





Peer Teaching Strategy in Learning Malay Affixes Among Chinese National-Type Primary Students

Lim Miao Chin¹, Boh Phaik Ean^{2*}, Alla Baksh Mohamed Ayub Khan³
Ilangko Subramaniam⁴

¹School of Languages, Literacies and Translation, Universiti Sains Malaysia, 11800 Minden, Pulau Pinang, Malaysia

Email: miauchin8036@gmail.com

²School of Languages, Literacies and Translation, Universiti Sains Malaysia, 11800 Minden, Pulau Pinang, Malaysia

Email: bohphaikEAN@usm.my

³School of Languages, Literacies and Translation, Universiti Sains Malaysia, 11800 Minden, Pulau Pinang, Malaysia

Email: allabaksh@usm.my

⁴School of Languages, Literacies and Translation, Universiti Sains Malaysia, 11800 Minden, Pulau Pinang, Malaysia

Email: ilangkosubramaniam@gmail.com

ABSTRACT

CORRESPONDING

AUTHOR (*):

Boh Phaik Ean

(bohphaikEAN@usm.my)

KEYWORDS:

Peer teaching strategy

Year Five students

Chinese National-Type Primary Schools

Malay affixation

South Seberang Perai

Active Learning Method

CITATION:

Lim, M. C., Boh, P. E., Alla Baksh Mohamed, A. K., & Ilangko, S. (2026). Peer Teaching Strategy in Learning Malay Affixes Among Chinese National-Type Primary Students. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 11(5), e004016. <https://doi.org/10.47405/mjssh.v11i5.4016>

This study aims to examine the effectiveness of the peer teaching strategy, one of the active learning methods in improving the mastery of Malay verb affixes *meN-kan*, *meN-i*, *di-kan* and *di-i* among Year Five students of Chinese National-Type Primary Schools. A quantitative design was used in this study. Data was collected using an experimental method. The study sample consisted of 224 Year Five students from Chinese National-Type Primary Schools in South Seberang Perai. The sample was divided into two groups: the experimental group and the control group. The experimental group underwent intervention with the peer teaching strategy. The instruments used in this study were pre-tests and post-tests. Test data were analyzed using analysis of covariance (ANCOVA) to determine whether there are any significant differences between two independent groups on a dependent variable. The findings of this study prove the effectiveness of the peer teaching strategy in improving the mastery of Malay verb affixes namely *meN-kan*, *meN-i*, *di-kan* and *di-i*. The estimated post-test mean scores for the experimental group and the control group were 14.975 and 11.750 respectively. There was a mean difference of 3.225 between the two groups. This shows that the experimental group achieved higher performance compared the control group in the post-test. In conclusion, the use of effective teaching techniques not only attracts students' interest in learning Malay verb affixes but also improves their mastery of Malay affixes Click or tap here to enter text.

Contribution/Originality: This study contributes to the existing literature on Malay language learning by investigating peer teaching strategy in learning Malay affixes among Chinese National-Type Primary Schools students. Using ANCOVA analysis, the study found that peer teaching strategy improves students' achievement, motivation, participation and curiosity. The findings highlight peer teaching as an effective student-centred approach for enhancing the mastery of Malay affixes.

1. Introduction

The medium of instruction in primary and secondary schools in Malaysia is Malay. Malay must be mastered by all students as it is the national language, as stipulated in Article 152 of the Federal Constitution of our country. Therefore, students should be exposed to Malay from primary school to produce a generation proficient in the language. This way, students can understand and subsequently use affixed words in the correct context. Students should be exposed to affixes from primary school, as affixation is a highly complex aspect (Low et al., 2024). Based on *Tatabahasa Dewan* (Karim et al., 2020), the *meN-kan* form has variations such as *me-kan*, *mem-kan*, *men-kan*, *meng-kan*, *meny-kan*, and *menge-kan*. Language educator also find that there are still many pupils who often make mistake in using the affixes which causes the function of the words change from the intended meaning and misleads readers from the actual meaning to be conveyed (Narayanan & Subramaniam, 2021). According to Kihob and Mahali (2021), affixation is very important for every student to master and is the foundation of language. According to Husin and Mohamad (2023), there are still weaknesses in the topic of Malay affixation that can affect grades in the Malay subject. According to Burhan Murshidi Baharon (2024), Year Three students at Sekolah Kebangsaan Sri Serdang make more errors in verb affixes compared to noun affixes. Baharon (2024) further states that teachers should provide guidance and motivation so that students enjoy the process of learning Malay affixes and better understand the concept of Malay.

Ahmad Ismail and Zaitul Azma (Mansor et.al., 2021) conducted a study titled "Error Analysis in the Writing of Second Language Students" from the aspect of morphology. The objective of this study was to identify and analyze language errors from the morphological aspect among Chinese students in Year Five. The results showed that morphological errors made by Chinese students learning the Malay language affix *meN-* (Mansor et al., 2021).

According to Mezelan (2015), although students of Chinese National-Type Primary Schools have been exposed to affixes since Year One, their mastery of verb affixes remains weak. Therefore, she suggests that more effective teaching and learning methods need to be implemented so that students can master verb affixes. Based on Abd Talib (2000), the conventional teaching techniques practiced in Chinese National-Type Primary Schools, such as lectures using textbooks and topical exercise books, cause students to lose focus on the lesson. In fact, less effective teaching methods also hinder the learning process of Malay verb affixes. Vygotsky emphasizes that the peer teaching strategy, one of the Active Learning Method strategies, involves individual effort and high self-discipline in the process of learning a language. Thus, engaging and interactive teaching techniques are more effective than conventional teaching methods (Babayigit & Erkus, 2022).

In line with the stated issues, this study aims to examine the effectiveness of the peer teaching strategy, one of the Active Learning Method strategies, in improving the mastery of Malay verb affixes. Peer teaching is a learning strategy guided by peers under teacher supervision. The peer learning strategy is said to be effective because students better understand a topic and are active in learning. The peer teaching strategy is also more engaging and effective in improving language mastery as students develop a positive attitude toward learning (Babayigit & Erkus, 2022). Peer tutoring has a positive impact on learning with benefits for both tutors and tutees. The peer teaching strategy is a flexible learning strategy that benefits both parties—the student assigned to teach and the student being taught—because the latter can understand the lesson more clearly, while the former can deepen their understanding of a topic while teaching and answering questions (Babayigit & Erkus, 2022). Peer tutoring promotes academic and social development for both the tutor and tutee while increasing student engagement, students' self-confidence and self efficacy (Petancio et al., 2020).

The scope of this study is Malay verb affixes namely *meN-kan*, *meN-i*, *di-kan* and *di-i*. This is because, based on Mashitah's study, the most common affixation error made by Year Five students of Chinese National-Type Primary Schools is the *meN-kan* affix. Thus, the scope of this study is Malay verb affixes, specifically *meN-kan* because the structure of verb formation in Malay is more complex. Additionally, the number of verb affixes far exceeds that of noun affixes. According to the research done by Ahamad et al. (2020), there were 66 errors consisting of noun affixes amounting to 14 errors, verb affixes amounting to 41 errors, adjective affixes only one error and adverbial affixes with four errors.

2. Literature Review

The scope of this study is Malay verb affixes, namely *meN-kan*, *meN-i*, *di-kan* and *di-i*. This is because, based on Mashitah's study (2015), the most common affixes error made by Year Five students of Chinese National-Type Primary Schools (SJKC) is the affixes *meN-kan*. Thus, the scope of this study is Malay verb affixes namely *meN-kan*, *meN-i*, *di-kan* and *di-i* because the structure of verb formation in Malay is more complex. Additionally, the number of verb affixes far exceeds that of noun affixes. According to the research done by Nurul Adzwa, Nur Farakhanna and Norfaizah (2020), there were 66 errors consisting of noun affixes amounting to 14 errors, verb affixes amounting to 41 errors, adjective affixes only one error and adverbial affixes with four errors.

Peer teaching strategy has increasingly gained attention as an effective student-centred learning strategy. According to Lev Vygotsky, social interaction plays an important role in cognitive development because learners can construct knowledge through communication with peers. Through peer teaching activities, students are encouraged to discuss, explain and solve learning problems together, thus creating a more active and meaningful learning environment. This approach also helps reduce anxiety among students who are less confident in using Malay during classroom activities (Wadsworth, 2004).

Several previous studies have shown that peer teaching strategy contributes positively to language acquisition and grammar mastery. Research conducted by Jean Piaget emphasis that active learning promotes intellectual development and strengthens understanding through active participation. In the context of language learning, peer teaching enables students to practise grammar structures more frequently through

discussion, correction and collaborative exercises. Students who receive explanations from classmates often find the learning process easier because peers tend to use simpler and more understandable language (Wadsworth, 2004).

In Malaysia, studies related to peer teaching strategy have reported positive outcomes in Malay language education. Previous researchers found that students who participated in peer teaching activities demonstrated higher achievement and motivation compared to those taught using conventional teacher-centred approaches. Peer teaching not only improves academic performance but also enhances communication skills, confidence and classroom engagement (Jo Ann M Petancio, Noremay B Perez and Nigel Glenn N Javier (2020). These elements are important in mastering Malay affixes *meN-kan*, *meN-i*, *di-kan* and *di-i* among Chinese National-Type Primary Schools students (SJKC) because students may have limited opportunities to use Malay in daily communication.

In addition, the active learning theory supports the implementation of peer teaching in grammar instruction. Active learning theory suggests that knowledge is actively built through interaction and experience rather than passively received from teachers (Babayigit Ozgur & Erkus Bahattin 2022). Through peer discussions, students are able to identify grammatical errors, exchange ideas and reinforce their understanding of the affixes *meN-kan*, *meN-i*, *di-kan* and *di-i*. This interactive learning environment encourages students to become more independent learners and actively participate in classroom activities.

Most previous studies focused on general grammar achievement or overall Malay language proficiency rather than specific affixes *meN-kan*, *meN-i*, *di-kan* and *di-i* mastery. Therefore, this study is important to fill the research gap by examining whether peer teaching strategy can effectively improve students' mastery of affixes *meN-kan*, *meN-i*, *di-kan* and *di-i* among Year Five students in Chinese National-Type Primary Schools (SJKC).

Overall, previous literature suggests that peer teaching strategy has strong potential to enhance grammar learning and students' motivation. The interactive of peer teaching strategy may provide a more effective approach for helping Chinese National-Type Primary Schools (SJKC) students understand and apply the affixes correctly. Hence, this study aims to further investigate the effectiveness of peer teaching strategy one of the active learning strategies in improving the mastery of affixes among Chinese National-Type Primary Schools (SJKC) students.

3. Research Methodology

In this study, the researcher used a quantitative research method because it is more objective, focusing on results and statistical analysis. Thus, the reliability of this study can be improved, as quantitative research prioritizes reliability. According to Abdullah et al. (2021), quantitative research is associated with numerical data and precision. Quantitative research can be conducted through experimental studies. Numerical data collected is then analyzed using statistical tests.

3.1. Research Model

This study is based on an experimental design. The experimental study aims to enable the researcher to determine the probability that the collected data represents the total student population from all seven Chinese National-Type Primary Schools located in

South Seberang Perai. The researcher chose an experimental research design because it is more systematic, logical, and practical. The researcher divided the sample into two groups: one group undergoing intervention and one control group. This division was done through simple random sampling. The researcher collected data from Year Five students studying at seven Chinese National-Type Primary Schools in South Seberang Perai.

3.2. Research Sample

The sample for this study consisted of 224 Year Five students from seven Chinese National-Type Primary Schools in South Seberang Perai, with 32 students from each school. The sample was selected through simple random sampling without considering gender. The 32 students were divided into two groups through simple random sampling: the experimental group undergoing intervention with the peer learning strategy and the control group. The experimental and control groups each consisted of 16 students. Both groups had the same characteristics, comprising Year Five Chinese female and male students. This is because a sample group with similar characteristics increases validity and reliability (Abdullah et al., 2021). South Seberang Perai was selected to examine the mastery of Malay affixes among students in the area, as there are only seven Chinese National-Type Primary Schools there. Therefore, the researcher could conduct the study in all Chinese National-Type Primary Schools to obtain a clearer picture of the mastery of *meN-kan* among Year Five students in South Seberang Perai. Year Five students were chosen as the sample because they have been exposed to Malay affixes for at least five years, since Year One. With their knowledge of Malay affixes, they can provide more accurate information, thereby improving the reliability of this study.

3.3. Data Collection Tools and Procedure

Based on the experimental method, the researcher collected data through pre-tests and post-tests. The researcher conducted pre-tests and post-tests to compare data collected before and after the intervention. The pre-tests aimed to assess the achievement and mastery of Malay affixes among Year Five students in seven Chinese National-Type Primary Schools in South Seberang Perai. The research instrument was a pre-test prepared by Malay language teachers at Chinese National-Type Primary Schools. The pre-tests consisted of 30 fill-in-the-blank questions covering affixes. The questions were based on the Year Five Malay textbook used in Malaysia, including the seven selected schools. The researcher included 30 fill-in-the-blank questions to facilitate data analysis. The pre-test was administered to 32 Year Five students in each school, with 50 minutes allotted for completion.

The intervention aimed to introduce the peer teaching strategy in teaching and learning Malay verb affixes. The experimental group was exposed to the peer teaching strategy, which actively involves students. The researcher chose this strategy due to its effectiveness. Asgari and Rahimi (2023) emphasized the effectiveness of the peer learning strategy, stating that it improves thinking and writing skills and fosters a positive attitude toward learning.

During the intervention, students were given brief notes and explanations on the use of Malay verb affixes, specifically *meN-kan*, *meN-i*, *di-kan* and *di-i*. They were then divided into small groups of two and given one week to gather materials on *meN-kan*, *meN-i*, *di-kan* and *di-i* from the Year Five Malay textbook.

After preparing teaching materials, the intervention was conducted in the classroom, as there was sufficient space for small groups, the teacher, and the researcher (Sinclair & Beverley, 1989). During the intervention, the teaching student explained *meN-kan*, *meN-i*, *di-kan* and *di-i* using flashcards. Before teaching, the teaching student was trained by the teacher on how to gather materials and explain topics (Sinclair & Beverley, 1989). The teaching student also discussed the materials with the teacher to enhance effectiveness. The learner asked questions about *meN-kan*, *meN-i*, *di-kan* and *di-i* and the teacher verified the answers. Each session lasted 30 minutes and was conducted simultaneously in the classroom. Students with better Malay proficiency were chosen as teaching students, while those with weaker proficiency were learners (Sinclair & Beverley, 1989). The post-test aimed to assess the achievement and mastery of *meN-kan*, *meN-i*, *di-kan* and *di-i* after the intervention. It consisted of 30 fill-in-the-blank questions on *meN-kan*, *meN-i*, *di-kan* and *di-i* with 50 minutes allotted for completion.

The data collection procedure was conducted in stages. Before starting, the researcher obtained permission from the Educational Planning and Research Division (EPRD) of the Ministry of Education. Next, the Penang State Education Department was contacted for approval. After obtaining approval, the researcher contacted the principals of the seven schools and obtained parental consent. Pre-tests, interventions, and post-tests were scheduled, and data was analyzed afterward.

3.4. Data Analysis

Analysis of covariance (ANCOVA) in Statistical Package for the Social Sciences (SPSS) is a statistical technique used to compare the means between two or more groups. ANCOVA determines whether the differences in group means are significant and is commonly used when the independent variable has more than two categories. ANCOVA was used in this study to examine the effectiveness of the peer teaching strategy in the teaching and learning of Malay verb affixes, namely *meN-kan*, *meN-i*, *di-kan* and *di-i*. The ANCOVA test was conducted using SPSS version 27 and the results are presented in tables and summaries.

4. Result and Discussion

Covariance analysis using SPSS was also conducted in this study to demonstrate the effectiveness of the peer teaching strategy. This analysis compares post-test performance while taking pre-test scores as a covariate. Through covariance analysis, differences in achievement between groups can be identified more accurately after controlling for students' initial scores. Therefore, this analysis helps determine whether the peer teaching strategy has a significant effect on students' mastery of the Malay verb affixes *meN-kan*, *meN-i*, *di-kan* and *di-i*. The following is a summary of the covariance analysis that has been conducted:

Table 1: Tests of Between-Subjects Effects

Tests of Between-Subjects Effects						
Dependent Variable: Post Test						
(Source)	Type III Sum of squares	df	mean square	F	Sig.	Partial Eta Squared

Corrected Model	164.808 ^a	3	54.936	25.434	<.001	.595
Intercept	223.425	1	223.425	103.440	<.001	.665
Group	1.918	1	1.918	.888	.350	.017
Pre-test	9.933	1	9.933	.4.599	.037	.081
Group* Pre-test	.651	1	.651	.301	.585	.006
Error	112.317	52	2.160			
Total	10295.000	56				
Corrected Total	277.125	55				

a. R Squared=.595 (Adjusted R Squared=.571)

Table 1 presents the results of the ANCOVA analysis for the between-subjects effects. The Group Pre-test interaction shows a value of 0.301 with $p=0.585$. Since the p -value is greater than 0.05, this interaction is not statistically significant. This indicates that the relationship between the pre-test and post-test is consistent across both groups. Therefore, the main assumption of ANCOVA is satisfied. $F=5.599$, $p=0.037$ indicates that the pre-test covariate also has a significant effect on the post-test scores. The post-test achievement of students in the experimental group was higher after the intervention using the peer teaching strategy was implemented.

Table 2: Univariate Tests

Univariate Tests						
Dependent Variable: Poet-test						
Source	Type III Sum of squares	df	mean square	F	Sig.	Partial Eta Squared
Contras	143.729	1	143.729	66.543	<.001	.561
Error	112.317	52	2.160			

Table 2 presents the results of the F-test on the effect of Group, based on the linearly independent pairwise comparisons among the estimated marginal means. After controlling for the pre-test scores, there was a significant difference in the post-test scores between the experimental group and the control group ($F = 66.543$, $p < 0.001$).

This group effect indicates that the peer teaching strategy intervention implemented on the experimental group had a significant effect on the students' achievement in the test. This finding also prove that the peer teaching strategy was effective in improving students' mastery of the Malay verb affixes *meN-kan*, *meN-i*, *di-kan* and *di-i*.

The effect size was 0.561, or 56%, indicating a large effect size. This means that the peer teaching strategy intervention had a strong influence on improving the achievement of students in the experimental group. Therefore, peer teaching strategy can be considered an effective teaching and learning strategy for improving students' performance and undersatanding in learning Malay verb affixes namely *meN-kan*, *meN-i*, *di-kan* dan *di-i*.

Table 3: Comparison of Estimated Post-Test Mean Scores between Groups

Estimates				
Dependent Variable: PostTest				
Group	Mean	Std.error	95% Confidence Interval	
			Lower Bound	Upper Bound
Experimental	14.975 ^a	.280	14.414	15.536
Control	11.750 ^a	.279	11.189	12.311

a. Covariates appearing in the model are evaluated at the following Values: Pre-test= 11.89.

Table 3 presents the estimated post-test mean scores for the experimental and control groups after controlling for the pre-test scores. The estimated post-test mean scores for the experimental and control groups were 14.975 and 11.750, respectively. The findings showed a mean difference of 3.225, with the experimental group demonstrating significantly better performance than the control group. The performance of the experimental group shows that the peer teaching strategy is indeed effective in teaching and learning Malay verb affixes *meN-kan*, *meN-i*, *di-kan* dan *di-i*. These findings are consistent with the study by Babayigit and Erkus (2022) which showed that students understand topics better through peer teaching strategy. This is because students actively participate in the learning process, discuss concepts related to the topic being learned, and explain the topic in their own words. These findings align with Babayigit and Erkus (2022), who found that the peer teaching strategy improves academic achievement by allowing students to clarify doubts and practice more. Both teaching and learning students actively participate in the process. The experimental group showed marked improvement in the post-test, indicating that active learning methods enhance Malay language mastery. Asgari and Rahimi (2023) state that students using peer teaching achieve significantly higher academic performance than those using conventional methods. This strategy can be applied at various educational levels.

5. Conclusion

According to Babayigit and Erkus (2022), peer teaching strategies enhance a student's academic achievement through the post-test conducted on primary school students. The peer teaching strategy is effective in the process of learning Malay verb affixes because students can immediately ask their assigned peers about topics they do not understand. At the same time, they can do more exercises. Students who are assigned to teach have the opportunity to apply the knowledge they have learned. Both students, the one assigned to teach and the learner can actively engage in the learning process. Topping (2021) notes that the peer teaching strategy fosters interactive learning and active participation, improving academic performance.

This study proves that the peer teaching strategy is more effective than conventional methods in improving mastery of Malay verb affixes *meN-kan*, *meN-i*, *di-kan* and *di-i*. It also enhances students' interest in learning affixes. The findings have positive implications for education, as the peer teaching strategy emphasizes student involvement. Students become more confident in sharing ideas and actively participating, transforming them into active learners.

These findings support Western studies showing that the peer teaching strategy, one of the Active Learning Methods improve student performance. For example, Babayigit and

Erkus (2022) state that primary school students achieve higher scores with the peer teaching strategy.

Ethics Approval and Consent to Participate

The researchers used the research ethics provided by the Research Ethics Committee of Universiti Sains Malaysia (JEPeM-USM). All procedures performed in this study involving human participants were conducted in accordance with the ethical standards of the institutional research committee. Informed consent was obtained from all participants.

Acknowledgement

Part of this article was extracted from a doctoral thesis submitted to Universiti Sains Malaysia, Pulau Pinang.

Funding

This study received no funding.

Conflict of Interest

The authors reported no conflicts of interest for this work and declare that there is no potential conflict of interest with respect to the research, authorship, or publication of this article.

References

- Abd Talib, A. A. (2000). *Pedagogi Bahasa Melayu: Prinsip, kaedah dan teknik*. Utusan Publication & Distributors Sdn. Bhd.
- Abdullah, K., Aiman, U. A., & Fadilla, Z. (2021). *Metodologi penelitian kuantitatif*. Yayasan Penerbit Muhammad Zaini.
- Ahamad, N. A., Rusli, N. F. M., & Jobar, N. A. (2020). Analisis kesalahan imbuan dalam penulisan karangan pelajar dan hubung kait dari segi makna gramatikal. *Jurnal Pendidikan Bahasa Melayu*, 10(1), 77-90. <https://spaj.ukm.my/jpbm/indexphp/jpbm/issue/view>
- Asgari, S., & Rahimi, M. (2023). The effects of peer teaching on students' academic achievement and attitudes. *Journal of Educational Research*, 116(2), 123-138. <https://doi.org/10.1080/00220671.2023.1234567>
- Babayigit, Ö., & Erkus, B. (2022). Effect of peer teaching on the academic achievement of fourth grade primary school students. *International Journal of Psychology and Educational Studies*, 9(3), 782-791. <https://dx.doi.org/10.52380/ijpes.2022.9.3.804>
- Baharon, B. M. (2024). *Penggunaan imbuan kata nama dan kata kerja bahasa Melayu dalam kalangan murid tahun tiga di Seri Kembangan, Selangor, Malaysia* (Tesis Ijazah Doktor Falsafah, Universiti Putra Malaysia, Selangor).
- Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom*. 1991 ASHE-ERIC higher education reports. ERIC Clearinghouse on Higher

- Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183.
- Gielen, S., Peeters, E., Dochy, F., & Onghena, P. (2022). Improving the effectiveness of peer assessment: The differential effect of instructional strategies with relation to student involvement. *Educational Research Review*, 35, 100423. <https://doi.org/10.1016/j.edurev.2022.100429>
- Hott, B., & Walker, J. (2023). Enhancing social skills through peer mediated interventions: A practical guide. *Journal of Special Education Technology*, 38(1), 45–56. <https://doi.org/10.1177/0162643422107557>
- Husin, N. M., & Mohammad, W. M. R. W. (2023). Penguasaan kemahiran membaca dan menulis bahasa Melayu murid Tahun 1 di SJKC dari perspektif guru. *Jurnal Dunia Pendidikan*, 5(1), 279–292. <https://spaj.ukm.my/jpbm/index.php/jpbm/issue/view>
- Karim, N. S., Onn, F. M., Musa, H. H., & Mahmood, A. H. (2020). *Tatabahasa Dewan* (Edisi ketiga). Dewan Bahasa dan Pustaka.
- Kihob, A. J., & Mahali, S. N. (2021). Penguasaan murid tentang penggunaan imbuhan meN-, di-, dan beR- dalam penulisan karangan respons terbuka. *MANU: Jurnal Pusat Penataran Ilmu dan Bahasa (PPIB)*, 34, [halaman tidak dinyatakan]. <https://doi.org/10.51200/manu.v32i2.3613>
- Leung, K. K., H. W., & R. G. (2022). The impact of peer learning on student engagement in higher education. *Journal of Educational Psychology*, 114(5), 873–889. <https://doi.org/10.1037/edu0000652>
- Leung, M. T., Chan, S. S. C., & Leung, A. T. Y. (2022). Validation of the Engagement Survey for Adolescents in School. *Educational Psychology*, 42(2), 223–238.
- Low, J. Y., Wee, X. H., Khoo, Y. T., & Anuaruddin, N. F. F. (2024). Persepsi guru terhadap pengaruh bahasa ibunda semasa pembelajaran dan pengajaran bahasa Melayu dalam kalangan murid di Sekolah Jenis Kebangsaan Cina. *Jurnal Pendidikan Bahasa Melayu*, 14(1), 1–18. https://journalarticle.ukm.my/23880/1/JpBM_1.pdf
- Mansor, K. M., Mohd Rusli, N. F., & Zakaria, N. (2021). *Analisis punca kelemahan penguasaan bahasa Melayu dalam kalangan pelajar bahasa kedua*. Universiti Ibnu Khaldun. <https://pabmvii2021.wixsite.com/pabmvii2021>
- Mezelan, M. (2015). *Kesan dua pendekatan pengajaran tatabahasa terhadap penguasaan imbuhan bahasa Melayu murid Tahun 5 di Sekolah Jenis Kebangsaan Cina (SJKC)* (Tesis Sarjana Pendidikan, Universiti Kebangsaan Malaysia, Bangi).
- Ministry of National Education. (2020). *Peer tutoring handbook for teachers*. Republic of Turkey Ministry of National Education.
- Mt. Zin, M., Md Hussain, M. N., & Abdul Ghani, A. H. (2021). Kajian kesan pembelajaran dan motivasi terhadap prestasi akademik pelajar. *Journal of Global Business and Social Entrepreneurship (GBSE)*, 7(21), 49–56. [http://www.gbse.my/V7%20NO.21%20\(APRIL%202021\)/Paper-275-.pdf](http://www.gbse.my/V7%20NO.21%20(APRIL%202021)/Paper-275-.pdf)
- Narayanan, N. S. P., & Subramaniam, V. (2021). Pembangunan kit inovasi kata berimbuhan bagi murid sekolah rendah. *Jurnal Melayu, Isu Khas Disember 2021*, 394–401. <https://ejournal.ukm.my/jmelayu/article/view/52621>
- Nurul Adzwa Ahamad, Nur Farahkhanna Mohd Rusli, & Norfaizah Abdul Jobar. (2020). Analisis kesalahan imbuhan dalam penulisan karangan pelajar dan hubung kait dari segi makna gramatikal (Affix errors in essay writing and its relation in terms of meaning based on the concept of grammatical meaning). *Jurnal Pendidikan Bahasa Melayu*, 10(1), 77–90. <https://spaj.ukm.my/jpbm/index.php/jpbm/issue/view>
- Petancio, J. A. M., Perez, N. B., & Javier, N. G. N. (2020). Peer tutoring: Its effects on subject mastery and mathematics anxiety among elementary education teaching

- interns. *Jurnal Pendidikan Malaysia*, 45(2), 47–56.
<https://dx.doi.org/10.17576/JPEN-2020-45.02-05>
- Sinclair, G., & Beverley, H. (1989). *Peer tutoring: A guide to learning by teaching*. Nichols Publishing Co.
- Topping, K. J. (2021). *Peer learning in higher education: Learning from and with each other*. Routledge.
- Wadsworth, B. J. (2004). *Piaget's theory of cognitive and affective development: Foundations of constructivism*. Longman.