



## **MORPHOLOGICAL INTERFERENCE ON STUDENTS' WRITING AT THE ELEVENTH GRADE OF MAN KOTA PALANGKA RAYA**

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### **ABSTRACT**

Interference is defined as the divergence from the norm of language usage that occurs as a result of multilingualism with regard to one or more other languages. Interference occurs when students are studying both the intended language and their first language in the same time. The incapacity of a person who is bilingual to differentiate between the components of the two languages that they are fluent in will lead to a successful error that is known as morphological interference. This occurrence also happens in MAN Kota Palangka Raya. This research was conducted to discover the various sorts of morphological interference created by the students at the eleventh grade of MAN Kota Palangka Raya in their English writing. The qualitative technique was used to analyse the data gathered for this research. The subjects were the students from XI MIPA 1 that consists of 34 students. In order to obtain the information, the researcher split the class into 7 groups, and each of those groups was given the assignment of writing an explanation text in English. There were 6 types of morphological interference: indefinite article, possessive, plural marker, simple past, past participle, and comparative adjective/adverb. The result showed that there were forty number of features that point to morphological interference. The dominant types that the students mostly errors in writing their Explanation Text in English was Past Participle. Followed by Plural Marker. Meanwhile Possessive has a small amount of errors, and students did not do many mistakes in writing the Indefinite Article.

***Keywords: Morphology, interference, morphological interference, students' writing***

### **INTRODUCTION**

Writing is considered successful when the information is conveyed to the reader in a clear and concise manner, without any room for misunderstanding or misinterpretation. Writing, a productive skill, can be difficult for students from Indonesia who view English as a foreign language (EFL) because of the cultural and linguistic differences between the two countries.

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When learn of English as a Foreign Language (EFL) will always face some obstacles in acquiring an understanding of the English language (Misbah et al., 2017). They are learning English, and as a result, they make mistakes frequently, whether they are speaking or writing in the language. Because of this, those students of English as a foreign language must have a strong grasp the system of writing and rules in order to be successful (Muziatun et al., 2020). This is because the writing systems and regulations for both English and Indonesian are distinct from one another. Because of the discrepancy, there is a possibility for errors or blunders. According to Samingan (2017)'s findings from his research, it can be challenging for students of other languages to become proficient in English. This is due to interference caused by first language learning (FLL) in English, which causes it to occur. In addition, the level and capability of the information that they have gained in English will determine how much they have discovered while studying the language. It implies that when a student can comprehend English effectively, the likelihood of English writing errors will be lower compared to a student who does not completely comprehend English. This is in contrast to a student who has not completely mastered English. According to Budiharto (2019), there are several elements that impact students' mastery of English abilities. One of those problems is owing to the interference of learning a primary language.

According to Jafarova (2017), interference is defined as exchange of linguistic systems that are employed in other linguistic elements. This is considered to be an error because it violates the rules of the language that is being utilized. Iman (2020) defined interference as the divergence from the norm of language usage that occurs as a result of multilingualism with regard to one or more other languages. Interference takes place when students are studying both the target language (English) and their first language at the same time (Djedelbert Lao, 2020). The students who are learning their first language are the ones that are interfered with when they are learning the target language.

According to Döring et al., (2022), interference in the realm of morphology can arise due to a multitude of factors, encompassing but not restricted to utilisation of morphological process patterns, affix clipping process, and aspects of word construction. Morphological interference is said to take place, as stated by Asti Supriyanto (2013), when the construction of a word in one language absorbs the affixes of another language. The word "morphology" originates from the words "morph," which means "logic form," and "word," which means "knowledge." Etymologically speaking, the word "morphology" means "the study of morphemes." Therefore, the meaning of the word "morphology" when taken at its root is "the structure of knowledge." "Morphology" in linguistics is the study of word form, its modifications, and their effects on meaning and word class.

Therefore, the purpose of this study was to find out the forms of morphological interference do students engage at the eleventh grade of MAN Kota Palangka Raya in their English writing.



## **THEORETICAL FRAMEWORK**

### **Morphology**

Morphology is a term that has been used in the English language ever since the year 1828. This term originally relates to the subfield of biology known as morphology, which examines the form of living organisms, their parts, and the link between those parts and their structure (Yunus, 2017). On the other hand, the researcher would approach the topic of morphology in this study from the standpoint of linguistics. Morphology did not come into existence until the eighteenth century, dialectology was a subfield of linguistics. Nurhayati (2011) morphology is the study of word structure, as stated.

The word "morphology" originates from the Greek word "morph," which refers to the form or shape of something, and "-ology," which refers to investigation of something. According to Bram (2017), morphology is the scientific study of different forms that words might take. Alternatively stated, morphology is the scientific study of how phrases are created from lesser components and alterations that are changes were made to those smaller parts during the procedure of generating lexical units and word-forms. Morphology is also known as the study of morphogenesis. The study of the constituent parts of words is referred to as morphology, and it is commonly understood to be part of the field of linguistics. According to Moehkardi (2017), the subfield of grammar that is technically known as morphology is the one that is focused on the construction of language and their ties and connections, including the morphemes that make up words. According to Giyatmi Giyatmi (2017), the study of morphology involves looking at the construction of words.

The research of how words are constructed is another focus of morphology. It encompasses the process by which novel terms are created in the respective languages. In the meantime, Purwanti (2020) explains that the word "morphology" can also refer to the cognitive process underlying the construction of language or the branch of linguistics that studies words, their composition on the inside, and how they are generated. In addition, Nurtiddini & Soraya (2019) states that the study of morphology is the study of word formation. This includes the study of the methods which words that are new are coined in the international languages, as well as the research of the ways in which the forms of words vary depending on how they are employed in sentences.

### **Interference**

When multiple languages are used in the same multilingual speech community, a phenomenon known as interference can take place. Interference is one of the subjects that sociolinguists study (Darliah et al., 2013). According to Polili et al., (2019), the term interference to refer to the modification of a language's structure that occurs in conjunction with the existence of the language together with other parts of language spoken by individuals who are bilingual. In addition, Nafilah et al., (2022) adds that when students are learning a foreign language, their

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first language "can interfere" with their ability to use the language they are learning. When implementing the use of a foreign language, students will frequently transfer aspects of their first language.

According to Mu'in (2017), interference refers to "linguistic deviations that occur in the context of language as a result of the speaker's familiarity with multiple languages, i.e. as a result of language contact." In other words, the deviations from the standards of one of the languages that arise in the discourse of a bilingual individual as a result of their dissemination, numerous new languages have emerged, more specifically owing to language interaction.

It has been suggested by Winarsih & Indrawati (2019) that interference is a barrier that arises as a consequence of using one's mother tongue frequently (one's first language) when attempting to master one's foreign language (one's learnt language). As a direct result of this, there is a shift of unfavourable aspects from the indigenous language into target language.

### **Morphological Interference**

Morphological interference is the subject matter that sociolinguistics investigates as part of its area of study. Morphological interference is a topic that has been extensively discussed within the academic community. This is supported by the fact that there are many of production of multiple books, research works, and scientific papers. Research on morphological interference has also received a significant amount of attention from university researchers and researchers in Indonesia.

Altering one's usage of language on a consistent basis does not necessarily result in a smooth operation. There are a number of circumstances in which the reciter is unable to discern or differentiate between the components of the two languages that they are fluent in. This issue will lead to the transfer of language elements, and it will culminate in the mixing of the two elements/rules of language in a regulated manner that is indirect (Chen, 2020). The incapacity of a person who is bilingual to differentiate between the components of the two languages that they are fluent in will lead to a successful error that is known as morphological interference.

According to Muziatun et al., (2020), there are six different aspects to consider while doing an analysis of a student's interference in morphology. These aspects include the following: indefinite article, possessive, plural marker, simple past, past participle, and comparative adjective/adverb.

### **Morphological Interference in Writing**

Based on what has been stated on morphological interference's components above which has been marked by Muziatun et al., (2020). So, the researcher would analyze the students' English writing based on these criteria of interference:

1. Indefinite Article



When the identity of the noun being discussed is unknown or when the noun being discussed is general, the articles *a* and *an* are used before the noun. When referring to something for the first time or when referring to a member of a specific group or class, the indefinite article is the word that is utilised. For example: “I’ve finally got **a** good job.”

If we are talking about jobs or careers, we also utilise the indefinite article. Take, for instance: “John is **a** doctor,” “Fae is being trained to be **an** engineer,” and “My brother wants to be **a** singer.”

## 2. Possessive

The possessive form of a noun is employed when the noun in question refers to an individual, a group of individuals, a country, or an animal. It demonstrates a connection or a sense of belonging between the two things being compared. To make a possessive form of a noun, simply add an apostrophe and a *s* to the noun. We only need to use an apostrophe after the *s* if the noun in question is plural or already ends in *s*. For example: “Liana’s children, my sister’s homework, or Naufal’s future home.”

Meanwhile, a possessive adjective is an adjective that can be applied to any term that is used to describe the ownership of something or the possession of something by someone else. For example: “**My** school is big,” “**Your** presentation is awesome,” and “**Our** home will be built soon.”

## 3. Plural Marker

The form of a noun known as a plural is one that is utilised to indicate that there is more than one person, place, thing, or concept. To form the plural form of most nouns, one need only add a *-s* or a *-es* to the end of the word.

Some nouns always take the plural form of the verb and always have a fixed plural form. They are never used in the singular, or if they are, it is because the singular form conveys a different connotation. The following are examples of nouns that are similar to this one: pants, jeans, glasses, savings, gratitude, steps, stairs, customs, congrats, tropics, wages, spectacles, outskirts, goods, and wits.

## 4. Simple Past

A verb is said to be in the simple past when the subject of the sentence is anything that occurred in the past or existed in the past.

When referring to actions that have already been carried out in the past, the simple past tense, which is also known as the preterit, should be used. In English, the most fundamental form of the past tense is called the simple past. It makes no difference whether the event took place in the recent past or in the distant past; the duration of the activity is also irrelevant.

## 5. Past Participle

Verbs known as past participles can be utilized whenever there is a need to create phrases in the passive voice or when constructing sentences



in the perfect tense. It is necessary to add the ending -ed to regular verbs in English in order to transform a basic verb or an infinitive verb into a past participle.

The past participle is frequently found in formal written English where it is employed in participle sentences. Take, for instance: "Driven by ambition, Luna worked up to 14 hours a day."

6. Comparative Adjective/Adverb

Comparative adverbs make comparisons between two verbs, while comparative adjectives express the similarities and contrasts between two nouns (people, places, or things).

Comparative adverbs and comparative adjectives can share the same form in specific situations. On other occasions, they take a variety of forms. In spite of the fact that the forms are identical, we are still able to distinguish between the two by taking a look at the things that they modify. Comparative adjectives are used to describe differences between the subjects' physical or personal traits, whereas comparative adverbs are used to describe variations in the manner in which the subjects carry out acts.

## METHOD

### Research Design

The qualitative technique was used to analyse the data gathered for this research. According to Strauss Corbin, who is quoted in Basrowi and Suwandi (2008), qualitative research is an attempt to analyse the social life, history, behaviour, organisation functioning, social movement, and interrelationships of a society. Since the information is in the form of words, phrases, and sentences, this research makes use of the qualitative case study methodology.

### Population

The term "population" was coined by Bungin and Burhan (2008), who defined it as "all research objects that can be used as a data source in a research." The participants in the research are all of the students who are in the eleventh grade at MAN Kota Palangka Raya.

There are 11 classes for the eleventh grade at this school, they are divided into their own major, namely MIPA, IPS, Bahasa, and Agama which can be seen through this table:

**Table 1.** The population

<i>No.</i>	<i>Major</i>	<i>Amount of students</i>
1.	MIPA	1 34
		2 35
		3 35
		4 34





		5	34
2.	IPS	1	35
		2	35
3.	Bahasa		29
		1	35
4.	Agama	2	35
<i>Total</i>			<i>341 students</i>

### Sample

Any investigation that is going to be utilised as a research object is required to include the phase of sampling as one of its basic elements. It is consistent with Sugiyono's claim that samples are components of the population and that the traits being investigated are those that are found in the population as a whole (Sugiyono, 2010: 118).

Arikunto (2012) states that if the population size is greater than 100, 10-15% or 20-25% of the entire population can be sampled, but if the size of the population is smaller than 100, the sampling process encompasses the entire population.

According to table 1, the sum of all the students in the population is greater than 100; hence, the researcher chose to take a sample that represented approximately 10% of the overall population. For the purpose of this study, the samples comprised of those who were in XI MIPA 1, which totaled 34 students.

### Data Collecting Technique

The researcher relied on documentation methods in order to compile all of the information that was required for this investigation. To gather the data, the researcher split the class into 7 groups, and each of those groups was given the assignment of writing an explanation text in English. In such case, there would be seven different documents that the researcher obtained in this research.

Then, in order to find out, each and every one of those documents was analysed in order to find out the forms of morphological interference do students engage at the eleventh grade of MAN Kota Palangka Raya in their English writing.

### Data Analysis

Arikunto (2012)'s model for qualitative data analysis of documents was utilised in order to conduct the analysis of the document's data; the processes involved in conducting the analysis are as follows:

#### 1. Identifying the Interference

The researcher was only getting started with the process of analysing the data when they noticed the common error that occurs when classifying the morphological categories. During this procedure, the researcher supplied proposed constructions of the error that make it obvious that a particular aberrant structure in the sentences or phrases is evaluated to be an error.



This was done so that it would be evident that the error involved a specific word or even sentence form. Because the objective of this case study was to identify morphological interference in written English, all of the facts based on the source text for the interlingual transmission is based were highlighted and then categorised for the purpose of doing more research.

2. Classifying the Interference

Following the characterization of the interference as morphological interference as part of the process of finding the interference kinds, the researcher then divided the error into a number of distinct categories based on the various morphological types. Using the model taxonomy developed by Muziatun. In light of this taxonomy model, morphological interference in this study can be broken down into one of six categories. These categories are as follows: indefinite article; possessive; plural marker; simple past; past participle; comparative adjectives or adverbs.

3. Explanation of the Interference

The researcher provided an explanation in this stage regarding how and why the sentences mentioned interference is explained. This phase investigates the phenomenon that occur in relation to the interference, including how the interference might have occur, why the numbers were interpreted as interference, how the prior research tended to this phenomenon, as well as the theories that could enhance the data. Detailed instructions for this stage can be found in the discussion section.

4. Conclusion

In order to ensure that this research is as objective as possible, it is necessary to draw a conclusion based on the clarification of the facts in the shape of an answer to the investigation query.

## FINDINGS AND DISCUSSION

### Findings

Both the findings and the discussion are presented in a sequential order, with the discussion being organised according to how the findings relate to the research question. The conclusion of the research was that Muziatun et al., (2020) theory was applicable to the situation.

Muziatun's components of morphological interference were indefinite article, possessive, plural marker, simple past, past participle, and comparative adjective/adverb. According to the result of the data analysis, there were only four different forms of morphological interference that occurred in the writing of the students (in this research, the English writing is about explanation text). They were indefinite article, possessive, plural marker, and past participle.

### Indefinite Article

There was some interference that was made by the students on their English writing about the example of explanation text. Please look at the table below:

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**Table 2.** The morphological interference on indefinite article

No.	<i>The Interference</i>	<i>Reconstruction</i>
1.	Flooding is common disaster in large and highly populated cities.	Flooding is <b>a</b> common disaster in large and highly populated cities.
2.	People can build big snowman	People can build <b>a</b> big snowman
3.	Global warming has significant impact on natural conditions.	Global warming has <b>a</b> significant impact on natural conditions.
4.	COVID-19 is highly contagious disease.	COVID-19 is <b>a</b> highly contagious disease.
5.	It can vary how quickly virus spreads from one person to another.	It can vary how quickly <b>a</b> virus spreads from one person to another.

### Possessive

The students' English writing that was about the example of an explanation text suffered from some interference brought about by the students themselves. Take a look at the table down below:

**Table 3.** The morphological interference on possessive

No.	<i>The Interference</i>	<i>Reconstruction</i>
1.	Throw snowballs with families.	Throw snowballs with <b>their</b> families.
2.	Snow forms when water vapour in the earth atmosphere freezes.	Snow forms when water vapour in the <b>earth's</b> atmosphere freezes.
3.	The impact of solar radiation on earth atmosphere	The impact of solar radiation on <b>earth's</b> atmosphere
4.	They ingest the virus through nose, mouth, or eyes.	They ingest the virus through <b>their</b> nose, mouth, or eyes.
5.	The sun heats the water on the earth surface.	The sun heats the water on the <b>earth's</b> surface.
6.	Water vapour enters the Earth atmosphere.	Water vapour enters the <b>earth's</b> atmosphere.
7.	Air flows in through the human nose or mouth	Air flows in through the <b>human's</b> nose or mouth

### Plural Marker

In plural marker, the students also made some interference on their English writing. Please look at the table below:

**Table 4.** The morphological interference on plural marker

No.	<i>The Interference</i>	<i>Reconstruction</i>
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1.	Jakarta is frequently flooded, resulting in many victim each time.	Jakarta is frequently flooded, resulting in many <b>victims</b> each time.
2.	Water carries object such as houses, bridges, automobiles, furniture, and even people.	Water carries <b>objects</b> such as houses, bridges, automobiles, furniture, and even people.
3.	They can have a maximum of 200 crystal.	They can have a maximum of 200 <b>crystals</b> .
4.	Natural conditions, animals and human.	Natural conditions, animals and <b>humans</b> .
5.	This viruses are contagious between people.	<b>These</b> viruses are contagious between people.
6.	This drops can land.	<b>These</b> drops can land.
7.	In the noses or mouth of people	In the noses or <b>mouths</b> of people
8.	This viruses are very contagious.	<b>These</b> viruses are very contagious.
9.	Rain is one of the primary source of clean water.	Rain is one of the primary <b>sources</b> of clean water.
10.	All person in the world.	All <b>people</b> in the world.
11.	It provides appropriate conditions for diverse ecosystem.	It provides appropriate conditions for diverse <b>ecosystems</b> .
12.	The movement of tooth in combination with saliva	The movement of <b>teeth</b> in combination with saliva
13.	All animal breathe the same way as humans.	All <b>animals</b> breathe the same way as humans.

### Past Participle

In past participle, students had also made some interference over their English writing. Please take a look at the table that has been provided:

**Table 5.** The morphological interference on past participle

No.	The Interference	Reconstruction
1.	Snowflakes formed by ice crystals.	Snowflakes <b>are formed</b> by ice crystals.
2.	The process of flooding preceded by rain	The process of flooding <b>is preceded</b> by rain
3.	The rain water absorb by the ground surface	The rain water <b>is absorbed</b> by the ground surface
4.	Non-natural flooding is usually causing by people's poor behaviours.	Non-natural flooding is usually <b>caused</b> by people's poor behaviours.



5.	Do you want to know how snow makes?	Do you want to know how snow <b>is made</b> ?
6.	The heat absorbed by the earth itself.	The heat <b>is absorbed</b> by the earth itself.
7.	Sunlight that returns to the air captured by atmospheric substances.	Sunlight that returns to the air <b>is captured</b> by atmospheric substances.
8.	This phenomenon known to as global warming.	This phenomenon <b>is known</b> to as global warming.
9.	People all over the world shocking by COVID-19.	People all over the world <b>are shocked</b> by COVID-19.
10.	Causes by a novel coronavirus type	<b>Caused</b> by a novel coronavirus type
11.	An infection person coughs or sneezes.	An <b>infected</b> person coughs or sneezes.
12.	A phenomenon which often seen in hot and dry places	A phenomenon which <b>is</b> often <b>seen</b> in hot and dry places
13.	Our meal cut up into small pieces.	Our meal <b>is cut</b> up into small pieces.
14.	It is easily swallow.	It is easily <b>swallowed</b> .
15.	Food combined with liquids.	Food <b>is combined</b> with liquids.

## Discussion

According to the findings, it is evident that there were 4 morphological interference that was made by the students' English writing. In order to acquire to know further of the students' number of errors for each component, please look at the table below:

**Table 6.** Type and frequency of mistakes made by students in each component

<i>No.</i>	<i>Types of Morphological Interference</i>	<i>Number of Errors</i>
1.	Indefinite Article	5
2.	Possessive	7
3.	Plural Marker	13
4.	Past Participle	15
<i>TOTAL</i>		<i>40</i>

As can be seen from the table above, it was discovered that there were forty number of features that point to morphological interference. The dominant types that the students mostly errors in writing their Explanation Text in English was Past Participle. Followed by Plural Marker. Meanwhile Possessive has a small amount of errors, and students did not do many mistakes in writing the Indefinite Article.



The identified article is the first case in point of morphological interference that can be discovered in the writing of students. It is the lowest mistake that students made in their writing. The students did not do many mistakes in writing identified article, but still, there were still plenty of errors. Either the students have a flawed knowledge of the distinctions between the items of the target language, which leads to a poor conceptualization, or the students have a flawed understanding of the notion to identify an article itself, which leads to the problem.

The following is an example of a mistake that falls under this category: "Flooding is *\*a\** common disaster in large and highly populated cities". According to the information shown here, the students failed to provide an essential component of the definite article that serves to modify the noun "common disaster." The distinction between the articles and their appropriate use in a sentence requires minimal effort on the part of a native speaker; nevertheless, non-native speakers will have trouble determining how the articles should be utilised in a sentence (Moats, 2020). Due to the fact that students' native languages do not have the concept of articles, it was impossible for them to avoid making errors in their use of the English article form during the process of this research.

The second interference which was found on students' writing was possessive. It was the second lowest mistake that the students made in writing an English text of an example of explanation. Even though students only made several mistakes while writing for possessive features, the fact that mistakes were still produced is evidence that there is clearly morphological interference taking place here.

When faced with phrases that contain possessive nouns, students who made an English text continue to make errors while may experience feelings of confusion. According to the information that has been gathered, there were 6 from 7 errors that was from the possessive nouns. It's possible that they are unfamiliar with the use of apostrophes in the English language. Because a lot of students believe that they should only use an apostrophe if they are trying to shorten their English writing. As an illustration, the sentence "he is a teacher" can be shortened to "he's a teacher." As a result, the utilisation of possessive nouns is more challenging to comprehend, and consequently, morphological interference in the possessive occurs.

The third morphological interference was plural marker. It was the second dominant mistake that was made by the students in their English writing. Based on the data result of analysis, there has been an occurrence of plural markers on omission. The students have made the mistake of leaving off the suffix -s at the end of the word noun, which has led to the absence of faults in the plural markers. In this particular instance, the students commit the error of using singular nouns that ought to be followed by plural nouns, but the students do not apply this knowledge to their work. It's possible that this is due to the fact that in Indonesia, there is no practise of adding the suffix -s to the end of a noun when it is used to refer to more than one thing. It is supported by Hamzah (2012), who notes that the misunderstanding may be attributed to the dissimilar system of plurality between



the Indonesian language and English. According to Hamzah, the Indonesian language only has quantifiers before nouns, and it does not have an additional affixed plural marker to a noun. In contrast, the English language does have a plural marker.

Besides omitting the suffix (-s / -es) to a certain noun, the students also made mistakes in irregular plural noun. If some plural noun just naturally by adding -s or -es, there still plenty of nouns that have their own rules in changing into plural ones. Such as: **tooth** → **teeth** and **person** → **people**. The usage of identifiers also challenging for students. For example **this** for singular, and **these** for plural.

The last is the morphological interference in past participle. This feature was the most dominant mistake that was made by the students. There were fifteen mistakes so far. Since explanation text was a text that told about the certain phenomena, include natural, social, and culture. Those kinds of text is quite difficult for them. Furthermore, all students decided to make some examples about natural phenomena on their English writing (*Flooding, Snow, Global Warming, Covid-19, Rain Fall, Digestive System, and Fish Breating*). Those texts of course will mostly talk about the process of how a certain phenomena occurs. So that, there will be a lot of passive voices there.

Passive voice is really closed to grammar, while most students feel stressed if they learn this thing. They often forget to add *to be* before the past participle, even some of them experienced by changing the past participle into verb-ing.

As a result of the explanation presented above, it is possible to draw the conclusion that the forms of morphological interference detected on students' texts indicate that the majority of the students' weak areas in morphological interference are indefinite article, possessive, plural marker, and past participle. It is possible for this to occur because there is no consensus regarding plurality in the Indonesian language. Furthermore, the addition of the suffix -s to the end of the word noun does not turn it into a symbol that denotes plurality.

## CONCLUSION

The research question that guided this current study endeavour was to answer one particular situation, which was the types of morphological interference that made by the students at the eleventh grade of MAN Kota Palangka Raya in their English writing. The findings of this research showed that interference in the field of morphology most commonly happens within specific morphological elements. These elements bear variations in terms of the systems and laws that control the languages, and these variations are reasons for morphological interference.

According to Muziatun's statement, there are six types of morphological interference; however, the researcher only found four of them. These types incorporate the morphological qualities that result from the utilisation of an indefinite article, possessive, plural marker, and past participle. According to the types that have been discovered, this indicates that the students did not have

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adequate understanding. In addition, the simple past and comparative adjective/adverb have not been discovered yet. The students had achieved a significant level of mastery in those areas. Therefore, the students won't make that mistake in their writing at any point in the future.

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