



INVESTIGATING THIRD GRADE PRIMARY SCHOOL STUDENTS' WRITING: THE UTILIZATION OF AFFIXES IN VERBS

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ABSTRACT

A child's capacity to construct written texts is shaped by factors such as age, environment, and educational background. This research investigates the patterns of verb usage in narrative paragraphs composed by third-grade elementary students, with the objective of describing the degree of complexity in their verb application. Employing a qualitative approach, the study examined 35 authentic writing samples produced by students aged 9–10 years, analyzed with the assistance of Ant.Conc software. The primary focus lies in identifying the forms of verbs utilized within the students' narratives. Drawing on Keraf's categorization, verbs are distinguished according to their morphological structure into monomorphemic and polymorphemic types. The findings reveal that third graders demonstrate the ability to employ both categories. While monomorphemic verbs function as primary verbs and auxiliaries, polymorphemic verbs are generally formed through the addition of affixes including ber-, di-, di-kan, meN-, me-i, meN-kan, -kan, and ter-to base morphemes. Notably, polymorphemic verbs occur more frequently than monomorphemic ones, reflecting the students' developing capacity to construct linguistically complex words. These results carry pedagogical implications, offering teachers insights into the extent to which third-grade learners are able to manipulate affixation processes in their writing.

Keywords: Primary school, student writing, use of affixes, verb forms, syntax

1. INTRODUCTION

A considerable body of research highlights that children's linguistic intelligence can be assessed through their capacity to employ words effectively in both oral and written expression (Madyawati, 2017; Piaget, 2018; Chan & Fugard, 2018). By the age of five, children are regarded as having entered the linguistic stage with full competence, during which they continue to expand their vocabulary through reading and writing practices (Malini et al., 2022; Fitria, 2024). At the elementary level, particularly among children aged 9–10, mastery of the

four basic skills listening, speaking, reading, and writing is expected. Prihandini, Asri, and Oktaviany (2020) found a positive and significant correlation between linguistic intelligence and summary-writing ability in third-grade students, suggesting that linguistic intelligence at this stage falls within a moderate category, with students showing the ability to use language effectively across various activities. Similarly, Rahman's (2022) findings reveal that elementary-aged learners demonstrate advanced skills in processing words both orally and in writing, reflecting the maturation of their linguistic competence.

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These findings underscore the importance of further examining students' written output, particularly their verb usage, since verbs constitute the core elements of clauses and sentences. The productivity of verbs in children's writing serves as a key indicator of their syntactic proficiency (Fartoukh & Chanquoy, 2020; Jaya et al., 2025; Putri et al., 2023).

Historically, the classification of words in Malay and Indonesian grammar has positioned verbs as a central focus in understanding sentence structure. The study of verb forms requires engagement with both technical and pedagogical grammar, each serving distinct purposes. Technical grammar emphasizes linguistic theory and method in grammatical analysis, whereas pedagogical grammar functions as a didactic tool for facilitating learners' comprehension of language structure (Kress & Leeuwen, 2020; Tambunan et al., 2022; Murphy, 2019). Within the framework of technical grammar, Azar and Hagen (2016) classifies words into several categories, including verbs, distinguishing them according to the presence or absence of objects in a sentence. Yusuf and Ali (2025) likewise places verbs together with nouns at the core of lexical categories, as verbs serve as carriers of basic meaning in sentence construction. From a pedagogical perspective, Akram et al. (2022) recognized verbs (*werkwoorden*) as belonging to the *hoofdrangen der woorden* or principal word classes (Mahdi, 2018). In line with this tradition, Nasional (2021) also assigns verbs an independent class, underscoring their centrality in syntactic studies. Following this trajectory, Li (2024) emphasizes verb classification as fundamental to pedagogical grammar, placing verbs alongside nouns, adjectives, and function words as the four major morphological categories.

Li conceptualization of verbs provides the theoretical foundation for the present analysis, particularly because verb usage is closely tied to the linguistic development of

elementary school learners. Against this backdrop, the current study seeks to identify and describe the forms of verbs employed by third-grade students in narrative writing. The study ultimately aims to demonstrate the productivity of verb use at this developmental stage, offering insight into children's growing syntactic competence.

2. LITERATURE REVIEW

According to Olsson and Tbená (2023), verbs are words that express actions, movements, processes, states, or occurrences. Verbs are limited by the fact that, in terms of word groups, they can be expanded using the word *dengan* + an adjective, as in the following two sentences.

- 1) *Ia berjalan dengan cepat.* (He walked quickly)
- 2) *Ia mendengar dengan cermat.* (He listened carefully.)

The adjectives that follow the verbs are *cepat* and *cermat*. These two adjectives expand the meaning of the verbs *berjalan* and *mendengar*. Verbs are categorized based on the complexity of their constituent morphemes and their function as predicates. Based on morpheme complexity, verbs are classified into two types, namely monomorphemic verbs and polymorphemic verbs. Monomorphemic verbs are verbs that do not contain affixes because they always take the form of a base morpheme. These verbs are also called *aus verbs* or *verbs*. Examples of monomorphemic verbs are *datang* (*come*), *pulang* (*go home*), and *makan* (*eat*). Polymorphemic verbs are verbs that consist of two or more morphemes. The forming morphemes are the base morpheme and bound morphemes in the form of affixes. The bound morphemes that form polymorphemic verbs include: prefixes such as *ber-*, *me-*, *di-*, *ter-*, suffixes such as *-kan*, *-i*, confixes such as *ber-an*, and combinations of affixes such as *me-kan*, *di-kan*, *memper-kan*, *diper-kan*, *me-i*, *di-i*, *memper-i*, *diper-i*, and

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ber-kan. Examples of polymorphemic verbs can be found in the following sentences.

(3) *Saya berjumpa dengan teman* (I met a friend).

The verb *berjumpa* comes from the base word *jumpa* with the prefix *ber-*. The verb *berjumpa* indicates the action of the subject *saya* who intends to meet a friend. Next, verbs are classified based on the function of the predicate. At the syntactic level, there are the subject, predicate, object, and complement functions. The predicate function is usually filled by a verb. Verbs that occupy the predicate function are classified into full verbs and auxiliary verbs.

Full verbs are verbs that directly function as predicates without the help of other words. Examples of full verbs are all verbs except copulas, such as *adalah* and *ialah*. Auxiliary verbs are verbs that have a special function in relation to a main verb. Auxiliary verbs are used to limit the main verb. There are three types of auxiliary verb meanings: obligation, ability, and desire. Examples of auxiliary verbs include *sanggup* (able), *ingin* (want), *suka* (like), *bisa* (can), and so on.

3. METHODS

This research on verb forms in students' writing employs a qualitative descriptive design. In linguistics, the descriptive approach is applied to observe and document language phenomena in their natural form without imposing a prior theoretical framework (Sugiyono, 2021). This aligns with Creswell and Poth (2018) assertion that qualitative descriptive studies seek to present an accurate representation of participants' language use, with the data source grounded in authentic production.

The data were collected through fieldwork in Depok City, West Java, involving two schools: SDN Mekarjaya 13 Depok (coded MJ13) and SD Muhammadiyah 3 Pondok Cina (coded PC3). A total of 35

student writing samples were obtained. Data collection was facilitated through open-ended forms containing visual prompts of community service activities conducted at school. Students were instructed to produce written descriptions of the images within a 30-minute time allocation.

In processing the data, illegible responses were excluded, while spelling errors in verbs were standardized in accordance with transcription conventions. The Ant.Conc application was employed to process the corpus and generate token counts. The verbs identified were then classified based on Skinner (2017) framework of verb categorization. The results are presented numerically through frequency distributions, which serve as the basis for descriptive interpretation. This combination of quantitative frequency analysis and qualitative description provides a comprehensive basis for drawing conclusions regarding students' verb usage (Neuman, 2019; Patton, 2020; Miles & Huberman, 2019).

4. RESULTS AND DISCUSSION\

The Use of Monomorphemic Verbs Based on Predicate Functions

Based on the findings, monomorphemic verbs appeared 36 times. These verbs are classified into two types. Monomorphemic verbs as full verbs consist of 24 words, and monomorphemic verbs as auxiliary verbs consist of 12 words. The following table shows monomorphemic verbs as full verbs and auxiliary verbs.

Table 1. Monomorphemic Verbs as Full Verbs and Auxiliary Verbs

Verb Category	Number
Monomorphemic verbs as full verbs	2
Monomorphemic verbs as auxiliary verbs	12
Total	36

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One example of a sentence that uses monomorphemic verbs as full verbs is as follows.

(4) *Kamu tanam bunga k(e) situ dengan bagus.* (MJ13)

(*You planted flowers there nicely.*)

(5) *Ayah dan ibuku ikut kepada saya.* (MJ13)

(*My father and mother came with me.*)

The verbs *tanam* and *ikut* do not receive any morpheme affixes. Both verbs consist only of the base morphemes *tanam* and *ikut*. Both verbs function as full predicates, without being preceded by other verb forms. The verb *tanam* describes the activity performed by the subject *kamu*, which is to put flowers in the ground. Similarly, the verb *ikut* indicates the activity performed by the subjects *ayah dan ibuku*. Several monomorphemic verbs appear as full verbs in the students' writing, namely *jadi* (*become*), *peduli* (*care*), *selesai* (*finished*), *buang* (*throw away*), *jawab* (*answer*), *hidup* (*live*), *layu* (*wither*), *lihat* (*see*), *potong* (*cut*), *punya* (*have*), and *tamat* (*end*).

There are 12 monomorphemic verbs that appear as auxiliary verbs. These appear in three verb tokens, namely the auxiliary verbs *harus* (*must*), *bisa* (*can*), and *suka* (*like*). The forms of monomorphemic verbs appearing as auxiliary verbs can be seen in the following examples.

(6) *Dia bisa menyapu.* (MJ13)

(*He can sweep.*)

(7) *Saya suka membersihkan halaman sekolah.* (MJ13)

(*I like cleaning the school yard.*)

(8) *Semua siswa harus mengikuti kerja bakti.* (PC3)

(*All students must participate in community service.*)

Auxiliary verbs *dapat* have a predicative function that describes the meaning of ability. The verb *bisa* in the

sentence is followed by the verb *menyapu*. This auxiliary verb indicates the ability of the subject *dia* to perform the activity of sweeping. The verb *suka* functions to describe the meaning of desire. The verb *suka* in the sentence is followed by the verb *membersihkan*. The auxiliary verb *suka* indicates that the subject *saya* is willing to clean the school yard. The auxiliary verb *harus* in sentence (8) indicates obligation. In sentence (8), all students have an obligation to participate in community service activities. The three auxiliary verbs serve to limit the meaning of the main verbs, namely *menyapu*, *membersihkan*, and *mengikuti*.

The Use of Polymorphemic Verbs Based on Morpheme Formers

There are 268 polymorphemic verbs. These polymorphemic verbs originate from the combination of base morphemes and bound morphemes. The bound morphemes found are the affixes *ber-*, *di-*, *di-kan*, *me-*, *me-i*, *me-kan*, *-kan*, and *ter-*. The following is the number of findings for each form of polymorphemic verbs.

Table 2. Affix Forms in Polymorphemic Verbs

No.	Verb Category	Number
	Polymorphemic verbs with the prefix <i>meN-</i>	142
2	Polymorphemic verbs with the prefix <i>meN-kan</i>	66
3	Polymorphemic verbs with the affix <i>meN-i</i>	16
4	Polymorphemic verbs with the prefix <i>ber-</i>	32
5	Polymorphemic verbs with the prefix <i>di-</i>	6
6	Polymorphemic verbs with the affix <i>di-kan</i>	3
7	Polymorphemic verbs with the suffix <i>-kan</i>	2
8	Polymorphemic verbs	1

with the prefix <i>ter-</i>	
Total	268

1) Verbs with the prefix *ber-*

The use of polymorphemic verbs with the prefix *ber-* was found in 32 words. One example of a sentence using a polymorphemic verb with the prefix *ber-* can be found in the sentence below.

(9) *Aku dan teman-temanku bergotong-royong di halaman sekolah.* (MJ13)

(I and my friends are working together in the schoolyard.)

The verb *gotong royong* has the base morpheme *gotong royong*. This root morpheme is combined with the prefix *ber-* to form *bergotong-royong*. The prefix *ber-* in sentence (9) indicates the meaning of doing something. This prefix also represents verbs with similar allomorphs, such as those found in the verbs *bekerja*, *bekerja bakti*, *bekerja sama*, and *berarti*.

2) Verbs with the morpheme *di-*

The results of the study show that there are six words classified as polymorphemic verbs with the affix *di-*. Examples of sentences using polymorphemic verbs with the affix *di-* can be found in sentence (10) below.

(10) *Kebersihan harus dijaga.* (MJ13).

(Cleanliness must be maintained.)

The polymorphemic verbs in the sentence (10) come from the base morpheme *jaga*. The morpheme receives the prefix *di-*. The prefix *di-* indicates a passive meaning. The subject *kebersihan* receives the action of the main verb *dijaga*. Other polymorphemic verbs were found with the prefix *di-* besides *dijaga* include *dibuang*, *disiram*, *disuruh*, and *ditaruh*.

3) Verbs with the morpheme *di-* -*kan*

Polymorphemic verbs with the affix *di--kan* are found in three words. Examples of sentences using polymorphemic verbs with the affix *di--kan* are found in the sentences below.

(11) *Itu dikerjakan di sekolah.* (MJ13)

(It was done at school.)

The polymorphemic verbs in the sentence come from the basic morpheme *kerja*. The morpheme is given the compound affixes *di-* and *-kan*, resulting in *dikerjakan*. The affixes *di-* and *-kan* indicate that the action is being or has been done in a certain place (Chaer, 2008). Other forms of polymorphemic verbs with the compound affixes *di-* and *-kan* are *dibersihkan* and *dilakukan*.

4) Verbs with the morpheme *meN-*

Polymorphemic verbs with the affix *meN-* appear 142 times. This form is the most common affix in students' writing. Examples of sentences using polymorphemic verbs with the affix *meN-* can be found in sentence (12) below.

(12) *Sekolah itu menjadi bersih dan nyaman.* (PC3)

(The school became clean and comfortable.)

The polymorphemic verbs in the sentence come from the base morpheme *jadi*. This morpheme is prefixed with *meN-*, forming *menjadi*. The prefix *meN-* indicates an active verb meaning "to do something." The prefix *meN-* in this finding also represents verbs with similar allomorphs, such as in the verbs *menyapu* (to sweep), *menanam* (to plant), *mengelap* (to wipe), *memegang* (to hold), and *melihat* (to see). The findings in the Ant.Conc show several polymorphemic verbs with the affix *meN-*, namely *membantu* (to help), *membawa* (to carry), *membuang* (to throw away), *memotong* (to cut), *memupuk* (to fertilize), *mengajak* (to invite), *mengambil* (to take), *mengangkat* (to lift), *mengangkut* (to transport), *mengantar* (to deliver), *mengepel* (to mop), *menggunting* (to cut with scissors), *menjaga* (to guard), *menyemprot* (to spray), *menyiram* (to water), *menyusun* (to arrange),

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merawat (to take care of), and *merusak* (to damage).

5) Verbs with the morpheme *meN-kan*

There are 66 words with the prefix *meN-kan*. Examples of the use of verbs with the prefix *meN-kan* can be found in the sentences below.

(13) Mereka membersihkan kaca kelas. (PC3)

(They are cleaning the classroom windows.)

(14) SD Muhammadiyah 3 sedang melaksanakan kerja bakti. (PC3)

(SD Muhammadiyah 3 is conducting community service.)

The polymorphemic verb *membersihkan* in sentence (13) comes from the base morpheme *bersih*. This morpheme receives the compound affix *meN-kan*, becoming *membersihkan*. The polymorphemic verb *melaksanakan* in sentence (14) comes from the base morpheme *laksana*. This morpheme receives the compound affix *meN-kan*, forming *melaksanakan*. The affix *meN-kan* makes the verb an active transitive form, which requires an object. This affix indicates that *the subjects* and *SD Muhammadiyah 3* are performing an activity. In addition to the verbs *melaksanakan* and *membersihkan*, other verbs with the affix *meN-kan* that appear are *melakukan*, *membagikan*, *membereskan*, *mengerjakan*, *menggunakan*, *mengumpulkan*, *menyiapkan*, and *merapikan*.

6) Verbs with the morpheme *meN-i*

Based on the results of calculations using Ant.Conc, 16 words were found to be polymorphemic verbs with the bound morpheme *meN-i*. Examples of the use of polymorphemic verbs with the affix *meN-i* are shown in sentence (15) below.

(15) Siswa harus mengikuti kerja bakti. (PC3)

(Students must participate in community service).

The polymorphemic verb in the sentence comes from the base morpheme *ikut*. This morpheme is combined with the affix

meN-i to form *mengikuti*. This affix indicates involvement. In sentence (15), the subject *siswa* has an obligation to participate in the object, which is *kerja bakti*. In addition to the verb *mengikuti*, other examples of this form that appear in the students' writing include *menemani*, *menyayangi*, *menyirami*, and *menyakiti*. The bound morpheme *meN-i* also represents the allomorph *meny-i*.

7) Verbs with the affix *-kan*

Polymorphemic verbs with the suffix *-kan* are found in two words. Examples of sentences using polymorphemic verbs with the suffix *-kan* are found in the following corpus data (16) and (17).

(16) Azzam bereskan buku (MJ13)

(Azzam tidies up the books)

(17) Halaman telah bersih ibu dan bapa(k) guru pun berikan hadiah (PC3)

(The classroom is clean, The teachers also gave gifts.)

The verb *bereskan* comes from the base morpheme *beres* and is suffixed with *-kan*, forming *bereskan*. The verb *berikan* comes from the base morpheme *beri* and is suffixed with *-kan* to become *berikan*. Verbs with the suffix *-kan* indicate the grammatical meaning of doing something. As in example sentence (17), the subjects, *ibu dan bapak guru*, will give gifts to the students because they have cleaned the school yard.

8) Verbs with the prefix *ter-*

Polymorphemic verbs with the affix *ter-* only appear once. The prefix *ter-* in the sentence below combines with the base morpheme *lihat* to form the verb *terlihat*.

(18) SDN Mekarjaya rajin semua jadi bersih dan terlihat rapi. (MJ13)

(SDN Mekarjaya is diligent, so everything is clean and look neat).

The prefix *ter-* indicates the meaning of able or capable (Chaer, 2021). In example sentence (18), the subject *SDN Mekarjaya* can

be seen to be neat after all students diligently carried out community service activities.

The ability to use verbs in writing story paragraphs reflects a student's mastery of language. Based on the findings and calculations in Ant.Conc, the use of verbs in the writing of third-grade elementary school students is divided into monomorphemic verbs and polymorphemic verbs. The findings show that there are 32 words in the form of monomorphemic verbs and 268 words in the form of polymorphemic verbs.

Although the occurrence of monomorphemic verbs in third-grade students' writing is less frequent, this requires special attention. In Rahmawati et al. (2024) study, the use of monomorphemic verbs is considered part of language-errors. In terms of meaning, the example in sentence (4) can be understood well by readers. However, grammatically, the verb in the example is not acceptable. The verb *tanam* is a base morpheme that requires affixation to make the sentence grammatically correct. The verb *tanam* can be modified with the prefix *me-* to form *menanam*.

The appearance of this monophonic verb form is not always a linguistic error made by students. If we look back at sentence (5), the use of the verb *ikut* is grammatically correct. However, in terms of meaning, the sentence is not acceptable. The verb *ikut* needs to be followed by an adverb *bersama* (KBBI VI online, 2025) so that the sentence becomes (5) *Ayah dan ibuku ikut bersama saya*. The presence of adverbs serves to clarify the meaning of the sentence. However, few elementary school students use adverbs to expand or restrict meaning. Therefore, the use of adverbs in third-grade students' writing needs further examination.

The use of monomorphemic verbs as auxiliary verbs has shown that elementary school students are familiar with the function of verbs in limiting the meaning of a sentence. Findings indicate that third-grade students are able to create meaning restrictions for ability, desire, and obligation. This demonstrates that

sentence construction in students' writing is developing more broadly. Although their use is still limited to three *words-bisa, suka, and harus* this should be a focus for teachers and parents in order to enhance third-grade students' language proficiency.

The tendency to use polymorphemic verbs among third-grade elementary school students indicates that they are able to construct words with complex affixes. In line with the results of a study by Rofi'ah et al. (2025), lower grade students, especially at the elementary school level, tend to start using verbs with the affixes *me-*, *me-kan*, or *me-i* in a narrative text.

Among all findings of polymorphemic verbs, verbs with the affix *meN-* are the most frequently produced verbs in students' writing. However, the use of the bound morpheme *meN-* in students' writing is not yet fully appropriate. As in the following examples.

(19) *Saya dan kakak disekolah mengelap kaca* (MJ13)

(*I and my older sibling are wiping the glass at school.*)

(20) *Di tanaman menggunting rumput* (MJ13)

(*We are cutting the grass on the garden*)

The incorrect spelling of the allomorph *meN-* as in sentences (19) and (20) is still found in students' writing. However, despite this, students have been able to try to write polymorphemic verb forms to describe an activity.

In addition to polymorphemic verbs with the *meN-* prefix, the findings also indicate that the use of the *meN-kan* prefix is significant, with 66 words. Verbs with this prefix are quite productive in students' writing, but sometimes the respondents write the prefix separately from the base morpheme. As in the following example.

(21)) ... merapik kan buku-buku. (MJ13)

(... tidy up the books.)

This finding shows the process of forming polymorphemic verbs in a student's writing. It is possible that the student does not yet understand affixation to change adjectives into verbs using the affix combination *me-kan*. Therefore, the student separates the use of the morpheme *merapih* and *-kan*.

As found by Sari et al. (2025), in their study, the affix *meN-kan* was also one of the most frequently produced affixes in elementary school students' writing. The study mentioned that understanding the use of affix combinations in writing requires morphological maturity from respondents, which needs to be trained through reading and writing activities.

Unlike the affix *men-kan*, the use of the affix *di-kan* in students' writing was not very significant. From the results of the calculation, there were only three polymorphemic verbs with this affix. This indicates that the formation of polymorphemic verbs with the affix *di-kan* tends to be rarely used because the process of forming verbs with this affix is quite complex.

The process of forming polymorphemic verbs *dikerjakan* in sentence (11) is carried out in two stages. First, the base morpheme *kerja* + the suffix *-kan* to become *kerjakan*. Second, the prefix *di-* is added to the verb *kerjakan* to form *dikerjakan*. Both stages of this verb formation process can be taught to elementary school students, enabling them to understand how to construct verb forms with complex affixes.

In addition to the verb forms mentioned in the findings, this study also found non-standard verb forms. These forms are characterized by the use of the *N-* simulfix. This study refers to this affix as a simulfix, as in (Yusuf & Ali, 2025). An example of a polymorphemic verb with the *N-* simulfix is found in the verb *ngelap*. This verb comes from the root morpheme *lap* and has a bound affix in the form of *Nge-*, becoming *ngelap*.

In Indonesian, simulfiks is indicated by the nasalization of the first phoneme of the base form. This nasalization process serves to

create verb forms from nouns, adjectives, or other parts of speech. Simulfiks is also known as an affix with segmental characteristics that merges with the base form. In this case study, the appearance of simulfiks forms in students' writing may be influenced by spoken language factors. Verbal forms with *N-* simulfiks tend to be used in non-standard Indonesian.

The spelling errors in sentences (19), (20), and (21) have been adjusted to conform to standard Indonesian. These adjustments have been made without changing the semantic meaning. According to Putri et al. (2025), elementary school students' writing typically contains spelling errors. External factors, such as the influence of spoken language and regional dialects, can lead to spelling errors in written texts (Eliana, 2020; Kirk et al., 2022; Joshi et al., 2024).

5. CONCLUSION

From the foregoing discussion, several conclusions can be drawn. Third-grade elementary school students demonstrate the ability to compose narrative paragraphs, with verbs functioning as predicates in their sentences. At this stage, learners not only employ monomorphemic verbs as full verbs but also as auxiliaries, although their use as full verbs such as in *bisa*, *harus*, and *suka* is more prevalent. Polymorphemic verbs, however, appear more frequently than monomorphemic ones. These are typically derived from base morphemes combined with affixes, including *ber-*, *di-*, *di-kan*, *meN-*, *me-i*, *meN-kan*, *-kan*, and *ter-*. Among these, the prefix *meN-* is the most dominant. Non-standard verb forms also occur, albeit minimally, as seen in the use of the *N-* simulfix in *ngelap*.

Overall, the findings indicate that third-grade students are already capable of producing a relatively wide variety of verb forms. This suggests that with consistent support from teachers and an enriched learning environment, students can become more adept at manipulating complex verb structures in their writing. Pedagogically, teachers should design instructional practices

that explicitly integrate morphological awareness and verb formation exercises into writing activities.

For future research, further exploration of verb productivity in students' narrative texts is recommended, particularly through longitudinal studies that trace the developmental trajectory of verb usage across grade levels. Comparative studies across different schools or regions may also provide broader insights into how linguistic environment and instructional methods shape verb acquisition. Such investigations will not only strengthen understanding of children's syntactic development but also inform more effective strategies for improving writing proficiency in elementary education.

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