

The Users' Comments on *Tiktok* Account of Ishowspeed: A Study Morphological Errors Analysis

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Abstract

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This study aims to analyse morphological errors found in the comment section of the TikTok account @iShowSpeed, focusing on inflectional, derivational, and compound morphology. Researchers used a qualitative descriptive approach. The data were collected through online observation on social media and document which were screenshot from social media. The data were collected using purposive sampling from users written comments on Tiktok account @iShowSpeed. The results showed that the most frequent errors were related to grammatical realization, which encompasses both syntactic and morphological issues. The most common issues were verb phrase errors, such as missing auxiliary verbs or incorrect tense usage (e.g., "Amy better than you" instead of "Amy is better than you"). Additionally, derivational errors were also common, including incorrect word forms like "retirement" used instead of "retiring," or misused affixes such as "employee" employed as a verb. In contrast, compound morphology showed fewer errors, with correct examples like "livestreams" being commonly used. These findings indicate that users often prioritize speed and informality in digital communication, leading to frequent morphological inaccuracies. This research highlights the influence of social media on language use and provides insight into the need for better morphological awareness, especially for non-native English users engaging in online discourse. The findings are crucial for developing targeted interventions in language learning curricula and informing digital literacy programs on effective online communication skills.

Kata Kunci:

*Morfologi,
Analisis kesalahan,
Komentar pengguna,*

Abstrak

Penelitian ini bertujuan untuk menganalisis kesalahan morfologis yang ditemukan di bagian komentar akun TikTok @iShowSpeed, dengan fokus pada morfologi infleksi, derivasi, dan gabungan. Para peneliti menggunakan pendekatan deskriptif kualitatif. Data dikumpulkan melalui pengamatan online di media sosial dan dokumen yang diambil melalui tangkapan layar dari media sosial. Data dikumpulkan menggunakan *purposive sampling* (sampel bertujuan) dari komentar yang ditulis oleh pengguna di akun TikTok @iShowSpeed. Hasil penelitian menunjukkan bahwa kesalahan yang paling sering terjadi terkait dengan realisasi gramatikal, yang mencakup isu sintaksis maupun morfologis. Masalah yang paling umum adalah kesalahan frasa kerja, seperti hilangnya kata kerja bantu (auxiliary verbs) atau penggunaan tense yang tidak tepat (misalnya, 'Amy better than you' alih-alih 'Amy is better than you'). Selain itu, kesalahan derivasional juga sering ditemukan, termasuk bentuk kata yang salah seperti penggunaan 'retirement' padahal seharusnya 'retiring,' atau penyalahgunaan afiks (imbuhan) seperti penggunaan 'employee' sebagai kata kerja. Di sisi lain, morfologi gabungan menunjukkan lebih sedikit kesalahan, dengan contoh yang benar seperti "livestreams" sering digunakan. Temuan ini menunjukkan bahwa pengguna sering memprioritaskan kecepatan dan informalitas dalam komunikasi digital, yang menyebabkan kesalahan morfologis yang sering terjadi. Penelitian ini menyoroti pengaruh media sosial terhadap penggunaan bahasa dan memberikan wawasan mengenai perlunya kesadaran morfologis yang lebih baik, terutama bagi pengguna Bahasa Inggris non-penutur asli yang terlibat dalam wacana daring. Temuan ini sangat penting untuk mengembangkan intervensi yang terarah dalam kurikulum pembelajaran bahasa dan memberikan informasi bagi program literasi digital tentang keterampilan komunikasi daring yang efektif.

INTRODUCTION

In today's digital age, social media platforms have become a major hub for interpersonal communication, allowing individuals around the world to easily share views, feelings and comments in real time. Comment sections on platforms such as YouTube, Instagram and TikTok often serve as interactive spaces where language is used in a free and spontaneous manner. However, the informal and fast-paced nature of these platforms often leads to many linguistic inaccuracies, especially in the aspect of morphology, which is the study of word structure and formation. Morphological errors that appear in user-generated content, such as comments under the accounts of famous influencers like iShowSpeed, show how the digital context can affect language use.

Research by Stoffelsma et al. (2025) emphasizes that morphological awareness is crucial to ensure proper word formation and overall literacy development, especially for users learning English as a second language (ESL) who interact in a digital environment dominated by English. These errors can appear in various forms, including misuse of inflectional morphemes, such as errors in pluralization, as well as problems with derived morphemes, such as improper affixation, which can change the meaning that a comment is trying to convey. Furthermore, Sukarton and Dewanti (2025) note that a lack of morphological competence, especially in ESL contexts, can hinder the clarity of communication and reveal deeper problems in linguistic understanding. Therefore, it is important to be aware of this challenge and work towards improving users' morphological abilities, so that communication in digital spaces can take place more clearly and effectively, and support better literacy development among users, especially those who are learning English.

Despite the fact that errors in formal academic writing have been widely studied (such as by Pasaribu et al., 2021), the analysis of morphological inaccuracies that arise spontaneously in informal contexts, especially on user-driven social media platforms, has received less attention. These digital environments often feature a combination of standard English, local slang, abbreviations and code-switching, which further complicates morphological

accuracy. Irawansyah et al. (2024) noticed that morphological errors often appear in translation tasks, especially among students transitioning from their first language to English, reflecting the unconscious code-mixing also seen in comment sections on digital platforms.

Types of morphological errors, such as omissions, additions, information errors, and sequence errors, which were classified in the Taxonomy of Surface Strategies by Dulay et al. (1982), are often found in the content generated by these users. Moreover, Calubing (2024) found that contextual variables, such as educational background and exposure to language, have a significant influence on the frequency and type of morphological errors. As many of the users in the iShowSpeed account comment section are non-native teenagers who often imitate informal speaking styles, these errors may be indicative of morphological limitations and broader trends of digital language use among teenagers around the world. It is therefore important to understand how this digital context affects language use and morphological awareness and how this can help younger users develop language skills.

There are many reasons why evaluating morphological errors in social media comments is so important. Firstly, these errors can obscure the intended message and make communication less effective in the digital world. Niez et al. (2025) found that one of the biggest problems for English as a second language (ESL) students is errors in inflectional morphemes, especially with regard to agreement and verb tense. This can negatively affect the accuracy of the sentences they create. Secondly, frequent morphological errors can lead to the use of incorrect forms and normalization of linguistic errors, especially in environments dominated by the younger generation, such as the comment section of the iShowSpeed account.

Bayu et al. (2024) state that repeated morphological errors can become “fossilized” if not corrected. This impacts the way language is used in the digital and academic world in the future. Moreover, understanding these errors can help educators and linguists create better teaching strategies and language assessment tools that match the current development of digital literacy. As suggested by Mahony (1994) and Stoffelsma et al. (2025), improving morphological awareness

is essential for improving English proficiency, both orally and in writing. This research aims to analyse and describe Morphology errors through users written comments on social media. This can help understand the dynamics of language in the digital age and possibly help young users active on social media platforms to better interact.

Morphology in Linguistics

According to Kalsum, Munawir, Nur azizah and Humaeroh (2021), Morphology is a branch of linguistics that study of structure and word formation process which recognize as morphem. Furthermore, Crystal (1980, cited in Kalsum et al .2021) stated that morphology is a brunch of grammar which focus on word structure,specifically through the use of morphem. Stofflema , Mwinlaaru, and spooler (2025) stated that Morphology has three domain types, called *Inflection*, *Derivation*, and *Compound*, Which each types learned in different stage language development. Inflection morphology focused in grammatical structure addition in infinitive word, such as adding-s in plural noun (e.g., teacher - teachers), a concept originally defined by Kuo and Anderson (2006, cited in Stoffelsma et al. 2025). secondly, Derivational Morphology emphasize the ability of recognizing an infinitive words in derivation word. for example “*Beuatiful*” stand from noun “*beauty*”. Lastly, Compounding Morphology learns new word formation by combining two words or more words. for example “*Raincoat*” which come from noun “*Rain*” and noun “*Coat*”.

Failure of language use is due to errors in language structure, which cause the sentence to be incomplete and inappropriate in grammatical structure. In morphology, there are some errors that usually occur, such as in inflectional morphemes, where people often forget to add -s/-es in plural forms or past forms; derivational errors, like incorrect usage of prefixes and suffixes in infinitive words; and combining two or more words inappropriately. According to Daquilema and Arias (2024), these errors stem from both intralingual and interlingual factors. Intralingual causes include simplification—where learners favor easier or shorter forms, overgeneralization—applying rules too broadly (e.g., using “comed” instead

of “came”), false concept hypotheses—misunderstanding language rules, and induced errors resulting from faulty teaching or overcorrection. Interlingual errors, on the other hand, are due to the influence of the learner’s native language, which may lead to direct transfers that are not appropriate in English.

Moreover, with the growing popularity of social media platforms such as TikTok, language use has become increasingly casual and decentralized. TikTok is a highly interactive platform where users can extensively interact with each other through posts and comment sections. This fast and open environment encourages the use of informal language, which often prioritises speed, innovation, or comedy over grammatical accuracy. As a result, morphological errors, such as incorrect verb forms, word reductions, or non-standard word derivations, tend to be normalised and widely accepted in the discourse of these platforms. This normalisation has the potential to reinforce inappropriate language patterns, especially among young users who are still learning to use proper morphological structures.

Language Use on Social Media: Morphological Patterns on TikTok

Social media platforms have revolutionized linguistic expression, especially among younger generations. TikTok is one of the many platforms that stands out due to its fast, multimodal, and trend-based communication, which significantly shapes the way language is created and transformed. Morphological innovations such as abbreviations, compounds, and affix variations emerge due to the dynamic digital interactions where technology, creativity, and identity are interconnected.

According to Ugoala (2024), Generation Z’s language use on TikTok reflects a high degree of morphological creativity, as users manipulate word forms to produce stylistically distinct expressions. Ugoala’s study identifies several key strategies used by TikTok users: acronym expansion (*GOAT* = "Greatest Of All Time"), semantic broadening (*tea* = gossip), portmanteaux (*situationship* = situation + relationship), and truncation (*simp*, *lit*). These examples demonstrate how TikTok encourages linguistic practices that often depart from standard usage, highlighting how social and communicative needs drive morphological innovation.

Additionally, Ugoala suggests that this type of linguistic play is promoted by TikTok's affordances, which include its visual, performative, and interactive design. For example, the phrase "caught in 4k" cleverly conveys the idea of being caught in the act by fusing a verb phrase with a numerical symbol. In a grammatically unconventional but socially significant way, the phrase "if ykyk" (if you know, you know) combines an acronym and a conjunction. These forms are not arbitrary or nonsensical; rather, they adhere to internal meaning-making patterns that complement the emphasis on relatability, wit, and brevity in digital culture.

Furthermore, using a sociolinguistic perspective, Putri et al. (2025) examine TikTok with an emphasis on Generation Alpha and how their digital communication reflects cultural belonging and identity. According to their research, Gen Alpha users have a casual, imaginative, and trend-sensitive vocabulary that is typified by frequent use of acronyms, slang, and code-switching, all of which are frequently impacted by visual context. Thus, morphological changes are a part of broader social dynamics; age, social circle, and digital exposure influence not only what is said but also how it is said.

Putri et al. (2025) agree with David Crystal's (2005, 2011) framework of Internet Linguistics. By eliminating the conventional limitations of standardization, editorial control, and linear communication, Crystal suggests that digital platforms promote new kinds of expression. Linguistic phenomena that reflect the interaction between creativity and communicative necessity are the result of language becoming more experimental, immediate, and user-generated on platforms such as TikTok. Morphologically speaking, this points to a move away from strict structural rules and toward contextual flexibility. As Ugoala (2024) observes, such constructions are evidence of an evolving English lexicon, where morphology is both a site of innovation and a reflection of digital social dynamics.

METHOD

The morphological errors in the comment section of the TikTok @iShowSpeed account were analysed through a qualitative descriptive approach.

It is usually used to provide an in-depth and naturalistic description of phenomena that occur naturally without intervention from outside sources. Sugiyono (2019) states that descriptive qualitative research is often referred to as a naturalistic method because it is conducted in a natural environment and does not rely on experimental methods or controlled variables. Using this method, researchers can investigate linguistic phenomena as produced by users in real digital communication.

The main purpose of this study is to identify, describe, and classify morphological errors that appear in user comments. This research concentrates on the improper use of affixes, such as prefixes, suffixes, inflectional morphemes, and derivational morphemes. The other purpose of this study is to find out which types of morphological errors are most frequent. Rather to explain and interpret linguistic behavior in specific TikTok comment discourse, this study is exploratory in nature and does not attempt to generalize the results to a wider population.

The data were collected through online observation on social media and document which were screenshot from social media. The data were collected using purposive sampling, where written comments from the TikTok account @iShowSpeed were selected specifically based on their relevance to the study's focus on non-native English usage and grammatical errors. This method ensured the collection of targeted data, but the sample size limits the generalizability of the findings beyond the observed discourse community. To ensure a representative distribution across different types of users and content, these comments were selected through a random sampling technique. As described by Punaji (in Samsu, 2017), random sampling is a technique in which data points or individuals are selected without considering their position in the social hierarchy or other biased factors. This method ensures that the data shows the general linguistic habits of social media users, not just those who are popular or highly engaged.

To include comments in the sample, we imposed the following requirements: comments had to be written in English, or in a mixture of English and another language where English morphemes were still used; comments had to be original-could be replies, but not copies-and had to show clear use of

morphology. Approximately ten comments from various videos were randomly selected. After that, each comment was recorded and coded for analysis.

The data analysis process involved two stages. First, the researcher transcribed the selected comments, and the second was to segment them based on sentence structure, a methodology aligned with the principles of Systemic Functional Linguistics (SFL) which views the clause/sentence as the fundamental unit of meaning, following Halliday (1994). Each comment was then examined for morphological elements, especially the presence of affixes. Errors were identified and classified based on the Surface Strategy Taxonomy by Dulay, Burt, and Krashen (1982), which categorizes errors into four main types: omission, addition, misformation, and misordering. For instance, a word like "*runned*" instead of "*ran*" would fall under misformation, while missing a necessary suffix such as "*-ed*" in a past tense verb could be categorized as omission.

The qualitative nature of this research also allowed for contextual interpretation. In cases where a user's comment included slang, abbreviations, or code-mixing, the researcher considered sociolinguistic context to avoid misinterpreting intentional stylistic choices as errors. The frequency of each error type was tallied, and the dominant error patterns were analysed to provide insights into users' morphological competence. Finally, a thorough and adaptable examination of morphological errors in a setting that mimics natural, unplanned language use is made possible by this methodology. The study offers a nuanced perspective on how morphology works—or fails—in informal, online English usage, especially among young users interacting with a worldwide influencer like iShowSpeed, through the use of descriptive qualitative analysis and random sampling.

FINDINGS AND DISCUSSION

In this study, the researchers analysed morphological errors found in several comments on posts by the TikTok account "IShowSpeed." The analysis will focus on types of morphological processes, including Inflection, derivation, and compounding. These types help researchers identify and understand word

formation errors that often appear in casual conversations on the social media such as Tiktok .

1. *Inflectional morphological error*



Figure 1. Inflection Morphologycals error 1

This sentence is missing the word *is* between “Amy” and “better.” The correct sentence should be “Amy *is better than you.*” This is an inflectional error because the verb *is* is needed to show present tense agreement.

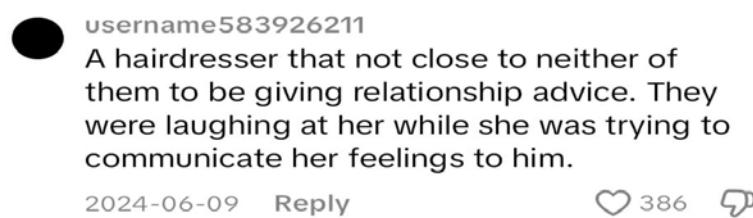


Figure 2. Inflection Morphologycals error 2

This sentence has multiple issues. It should say “*who is not close to either of them.*” The word *is* is missing, which is an inflectional morphology error. Also, using *not* and *neither* together creates a double negative, which is incorrect in standard grammar.



Figure 3. Inflection Morphologycals error 3

The phrase “*Joao Félix better retire*” is missing the auxiliary verb *had*, which should be present in the modal expression “*had better retire.*” This omission is an inflectional morphology error, because *had* is an auxiliary verb that helps form proper grammatical structure. Without *had*, the sentence becomes informal and

grammatically incomplete, even though the meaning remains understandable. This is common in digital communication, where users simplify language for speed and brevity.

2. *Derivational morphological error*

 **Mason**
Me cuz I know Ronaldo is retirement is so soon
2024-07-06 Reply  14 

Figure 4. Derivational Morphological error 1

This sentence contains both derivational and inflectional errors. First, “*retirement*” is a noun derived from the verb *retire*, but the sentence needs the verb form *retiring* to be grammatically correct: “*Ronaldo is retiring.*” Using *retirement* here is a derivational error—the wrong word form is chosen. Second, there are two uses of *is* (“*is retirement is*”), which causes confusion and is an inflectional misformation. The extra *is* should be removed.

 **reallythererealistjb** ► Rabin.igl
Nothing my squad doesn't employee players who are dancing on TikTok with Speed they're getting ready for champions league nights
2024-11-06 Reply  4 

Figure 5. Derivational Morphological error 1

This sentence contains a **derivational error**. The word *employee* is a noun formed by adding the suffix *-ee* to the verb *employ*, meaning someone who is hired. However, in this sentence, it is incorrectly used as a verb. The correct form should be *employ*: “*my squad doesn't employ players...*” Using the noun *employee* as if it were a verb changes the intended meaning and creates confusion.

 **Viviana**  
My first seeing speed on my fyp  
01-19 Reply  581 

Figure 6. Derivational Morphological error 2

This sentence demonstrates a derivational error and unclear noun phrase structure. The phrase “*my first seeing*” is grammatically incorrect because *seeing* is a verb form (gerund) and not suitable as the head noun in this context. The correct structure would be “*my first time seeing*” or “*this is the first time I've seen...*” This misformation arises from using a verb form where a noun is required, making the sentence confusing. The abbreviation *fyp* stands for *For You Page*, a common clipped form in TikTok culture, and while informal, it is not morphologically incorrect within digital communication norms.

3. Compound Morphological error



Figure 7. Compound Morphological error

Based on these comments analysed, most of the morphological errors were related to inflection (like missing helping verbs or using the wrong tense) and derivation (such as using a noun where a verb is needed). These mistakes often happen because people write quickly and casually on social media this finding aligns with previous research by Fitriani & Kurniawan (2021), who found that EFL learners frequently make inflectional and derivational errors, especially in informal written communication. Similarly, Yanti (2019) observed that tense confusion and incorrect verb forms are among the most common morphological issues in students' online writing. Even though compound words are common in English, there were no clear examples of compounding errors in the comments analyzed. This suggests that users are more likely to struggle with verb forms and word formation processes rather than with combining words. The tendency to prioritize speed and expression over grammatical accuracy on social media may contribute to the frequency of these errors, as also noted by Sari & Ramadhani (2020) in their study on language use in digital communication.

CONCLUSION

Morphological errors are still frequently observed in linguistic engagement on social media, as evidenced by the limited data from comments analysed on the TikTok @iShowSpeed account, particularly among users who use English as a second language (ESL). Within this small sample, the most common mistakes were in the area of inflectional morphology, particularly when it came to the use of inappropriate tenses and the addition or deletion of auxiliary verbs like 'is' or 'had.' This demonstrates how, in this context, social media users frequently overlook grammar rules in favour of communication that is more expedient and pragmatic.

Furthermore, using word forms that are inappropriate for the context for instance, using nouns when verbs should be used is another major error in derivational morphology observed within the comment sample. This mistake suggests a lack of knowledge about how English words are formed among the observed users. Compound morphological errors, on the other hand, were essentially non-existent in this data, suggesting that the same type of users can reasonably combine words to create new meanings. In this sample, many users were identified as non-native teenagers who imitate informal language usage, which is consistent with the observation that social media language frequently deviates greatly from formal grammatical rules. Particular attention must be paid to this observed phenomenon, particularly when it comes to the development of digital literacy and language instruction.

For the purpose of facilitating more accurate and efficient digital communication, this study, based on these limited observations, emphasizes the significance of increasing morphological knowledge among social media users, particularly among the younger age. Educators and linguists can use this research as a preliminary case study when creating language learning plans that are appropriate for the context of language use in the digital age.

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