

The Mastery of Remuneration for The Students of SJKT Kuala Selangor in Initial Prefixes Men- Correctly

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Abstract

The mastery of remuneration is a problem for the students of the Sekolah Jenis Kebangsaan Tamil (SJKT) in the Kuala Selangor district so that it is difficult to get good results in essay writing. Thus, there was a discrepancy between the Kuala Selangor district SJKT and the Language Unit, Kuala Selangor District Education Office. This study aims to achieve the following objective, which is to identify, analyze and discuss the weaknesses of the mastery of affixes in the writing of Malay language essays by SJKT students in the Kuala Selangor district. This study was conducted in 10 SJKT in the Kuala Selangor district and was limited to 140, 5th grade students randomly in each school. The instrument used is an essay title selected from the collection of UPSR questions in 2019. The researcher used qualitative methods in analyzing the study data. The researcher examines the weaknesses in terms of the selection of the prefix *meN-* in the respondents' essays. From the results of the study, the researcher hopes to help students, language teachers, schools and the Malaysian Ministry of Education to overcome students' weaknesses in the mastery of recitation and improve the performance of the Final Academic Session (UASA) results in the writing section. The researcher applied Corder's Theory of Analysis (1981) which focuses on the mistakes of non-native Malay speakers. The findings of the study show that the writing of essays in the aspect of prefixing *meN-* is at a weak level. This affects the quality of students' essays. Implications of the study, this study is authoritative to be useful information about the mastery of affixes in Malay essay writing to all SJKT students and teachers throughout Malaysia.

Keywords: Remuneration, Mastery, Malay Language, SJKT's Students, Fifth Year Students, Academic Session Final Exam

Introduction

The mastery of the Malay language among non-native speakers is currently a big challenge in the education system even though our country has achieved independence 63 years ago. In

this era of globalization, the Ministry of Education has made various changes and developments in the education system. One of them is the Education Development Master Plan (PPPM) 2013-2025. According to PPPM (2013-2025), in the education system, especially in student aspirations, aspects such as knowledge, thinking skills, leadership skills, bilingual skills, ethics and spirituality and national identity are given priority. Ensuring that all students master the skills in Malay and English as well as other languages is a major shift in the transformation of the education system.

The Primary School Standard Curriculum (KSSR) was introduced by the Malaysian Ministry of Education (KPM) in 2010 and began to be implemented in stages from 2011. KSSR prioritizes the principle of an integrated approach that prioritizes elements of knowledge, skills and combining values in order to create unity in terms of intellectual, spiritual, emotional, physical and social. In order to achieve comprehensive individual development, all subjects taught can meet intellectual, spiritual, emotional, physical and social needs, further developing each student's potential in an integrated manner.

In addition, the minimum time allocation for Malay language subjects at SJKT is 160 hours for level 1 and 144 minimum hours per year for level 2. Curriculum Standard Document (DSKP) 2016, outlined by the Malaysian Ministry of Education for all subjects. According to DSKP Bahasa Melayu, although Malay language skills are set as the main component in Classroom Assessment (PBD), students must master and learn two main aspects, namely the grammar aspect and the language arts aspect. Furthermore, every student who finishes primary school should already know the skills of writing letters, syllables and sentences mechanically correctly and neatly.

In this study, emphasis is given to the Grammatical Aspects Module, especially in the prefix **meN-**. However, the main focus of this Grammatical Aspects Module is about the morphology and syntax of the Malay language which is one of the main elements contained in essay writing. According to Siti Rahayu Muhammad 2020, the mastery of Malay grammar is a problem among students who learn Malay as a second language. Learning grammar is very important in mastering the Malay language. A solid mastery of the Malay language is important because the Malay language subject is a core subject in the Final Academic Session Exam for year 6 students. The Proficiency Level (TP) in the Malay language subject determines whether a student enters transition or level 1 in secondary school. Pupils who get TP3, TP4, TP5 and TP6 will be placed in the 1st level class while students who get TP1 and TP2 are placed in transition classes in secondary school.

Imbuhan is a broad component in grammar and must be mastered by students at the end of the school session according to the performance standards set by the Ministry of Education and Culture. According to Karim (2009), states that an affix is a specific language unit that is added to other forms and there is a change in the meaning of something that includes prefix affixes, suffix affixes, insertions and affixes. The researcher will see the mistake of using the prefix **meN-** in this study.

Hidayu and Yahya (2016), explained that essay writing skills are the highest level in language and grammar skills, especially affixes play an important role. Therefore, mastering the perfect language system is very important in solid writing.

Failure of students to write grammatical sentences causes them to fail to write a quality essay. There is no denying that essay writing among SJKT students is at a weak level. From past studies it has been proven that students make mistakes in morphological aspects widely.

A study conducted by Jaafar and Haron (2016), about Malay mistakes that are often made by students of Yunnan Chinna National University. The study proves that the level of student achievement is moderate in morphological, syntactic and mechanical aspects.

Although the study of the mastery of affixes among non-native speakers has been widely studied by researchers, but the study of the level of mastery of affixes in the writing of Malay language essays by students of Tamil National Schools is still lacking. This study focuses on the mastery of the prefix *meN-* among year 5 students who study Malay as a second language at the Tamil National Type School in the Kuala Selangor district using Corder's 1981 Theory of Analysis.

Research Objectives

The objectives of the study are as follows:-

Discuss the students' mastery of the prefix *meN-* accurately.

Literature Review

Studies on the level of mastery of affixes in the writing of Malay language essays among native speakers and non-native speakers have been done by previous researchers. Chintela Tengkok, Shaid (2023), a study on the Analysis of Language Errors in Malay Language Essay Writing by Middle School Students. The purpose of the study is to identify language errors and incompetence factors in Malay essay writing among Iban students. The findings of the study show that many respondents make the mistake of using less accurate punctuation in sentences and using less accurate affixes based on the written phrase.

Plycia Exshonna Mat & Shaid (2023) in the study of Language Errors in the Writing of Essays by Ethnic Minority Students have proven that the students make a lot of syntactic errors, that is, many write hanging sentences in essay writing due to a lack of knowledge about Malay language essay writing. Respondents are less knowledgeable about the concept of sentence construction and correct sentence structure.

Sultan (2023), on Syntactic Structure Analysis of Sporting Goods Advertisements in Malay has proven that Chinese, Korean and other languages do not use affixes to produce different word forms. The issue of suffix dominance does not only occur among non-native speakers but also occurs among native Malay speakers. This is proven in the study of the Use of Malay Language Affixes among 8-Year-Old Children made by (Baharom, 2022). This study aims to identify the use of noun affixes among Malay children through their parents' speech. The findings of the study show the role of language input on the development of reward as well as the study of the speech of parents and guardians to prove that the process of language acquisition involves cognitive, social and linguistic.

A study on the use of prefixes *meN-*, *di* and *beR* was made by Kihob & Mahai (2021) for secondary school students. In his research, he has proven that the students themselves do not know the true function of the compensation process. This is because of the weak mastery of the prefix suffix variant which is the cause of morphological, spelling and ungrammatical errors in the sentences constructed by students. Affix errors should not be taken lightly because it will lead to the habit of students to arbitrarily combine affixes with other basic Malay words without referring to the correct affix system.

Muhammad & Shari (2020), from Universiti Putra Malaysia has conducted a study on Malay Grammatical Errors From the Aspect of Morphology in Primary School Students' Essay Writing. This study aims to analyze grammatical errors from the morphological aspect in the writing of Chinese students. Corder's Theory of Error Analysis (1973) is used in this study. The findings

of the study show that Chinese students tend to commit morphological errors in terms of the use of the verb prefix *meN-* and the use of the prefix "di-" due to the students not being well-versed in grammar, especially in the field of morphology.

In Ahamad's (2020) data analysis, in the study Analysis of Affix Errors in Student Essay Writing and Linking in Grammatical Meaning has proven that there are 66 affix errors made by respondents. Affix errors consist of noun affix errors, verb affix errors, adjective affix errors, errors of not using affixes on words that require affixes, use of affixes that are not found in nahu. Therefore, weaknesses in the control of remuneration should be taken seriously.

Mother tongue interference plays an important role in learning Malay as a second language. Alizuddin & Arif (2021), studying the Analysis of Language Errors in Malay Writing International Students have proven that language errors from the aspect of the use of morphology and orthography often occur in essay writing due to native language interference and national background factors difference.

Methodology

The researcher used Corder's 1981 Theory of Analysis to complete this study. A field study was conducted to collect research data. For that reason, the researcher chose 10 SJKTs that were selected in the Kuala Selangor district. A total of 140 students studying in year 5 from 10 selected SJKT in the Kuala Selangor district were used as respondents in this study. The selection of respondents was made randomly by the school by referring to Cohen, Manion and Morrison 2001 who said that as many as 60% of the total number of year 5 students at SJKT were selected as respondents in the study. A total of 60% of the total number of students recorded a total of 140 people. In 2018 UPSR question paper was used as a research instrument. Qualitative methods which are Document Analysis Studies in the form of triangulation are used to achieve the first objective and the second objective in a descriptive and detailed manner in the form of a table. Corder's 1918 Theory Model which consists of 12 components was referred by the researcher to complete the study. For the completeness of this study, the researcher chose the first component which is to understand students' mistakes. The researcher used the interview method to achieve the third and fourth objectives.

Each essay sample is analyzed one by one by reading, checking, identifying and then listing the mistakes in the use of the prefix *meN-* found in each essay sample.

Results and Discussions

In order to achieve the first objective, which is to identify the weaknesses of SJKT students in the Kuala Selangor district in writing Malay language essays, a field study was conducted on year 5 students in 10 selected SJKT in the Kuala Selangor district. A total of 140 respondents did essay exercises. Essay samples are read and reviewed by a specialist Malay teacher in the Kuala Selangor district. Field study data is transferred in tabular form to be analyzed in detail.

Table 1

Mistake made by respondents in the prefix meN- in writing essays in percentage.

Jenis kesalahan imbuhan awalan meN- dalam penulisan karangan						
Bil responden	Tiada penggunaan imbuhan pada kata dasar	Penggunaan imbuhan yang salah	me	mem	men	meng
140	52	97	12	2	5	8
Peratus %	37.1	69.2	8.6	1.2	3.5	5.7

According to the Grammar Hall Dictionary Third Edition 2015, the prefix **meN-** is divided into four, namely *me*, *mem*, *men* and *meng*. Prefix errors **meN-** in the sample of respondents' essays consist of five types, namely no use of prefixes on base words, incorrect use of prefixes on base words, errors in the use of prefixes *me*, *mem*, *men* and *meng*.

According to table 1, a total of 52 or 37.1% of the respondents made the mistake of not using an affix on the base word and a total of 97 respondents or 69.2% made the mistake of using the wrong affix. A total of 12 respondents that is 8.6% made a mistake in the use of the prefix *me* while a total of 2 respondents that is 1.2% made a mistake in the use of the prefix *mem*. A total of 5 respondents i.e. 3.5% made a mistake in the use of the prefix *meng* and a total of 8 respondents i.e. 5.7% made a mistake in the use of the prefix *meng*. This proves that the level of mastery of remuneration among the respondents of the Tamil National Type School in the Kuala Selangor district is at a deplorable level. They lack knowledge and are confused in the selection and use of the prefix **meN-** which is accurate according to the context.

Table 2

The frequency and percentage of mistakes made by respondents in the essay on the prefix meN-

Kata dasar	beri	hias	potong	nyanyi	ambil
Bilangan responden 140 orang	36	20	18	7	11
Peratus %	25.7	14.3	12.9	5.0	7.9

Table 2 shows the base words that have a high frequency of errors in the use of the prefix **meN-** in the essays of the respondents based on the analysis data made by the researcher. All data is collected and processed based on Corder's Theory of Error Analysis 1981. Basic words and the number of respondents making errors are given in the form of numbers and percentages. A total of 36 respondents, which is 25.7% of the total number of respondents, made the mistake of using a suffix on the root word give.

This has been proven by Muhammad and Shar'r (2022), in a study on the Analysis of Word Form Errors in the Malay Essays of Sixth Year Students. The findings of his study show the mistake of dropping the necessary elements Corder (1973) with the formation of verb affixes. The suffix '*me-...-kan*' that joins the verb.

The respondents of this study dropped the affix '-kan' such as not being placed in the verbs 'give', 'menaik', and 'menteram' which should be written according to the Third Edition Hall Grammar Book (2015) which is the addition of the affix kan give should be written giving, the verb raise should be written as raise. Likewise the verb menteneram should be written as

mententeram. Next, a total of 20 respondents, i.e. 14.3% made the mistake of using a suffix on the root word hias.

Likewise, a total of 18 respondents, that is 12.9%, made the mistake of using the affix *meN-* on the root word cut. Thus, a total of 7 respondents, i.e. 5% of the total number of respondents made the mistake of using the suffix on the base word sing and 11 respondents, i.e. 7.9% made the mistake of using the prefix *meN-* on the base word take. A more detailed description will be presented in the next section.

In order to fulfill the second objective, which is to analyze the level of mastery of the prefix *meN-* in the writing of students' essays, the Document Analysis Method is used. A descriptive study was analyzed in detail using Coder's 1981 Theory of Analysis.

Table 3

Mistakes of prefix meN- made by respondents in five selected base words.

Responden	Kata dasar	Ayat responden	Ayat yang dicadangkan
114	beri	Hari guru saya <i>beri</i> makanan nasi goreng dan nugget.	Hari guru saya <i>memberikan</i> makanan nasi goreng dan nugget.
49		Semua murid <i>meberi</i> hadiah kepada guru-guru yang sayang.	Semua murid <i>memberikan</i> hadiah kepada guru-guru yang sayang
129	hias	Murid-murid <i>menghias</i> dewan sekolah.	Murid-murid <i>menghias</i> dewan sekolah.
101		Murid-murid <i>menghiaskan</i> dewan dan kelas masing-masing.	Murid-murid <i>menghias</i> dewan dan kelas masing-masing.
82	potong	Kami <i>mepotong</i> kek makan guru.	Kami <i>memotong</i> kek makan guru.
54		Murid-murid <i>memotongkan</i> kek dengan guru-gurunya.	Murid-murid <i>memotong</i> kek dengan guru-gurunya.
62	nyanyi	Hari guru berjalan sebelum <i>nyanyi</i> lagu Negaraku dan lagu Negeri Selangor.	Hari guru berjalan sebelum <i>menyanyikan</i> lagu Negaraku dan Negeri Selangor.
60		Murid-murid <i>mennyanyi</i> lagu 'Negaraku' dan lagu 'Negeri'	Murid-murid <i>menyanyikan</i> lagu Negaraku dan lagu Negeri.
3	ambil	Saya telah <i>ambil</i> bahagian dalam beberapa aktiviti yang diadakan.	Saya telah <i>mengambil</i> bahagian dalam beberapa aktiviti yang diadakan.

Table 3 shows the mistakes in prefixing *meN-* made by respondents on five selected base words and sentences suggested by the researcher. For root words, respondent 114 did not use any *meN-* prefix on the root word while respondent 49 made the mistake of using the incorrect *meN-* prefix. This is because according to Laman Bahasa Melayu the verb to give must be followed by an animate object while the verb to give must be an inanimate object.

As for the decorative basis, after the process of embellishment it becomes embellishing in respondent's sentence 129 and decorating in respondent's sentence 101.

Both respondent's sentences are followed by inanimate objects. According to the Malay Literature Reference Center (PRPM) to decorate means to make something more beautiful while to decorate means to beautify with something. For the context of the sentences written by both respondents, the selection of the prefix *meng* which is decorating is more appropriate.

As for the base word cut, the respondent committed two types of errors in the addition process, namely respondent 82 wrote the sentence 'We cut the teacher's cake.' with the letters p, t, k and s changing into consonants with the same area of articulation (homorganic) i.e. m for p, n for t, ng for k and ny for s.

For example:

pesan – order

pukul – hit

tetap – stayed

In the sentence of respondent (54) which is 'Students cut the cake with their teachers'. This is grammatically incorrect. According to the Fourth Edition Hall Grammar dictionary (2023), to cut means to cut something with a knife while to cut means to cut for people. The researcher suggested that for the context of the sentence written by respondent 54, the use of the prefix *me* which is to cut is more accurate. According to table 5, the researcher found that a total of 18 which is 12.9% of the total respondents repeated this mistake.

In the basic word sing, the respondents made four types of mistakes in the process of addition. For example, respondent 62, wrote the sentence 'Hari teacher walked before singing the song Negaraku and the song Negeri Selangor'. Respondent 62 does not use any prefix *meN-* on the base word sing in his sentence. According to the Fourth Edition Hall Grammar Dictionary (2023), basically verbs formed with *mem...kan* are transitive verbs, which are used as predicate elements that require an object or an object in a transitive active sentence. Transitive active sentences with verbs are composed of two types, those that receive one object and those that receive two objects. There are two objects in the sentence written by the respondent.

In the essay sample of responden (60), the sentence The students sing the song 'Negaraku' and the song 'Negeri'. Respondent 60 made two errors of prefixing *meN-* to the root word in writing an essay. The respondent's mistake is, the selection of the prefix *men* in the base word sing and not omitting the consonant letter n after receiving the prefix *men*. According to the Fourth Edition Hall Grammar Dictionary (2023), the prefix *meN-* becomes *me* when combined with a base word that begins with the letters m, n, ny, ng, r, l and y. Moreover, there are two objects in the predicate of the respondent sentence.

For that reason, TatabahasaDewan Edisi Keempat (2023), says the basis of singing in the verse should receive the affix *men...kan*. The verb sing does not require an object of song because it is known as an intransitive active verb without a complement that can stand without an object or an antecedent. The verb sing belongs to the transitive active verb that contains an object consisting of a noun phrase to complete its meaning in the Hall Grammar Dictionary Fourth Edition (2023). Therefore, the researcher suggested that the affix *men...kan* should be used on the base word sing in the sentence.

As for the base word of take, most of the respondents made only one type of mistake, which is not using the prefix **meN-** on the root word in the active sentence. The sentence written by respondent 3 is an active sentence, there is no use of any prefix **meN-** on the base word take in essay writing. According to the analysis data made, a total of 11 respondents out of a total of 140 respondents have made mistakes like the mistakes made by respondent 3. According to the Third Edition Grammar Book (2015), the prefix **meN-** becomes - when combined with a base word that begins with the consonant letter g, gh, kh and h and vowels, namely a, e, i, o and u. Therefore, the researcher suggested that the root word ambil written by respondent 3 in the active sentence should receive the prefix meng which is to take.

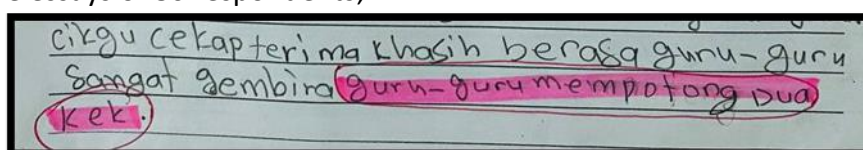
In order to achieve the third objective, which is to discuss the factors that encourage students to master the prefix **meN-** correctly using the interview method, interviews were conducted with 5 linguists around the Kuala Selangor area. The results of the interviews prove that the factor that causes SJKT students to be weak in the mastery of prefix **meN-** is due to lack of motivation in learning the subject of Malay as a second language. Most students at SJKT in the Kuala Selangor district are less motivated to learn Malay as a second language, even though Malay is a compulsory subject to pass in all schools in Malaysia. According to Muhammadin et al (2022) in the study The Influence of Extralinguistic Factor on Bahasa Melayu Achievement among Chinese Learners in Sekolah Jenis Kebangsaan Cina (SJKC) Chung Hwa, Besut Terengganu has proven that Motivation plays a very important role in the mastery of Bahasa Malay as a second language among students are not native speakers. To that end, teachers bear the responsibility of making teaching and learning more fun and innovative in order to attract students' attention in learning Malay.

Next, the problem of confusion becomes one of the factors that affect the learning of reward among SJKT students. According to the analysis data, it shows that the incorrect use of the prefix **meN-** on the base word recorded the highest number and the second highest number was no use of the prefix **meN-** on the base word. The Kuala Selangor SJKT Malay language coach and the author of the book are of the opinion that the two offenses are related to each other. Confusion in the mastery of remuneration causes such errors to occur. They say that compensation is a rather complex component and students need a long period of time to master it more deeply. According to the study of Anne Jeffrey Kihob, Saidatul Nornis Bt Hj Mahali (2021) on Student Mastery About the Use of Prefixes *Men-*, *Di-* and *Ber-* in Essay Writing has proven that the confusion of the use of affixes easily occurs in the prefix **meN-** based on four variants. The students' confusion in the mastery of imbuas occurs in the following situations:

- **Substitution Techniques**

Students are confused when writing verbs that require the concept of substitution. The book Let's Get to Know Malay Allomorphs through GAD Technique by Vijayaletchumy et al (2021), only *pe* and *me* prefixes are involved in the concept of substitution. The letters involved in the concept of substitution are s, f, p, t, and k. This is more evident in the essay samples made by respondent 86 and respondent 16.

Sample essays of 86 respondents;



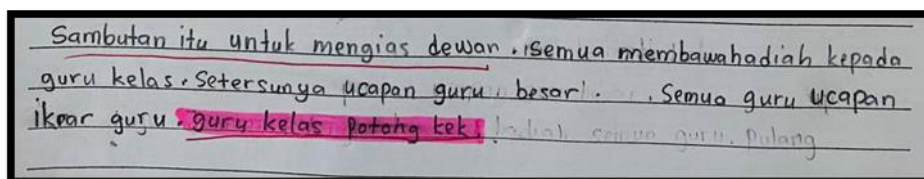
The respondent experienced confusion in the concept of replacing the letters p and m. The letter p should be replaced with the letter m at the beginning of the base word.

mempotong: wrong

memotong correct

• Many Laws To Remember

The author of the book interviewed said that there are many laws in remuneration. The failure of the students to master the rules causes the students to be unable to write an essay that is best from the use of grammatical sentences. The concept of substitution, the concept of termination, active verbs, passive verbs, the use of affixes in sentences with personal pronouns, confusion when using prefixes *meN-* and *beR* and so on. This is what confuses the students so they don't use affixes on base words. This is very clear in the essay of respondent 16 as follows.



The sentence 'the teacher of the cake-cutting class' is correct in everyday speech. For writing, the respondent must put the prefix *me* with the concept of replacing the letter *p* with the letter *m*. A suitable sentence for writing is 'The class teacher cuts the cake'. In addition, the respondent wrote the sentence 'The reception is to decorate the hall'. Respondents wrote according to their own understanding by omitting the letter *h*, there should be no need to do so. The respondent should have written 'The reception to decorate the hall'. Samples of respondents' essays have given a clear picture that students experience confusion in the assignment, causing them to fail to produce a solid essay.

In addition, the attitude of students not to do drills also plays an important role in the mastery of the reward in writing Malay essays. The results of the interview found that the students did less drills or known as additional drills. According to the author of the book, the attitude of doing drills or extra exercises at home is becoming more and more eroding among students. There are no learning activities outside the classroom. Practice is very important to repair, improve and solidify compensation skills. If the students regularly do drills, surely this problem can be overcome. With this, the students can deepen and understand the topic taught by the teacher. The researcher believes that students in this era are not serious about learning outside the classroom. They spend time in outdoor activities and in social media. This is because, the culture of making drills is not emphasized to the students.

Conclusion

In conclusion, it was found that the mastery of the prefix *meN-* in the writing of Malay language essays of SJKT students in the Kuala Selangor district is at a weak level. Although *imbuan* is considered a rather broad field and takes a long period of time to be fully mastered, students must master it in order to improve the quality of writing and dignify the Malay language in the world arena.

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