

## Analysis of the Use of Word Groups in the Writing of Year 5 Students: A Survey Study

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### Abstract

The marking of word classes (GK) has been widely studied and applied in various ways, particularly for European languages. However, certain features of the Malay language—such as words containing multiple parts of speech—make it more challenging for Asian learners, especially those learning Malay as a second language. This study shows that the accuracy of GK marking in Malay is influenced by two key elements: the correct placement of new words and the addition of newly coined terms. These elements contribute to higher precision in GK identification. For future research, it is important to address these issues by considering the use of plural forms, as such forms frequently appear in news sources. Additionally, incorporating social media corpora could be beneficial. Although these platforms often feature informal language and contain noisy data, the information shared is fast-paced and up-to-date, offering valuable linguistic insights.

**Keywords:** Vocabulary, Student Vocabulary Mastery in Essay Writing, Word Groups

### Introduction

Semantic criteria, also known as notional criteria (based on perception), were commonly used in the early stages of word classification. According to Plato, words were divided into two categories based on these criteria: verbs (*rhema*) and nouns (*onoma*). Gender criteria are an example of formal criteria used to classify nouns. Regardless of whether a noun refers to a living or non-living thing, it can carry one of two gender features: masculine or feminine (Robins, 1951). The Malay language (Bahasa Melayu, BM) has been designated as the main language of education, in addition to being the official and national language of Malaysia. According to the National Education Policy and the 1956 Education Report, an Education Committee was established in September 1955 to promote BM as the official language while also preserving the languages and cultures of other communities (Suthanthiradevi J.N.J. Money, 2004).

This policy influences the thinking of young people from various racial backgrounds under the national education system. From preschool to elementary school, it has been shown that fully understanding the Malay language remains a challenge. Although teaching a second language generally takes longer than teaching other subjects, the current level of language mastery is still considered unsatisfactory. According to Batik Bidin (2011), poor performance in Bahasa Melayu (BM) can negatively impact students' overall academic achievement. The Malay Secondary School Standard Curriculum aims to equip students with language and communication skills to meet personal needs, acquire knowledge, develop skills and values, access information and ideas, and build social relationships.

The curriculum includes nine components, which emphasize understanding and using grammar correctly and accurately in both spoken and written contexts. In addition, language skills in the Malay Language Curriculum are organized into five modules: Listening and Speaking, Reading, Writing, and the Language and Grammar Skills Module. The focus of teaching should not only provide instruction and learning (R&D) content but also incorporate activities that promote interactive communication between teachers and students (Zarien Nurlieyana Aminuddin, Azhar Md Sabil, and Abd Rasid Jamian, 2019).

Generally by mastering the grammar structure can help students in communication by using the language system and produce quality, critical and creative writing. The modular approach means to break down skills into small units, in the form of fields, topics, skills, or values. The Malay language curriculum is structured into four language skills: listening, speaking, reading and writing skills. Aspects of language arts and grammar support these skills

The process by which a word is formed and constructed is referred to as word formation. This suggests that a microsystem of word formation can be used to demonstrate word formation. Derivative verbs are created when Leksem nouns, adjectives, or verbs themselves combine with the appropriate morphemes. explains how a verb is developed using a microsystem. It is not only a helpful tool for comprehending the pay process and its goal, but it can also be utilized in language instruction (Mohd Nor Azan Abdullah and Musirin Mosin, 2017). Grammar lessons that integrate fundamental language abilities through knowledge are not planned by primary school teachers. Previous research, like that of Vijayaletchumy Subramaniam (1988), concentrated on a single element on the mastery of Malay language among preschool children, in particular nouns, and the study of Suthanthiradevi J.N.J.J.J Money (2004) in the writing of Tamil students who learned Malay in secondary schools. Nor Zaiton Hanafi, Nor Azura Mohd Salleh, and Zamri Mahamod (2008) are investigating linguistic errors in writing Chinese student essays while studying Malay, while Sharina Binti Halim (2010) is investigating a four-year students' understanding of BM grammar.

Abdul Rashid Daing Melebek (2010) examined the grammar of the Sixth Malay Language Teacher, while Rohaza binti Mohd Saad (2011) is investigating morphological errors in the Malay language of non-Malay students. This creates a vacancy for researchers to discover and examine the mastery of BM word classes at level one among the second students. Each language has its classroom class. The term class is a collection of words that contain the same type of term. Nik Safiah Karim, Farid M. Onn, Hashim Musa, and Abdul

Hamid Mahmood (2008) defined the word group as a languages based on a variety of factors, including phonological structures, morpheme structures, syntax, and semantics.

Different viewpoints are offered by Liaw and Abdullah Hassan (1994), who clarify that there are three ways to identify the word group: markers, compensation, and the sentence's location or function. Based on the terms that appear together, the first method determines the grouping of words. For a classified reward based on the group, the second tactic is employed. In this sense, even though the policy word that is given a noun is not a person, it will still be a noun. In the meantime, working is the third method of analysing the phrase's location and goal.

Based on the statement from Nik Safiah Karim et al. (2008), Malay has four classes of the main word: nouns, verbs, adjectives, and adjectives. However, each class of these words has a subset underneath. This is based on the notion that nouns, adjectives, and verbs can stand on their own and convey the whole meaning. Meanwhile, other classes of words, such as conjunctions, adverbs, joints, exclamation points, and articles, cannot stand on their own with complete meaning but can help identify the meaning of the sentence. As a result, they can be classified as adverbs. Subsequently, the four main classes consist of two sets of words open and continue to change. Nouns, verbs and adjectives are all open terms. Functional word is a closed word, such as and, that, very, though, and so on.

### **Research Problem**

Nouns, verbs, and adjectives are the four classes of the main word in Malay, according to Nik Safiah Karim et al. (2008). But behind each class of these words is a subset. This is predicated on the idea that verbs, adjectives, and nouns can all stand alone and express the entire meaning. Conjunctions, adverbs, joints, exclamation marks, and articles are examples of word classes that can aid in determining the meaning of a phrase but cannot stand alone with full meaning

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The national education system must improve the ability to use the Malay language correctly. Wan Muna Ruzanna Wan Muhammad and Dayang Sufilkawany Ujai (2017) are looking into what factors affect Iban students' learning of Malay as a second language. The theory of Corder error analysis (1973), which distinguishes four types of language faults—abortion elements needed, the addition of unneeded elements, inappropriate element arrangement, and linguistic flaws such morphology, syntax, and lexicon—is the foundation for the analysis of this study. The utility of word groups for Year 5 children in assessing their level of primary school mastery was thus also discovered by this study.

### *The Importance of Research*

Language studies are important because they serve as a conduit for the global flow of knowledge in many forms. Since medicine affects each person's life path, it is significant to all civilizations. Through the diversification of workshops and classes, this study will help stakeholders like the Malaysian Ministry of Education support instructors and improve the

comprehension of primary school pupils in the Malay language writing group. Schools can also use this study to help kids who are having trouble learning this collection of terms by giving them additional easy assignments to do, which will make it easier for them to grasp. Other researchers can use this study as a guide and reference when they look more closely at these terms.

### *Objectives of the Study*

The objectives of this study are:

- a. Identify the level of use of words in the writing of Year 5 students in Kampong Jawa Primary School, Segamat, Johor.
- b. Look at the level of mastery of students in grammatical writing for 5th year UKM Kampong Jawa Primary School, Segamat, Johor.
- c. Identify the factors that encourage teachers to use the word group in the writing of 5th year UKM Kampong Jawa Primary School, Segamat, Johor.

### *Study Questions*

The questions you want to highlight in this study are:

- a. What is the level of use of words in the writing of Year 5 students in Kampong Jawa Primary School, Segamat, Johor?
- b. What is the level of mastery of students in grammatical writing for 5th year UKM Kampong Jawa Primary School, Segamat, Johor?
- c. What are the factors that drive teachers in the use of words in the writing of 5th year UKM Kampong Jawa Primary School, Segamat, Johor?

### *The Use of the Words*

Nor Zaiton Hanafi, Nor Azura Mohd Salleh, and Zamri Mahamod (2008) in her study found that the study called "Language error analysis in the writing of Chinese student essays while studying Malay". This study aims to expose the syntactic and morphological errors produced by Chinese students at SMK Datok Lokman while writing essays. This study is a case study based on document analysis of 30 Chinese essays. The findings of this study show that Chinese students often commit syntactic errors related to plural sentences, the highest mistakes, while the most common use of Chinese students is 39.7% compared to compound mistakes. the forefront, and the conjunctions.

The sample size for this study was 20 Year Four students. This study uses library methods, question modules, and interviews. The survey found that 20 Year Four students committed 174 BM grammar errors, with men making 82 and women made 92. There were 42 BM language errors found. They include spelling errors, remuneration, pronouns, and capital and lower use. In an article published in the Journal of Linguistics, Abdul Rashid Daing Melebek (2010) is investigating the "Grammar of the Grammar Teacher of the Six Malay Language Teacher".

This study aims to determine the level of mastery of the Malay grammar among the teaching staff who teach the Malay language 6 above. All respondents had 90 minutes to complete the questionnaire and the Malay grammar test. Studies have found that all respondents are having difficulty and confusion about all aspects of grammar addressed in the test. More than half of the mistakes were found in adjectives (82%), clause (74%),

predicate (58%), morphology (53%), amplifier (52%), words (75%), and punctuation (81). %). The most common grammatical mistakes made by teachers are adjectives, clauses, and punctuation, with predicate, morphology and amplifier contributing about half of all mistakes. Teachers struggle with conjunctions, complex sentences, semantics, remuneration, syntax, phrases, subjects, plural words, compound words and active sentences, which are less clear and contribute less than half of all mistakes. This affects their students who do not master the Malay language of STPM. Rohaza binti Mohd Saad (2011) sees morphological errors in Malay writing by non -Malay students. Studies focus on morphological components, in particular the order of functions, pronouns, and remuneration.

### *The Noun Group*

Noun is a collection of words that are the basis of the phrase. Nouns are specific names for people, animals, things, institutions, laws, races, languages, or positions. The books of Za'ba (1965) Malay Grammar, Morphology, and Syntax define nouns as any word that names something or someone. The noun, according to Abdullah Hassan (2003), is a term that gives the name of something, person, place, or thing. In the same book, Lutfi Abas (1971) defines the noun as a word that follows or correlates with numbers. Special nouns are words that refer to specific beings or things, such as names of people, animals, things, companies, laws, races, ranks, and so on. Special nouns begin with capital letters. Special nouns are classified as whether or not to live. Special nouns Life are divided into two categories: Special Names of Human Life and Special Name of Non -Human Life. General nouns are terms that refer to things, ideas or concepts that are broad. The nouns can be divided into two types: the general nouns of life and the nouns are not alive.

The general noun of life is divided into two categories: the general noun of human life and not human. The same principle applies to non -living general nouns, which are classified as institutions or non -institutions. The non -living general nouns are made up of many sections, including concrete and abstract, divided into two parts: plural and non -plural. According to Asraf (2007), the general noun can refer to both living things such as humans and animals, as well as living things like plants. It can also refer to lifestyle or non -living objects, such as goods and locations. The pronoun, according to Asraf (2007), is a word that replaces the noun. Asraf categorizes pronouns into five groups: personal pronouns, interrogative personal pronouns, places of pronoun, pronoun pronouns, and indefinite pronouns. Meanwhile, Nik Safiah Karim et al. (2015) defines pronouns as words that replace special nouns and ordinary nouns. The pronoun is separated into two categories: personal pronouns and pronouns.

Personal pronouns are separated into two categories: personal pronouns and questionnaires. Personal pronouns are classified into three types: first person's personal pronoun, second person's personal pronoun, and third person's pronoun. The general noun of life is divided into two categories: the general noun of human life and not human. The same principle applies to non -living general nouns, which are classified as institutions or non -institutions. The non -living general nouns are made up of many sections, including concrete and abstract, divided into two parts: plural and non -plural. According to Asraf (2007), the general noun can refer to both living things such as humans and animals, as well as living things like plants. It can also refer to lifestyle or non -living objects, such as goods and locations. The pronoun, according to Asraf (2007), is a word that replaces the noun. Asraf categorizes pronouns into five groups: personal pronouns, interrogative personal pronouns, places of pronoun, pronoun

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Self -name pronouns are separated to two categories: pronoun names and pronouns of question names. Self -name pronouns are classified to three types: pronouns of the name of the first person, pronouns of the name of the second person, and pronouns of the name of the third person

### *Verbs Group*

Verb Verbs Are A Collection Of Words That Are The Basis Of Work Phrases. Verbs Are Words That describe the act or state of doing something. Verb phrases are built primarily on verbs. In Malay, verbs are classified into two types: transitive verbs and non -transitive verbs. Transitive verbs cannot stand alone without objects. Transitive verbs require an object consisting of a noun phrase to complete its meaning. This transitive verb is classified into two types: transitive verbs found in active and passive sentences. Non -transitive verbs have complete meaning and can be used alone in phrases without the need for objects. Non -transitive verbs are classified into two types: no complement and complement. A complementary transitive verb is a verb that can function independently of an object or anteseden. This verb does not require complement because the meaning is complete. This verb can also be followed by the description element to provide more information. Non -transitive verbs with complement are not fully understood until they are followed by complement. Complement is an element that follows non -transitive verbs. The complement can be of three types: adjectives, prepositional phrases and nouns.

### *Adjectives Groups*

Verb verbs are a collection of words that are the basis of work phrases. Verbs are words that describe the act or state of doing something. Verb phrases are built primarily on verbs. In Malay, verbs are classified into two types: transitive verbs and non -transitive verbs. Transitive verbs cannot stand alone without objects. Transitive verbs require an object consisting of a noun phrase to complete its meaning. This transitive verb is classified into two types: transitive verbs found in active and passive sentences. Non -transitive verbs have complete meaning and can be used alone in phrases without the need for objects. Non -transitive verbs are classified into two types: no complement and complement. A complementary transitive verb is a verb that can function independently of an object or anteseden. This verb does not require complement because the meaning is complete. This verb can also be followed by the description element to provide more information. Non -transitive verbs with complement are not fully understood until they are followed by complement. Complement is an element that follows non -transitive verbs. The complement can be of three types: adjectives, prepositional phrases and nouns.

In addition, there are various categories of adjectives. Among them, color adjectives are made up of terms that convey the concept of color as an element of description. Furthermore, the adjective size is a term that describes the size. As for the adjective "visit." Visiting is an adjective that describes the shape. The adjective of time acts as an element of description by explaining the concept of time. In addition, the adjective adjective is a type of word that conveys the concept of space between two forms or circumstances as an element of noun

description. Adjective Words are a form of word that serves as a noun description, indicating the state of doing something. The second type of adjective is a persuasion, consisting of a phrase that describes the concept of emotion as a noun and is followed by a preposition. The final adjective is a Pacaindera, consisting of words that express the concept of sensation, vision, hearing, odor, touch, or a combination of five senses as a noun description.

### *Task Words*

Task words According to Nik Safiah Karim et al. (2015), the verb is a word of various types or heterogeneous, which contains different groups but does not share the same features, which cannot be the core element of the endocentric phrase, namely the noun phrase, work phrase, or adjective phrase. Tasks have specific functions in the construction of phrases, clauses and sentences. Tasks are classified into four categories based on their position and purpose in the construction of sentences: verse connectors, praklausa words, prestige words, and post - postal words. The conjunction acts as a sentence connector. These conjunctions are classified into two types: coordinate (equivalent word) and coordinate (not the same). The coordinate joints combine with two or more sentences of the same character. Coordinate connectivity connects non -equivalent or coordinated clauses with the main verse (main clause). There are three forms of conjunctions: relative, complex, and adverb.

The word praklausa is a word that precedes the clause. Projects include exclamation points, questions, orders, reasons, and beginnings of sentences. However, the text studied does not contain auxiliary groups other than the term praklausal. Premature appears before the phrase, which can be a noun, a verb or an adjective. Prime can be categorized as auxiliary, amplifier, firm words, negative words, adjectives, participant, direction and numbers. Posposition is a term that comes after the previous word. The form of the Malay position is its, which serves as a press and pronoun. Emphasis emphasizes the words combined with it. For example, really. The pronoun is intended to change the word instead of a noun to a noun. Examples of pronouns found in the examinations include "he said" and "he said". Both words refer to the third pronoun.

### **Theoretical Framework**

#### *The Theory Of Grammatical*

Theory of grammatical hypothesis is a hypothesis used by the researcher to identify the problem of using the "in" remuneration in student writing based on the reward formula. This study covers a variety of previous studies on grammar, which is the word of abuse. Nor Ain Nor Azman and Nur Farakhanna Mohd Rusli (2020) conducted a study named "Analysis of the use of remuneration in writing based on the theory of language error." Based on the theory of error analysis, this study explains why students make mistakes in the use of future words while writing. This study uses mixed methods, especially quantitative approaches. Quantitative approaches are used to determine the frequency of student errors, while qualitative methods are used to explain the elements that contribute to the error in the use of remuneration using the theory of language error analysis. The findings of the study revealed that the average error associated with the use of "from" and "" "was small. This shows that only a few students do not understand the correct role of the "from" and "from" words. However, the study only looks at the use of "from" and "".

Therefore, the researcher wants to study the problem of using different remuneration such as the "in" and "in" remuneration to see the mistakes of student writing. In addition, the study of Hishamudin Isam and Mashetoh Abd Mutalib (2019) entitled the use of corpus analysis as an alternative technique of teaching and learning. This study suggests that grammar teaching and learning techniques based on corpus analysis are used to teach grammar subjects in Malay Level 6. This study uses corpus analysis as an alternative teaching and grammar learning technique, based on corpus linguistic approach. Corpus analysis begins by introducing the corpus database of the Language and Library Council (DBP) and the AntConc word list tool, which can be used to analyze words.

### **Methodology**

Methodology is a complete explanation of the flow of research that conveys to the reader the exploratory nature of the investigation. Meanwhile, Hair et al. (2017) state that research designs reveal the methodology that researchers use to study the ambiguity or objectives of the study to understand and discover limited literature on research issues. In addition, Johnson and Christensen (2019) state that the research design describes the research instructions and procedures for data collection, as well as the methods used to answer the research questions. Earlier researchers had various perspectives on research design. According to Bryman (2008), the design of the study is the study structure to collect and analyze data. Robson (2011) defines the design of the study as a transformation of research questions to projects that include components such as purpose, theory, research questions, techniques, and sample procedures. Meanwhile, Creswell (2009) defines research design as a plan or suggestion to conduct research that integrates the philosophy, strategy, and methodology of research. Richey, Klein, and Nielson (2004) explain that design and development research has the following features:

- a. Studies of specific design processes, development efforts and impact on the process.
- b. A researcher conducts teaching design activities, conducts development and evaluation and at the same time reviewing the process.
- c. Studies involve design, development, evaluation and the whole process or part of the process. The project intends to conduct a questionnaire and enhance the validity and reliability of the instrument. To achieve this purpose, a pre-experimental study with a single group-group test approach was conducted. According to Ary, Jacobs, and Razavieh (2002), a Group-Group-Test Study is a study aimed at determining the comparison between pre- and post-test scores after the intervention was conducted on the group before being re-tested during the post-test. Campbell and Stanley (1963) agreed, stating that a group's pre-patable test approach required three phases.

First, administration the pre-test to evaluate the dependent variable, then apply treatment or intervention to the individual, and finally, re-administer the post-test dependent variable. The assessment of the pre-test and post-test is performed to compare the results. This study is divided into two stages: first and second. The early stages of the study were to determine the validity of the content of the subject expert. Second, get the validity of the content of the linguists to ensure that the final questionnaire is valid before being administered to the students. The third goal is to determine the reliability of the instrument. Fourth, items must be certified to ensure that they represent the components of strategic knowledge, behavioral

efficiency, and affective efficiency. The second step of the study was to determine the validity of instrument constructs based on strategic knowledge, behavior, and affective skills.

In this study, the study sample of the use of words in Year 5 student writing was 33, but according to the table of Krejcie, R. V. and Morgan D.W. (1970), the sample to take is only 30 people, according to the graph in this table, where the respondents were 5th -year UKM students in Kampong Jawa Primary School, Segamat, Johor. Researchers use SPSS (Statistical Package for Social Science Version 26) to evaluate the data received from the questionnaire instrument. Researchers will only use descriptive analysis and inference in this study.

### **Finding and Discussion**

#### *The Level of Use Verbs In Writing*

The results of the SPSS analysis for the total use of words in writing with the largest mean value in this field are items with a mean value of 4.30 and standard deviation.651. Whereas the lowest mean is an item with a mean of 3.50 and a standard deviation of.820. Therefore, the average mean of this section is 3.8600, with a standard deviation of.57090.

#### *The Students Level Of Understanding In Writing Grammar*

SPSS analysis for students' level of expertise in grammatical writing produces items with a mean value of 4.03 and standard deviation value.809. Whereas the lowest mean is an item with a mean value of 3.87 and a standard deviation of.937. The usual mean for this was 3.9667, with a standard deviation of.72793.

### **Discussion /Results of the Study Levels**

#### *The level of use of words in writing*

The use of words in the writing of SPSS analysis for the total use of words in writing with the largest mean value in this field is an item with a mean value of 4.30 and standard deviation.651. Whereas the lowest mean is an item with a mean of 3.50 and a standard deviation of.820. Therefore, the average mean of this section is 3.8600, with a standard deviation of.57090.

#### *Factors that drive teachers in the use of words*

Factors that encourage teachers in the use of SPSS analysis results for elements that encourage teachers to use words with the highest mean value in this field are items with a mean value of 4.33 and standard deviation.606. Whereas the lowest mean is an item with a mean 4.07 and a standard deviation.785. As a result, the average value is 4.2067, with a standard deviation of.59302. For the use of the 5 Year 5 Student Words in writing and variables found in this study. Studies have found significant predictors (beta = .239 and.717,  $p < .01$ ). The overall model's suitability was adjusted to  $r = .739$ , with  $R^2 = .546$  variance. Multiple regression analysis revealed that the model accounted for 96.9% of the variations, significant ( $F(16.212)$ ,  $p < 0.01$ ).

### **Discussions**

As a result, vocabulary can be defined as the act of categorizing words based on the form and equation of their functions with other members in the same group. As a result, we must understand the concept of word categorization to discriminate against words based on their classes. Nik Safiah et al. (2008) and Asmah Haji Omar (2009) classify words based on four

linguistic criteria: morphology, syntax, semantics, and sound. Although the main word category changes between Nik Safiah et al. (2008) and Asmah Haji Omar (2009), the classification techniques remain the same four main criteria. Adjectives and verbs, for example, are classified as subgroups in the study of Asmah, while Nik Safiah et al. classify them as the main group. The recent Malay book is the result of a comprehensive examination of words based on their widespread use today. A topic of knowledge can be explored and processed from various perspectives, each supported by theory and methodology. Asmah Haji Omar (2009) interpreted the language eclectically.

With this approach, the maximum method of giving the language details enables the explanation of each detail of the language based on the basic theory and allowance theory used. The Council Grammar Book also recorded the Malay language system, which is a major corpus of the Malay language and used as a guideline by the Ministry of Higher Education and Education.

### **Conclusion**

The classification of words is not a new field of study; in fact, it has been researched since the Greek era. Both Western and local linguists have long studied the classification of words in the Malay language. According to grammar books written on the subject, this component has existed since the 19th century. Since then, the issue has been addressed extensively, particularly in determining the classes of words in Malay. In the early stages, Malay grammar was influenced by English grammar, with semantic criteria being used to determine word classes. Over time, traditional single-criterion approaches were supplemented with more formal criteria. As a result, syntactic, morphological, and distributional characteristics of words in sentences began to be considered in classifying word types in Malay. Among these, syntactic analysis has been increasingly emphasized, as it aligns better with the evolving understanding of grammar within the national education system. Thus, the classification of Malay word classes continues to develop in line with advances in linguistic knowledge.

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