed.). Gramedia Pustaka Utama.
- Muslich, M. (2021). *Sintaksis bahasa Indonesia kajian fungsional*. Bumi Aksara.
- Nugraha, D. (2022). Redundancy patterns in Indonesian academic writing. *Journal of Language and Linguistic Studies*, 18(2), 211–223.
- Prihandoko, L. A., Anggawirya, A. M., & Rahman, F. (2021, December). Students' perceptions towards autonomous learners concept in academic writing classes: Sequential mixed-method. In *International Joined Conference on Social Science (ICSS 2021)* (pp. 487-491). Atlantis Press.
- Prihandoko, L. A., Al Ahmad, A. S. M., Fredy, F., & Rahman, F. (2022). Multi-regression analysis of factors influencing perceived academic writing competence (PAWC) of Vocational School Students. *OKARA: Jurnal Bahasa dan Sastra*, 16(2), 329-348.
- Prasetyo, A., & Anindita, R. (2023). Lexical redundancy and sentence effectiveness in Indonesian scholarly writing. *Indonesian Journal of Applied Linguistics*, 13(2), 155–168.
- Putri, D., & Mahendra, A. (2022). Linguistic redundancy in students' thesis writing. *International Journal of Indonesian Language Education*, 5(2), 120–133.
- Rahardi, K. (2022). *Bahasa Indonesia akademik: Kajian dan praktik*. Erlangga.
- Rahman, F., Abbas, A., Hasyim, M., Rahman, F., Abbas, A., & Hasyim, M. (2019). Facebook group as media of learning writing in ESP context: A case study at Hasanuddin University. *Asian EFL Journal Research Articles*, 26(6.1), 153-167.
- Ramadhani, F., & Kusuma, I. (2023). Relative conjunction overuse in Indonesian academic texts. *Language and Education Journal*, 11(3), 201–215.
- Ritonga, N., Zuhairya, N., Fitrah, G. A., Rahman, F., Nanda, M. F. D., & Ismahani, S. (2024). The impact of syntax-semantics awareness on English writing proficiency in undergraduate students. *Journal on Teacher Education*, 6(2), 43-51.
- Sachiya, F., Faisal, R., Sosrohadi, S., Mahdori, M., Mochammad, T. P. A., & Andini, C. (2025). A comparative analysis of Indonesian and Korean verbs: A semantic and pragmatic perspective. *International Journal of Arts and Social Science*, 8(3), 89–97.
- Saddhono, K., & Pramestuti, D. (2023). Errors in Indonesian academic writing among university students. *Indonesian Journal of Applied Linguistics*, 13(1), 45–57.
- Santoso, B. (2022). Effective sentence principles in Indonesian academic writing. *Jurnal Bahasa dan Sastra Indonesia*, 17(1), 41–53.
- Sari, M., & Widodo, P. (2021). Ineffective sentence constructions in Indonesian students' academic essays. *Journal of Academic Language and Learning*, 15(3), 77–89.
- Sneddon, J. N., Adelaar, A., Djenar, D. N., & Ewing, M. C. (2018). *Indonesian reference grammar* (2nd ed.). Routledge.
- Suherman, L. A., Rahman, F., Eryck, M. F., & Munirah, M. (2022). Plagiarism occur in students' academic work: Exploring the impact of EFL (English as a Foreign Language) undergraduate students' plagiarism in theses writing. *ZONAsi: Jurnal Sistem Informasi*, 4(1), 52–63.
- Wahyuni, S. (2024). Academic writing problems in Indonesian higher education contexts. *International Journal of*

Language Education, 8(1), 33–47.

Youngsun, K., Sosrohadi, S., Andini, C., Adinda, R., Jae, P. K., Yookyung, K., & Jung, S. (2024). Beyond the Korean Wave: Understanding the Motivation of Among Indonesian Gen Z to Learn Korean in the K-Pop Trend. *International Journal of Current Science Research and Review*, 7(06).