

ENGLISH NOUNS AND VERBS MORPHOLOGICAL INFLECTION MISTAKES AMONG UNIBA'S TOEFL PREPARATION STUDENTS' ASSIGNMENTS

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ABSTRACT

This research attempts to find and describe the types and factors of English nouns and verbs morphological inflection from the student's assignments. This research can also be seen as one form of language development research since it also discusses the factors of the mistakes that the students commit in the making of the assignment. The assignment was to write a paragraph about anything in English then the outcome was analyzed to find the morphological inflection mistakes and classify the data based on the criteria. This research applies descriptive qualitative design and uses observation for the data collecting technique and later uses document analysis. The techniques in this research are Spradley's domain, taxonomy, and componential analysis. This research finds 16 data of inflectional mistakes that fulfill the three categories of the factors while the discussion shows that the factor following each type is dominated by unfamiliarity with inflectional rules whereas the dominant type of inflectional mistake is omission. The conclusion shows that the most common mistakes happen in nouns by the supports from Tomasello's Usage-based theory (2009). Finally, the students mostly fail on noun inflection because they are unfamiliar with the inflectional rules of nouns.

Keywords: *Grammar, Inflection, Language Learning, Language Acquisition, Morphology*

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INTRODUCTION

Making mistakes in morphological inflection is a common thing for those who are not in the field of linguistics, yet in this very field, there are still a number of mistakes made by the people who claim to be linguists. The more distant the speakers or writers who speak or write in English from the well-built understanding of English, the bigger the chance they will have of creating grammatical errors. One of the main grammatical issues or errors that people still create is morphological inflection. Morphological inflection is an alteration or modification of a word to indicate various grammatical features such as tense, number, gender, person, case, or mood. In the matter of verbs, it is turning a word that in this context is a verb or a noun from the head or the root of the word and changing it based on the tense that the word has. For instance, adding -ed at the

end of the word *crawl* will turn the word into *crawled* which indicates that the tense is past.

An inflection in morphology is not the same as derivation. However, a mistaken understanding of inflection and derivation can lead someone to commit a grammatical mistake. (Bauer et al., 2015) states that an inflection does not change the category of a word while an inflection only serves grammatical purposes without shifting the category of a word. The verb *pay* that has an inflection in the third-person singular will turn to "*pays*" whereas it becomes "*payment*" when it has a derivation. This fundamental difference must be understood by anyone who attempts to distinguish them to avoid misconception. People need different processes and methods in learning a language because each language has its own obstacles. In English language acquisition, people mostly make mistakes in regularity and the plurality of a nouns whereas in verbs, people tend to commit mistakes in applying the tense correctly (Tomasello, 2009).

The degree of education that a person has usually played a role in how he or she understands the English language yet sometimes he or she still commits mistakes in several aspects such as pronunciation, writing, speaking, and mostly in grammar. A person's level of education can shape grammar skills, which are closely related to understanding how certain words change the forms in a language or as morphological inflection. There is always a significant difference in students' English skills if a test is performed to measure the grades that the students have (Shohamy et al., 2008). Higher education often involves learning detailed language rules, including how words shift their form to express different meanings. With more advanced education, individuals gain a deeper understanding of these language rules and structures, making it easier to find and fix mistakes related to word changes or inflectional mistakes that affect grammar (Mohammed & Jasim, 2022). In essence, a person's education level influences how well they understand and correct mistakes linked to word forms, ultimately improving their overall grammar skills.

Within the world of morphology, there are two big fields namely inflectional morphology and lexical morphology (Aronoff & Fudeman, 2022). This research belongs to the field of inflectional morphology for the focus is on the morphological inflections. Before going any further, it is necessary to understand that morphology traditionally divides its branch into two namely inflection and derivation (Bauer et al., 2015). This research itself attempts to argue that there are types of morphological inflection mistakes as well as the factors following the types. Grammatical mistakes that will be analyzed are those which belong to morphological inflection mistakes since this research uses a morphological approach. The gap lies in the presence of lexical category and the types of inflectional mistakes as the domain which are connected with the factors of the mistakes as its taxonomy.

Furthermore, this research attempts to analyze the types and factors of morphological inflection mistakes in the TOEFL Preparation student's assignments. Moreover, the different linguistic backgrounds that these students have may contribute significantly to the occurrence of these grammatical or inflectional mistakes. By analyzing these phenomena in the TOEFL Preparation student's assignments, this study tries to find the mistakes as well as the factors behind each mistake. The objectives of this research are; 1) to analyze the types of

morphological inflection mistakes in the TOEFL Preparation students' assignments, 2) analyzing the factors behind the morphological inflection mistakes in TOEFL Preparation students' assignments, and 3) to discover the patterns of the morphological inflection mistakes amongst the TOEFL Preparation student's assignments. In order to conduct good, valid, and reliable research, this research has references and a literature review which will be described.

LITERATURE REVIEW

Five previous studies focus similarly to this research which is on morphological inflection (Buenafuentes, 2014; Chuang et al., 2020; Krista & Liiver, 2015; Leminen et al., 2019; Mohammed & Jasim, 2022; Ridwan & Hidayati, 2015) yet none of them has the exact same research objectives nor the same location as this research. Firstly (Buenafuentes, 2014) focuses on noun inflection, especially on how gender and plurality as the factors behind the inflections in Spanish. Next (Chuang et al., 2020; Leminen et al., 2019; Ridwan & Hidayati, 2015) widen the focus not only on morphological inflection but on the broader areas of derivation as well as compounding, unlike the focus of this research. Lastly, (Mohammed & Jasim, 2022) focus on the patterns of students' language acquisition and how morphological inflection becomes the key factor in the acquisition process but do not focus on which lexical category the language learners are facing problems with nor what types and factors behind the morphological inflection mistakes.

Lastly, (Mohammed & Jasim, 2022) focuses the patterns of students' language acquisition, highlighting the importance of morphological inflection in the process. However, their study did not focus on specific lexical categories that language learners struggled with or the types and underlying factors of morphological inflection mistakes. Meanwhile, this research includes a theoretical framework that integrates morphological inflection and language acquisition to provide a comprehensive analysis of mistakes and the factors involved in language learning. Then, this research used several theories to conduct its analysis. Those theories are among others; morphological inflection and language acquisition. The further description of those theories is as follows.

Morphological Mistakes

Mistakes in morphological inflection can possibly happen due to various factors, leading to deviations from established grammatical rules. These errors consist of several common types, including over-regularization, under-application, over-application, incorrect formulation, and omission of inflections (Spencer, 2006). The first type is over-regularization. It is where irregular forms are regularized based on patterns, like using "goed" instead of "went" in English by applying the regular "-ed" past tense suffix to the irregular verb "go". Next, under application occurs when an inflectional rule isn't applied when necessary, such as omitting the plural "-s" for required nouns. Over-application involves excessively using an inflectional rule, like employing the plural "-s" for irregular nouns that don't follow the pattern. Incorrect formulation errors arise from misunderstandings or misapplications of inflectional rules, resulting in incorrectly formed words or structures. Moreover, omission of inflections, like forgetting to apply the past tense "-ed" to regular verbs, belongs to another type of error.

Psycholinguistics

Psycholinguistics is an approach or a part of study that focuses on the psychological processes involved in language which also offers focuses into the cognitive mechanisms of several aspects (Traxler & Gernsbacher, 2011). One of the aspects that psycholinguistics is also related is morphology. Unlike pure morphology, morphological inflectional mistakes. By examining the mental processes involved in language production, comprehension, and learning. Also, psycholinguistics can see the factors that contribute to errors in morphological inflection.

One thing that psycholinguistics is relevant to this research is language processing. Psycholinguists see how individuals process linguistic information, including morphological features (Roberts, 2012). Studies on language processing have revealed that individuals often rely on mental representations of words and their associated grammatical properties (Lumentut & Lengkoan, 2021). These mental representations, often referred to as lexical entries, contain information about a word's meaning, pronunciation, and grammatical features. Errors in morphological inflection may arise from difficulties in accessing or manipulating these mental representations (Field, 2012). For instance, learners may struggle to retrieve the correct inflectional form of a word or apply the appropriate morphological rule.

Furthermore, psycholinguistics explores the role of memory in language learning and use (Lumentut & Lengkoan, 2021). Memory is important in storing and retrieving linguistic information, including morphological rule (Warren, 2013)s. Difficulties in memory processes, such as encoding, storage, or retrieval, can contribute to errors in morphological inflection (Chuang et al., 2020). For example, learners may struggle to remember irregular inflectional patterns or apply the correct rules in specific contexts. Moreover, interference from the native language can also affect memory processes that leads to errors in morphological inflection.

Language Acquisition

Language acquisition is the process through which individuals learn to acquire and use language (Chuang et al., 2020). It involves a combination of biological, cognitive, and environmental factors (Aronoff & Fudeman, 2022). Morphological inflection, the process of adding affixes to words to indicate grammatical information such as number, tense, or person, is a crucial aspect of language acquisition. By seeing the challenges that the learners face in mastering morphological inflection, this research shows the broader processes of language learning, especially the English language.

In order to gain a deeper analysis of the factors influencing morphological inflectional mistakes, using language acquisition can help this research to see deeper. By examining the developmental stages, cognitive processes, and linguistic patterns involved in language learning, This research can see the underlying causes of these errors. This approach allows us to explore how learners' prior knowledge, exposure to language data, and cognitive abilities interact to shape their acquisition of morphological inflectional rules. Moreover, it enables us to identify specific challenges and strategies that learners employ in mastering these complex grammatical structures.

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In language acquisition, there are several theories that support this research which are from (Tomasello, 2009) and (James, 2013). Firstly, (Tomasello, 2009) Usage-based theory suggests that a person's capability to acquire a language can be affected by several factors, including imperfect imitation, linguistic patterns, overgeneralization, incomplete learning, and cognitive limitations. The factors behind inflectional mistakes in nouns and verbs are rather different although the most common factors are generalization and the influence from native language.

Secondly, (James, 2013) states that these grammatical errors, particularly morphological inflection errors, are affected by a complex interaction of various factors. He argues that the stage of language learning, ignorance of inflection rules, interference from the mother tongue, and even typos can all contribute to these errors. By examining the interaction of these factors, James provides a more nuanced understanding of the challenges language learners face in mastering morphological inflection. This research builds on James' theory and then combines his theory with usage-based theory (Tomasello, 2009) to explore the specific categories of morphological inflection errors that arise in language learners.

RESEARCH METHOD

This research is a descriptive qualitative research. This research is descriptive because it observes and categorizes data without changing variables and describes as well as classifies these mistakes and their factors naturally without intervention. This research uses qualitative design since the nature of reality is multiple and holistically constructed (Lincoln & Guba, 1985) in other words, it cannot be taken away from the context. The focus is on the error analysis to reveal the types and the factors contributing to morphological inflection mistakes in English nouns and verbs among students preparing for the TOEFL test in UNIBA. The data are the students enrolled in the TOEFL preparation test in UNIBA and the source of the data is the assignment the students had to work on which was about anything they wanted to say about their lives or about English and the data are from the mistakes that the students committed. By using a purposive sampling method, the study aims to select a sample of 15 students, finding the mistakes in their nouns and verbs to analyze their written or spoken responses to the given assignment. There are two variables in this research namely the types of morphological inflection mistakes (specifically focusing on nouns and verbs) as independent variables, and factors contributing to these mistakes (such as unfamiliarity with inflectional rules, typographical errors, and native language interference) as dependent variables. Data collection involves compiling written responses from TOEFL preparation student's assignments. These data are then analyzed to find the mistakes. In other words, this research uses document or content analysis

The research methodology uses a systematic procedure. It begins with the collection of the assignments which are written responses, followed by a detailed error analysis process. This analysis categorizes the mistakes on morphological inflection types and identifies the factors behind the mistakes by asking whether each student who commits a mistake does not know the inflectional rules, makes a typographical error, belongs to which stage of learning, or does not know that the

mistaken word is not English. After the error analysis is finished, (Santosa, 2021) suggests that qualitative research should use the analysis techniques created by (Spradley, 2016). the first technique is domain analysis to decide whether the data belong to data or non-data. Next is taxonomic analysis which is used to categorize the data based on the research's focus. Lastly is componential analysis. Componential analysis functions to show the relationship between categories to find the patterns of behavior using a matrix. The method is to arrange Domain, Sub-domain, and Sub-sub-domain down the left side of the table, then taxonomy, sub-taxonomy, and sub-sub-taxonomy horizontally at the top of the table. Once it is performed, the patterns of the types and functions of morphological inflection mistakes amongst the student's assignments appear.

FINDING AND DISCUSSION

The results of the analysis show that there are 16 data of morphological inflections. Each lexical category has a different frequency where there are 6 data on verbs while there are 10 data on nouns. There are only two types of mistakes in verbs while there are five types of mistakes in nouns. The category of factors following the mistakes in verbs is two while the category of factors following the mistakes in nouns is three. After looking at the componential analysis of this research, the patterns of behavior that can be derived from this analysis are the following;

1. The students dominantly make omission of inflection mistakes.
2. The omission of inflection mostly happens in verbs.
3. Students create mistakes mostly on nouns instead of verbs.

The discussion section later on talks about why students commit mistakes on nouns rather than verbs by the supporting theories from Tomasello (2009) as well as from the previous studies used in this research

Table 1. Types and Factors of Morphological Inflection Mistakes

Lexical Category	Types of inflection mistakes	Factors of inflectional mistakes				Σ
		Unfamiliar	Typo	LLS	Interference	
Verb	Over-regular		1			1
	Omission	5				5
Noun	Over-regular	2				2
	Underapplication	1	2		1	4
	Overapplication	1				1
	Incorrect formula		1			1
	Omission	2				2
TOTAL		11	4		1	16

Omission of Inflection Mistakes

The omission of inflection can happen both in nouns and verbs. An omission in nouns leads to grammatical mistakes that can affect the clarity and precision of a language. In some languages, including English, inflectional markers like plural, possessive forms, and determiners play a crucial role in conveying the specific meanings and relationships within sentences. When these inflections are omitted, it can result in ambiguity or incorrect interpretations.

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For instance, the sentence "The dog sat on the chair." If the plural inflection is omitted in the noun "dog" and it's written as "The dogs sat on the chair," the meaning changes entirely. The omission of the plural marker shifts the number of cats which impacts the accuracy of the sentence. Similarly, the omission of possessive inflection can lead to confusion. "The cat's tail" and "The cats tail" deliver different meanings. One indicates possession (belonging to a singular cat) and the other suggests something different, perhaps a tail belonging to multiple cats. These examples show the importance of inflections in nouns for conveying precise meaning and grammatical correctness. The results show that there are 11 omissions of morphological inflections.

Omission of Noun Inflection due to Unfamiliarity with Inflectional Rules

The first datum is in the sentence "*After doing Isya praying, I take dinner*", there is an issue with the construction involving the phrase "*Isya praying*." The phrase lacks the proper grammatical structure, specifically in presenting the noun being modified by the word (adjective) "*Isya*". In order to correct the sentence and express the action more accurately, it is important to use the correct noun form or phrase to represent the activity. In this sentence, to create an appropriate noun phrase structure, the gerund form of the word pray should be "*prayer*". The reason for this shift from "*praying*" to "*prayer*" is that a gerund is already present right after the preposition "*after*" and the head of the noun phrase is not *praying* but it must be "*prayer*" so the noun phrase will make sense. The revised and clearer version of the sentence should be "*After doing isya prayer, I have dinner*". The revision is now grammatical and clear in expressing an event and the sequence of events.

This error often happens due to unfamiliarity in English grammatical rules which in this research is considered as the factor of inflectional rules for forming gerunds or noun versions of verbs. This is in line with what (Mohammed & Jasim, 2022) Individuals who are unfamiliar with these rules may find it challenging to write accurately, resulting in errors when applying the correct inflection. The incorrect use of "Isya praying" hints at an unfamiliarity with inflectional rules on deciding which form should be the head of a noun phrase.

Omission of Verb Inflection Due to Typographical Errors

This research only finds two pieces of data that belong to this specific category. The sentence "*English is an international language that must be mestered*", contains a typographical error where the word "mastered" is misspelled as "mesterd." This mistake seems to be a result of a typographical error instead of not knowing or not being familiar with inflectional rules. This type of morphological mistake typically involves issues with the word structure or the grammatical markers, while this error seems to stem from a simple misspelling or an omission of a single letter. Despite the error, the intended meaning of the sentence is still clear and it can still show the importance of learning or having proficiency in the English language. This typographical mistake is not a fatal category unless the typo happens on the improper part of the word that has to be inflected e.g. the word "*cult*" that is written inappropriately as "*cunt*". The person who commits this mistake possibly does not even notice or even if the person does, the person will not know that there is an inappropriateness in the typographical mistake. So in brief, as long as the typographical mistake is not

fatal or improper, the mistake is not a big deal for those who want to acquire a language (Mohammed & Jasim, 2022).

The second datum is in the sentence "*Even in collage, I never had good grades in English and most of them were bad*". This sentence illustrates a series of grammatical mistakes, particularly in the omission of essential inflection, reflecting a possible unfamiliarity with English inflectional rules. One notable omission appears in the word "collage," presumably intended as "college," showcasing a misspelling that could reflect a lack of attention to detail or unfamiliarity with the correct spelling of the word. Additionally, the absence of past tense markers in "have" instead of "had" and the missing "were" in "most of them were bad" points to a broader issue regarding the accurate use of tense and agreement markers in English.

These errors indicate a potential lack of familiarity with inflectional rules, especially those governing past tense and verb agreement. The context of discussing academic performance, particularly "grades in English," inherently requires past tense verbs to denote actions or states that occurred in the past. The absence of these inflections weakens the sentence's clarity and precision, hinting at a misunderstanding of when and how to apply proper tense forms in English grammar. While speech habits or colloquial usage might sometimes influence the omission of inflectional markers, in this context, the errors seem more indicative of a fundamental unfamiliarity with English inflectional rules. These oversights compromise the sentence's grammatical accuracy, affecting its coherence and adherence to standard linguistic conventions, potentially stemming from a lack of grasp on tense forms and agreement markers.

Omission of inflection in verbs

English verbs are generally known for their complexity due to the number of tenses that exist in English exceeding some other languages. Omission happens mostly when a writer or a speaker thinks in a rush but ignores the inflectional rules and does not misspell anything (James, 2013). As (Mohammed & Jasim, 2022) claim, English learners find the main technical issue with understanding the rules of inflection in English verbs for their own languages commonly do not have tense systems as numerous as English. English verbs can literally shift just with one affix, for instance "-s" which changes the meaning entirely like in the word "move" and "moves". People who already acquired competent English skills can tell that the word "move" means that it must be done by the subject of either you, I, or they whereas the word "moves" is likely done by the third person singular subject.

Omission of verb inflection due to unfamiliarity with inflectional rules

This category occurs when necessary grammatical endings or forms are left out, impacting the accuracy of verb usage. These omitted endings, indicating tense, aspect, or subject agreement, can lead to imprecise communication. For instance, the sentence "*She walk to school every day.*" is an omission in a verb, and in this instance, the third-person singular "-s" inflection in "walk" is gone and it breaks the agreement between the subject "She" and the verb, meaning that it requires the correct inflection for accurate grammar like "walks". So, the correct one should be "*She walks to school every day.*". This type of mistake in an English verb can occur due to several factors which in this research are unfamiliarity with

inflectional rules, typographical error, and Interference from native language (James, 2013). Further discussion is in the following.

The first category is the sentence "*My brother always look good when wearing that*". The word "look" is a grammatical mistake due to an omission in the morphological inflection. The verb "look" is used incorrectly in this context because it doesn't agree with the word (subject) "brother." while the correct inflectional form that agrees with the subject "brother" in the third-person singular present tense should be "looks." Therefore, the corrected sentence would read: "*My brother always looks good when wearing that.*"

This mistake falls under the category of morphological inflection mistake, specifically the omission of the correct form that agrees with the subject in terms of person and number. The verb "look" is the base form (infinitive) of the verb, and it doesn't match the third-person singular subject "brother," which requires the inflected form "looks." This error in morphological inflection can occur when speakers or writers overlook the grammatical agreement between the subject and the verb form, resulting in incorrect or ungrammatical sentences. (Leminen et al., 2019) suggests that a person who wants to improve their English language acquisition must fundamentally comprehend how and when to apply an inflection otherwise errors are inevitable. In this case, the error lies in the omission of the appropriate inflectional ending for the verb to match the subject's grammatical form. This happens presumably due to the unfamiliarity with inflectional rules. This conclusion is based on the fact that the student who committed this mistake is still trying to get the TOEFL prediction certificate as well as the direct answer that the students gave during the data collecting process.

The next datum is "*I having dinner, watching TV, or relax with my family until 08.00 PM,*"

Within the third datum, there's an issue with the form of the verb that creates a grammatical error that belongs to the category of omission. The verb "take" does not fully align with the intended action. The use of "take" in this context is not standard English for the action of "*having dinner*". Instead, a more appropriate verb like "have" or "eat" should be used to show the action of having dinner.

The correct sentence should be: "*I have dinner, watch TV, or relax with my family until 08.00 PM.*"

Additionally, it may be a better sentence if the writer does some rephrasing for clarity. For instance, if the intended meaning is describing multiple actions that occur in sequences, it can be revised for better coherence as the following:

"I have dinner, then watch TV, or relax with my family until 08.00 PM."

In this corrected form, the word (verb) "have" is used appropriately for dinner, and the subsequent actions are expressed more clearly using the standard forms ("watch" and "relax") to indicate different activities, and conjunctions are added to create a more meaningful sentence. The word "*having*" should just be "*have*" or "*had*" if the sentence is constructed in past tense because once it is written as "*having*" it indicates that the phenomenon here is not an inflection but more of a derivation because "*having*" can either mean the gerund of the verb "*have*". As (Bauer et al., 2015) state, an inflection shall not shift the class of the verb but it just transforms the tense unlike this one here.

Discussion

The morphological inflection mistakes that are mostly committed by the students in this research are the mistakes on nouns while they committed fewer mistakes in verbs. Besides happening more frequently, inflection mistakes in nouns also have more types and factors than mistakes in verb inflection (Leminen et al., 2019; Mohammed & Jasim, 2022). The general factors of morphological inflection mistakes as (James, 2013) states are among others language learning stages, unfamiliarity with inflectional rules, interference from the native language, and typographical errors while Tomasello (2009) claims that English language learners tend to fail to understand how morphological inflection works in making grammatical sentences basically due to the loss of focus. In addition, (Tomasello, 2009) also adds that the problems behind the mistakes in the inflection of nouns are mostly from several aspects including linguistics patterns (homophonic, plurality, irregularity), usage frequency, and cognitive limits. By connecting these theories with the data analysis that comes from direct interviews with the students who committed the mistakes, the cultural theme of this research will finally be obtained. not knowing the spelling, homophonic issues with nouns, infrequent exposure to English, and native language effects, to the limits of the cognitive skills.

The first argument for why students commit more inflectional mistakes in nouns is that they do not completely understand how the inflectional rules work in English unlike (Chuang et al., 2020; Leminen et al., 2019) who claim that mistakes in English written tests are caused by the lack of attention or simply a typological error. The argument for this research is supported by the outcome that shows 11 out of 16 mistakes are based on unfamiliarity. As the general theory, there has to be a supporting theory which in this case belongs to what Tomasello (2009) states as linguistics patterns and usage frequency. The first interview with the student who committed mistakes in noun inflection shows that the suspect here does not actually know how to apply the inflectional rules. This argument is based on the analysis on the data “*The English language is important*” and the interview with the student. This category falls under the type of omission of inflection in nouns. The word “*important*” is ambiguous in this sentence for it needs a noun if it is an adjective. The interview with the student shows that the student claims the word “*important*” as a noun which in this case is not permitted since the noun form of the word “*important*” is “*importance*”. This claim indicates the student does not entirely know lexical categories nor about the rules of inflection which leads to a conclusion that the student’s factor belongs to unfamiliarity with inflectional rules, specifically in a noun. (Tomasello, 2009) usage-based theory sees this phenomenon as a homophonic issue.

Next is the typographical errors that belong to one of the factors that happen twice in this research but by using the theory that (Tomasello, 2009) creates, and performing an interview with the students. The deeper factor or reasons show why those two mistakes are caused by different factors although they belong to the same general factor. Unlike this research, the previous research (Chuang et al., 2020; Mohammed & Jasim, 2022) sees any typographical error as “grammar error” which shows that their research does not include the factors of each mistake. This exclusion leaves their research hanging because the readers or the upcoming researcher with the similar focus cannot just find one research that

covers up both the factors of the mistakes as well as the factors behind the mistakes, Hence, by conducting this research the novelty of this new research lies in the involvement of factors behind the mistakes and not only involve the types of grammatical mistakes.

The first typographical error is in the sentence "*English is difficult because from elementary to collage*". It contains an error that is considered incorrect since the spelling of "*collage*," is a morphological mistake within the sentence. The error belongs to the category of incorrect formulation, where the intended word "*college*" was misspelled, leading to confusion about the context of the sentence. The mistake impacts the sentence's meaning and clarity, changing its intended meaning about the challenging nature of English education from elementary school through higher education. From the perspective of (Buenaftuentes, 2014), this mistake is not seen as a typographical error but rather as carelessness of the speaker or writer whereas this research sees this as a typographical error. This type of mistake often results from typographical mistakes or confusion between similar-sounding words, such as "*collage*" and "*college*." The correct use of inflection is pretty much crucial for effective communication, especially in the academic or professional world since it ensures accuracy in conveying ideas (Ridwan & Hidayati, 2015). The student argues that he knows that he wants to say the word "*collage*" but to his understanding, the wrong word "*collage*" and the right word "*college*" are the same. If this is put within (Tomasello, 2009) theory, then it belongs to the factors of linguistics patterns which in this case are homophonic issues while it generally belongs to simply typographical error in (James, 2013) theory. These previous research tend to conclude that the mistakes committed by the language learners.

On the other hand, (Buenaftuentes, 2014; Chuang et al., 2020; Ridwan & Hidayati, 2015) state that language learners can still commit mistakes even though they possess enough capability in the second or third language which is against this research findings. Students who get the highest grades (5 students out of 15) do not commit any mistakes, not even typographical errors. Unlike what (Buenaftuentes, 2014; Chuang et al., 2020; Ridwan & Hidayati, 2015) state, (Leminen et al., 2019) claim that mistake is not affected by how smart the learners are but rather than by how used they are exposed to the second language which is in line with (Tomasello, 2009). In conclusion, language learners can still commit mistakes if they are not cautious while composing a text even though they possess a capable skill in the second or third language.

CONCLUSION AND SUGGESTION

Based on the results and discussion, students commit more mistakes on nouns instead of verbs. The theories used in this research can fulfill what is needed to conduct the analysis. (James, 2013) Theory supports the research on defining what sort of morphological inflection mistakes the data are, while (Tomasello, 2009) usage-based theory helps to find the factors behind the mistakes committed by English language learners. By looking at the cultural theme in the discussion, it can be concluded that various factors can affect a student's capability to understand inflectional rules. The deeper factors on why the students tend to fail the inflections of nouns are also supported by (Tomasello,

2009) usage-based theory. This leads to a conclusion where the theories, the phenomena, and the analysis are synchronized and successful.

This research finally only performs an analysis of the inflectional mistakes in English verbs and nouns on the students from the TOEFL Preparation test in November 2023 by using the Morphological approach. Future research can either support or deny this research. This research can be supported by using the same approach, theories, or methods to analyze other topics from other sources as well. On the other hand, future research can deny the analysis of this research by implementing different theories, methods, or even approaches. Knowing that this research relies only on a morphological approach, it is still possible for future research to perform the same analysis as this one but with a functional grammar approach or systemic functional approach to deepen on what type of sentence a grammatical mistake commonly happens.

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