

## The 'Ting-ting Game' as Psychology Intervention to Mitigate Vowel Reading Skill among Remedial Pupils

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### Abstract

**Introduction:** Education in Malaysia has undergone various changes. However, problems in basic skills such as reading, writing, and counting still need to be improved. Therefore, every primary school under Malaysian Ministry of Education holds the Special Remedial Program. This program is essential, and remedial pupils' development needs to be emphasized. The ability of a teacher to plan an effective intervention in line with technological progress is vital. In addition, the learning atmosphere can not only improve the performance of remedial pupils, but it is fun and provides memories that remain in the memory of remedial students for a long time. Therefore, an innovation as an intervention is carried out. The effectiveness of invention that uses 'Ting-Ting Game' games in students' learning has been analysed and studied.

**Objectives:** This paper conducted to identifying the level of mastery of Malay language vowel skills among remedial students before using the 'Ting-Ting Game', identifying the level of effectiveness of the 'Ting-Ting Game' in improving the vowel skills of Remedial Malay Language among remedial pupils and explaining teaching reflection using the 'Ting-Ting Game' in improving the vowel skills of the Remedial Malay Language among remedial pupils.

**Methods:** This action research uses qualitative method. Therefore, worksheets, pre-post-tests, field notes and observation checklists were analysed descriptively. Before conducting the study, all instruments were validated by expert, and a pilot study was conducted. Worksheets are to support pre-post-tests. The results of the analysis of worksheets and tests will be compared to prove the effectiveness of the intervention. The worksheet is supported by observational findings using a structured observational checklist. Then, the teaching checklist is also used as a support for the effectiveness of interventions and improvements to the implementation of teaching by teacher. Field note are used as a supporting document. Purposive sampling was used to identify the participants. Three remedial pupils were involved because they met the purpose and the characteristics of the study that had been set. The research data has been analysed and presented in the form of data to facilitate descriptive explanation.

**Results:** The mastery level of study participants in vowel skills before the intervention was at a very weak mastery level. This is proven by the test analysis, which shows that all study participants do not have high scores and show a fragile level of mastery. Using a checklist, the researcher observed that an increase in mastery occurs among pupils from the first action to the last. The analysis of field notes also shows an increase in positive themes that show the effectiveness of the 'Ting-Ting Game' in increasing Remedial Malay language vowel skills recovery from the first act to the last act. As a reflection of the teacher, the researcher found that the 'Ting-Ting Game' can increase remedial students' mastery of vowel skills and motivation to learn, and classroom management is more organized. In addition, teachers are also more confident and can carry out teaching smoothly. Data have shown that the 'Ting-Ting Game' effectiveness is on the moderate level and can be fixed occasionally. For better result, teacher must conduct the intervention more than one action circle.

**Conclusions:** Using the 'Ting-Ting Game' game makes students more enthusiastic about mastering vowel skills. The 'Ting-Ting Game' must be used appropriately and improved occasionally to impact the remedial pupils. This traditional game also strengthens the teacher's pedagogy and expands the teaching method to attract

more interest. The innovation of this conventional game proves that teaching and learning can create a more cheerful atmosphere and give pupils meaningful memories.

**Keywords:** remedial pupils, vowels skill, Malay Language.

## 1. Introduction

According to the Malaysian Ministry of Education (MoE), primary education aims to produce balanced people and develop comprehensively and integrated intellectually, spiritually, emotionally, and physically in line with the wishes of the National Education Philosophy. The basic skills of reading, writing, and numeracy must be mastered early to enable students to communicate and gain knowledge. Accordingly, the Special Remedial Program is a particular program for level one students who have difficulty getting the basic skills of reading, writing, and numeracy. Emphasis on the Rehabilitation Program is an important thing that needs to be done to ensure that all students master aspects of literacy and numeracy.

The National Education Policy has set a strategy for implementing the Special Remedial Program. The innovation project in Teaching & Learning (T&L) aligns with the implementation strategy: to improve the methods and strategies of Special Remedial teaching and learning to help students master the literacy and numeracy skills during the intervention period. Therefore, the innovation project that will be carried out is improving teaching and learning methods and strategies. This innovation project is also in line with the New Narrative of Educational Practice, which is to change pedagogy by changing teacher-centered pedagogy to student-centered, such as providing meaningful learning that educates and entertains.

According to Noriati A. Rashid et al. (2016), teaching strategy refers to an action plan that is planned and determined with the aim of facilitating a type of learning in a situation. In comparison, the teaching method is an organized, systematic, and well-planned procedure to encourage and motivate students. Strictly speaking, teaching methods involve organizing and using techniques, content, and aids to achieve a teaching objective. Noriati A. Rashid et al. (2016) concluded that teachers use strategies to create a learning environment and determine activities where teachers and students engage in learning. Teaching methods give direction and guide teachers and students in classroom activities. Excellent and effective teaching methods consider individual differences, provide knowledge, facilitate student development, and achieve the teacher's teaching objectives.

The intervention will be a teaching method and strategy in the form of playing while learning. The 'Ting-Ting Game' in T&L's intervention was created based on two phrases: 'Ting-ting' and T&L innovation for an intervention. 'Ting-ting' is a traditional children's game. This game is known as hopscotch in English. It is not just enjoyable; it also helps a player's bodily and spiritual well-being. Children worldwide like playing this game, which is essential to high-level international long jump competitions. Players can get experience and training for higher level sports by using their jumping abilities in this game. This game uses a 'square court' as a place to perform this game. There are various forms of 'square court,' but only a critical element in the game is that the player has to lift one leg when jumping from one square to another. This traditional game has its own rules and will be adapted and changed according to the needs of the students. In addition, this innovation will use information and communication technology as approved by the MoE.

In addition, communication in the world of education, which is happening a lot until now, still does not pay much attention to the communication model as developed by Hovlad, Carol Lasswell (1989), John Dewey (1990), Little John (1999) who emphasize the face-to-face study between the sender (teachers) and receivers (students). Still, it has developed where the method has been directed to the use of the digital world. Furthermore, innovation in various forms, especially in the world of information and communication technology that is utilized to improve services and quality of education, will definitely start and be applied in the study of Educational Technology and Learning Technology.

## 2. Objectives

The study focuses on the vowel skills of Malay Language and games in T&L. This study uses the term T&L even though learning and facilitation have been used. The focus of the study will be guided by the guidelines provided by the Malaysian Ministry of Education (MoE) and previous studies. Based on the Malay Language

(2019) handbook for remedial program, vowel skills are the 1st skill after pre-writing and pre-reading skills. Based on the guide, at the end of T&L, students can know the shape of vowel letters, recognize vowel letters, pronouncing vowels, sounding vowels, matching vowel letters, writing vowel letters.

This study has three objectives. At the end of the study, the researcher can:

- a. Identifying the level of mastery of Malay language vowel skills among remedial students before using the 'Ting-Ting Game'.
- b. Identifying the level of effectiveness of the 'Ting-Ting Game' in improving the Vowel skills of Remedial Malay Language among remedial students.
- c. Explaining teaching reflection using the 'Ting-Ting Game' in improving the vowel skills of the Remedial Malay Language among remedial students.

### 3. Methods

After implementing T&L and observational and verbal evaluation, the study participants were identified. To confirm the problem, the researcher implemented a pre-test that was adapted from previous research. The pre-test is held in the 3rd week of the month. The pre-test contains the skills of recognizing vowel sounds and writing vowels. After identifying the student's weakness in vowel skills in detail, the researcher implemented T&L without using intervention and recorded the level of mastery, behaviour, and teaching skills in the instrument. The instruments used before the intervention were the mastery level checklist, T&L observation checklist, and field notes. Then, the researcher performs actions such as guiding the use of the 'Ting-Ting Game'.

In action 1, the researcher conducts the intervention based on the steps that have been planned. In action 1, the researcher does not use slides. Researchers only use 'Ting-Ting Game' squares. Here are the steps of the 'Ting-Ting Game' without using slides and tables according to levels. The rules of the 'Ting-Ting Game' without using slides are as follows:

1. Pupils are asked to play in pairs.
2. Every student has a 'gundu'.
3. Students must obey the rules of the game:
  - a. Must play in turn
  - b. Can't step on other students' lines and bumps
  - c. You can't step on a plot that has its own 'gundu'
  - d. The thrown 'gundu' must be completely or almost completely on the targeted square.
  - e. Students who fail to comply with the following rules must stop playing and give their turn to other students. And, will play again when his turn starts on the square when cancelled.
4. The teacher can determine the student's turn with a quiz or classroom assessment.
5. There are three levels of the game, namely saying, sounding and writing vowels.

In action 2 and action 3, the teaching uses slides. Here are the rules and steps of the game using slides:

1. Pupils are asked to play by looking at the PowerPoint slides because the plastic pockets will be emptied.
2. Every student has a 'gundu'.
3. Students must obey the rules of the game:
  - a. Must play in turn
  - b. Can't step on other students' lines and bumps
  - c. You can't step on a plot that has its 'gundu'.
  - d. The thrown ball must be entirely or almost wholly on the targeted square according to the picture on the slide.
  - e. Students who fail to comply with the following rules must stop playing and give their turn to other pupils. And he will play again when his turn starts on the square when cancelled.
4. The teacher can determine the pupil's turn with a quiz or classroom assessment.
5. There are three levels of the game, namely saying, sounding, and writing vowels.

During the action, the researcher will use the intervention checklist, T&L observation checklist, and field notes to collect data. After the intervention, a post-test will be implemented to test the effectiveness of the 'Ting-Ting Game' in improving vowel skills. After the action, the data recorded using the instrument will be analysed (refer to table has given on full research). Finally, complete report writing is constructed.

The pre-test is the main instrument to answer the first research question. In addition, the results and analysis of the pre-test were also compared with the results of the post-test, the post-test was analysed to prove the improvement in the mastery of the Malay language vowel skills among the remedial students. The post-test analysis is the main instrument to answer the second research question. Analysing the study participants' worksheets is vital to compare the work results before and after the study and support checklist instruments and field notes to answer the research questions. The researcher also uses pictures as proof of the effectiveness of the study. Table 1 and Table 2 are used to display evaluations and measurements according to the scoring rubric.

**Table 1:** Percentage and Mastery Level Scoring Rubric

Percentage(%)	Level of Mastery
80-100	Very High
60-79	High
40-59	Moderate
20-39	Weak
0-19	Very Weak

**Table 2:** Score, Percentage and Improvement Level Scoring Rubric

Score	Percentage (%)	Level of Mastery
5	80-100	Very High
4	60-79	High
3	40-59	Moderate
2	20-39	Weak
1	0-19	Very Weak

Observations were carried out in three phases: before, during, and after the study intervention. Before the study was conducted, observations were made to identify the main problems in the class. This action is vital so that the research done can benefit all parties. To strengthen this method, every action has been recorded so the researcher can record the observations left behind. The researcher looked at the behaviour, involvement in the class, thinking style, and interest of the students before and after using the ting-ting game in teaching and learning. Therefore, observation was not carried out on remedial students. The main instrument used in the observation of study participants is a checklist. The checklist will be supported by field notes. Based on that observation, the researcher determined the mastery of the students' vowel skills and the theme that represents the student's behaviour toward T&L of vowel skills.

Through non-participatory observation, the increase in mastery of Malay Language vowel skills among students was identified through changes in behaviour, thinking style, involvement and interest. Non-participant observation was done during the pre-test (test before the intervention), during the action and intervention, and the post-test (test after the intervention). This observation also supports the findings of the first, second, and third research questions. In addition to that, the researcher checks the steps every week to always be consistent and focused on the study. In addition to implementing teaching and learning as the main way to make the action research successful. The checklist is used as the main instrument to observe the teacher's teaching skills. Therefore, a structured participatory observation has been done on the teacher's teaching skills and their effect on the students. This participatory observation answers the third research question.

Thematic content analysis is done on the findings through the specified instruments. However, qualitative data is presented in the form of a table and uses figures and pictures. Qualitative data is usually given in its original condition, in the form of words or speech of research participants that are not changed or edited (Norazman

et.al, 2007). To strengthen the discussion results, data display can be displayed in the form of figures and pictures. Creswell (2008) has listed several ways to display data, namely building comparison tables between groups, presenting in the form of diagrams, and building hierarchical tree diagrams. He added that the relationship between the themes is clearly shown in the displayed diagram, and the tree diagram indicates interconnected themes. Indirectly, descriptive analysis is also used.

Apart from that, data analysis uses data triangulation, using various data sources to prove the effectiveness of actions. Othman Lebar (2004) states that triangulation is a valid procedure where researchers use multiple sources of information to form themes or categories in a study. He added that this process uses the lens of a researcher who systematically analyses and organizes data to find common themes and types by eliminating overlap between data information. Therefore, in this study, the researcher went through this process and used various forms of data to verify the report or narrative.

#### 4. Results

The mastery level of study participants in vowel skills before the intervention was at a fragile mastery level. This is proven by the test analysis, which shows that all study participants do not have high scores and indicate a fragile level of mastery. All three participants got a score of 1 out of 5. Based on the analysis of the mastery level checklist, PK1 and PK3 show a moderate level of mastery, while PK2 is at a weak story. Then, the results of the field notes that recorded observations from the aspects of behavior and response to learning showed that there were no positive themes, even negative themes, showing that students' mastery of vowel skills was not encouraging.

**Table 3:** Summary of pre-test and post-test analysis

Test	Vowels					Score	Mastery Level
	a	u	o	i	e		
<b>Participant 1 (PK1)</b>							
<b>Pre</b>	X	X	-	X	/	1/5	Very Weak
<b>Post</b>	-	/	/	X	X	2/5	Weak
<b>Participant 2 (PK2)</b>							
<b>Pre</b>	X	X	/	X	X	1/5	Very Weak
<b>Post</b>	-	X	/	X	-	1/5	Weak
<b>Participant (PK3)</b>							
<b>Pre</b>	X	X	/	X	X	1/5	Very Weak
<b>Post</b>	/	/	/	/	/	5/5	Very High

Based on comparing the pre-post and post-test, only PK3 achieved a very high level of mastery. However, the increase in PK1's mastery of the Vowel skills of Remedial Malay Language is only slight, from a very weak mastery level to weak mastery level. PK3 did not show any improvement. Based on the comparison, the 'Ting-Ting Game's effectiveness is moderate in improving vowel skills.

Overall, based on the analysis of the intervention checklist, field notes, and post-test, the 'Ting-Ting Game' affects the improvement of Vowel skills in the Remedial Malay Language. This is proven when the level of mastery of all participants based on the checklist and field notes is changed to a high level of mastery even though in the post-test, only one study participant answered excellently and showed a high level of mastery. During the intervention, a checklist has been used. Table 4 has shown the summary of vowels level mastery during intervention.

**Table 4:** Summary of Vowels Mastery Level During Intervention

Action (T)	PK1	PK2	PK3
<b>First</b>	Very Weak (9.38%)	Very Weak (3.23%)	Very Weak (18.75%)
<b>Second</b>	Very Weak (81.25%)	High (68.75%)	Very High (93.75%)

<b>Third</b>	Very High (100.00%)	High (75%)	Very High (100.00%)
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Apart from that, the intervention checklist can demonstrate the game's effectiveness. In the first action, all study participants have the same level of mastery of vowel skills, which is very weak. In the second action, all participants have reached a high level of mastery. PK1 and PK3 have a very high level of mastery, while the level of mastery of PK2 is only at a high level. Then, the change in mastery level increased when PK3 and PK1 got 100% and mastered every item in the action intervention checklist. In addition, PK2 increased by 6.25% and mastered two items of the intervention checklist. These changes show that the 'Ting-Ting Game' influences vowel skills. It is proven that the 'Ting-Ting Game' improves vowel skills of the students.

**Table 5:** Summary of Positive and Negative Theme Frequency.

Theme	Participant											
	PK1				PK2				PK1			
	Pre	T1	T2	T3	Pre	T1	T2	T3	Pre	T1	T2	T3
Positive	0	1	2	3	0	2	3	1	0	0	2	4
Negative	6	1	0	0	4	0	0	2	7	2	0	0

The analysis of the field notes also supports the effectiveness of the 'Ting-Ting Game' in increasing the vowel skills of the Malay Language. Before the intervention, many negative themes could be identified based on the field notes. During the intervention, themes with negative elements are decreasing regarding observation of the group or class and individual students or study participants. The change and reduction of negative themes observed and the increase of positive themes indicate that the 'Ting-Ting Game' does have a positive impact. This means that the 'Ting-Ting Game' impacts the Vowel skills of the Remedial Malay Language, not only in terms of mastery or achievement but also in the classroom atmosphere.

In addition, teachers' teaching skills in Remedial Malay Language vowel skills are also improved through reflection. Reflection of teachers' teaching skills covers complex aspects of pedagogy. Therefore, only a few aspects need to be analysed to provide transparency in the study findings. The teacher found that the 'Ting-Ting Game' made classroom management more organized and controlled. In addition, the researcher, as a teacher, also found that the fun ting-ting game makes students more interested and motivated to master the Malay vowel skills. However, researchers as teachers need to constantly improve and be careful so that T&L is conducted according to the correct standards.

## 5. Discussion

The 'Ting-Ting Game' that will be conducted has rules that the study participants must follow. The rules will give them an overview, action control, and thinking process about what happens if the rules that have been set fail. Participants in the recovery study also thought about the actions necessary to complete the game and obtain the reward. Thoughtful actions can lead to a compulsion to understand and remember what is seen, spoken, heard, and written, in addition to the process of continuous repetition and reinforcement that will be done in the game to increase memory and understanding of vowels. Remedial students who involved as study participants enjoy playing and making the process of imagination, concept building, and perception through the 'Ting-Ting Game', which has been used as an intervention tool. With the combination of information and communication technology, study participants receive more varied stimuli. The intervention that has been carried out has benefits for the study participants and the researcher. This intervention not only realizes the student's development but changes the researcher's pedagogy by providing meaningful learning to pupils, as contained in the New Narrative of Educational Practice.

Noriati A. Rashid et.al. (2016), state that children with learning disabilities are students who face deficiencies in intellectual abilities and low academic achievement in one or more aspects, such as oral, comprehension, listening, writing, reading skills, problems calculating and reasoning in mathematics or spelling. Noriati et.al (2016) argue again that such children need different teaching and modifications for specific learning problems. Researchers as teachers need to modify teaching methods to help them in the classroom. The 'Ting-Ting Game' is one of the ways to change teaching methods to help rehabilitation students recognize the vowel letters well.

This 'Ting-Ting Game' provides new ideas and activities in the learning and facilitation of Malay Language acquisition. This intervention has provided variety to remedial students in overcoming their areas of weakness, especially in vowels.

Noriati A. Rashid (2016), again, stated students who have problems in learning need help learning abstract concepts and terms. Therefore, teachers can modify direct teaching about concepts and terms for regular students to concrete teaching by providing concrete objects or events that allow students to touch, hear, and smell when the teacher explains orally. Thus, this 'Ting-Ting Game' has provided activities that stimulate the senses and psychomotor rehabilitation students, such as jumping, touching, writing, and listening. Although vowels cannot be made concrete, this intervention can turn abstract learning into more substantial, fun, and meaningful learning. In addition, the direct repetition process when using this intervention has made students more sensitive and remember what is said, sounded, and written.

According to Faridah Nazir et. al. (2015), exposure and involvement in various types of experiences are significant for children, especially among primary school students. They learn through self-learning, which is more satisfying and a unique experience. This process touches the students' aesthetic feelings and creativity. These things can be achieved through various activities that encourage children to use their senses through their own imagination, perception, and conception process. In the early stages of children, they will experience the process of intellectual, physical, spiritual, and emotional development. At this stage, children like to question, explore, and experiment. When they are 4 to 9 years old, they can spin, press, knead, roll, and so on. This activity is suitable for training gross motor and satisfactory motor growth.

## 6. Conclusion

Students who have problems learning need help learning abstract concepts and terms (Noriati A. Rashid 2016). Therefore, teachers can modify direct teaching about concepts and terms for regular students to concrete teaching by providing concrete objects or events that allow students to touch, hear, and smell when the teacher explains orally. Thus, this 'Ting-Ting Game' has provided activities stimulating students' senses and psychomotor rehabilitation, such as jumping, touching, writing, and listening. Although vowels cannot be made concrete, this intervention can turn abstract learning into more substantial, fun, and meaningful learning. In addition, the direct repetition process of this intervention has made students more sensitive and remember what is said, sounded, and written.

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