

Effectiveness of Peer Teaching Strategy on Malay Circumfix *di-i* Mastery Among National-Type Chinese Schools (SJJC)

(Keberkesanan Pembelajaran Rakan Sebaya terhadap Penguasaan Imbuhan Apitan Bahasa Melayu *di-i* dalam Kalangan Pelajar Sekolah Rendah Jenis Kebangsaan (Cina))

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ABSTRACT

This study aims to examine the effectiveness of the peer teaching strategy improving the mastery of Malay verb circumfix *di-i* among Year Five students of seven National-Type Chinese Schools (SJJC). 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 National-Type Chinese Schools (SJJC) 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 t-test, mean, median and mode to determine the probability of the sample representing the total student population. The findings of this study prove the effectiveness of the peer teaching strategy in improving the mastery of Malay verb circumfix, specifically *di-i*. The most common error made by the experimental group in the pre-test was the circumfix *di-i*, accounting for 30.35%. The errors made by the experimental group in the post-test decreased to 5.35%. In conclusion, the use of effective teaching technique not only attracts students' interest in learning circumfix, but also improves their mastery of using the Malay circumfix *di-i*. The findings of the study provide positive implications for current educational development because the peer teaching strategy emphasizes the active involvement of students. Therefore students become more confident in sharing ideas and more active in learning circumfix *di-i*. Click or tap here to enter text.

Keywords: Peer teaching strategy, Year Five students of National-Type Chinese Schools (SJJC), Malay circumfix Click or tap here to enter text.

ABSTRAK

Kajian ini bertujuan untuk meneliti keberkesanan strategi pembelajaran rakan sebaya (peer teaching) dalam meningkatkan penguasaan imbuhan apitan kata kerja *di-i* dalam kalangan pelajar Tahun Lima Sekolah Rendah Jenis Kebangsaan (Cina). Reka bentuk kuantitatif digunakan dalam kajian ini. Data dikumpulkan menggunakan kaedah eksperimen. Sampel kajian terdiri daripada 224 orang murid Tahun Lima dari tujuh buah Sekolah Rendah Jenis Kebangsaan (Cina) di Seberang Perai Selatan. Sampel dibahagi kepada dua kumpulan iaitu kumpulan eksperimen dan kumpulan kawalan. Kumpulan eksperimen menerima intervensi menggunakan strategi pembelajaran melalui rakan sebaya. Instrumen kajian ialah ujian pra dan ujian pasca. Data ujian dianalisis menggunakan kaedah ujian-t, min, mode dan median untuk menentukan kebarangkalian sampel mewakili populasi pelajar keseluruhan. Dapatan kajian ini membuktikan keberkesanan strategi pembelajaran melalui rakan sebaya dalam meningkatkan penguasaan imbuhan apitan kata kerja *di-i*. Kesalahan yang dilakukan oleh kumpulan

eksperimen dalam ujian pra ialah 30.35%. Kesalahan yang dilakukan telah menurun kepada 5.35% dalam ujian pasca. Kesimpulannya, penggunaan teknik pengajaran yang berkesan bukan sahaja menarik minat pelajar untuk mempelajari imbuhan *di-i*, malah dapat meningkatkan penguasaan imbuhan *di-i*. Dapatan kajian ini memberikan implikasi yang baik terhadap perkembangan pendidikan kini kerana strategi pembelajaran melalui rakan sebaya menekankan penglibatan aktif seseorang pelajar. Oleh itu pelajar lebih berani memberikan idea dan lebih aktif dalam pembelajaran imbuhan apitan kata kerja *di-i*.

Kata kunci: Strategi pembelajaran melalui rakan sebaya, pelajar Tahun Lima Sekolah Rendah Jenis Kebangsaan (Cina), imbuhan apitan bahasa Melayu Click or tap here to enter text.

INTRODUCTION

The medium of instruction in primary and secondary schools in Malaysia is Malay. Malay must be mastered by all students because it is the national language, as stipulated in Article 152 of the Federal Constitution of our country. Students should be exposed to affixes from primary school, as affixation is a highly complex aspect (Low Jie Ying et al. 2024). 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 affixes 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 noun affixes. Burhan Murshidi 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 affixes.

Mastery of Malay circumfix, particularly the circumfix *di-i* remains a challenge among students in National-Type Chinese Schools (SJKC). Many students experience difficulties in identifying, understanding and applying passive verb forms correctly in writing and communication. Traditional teacher-centred teaching approaches often limit students' active participation and reduce opportunities for meaningful language practice causing students to become less motivated and less confident in learning circumfix *di-i* (Mashitah, 2015). In addition, previous studies have shown that students in National-Type Chinese Schools (SJKC) frequently face interference from their mother tongue and have limited exposure to the circumfix outside the classroom. As a result, students tend to make grammatical errors involving the use of circumfix *di-i*. This issue may effect their overall Malay language proficiency and academic achievement. Ahmad and Zaitul Azma conducted a error analysis study in the morphological aspect among the Chinese students in Year Five. The results showed that morphological errors made by Chinese students learning the Malay language prefix *di-* (Khairul Madihah, Nur Farakhanna & Norazimah 2021).

The circumfix *di-i* is a circumfix attached to a verb to form a passive verb. Passive verbs with circumfix *di-i* are usually transformed from active sentences that use the circumfix *meN-i* (Mashitah, 2015). According to Mashitah (2015), although students of National-Type Chinese Schools (SJKC) 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. Aziz (2000), the conventional teaching techniques practiced in National-Type Chinese Schools (SJKC) , 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 circumfix. Vygotsky emphasizes that the peer teaching strategy, one of the active learning 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 Ozgur & Erkus Bahattin 2022).

Although various teaching strategies have been introduced to improve Malay language learning, limited studies have focused specially on the effectiveness of peer teaching strategy in enhancing students' mastery of the circumfix *di-i* among the National-Type Chinese Schools (SJKC) students. Therefore, there is a need to examine whether the peer teaching strategy can improve students' understanding, achievement and motivation in learning circumfix *di-i* compared to conventional teaching methods.

In line with the stated issues, this study aims to examine the effectiveness of the peer teaching strategy, one of the active learning strategies, in improving the mastery of Malay verb circumfix *di-i*. 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 Ozgur & Erkus Bahattin 2022). Peer tutoring has a positive impact on learning with benefits for both tutors and tutees. Peer tutoring promotes academic and social development for both the tutor and tutee while increasing student engagement, students' self-confidence and self efficacy (Jo Ann M Petancio, Noremay B Perez & Nigel Glenn N Javier 2020).

LITERATURE REVIEW

The scope of this study is Malay verb circumfix, specifically *di-i*. This is because, based on Mashitah's study (2015), the most common affixation error made by Year Five students of National-Type Chinese Schools (SJKC) is the circumfix *di-i*. Thus, the scope of this study is Malay verb circumfix, specifically *di-i*, because the structure of verb formation in Malay is more complex. Additionally, the number of verbs affixes far exceeds that of noun affixes. According to the research done by Nurul Adzwa, Nur Farahkhanna and Norfaizah (2020), there were 66 errors consisting of noun affixes amounting to 14 errors, verbs 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 emphasises 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 enhance 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 circumfix *di-i* among National-Type Chinese Schools (SJJC) 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 circumfix *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 circumfix *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 circumfix *di-i* among Year Five students in National-Type Chinese Schools (SJJC). 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 National-Type Chinese Schools (SJJC) students understand and apply the circumfix correctively. Hence, this study aims to further investigate the effectiveness of peer teaching strategy one of the active learning strategy in improving the mastery of circumfix among National-Type Chinese Schools (SJJC) students.

METHODOLOGY

Research Design

In this study, the researcher used a quantitative research method because it is more objective, focusing on results and statistical analysis. The researcher chose an experimental research design because it is more systematic, logical, and practical. Thus, the reliability of this study can be improved, as quantitative research prioritizes reliability. According to Karimuddin, Ummul Aiman and Zahara Fadilla (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. 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 National-Type Chinese Schools (SJJC) located in South Seberang Perai. Sample selection was conducted using simple random sampling. The researcher divided the sample into two groups: one group undergoing intervention which is experimental group and one control group. This division was done through simple random sampling. The researcher collected data from Year Five students studying at seven National-Type Chinese Schools (SJJC) in South Seberang Perai. Since the sample consisted of 11-year-old Year Five students, the researcher adhered to ethical guidelines, obtaining approval from the Human Research Ethics Committee (JEPeM-USM), EPRD, the Penang State Education Department, school principals, and parents.

Research Sample

The sample for this study consisted of 224 Year Five students from seven National-Type Chinese Schools (SJJC) in South Seberang Perai, with 32 students from each school. Each school has two groups namely an experimental group and a control group. 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 experimental group and control group 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 (Karimuddin, Ummul Aiman and Zahara Fadilla, 2021). The researcher selected South Seberang Perai to examine the mastery of Malay affixes among students in the area, as there are only seven National-Type Chinese Schools (SJKC) there. Therefore, the researcher could conduct the study in all National-Type Chinese Schools (SJKC) to obtain a clearer picture of the mastery of *di-i* 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.

Data Collection Method

The researcher conducted pre-tests and post-tests to compare data collected before and after the intervention. The pre-test aimed to assess the achievement and mastery of Malay circumfix namely *di-i* among Year Five students in seven National-Type Chinese Schools (SJKC) in South Seberang Perai. The research instrument was a pre-test prepared by Malay language teachers at National-Type Chinese Schools (SJKC). The pre-test consisted of 30 fill-in-the-blank questions covering circumfix *di-i*. 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 pre-test and the post test were conducted on the same sample in both experimental group and the control group. Each group consisted of 16 samples. The intervention aimed to introduce the peer teaching strategy in teaching and learning Malay verb circumfix *di-i*. 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 circumfix, specifically *di-i*. They were then divided into small groups of two and given one week to gather materials on circumfix *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. During the intervention, the teaching student explained circumfix *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 *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 circumfix *di-i* after the intervention. It consisted of 30 fill-in-the-blank questions on circumfix *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.

Data Analysis

The researcher collected responses from both groups namely experimental group and control group. The researcher compared mastery of circumfix *di-i* before and after the intervention for the experimental group because each school consisted of two groups, namely experimental group and control group. The comparison between the pre-test and post-test achievements was analysed using a pair sample t-test to examine the students performance in both test. This is because, the pre-tests and the post-test were conducted on the same sample in both experimental group and control group. A paired samples *t*-test was conducted using SPSS Version 27, with results presented in tables and summaries.

FINDINGS AND DISCUSSION

T-Test for the Experimental Group

T-Test for the experimental group was conducted on 112 students from seven National-Type Chinese Schools (SJKC) involving 16 students from each school. The pre-tests and the post-test were conducted on the same sample in the experimental group.

TABLE 1. T-Test Analysis for the Experimental Group

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	112	0.639	.000

Correlation stated in the information relates to the paired sample between pre-test and post-test. The following is an explanation regarding this correlation.

N: The sample number used in this study is 112. This means the data analyzed consists of 112 pairs of pre-test and post-test measurements.

Correlation: The correlation between pre-test and post-test is 0.639. This positive correlation value indicates a strong relationship between the two types of tests. A correlation value of 0.639 is high, indicating a strong and consistent relationship between performance in the pre-test and post-test.

Sig. (Significance): The p-significance value is 0.000, which means the correlation value is statistically significant. In this context, the correlation between the pre-test and post-test is statistically significant.

In conclusion, a high and significant positive correlation between the pre-test and the post-test shows that a person's performance in the pre-test correlates with their performance in the post t-test. This indicates that individuals who perform well in the pre-test tend to also perform well in the post-test, and vice versa. Therefore, the pre-test can be used as a useful indicator to predict performance in the post-test.

TABLE 2. Paired Samples Test

Paired Samples Test				
	Paired Differences	<i>t</i>	<i>df</i>	Sig. (2-tailed)

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Lower	Upper		
Pair 1 Pre-test & Post-test	-7.759	5.043	.479	-8.703	-6.815	-16.284	111	.000	

The information provided is the result of a “Paired Sample Test” which is used to compare the differences between two sets of data taken from the same sample, namely the pre-test and post-test scores. Pair differences:

Mean: The average difference between the pre-test and post test scores is -7.759. This means that, on average the pre-test score is 7.759 units lower than the post-test score.

Std. Deviation: The statistical conclusion of the difference is 5.043. This indicates that there is a variation in the data distribution between the pre-test and the post-test scores.

Std. Error Mean: The standard error for the average difference is 0.476. This indicates the precision of the mean difference between the pre-test and post-test scores.

95% Confidence Interval of the Difference: The range that contain 95% of the difference between the pre-test and post-test scores is between -6.815 and -16.284.

t-statistic: The t statistic value is -16.284. This value shows the extent of the difference in mean between the pre-test and post-test scores is significant.

Degrees of Freedom (df): The degree of freedom is 111. This is the number of samples minus one because a pair test only has one set of data.

Significance (Sig.2 tailed): The p-value is 0.000. This indicates that the difference between the pre-test and post-test scores is statistically significant. In this context, the p-value is very low, showing that there is a significant between the two tests.

In conclusion, the results of the Pair Samples Test show that there is a significant difference between the pre-test and post-test scores. Therefore, there is evidence to support the changes that occurred from the pre-test to the post-test. This means that the test scores of the experimental group students in SJKC showed better performance after learning the verb circumfix in Malay namely *di-i* by using the peer teaching strategy.

T-Test for the Control Group

T-Test for the control group was conducted on 112 students from seven National-Type Chinese Schools (SJKC) involving 16 students from each school. The pre-tests and the post-test were conducted on the same sample in the control group.

TABLE 3. T-Test Analisis for the Control Group

Paired Samples Correlations			
		N	Sig.
Pair 1	Pre-test & Post-test	112	.000

Correlation stated in this information is the paired correlation between the pre-test and post-test.

N: The number of samples used in this study is 112. This means that 112 pairs of pre-test and post-test measurements were analyzed.

Correlation: The correlation between the pre-test and post-test is 0.831. This positive correlation value of 0.831 is quite high, indicating a strong relationship between performance in the pre-test and post-test.

Sig. (Significance): The p-significance value is 0.000, which means the correlation value is statistically significant. In this context, the *p*-value is lower than 0.05, indicating that the correlation between the pre-test and post-test is statistically significant.

In conclusion, the high positive correlation that is significant between the pre-test and post-test shows that a person's performance in the post-test. This shows that individuals who perform well in the pre-test also tend to perform well in the post-test and vice versa. Therefore, the pre-test can be used as a useful indicator to predict performance in the post-test.

TABLE 4. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test & Post-test	0.732	3.108	0.294	0.150	1.314	2.493	111	0.014

The information provided is the result of a paired samples test, which is used to compare the differences between two sets of data taken from the same sample, namely the pre-test and the post-test.

Mean: The difference between the pre-test and post-test scores is 0.732. This means that on average, the score in the pre-test is 0.732 units higher than the score in the post-test.

Std. Deviation: The statistical conclusion from the difference in data distribution is 3.108. This shows that there is difference data distribution between the pre-test and post-test scores.

Std.error Mean: The standard deviation of the mean difference is 0.294. This indicates the accuracy of the mean difference between the scores in the pre-test and post-test.

95% Confidence Interval of the Difference: The range that contains 95% of the differences between the pre-test and post-test scores is between 0.150 and 1.314.

t-statistic: The *t*-statistic value is 2.493. This value shows the extent of the mean difference between the pre-test and post-test scores is significant.

Degrees of Freedom (df): The degrees of freedom is 111. This is the number of samples minus one because paired samples only have one set of data.

Significance (Sig. 2-tailed): The *p*-value is 0.014. This indicates that the difference between the pre-test and post-test scores is statistically significant. In this context, the very low *p*-value shows that there is a significant difference between the two tests.

In conclusion, the result of the "Paired Samples Test" show that there is a significant difference between the pre-test and post-test scores. Therefore, there is evidence to support that a change occurred from pre-test to post-test. This means that the test scores of the control group students in SJKC showed a decline in performance.

Standard Error

Standard error indicates how different the population is likely to be. By calculating standard error, we can estimate how representative the sample is of the population and make valid

conclusions. A low standard error shows that samples mean are closely distributed around the population mean. Thus, the sample is representative the population. In this research the standard error for experimental group in the pre-test and post-test are 0.41 and 0.21. It shows that the sample is representative the population.

Comparison of *di-i* Results Between Experimental Group and Control Group

TABLE 5. Comparison of *di-i* results between Experimental Group and Control Group

Group	Pre-test		Post-test	
	Correct	Wrong	Correct	Wrong
Experimental	84	28	102	10
Control	81	31	79	33

Based on the study conducted, the achievement of students in the experimental group in the pre-test was 84 marks. After intervention with peer teaching strategy, the achievement reached 102 marks, showing an increase of 18 marks. For the control group, the achievement in pre-test and post-test were 81 marks and 79 respectively, with no improvement. Therefore, it can be concluded that peer learning strategy is indeed effective in learning the circumfix *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.

TABLE 6. Comparison of *di-i* Errors in Pre-Test and Post-Test for Experimental and Control Groups

Variable	Pre-Test	Post-Test	Increase
Experimental Group	28	10	18
Control Group	31	33	0

The experimental group made 28 errors in the pre-test, which decreased to 10 after the intervention with peer teaching strategy. Indicating an increase of 18 marks. The control group made 31 errors in the pre-test and the post-test respectively. The control group showed no improvement. This indicates that the intervention using the peer teaching strategy was effective in teaching and learning the circumfix *di-i*.

This aligns with Topping's (2021) findings that the peer teaching strategy creates an interactive learning environment and encourages active participation, improving academic achievement.

TABLE 7. Comparison of Median for Pre-Test and Post-Test

Variable	Pre-Test	Post-Test	Increase
Experimental Group	11.5	15	3.5
Control Group	10	11	1

The median is the middle value in an ordered set of score. For the experimental group, the medians of the pre-test and post-test were 11.5 and 15 respectively. The experimental group's median increased from 11.5 to 15 indicating an increase of 3.5 marks. The control group's median increased from 10 to 11 indicating an increase of 1 mark. This indicates that the intervention using peer teaching strategy was effective in teaching and learning the circumfix *di-i*. It confirms the effectiveness of the peer teaching strategy.

TABLE 4. Comparison of Mode for Pre-Test and Post-Test

Variable	Pre-Test	Post-Test Increase	
Experimental Group	10.5	16	5.5
Control Group	10	10	-

The mode is the most frequently occurring value in a distribution. For the experimental group, the mode increased from 10.5 to 16 indicating an increase of 5.5marks. The control group's mode remained at 10. This further proves the peer teaching strategy's effectiveness.

TABLE 5. Comparison of Mean for Pre-Test and Post-Test

Pre-Test (Experimental)	Post-Test (Experimental)	Increase
11.5	15.03	3.53
Pre-Test (Control)	Post-Test (Control)	Increase
11.53	11.61	0.08

The mean is the average of a set of numbers. For the experimental group, the mean of the pre-test and post-test were 11.5 and 15.03 respectively. The experimental group's mean increased from 11.5 to 15.03 indicating an increase of 3.53 marks. The control group's mean increased from 11.53 to 11.61 indicating an increase of 0.08 mark. This indicates that the intervention using peer teaching strategy was effective in teaching and learning the circumfix *di-i*. It confirms the effectiveness of the peer teaching strategy.

The experimental group's mean increased significantly (3.53), while the control group's mean improved marginally (0.08). 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.

CONCLUSION

The peer teaching strategy is effective in the process of learning Malay verb circumfix because students can immediately ask their assigned peers about topics they do not understand. 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 circumfix *di-i*. These findings support Western studies showing that the Active Learning Method improves student performance. For example, Babayigit and Erkus (2022) state that primary school students achieve higher scores with the peer teaching strategy. The findings have positive implications for education, as the students become more confident in sharing ideas and actively participating, transforming them into active learners. These research limited in circumfix *di-i*. Future studies should involve more schools and students, including urban and rural locations, for comprehensive comparisons. Future research could explore noun affixes or other topics. The researcher hopes this study contributes to Malay language teaching, particularly affixation. The Ministry of Education should conduct experimental studies to assess the impact of the peer teaching strategy in primary and secondary schools.

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