

**EFFECTIVENESS OF THE TECHNIQUE JAPETRAN “O” AND JAPEINTRAN “XO”
IN ORDER TO IMPROVE VERB MASTERY IN IBAN LANGUAGE WITH THE HELP
OF THE TALKING TOM INTERACTIVE MULTIMEDIA AMONG LEVEL TWO
PRIMARY SCHOOL STUDENTS**

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ABSTRACT

This study was conducted to identify the effectiveness of animated video application as a tool to teach students in mastering the verb of Iban Language subjects. A total of 30 Iban and Baketan from three classes in a primary school in rural area in Kapit, Sarawak were involved in the study using a Quasi- experimental design. These students were divided into two groups; the treatment group was taught using the tool approach and the controlled group was taught with the conventional approach. The research instrument uses pre and post tests as well as questionnaires. The collected data were analysed and examined using t-test using Statistical Package for the Social Science (SPSS) Version Ninja. The difference between the treatment group and the control group with $t\text{-value}=1.45$, $p<0.10$ (0.340). The results of the study showed that students were able to master the verb in Iban Language using technological methods and non-technological methods. Students' motivation towards learning Iban verb during the application of Talking Tom was high with a mean value of 5.35. Animated video application is able to increase students' motivation towards learning.

Keywords: Technique Japetran “o” And Japeintran “xo”, Verb Mastery In Iban Language, Talking Tom Interactive Multimedia, Level Two Primary School Students.

1. INTRODUCTION

In today's education system, which is rapidly undergoing changes, we can see the implementation of teaching techniques and methods based on the use of technology that have been introduced. Crowell (1971), in the Encyclopedia of Education, states that Educational Technology is a combination of people, equipment, techniques, and events aimed at having a positive impact on education. Uhwin Derek (1976), in Applying Educational Technology, emphasizes that technology in education is the use of modern skills and techniques in training needs, which includes learning facilities that utilize the environment to the extent that it fosters learning.

Therefore, this study is interesting as we will be able to see the effectiveness of the use of the Talking Tom application in enhancing the effectiveness of the JaPeTran "o" and JaPeIntran "xo" techniques in improving the mastery of Iban verbs among Year Two primary school students. Consequently, the researcher will explain this study in more detail in Chapter One, which will discuss the effectiveness of the JaPeTran "o" and JaPeIntran "xo" techniques in aiding the mastery of Iban verbs among Year Two primary school students. This study involves students from Year 4, 5, and 6 in a school located in the Kapit district.

JaPeTran "o" explains that Japetran or Jaku Pengawa Transitif has an object, while "xo" describes Japeintran or Jaku Pengawa Intransitif, which does not have an object. In Malay, Japetran and Japeintran refer to Transitive Verbs and Intransitive Verbs, respectively.

Based on the issues that have been arisen, a formula has been created and named as JaPeTran "o" and JaPeIntran "xo" techniques, utilizing the interactive multimedia of The Talking Tom to assist students who are struggling to explain the meanings, provide examples, and identify Transitive Verbs and Intransitive Verbs in the Iban language, particularly for second-level primary school students.

Objectives of The Study

This study aims to examine whether the mastery of second-level students, taken as a sample for the study, will improve in mastering verbs in the Iban Language subject after using the JaPeTran "o" and JaPeIntran "xo" techniques with the aid of The Talking Tom interactive multimedia, compared to a group of students using traditional teaching and learning approaches.

Objectives of The Study

This study aims to:

- i. Identifying the factors of students' difficulties in Transitive Verbs and Intransitive Verbs.
- ii. Elaborating on the use of the JaPeTran "o" and JaPeIntran "xo" techniques helps students to tackle problems related to transitive and intransitive verbs.
- iii. Analysis of the effectiveness of the JaPeTran "o" and JaPeIntran "xo" techniques in enhancing students' mastery of transitive and intransitive verbs.

Research Question

What are the factors affecting students' difficulties with Transitive and Intransitive Verbs? How do the JaPeTran "o" and JaPeIntran "xo" techniques help students to overcome problems with Transitive and Intransitive Verbs? To what extent can the JaPeTran "o" and JaPeIntran "xo" techniques help students with issues related to Transitive Verbs and Intransitive Verbs?

Research Hypothesis

The hypothesis that would like to be proven in this study include:

i. Ho1

There is no significant difference between the mean score of the pre-test and the mean score of the post-test for the experimental group.

Ha1

There is a significant difference between the mean score of the pre-test and the mean score of the post-test for the experimental group.

ii. Ho2

There is no significant difference between the mean score of the pre-test and the mean score of the post-test for the control group.

Ha2

There is a significant difference between the mean score of the Pre-Test and the mean score of the Post-Test for the Control Group.

Scope And Limitations of The Study

The study to be conducted will encompass a school in Kapit District. The school was chosen based on the aspects of facilities and relatively complete infrastructure. All students have taken the Iban Language subject. The sample in this study consists of second-level students, specifically students from Year 4, 5, and 6, totalling 30 individuals overall.

Research Framework

This study aims to develop a suitable and interactive technique to support the teaching and learning process of mastering the verb aspects of the Iban language. In this study, the researcher was interested in choosing the ADDIE Model as a systematic approach in developing the Talking Tom Software. The development of the Talking Tom software involves five phases based on the ADDIE Model: Analysis, Design, Development, Implementation, and Evaluation. (Evaluation). Branch (2009) has explained the ADDIE Model as a fundamental process in the development of effective learning resources that can be implemented in educational systems and other learning contexts. The fundamental principle of ADDIE is that all planned activities are aimed at guiding students as they build knowledge within the learning space. This model is an interactive teaching model, and through this approach, the review process can occur at every phase, which helps the researcher to revisit the involved phases for improvements. This review process is carried out repeatedly until a draft is produced.

Factors In Mastering The Japetran "O" And Japeintran "Xo" Techniques In The Mastery Of Iban Language Verbs With The Assistance Of Talking Tom Interactive Multimedia

The mastery of Iban verbs through the JaPeTran "o" and JaPeInTran "xo" techniques can be enhanced with the help of interactive multimedia such as the Talking Tom application to address Question, which is what factors contribute to students' difficulties in mastering Transitive and Intransitive Verbs. Most students who struggle with mastering Iban language verbs do so because they have not yet acquired reading skills. In addition, students also face issues with a lack of understanding of the questions posed when the teacher explains a certain topic. The issue of students being less interactive is due to their preference for communicating in their mother tongue, as most of the students in the study area belong to the Baketan ethnic group.

The Results Of The Effectiveness Of The Japetran "O" And Japeintran "Xo" Techniques In Mastering Verbs In The Iban Language Using Interactive Multimedia Talking Tom.

The data in this section is to answer the research questions, (ii) How do the JaPeTran "o" and JaPeIntran "xo" techniques help students overcome problems with Transitive Verbs and Intransitive Verbs?, (iii) To what extent do the JaPeTran "o" and JaPeIntran "xo" techniques help students with issues related to Transitive Verbs and Intransitive Verbs? The school was chosen based on its fairly complete facilities and amenities. All students have taken the Iban Language subject. The sample in this study consists of second-level students, specifically students from Year 4, 5, and 6, totalling 30 individuals overall. The selected respondents based on the assessment to be conducted are regarding the use of the Japetran "o" and Japeintran "xo" techniques with the assistance of the Talking Tom interactive multimedia among Year Two students. The results from the samples obtained from the respondents have truly reflected the effectiveness of this technique.

Results From Japetran "O" And Japeintran "Xo" Techniques

The purpose of producing the JaPeTran "o" and JaPeIntran "xo" techniques is to serve as a method for teaching the mastery of Iban language verbs. In addition to that, it is also implemented to enhance students' achievements through the acquisition of Iban verbs via a systematic nurturing process of mastering various verbs. Students feel happy, can develop their imaginative creativity, foster an interest in learning Iban, and are more motivated to continue learning verbs and vocabulary in the Iban language. Meanwhile, the physical features, illustrations, and coloured text presented in the form of a colourful and engaging multimedia presentation will provide an experience through moving illustrations and help teachers to diversify their teaching activities. This aligns with the natural characteristics of students who enjoy engaging and colourful presentations that can capture their interest in learning. This technique was developed in two forms: delivery through animated Canva presentations and also through the Talking Tom app, which is used as a tool to make students more interested in articulating new words they have acquired.

The text and animation presentation of this application were developed according to the methodology proposed by Alias and Norazman (2000), integrating graphic elements and colored text as suggested by Clay. (1991). The development of this technique and application also takes into account the principles of mastering reading skills proposed by the Iban Language Curriculum, which ensures that students can master and read short stories in the Iban language by the end of their schooling. The illustration that has been painted has been edited using Canva software.

Development Of Multimedia Software Applications Using Canva For The Japetran "O" And Japeintran "Xo" Techniques

The development of the Japetran "O" and Japeintran "Xo" application software using Canva is based on the methodology proposed by Schaefermeyer (1990) with the guidance of the seven systematic steps by Fitzgerald, Bauder, and Werner. (1992). The development of applications in multimedia form is designed using Canva software to edit a combination of text, graphics, animations, and sound. Adobe Photoshop CS4 is used as an addition for editing graphics, Sonic Foundry Sound Force 10.0 is used for mixing audio and sound, and Macromedia Flash CS has been used as supporting software that Studio 9.0 is used alongside Animation Factory software. Ulead Video Studio 12.0 is used for editing montage videos that heavily involve audiovisual elements such as music and sound. The researcher only distributed copies of this application via WhatsApp to teachers who wish to utilise it.

Analysis of Content Validity

This section presents the findings of teachers' views on the suitability of the Content Outline with the Iban language curriculum and the Teaching and Learning (PdPc) of the Iban language. Teachers involved in the field of Iban language instruction were selected to respond to the questionnaire related to the JaPeTran "o" and JaPeIntran "xo" instruments. Analysis of the decision on the Content Validity Test of the JaPeTran "o" and JaPeIntran "xo" techniques obtained is at the level of $\alpha=0.867$. According to Alias (1999), $\alpha=0.867$ is a good and acceptable level. Additionally, according to Sidek (2002), the acceptable value is from $\alpha=0.85$ to $\alpha=9.0$. According to the analysis, the descriptive analysis shows that the evaluators have expressed 'agreement' with almost all items.

The analysis of the content validity test items for the JaPeTran "o" and JaPeIntran "xo" techniques is presented in the table below.

Table 1: Item Reliability

Item Type	Cronbach Alpha Value based on Standardized Items	Number Of Items
Instrument for the JaPeTran "o" and JaPeIntran "xo" technique test	0.867	15

Item Type Cronbach Alpha Value based on Standardized Items Number Of Items
Instrument for the JaPeTran "o" and JaPeIntran "xo" technique test 0.867 15

Intervention Module Test Results

Testing was conducted from January 2024 to March 2024 involving 30 primary school student respondents. The respondents consist of two experimental groups and two control groups among students at the Nanga Merit national school. The schools have been selected based on similarities in aspects of location and environment, facilities, school grade, and the number of students. The number of male and female students, early educational background, and family income background cannot be equated. To obtain a fair and unbiased comparison between Control Group A and Control Group B with Experiment Group A and Experiment Group B in the post-test, the significance level of the comparison was analysed using Analysis of Covariance. (ANCOVA). The ANCOVA test is conducted to avoid making biased and incorrect comparisons due to differing means at the pre-test level. Post-test data was analysed using the ANCOVA method, and the pre-test data was used as a covariate. The ANCOVA method is used when the groups are not equivalent at the beginning of the study. Table 4.6 shows that the statistical results of the ANCOVA test are $F[5]=p0.000<0.15$. This means that there is a significant difference between the mean scores of the pre-test and post-test among all respondents.

Study on The Skills of Mastering Future Tense Verbs

The findings of this study provide a summary of the efforts to conduct related research in the future. This finding supports the proposal by Rohizini and Hazri (2009) who suggested that teachers and parents should expose students to various types of quality reading materials, including pictures, songs, adventures, mysteries, fantasy, puzzles, science, and so on, to make reading a valuable experience for students. This proposal needs to be expanded to include studies by all educators who care about efforts to enhance students' mastery of verbs. Minority students today must at least master the basic reading skills, especially verbs in the Iban language, because today's generation is the one that will continue the struggle to empower and elevate the Iban language.

Implications of The Study

The research findings indicate that the Japetran "o" and Japeintran "xo" techniques, supported by the Talking Tom Interactive Multimedia in the teaching and learning of Iban verb mastery, are effective innovations in enhancing the basic skills of verb mastery among Level Two students. The

techniques developed in this study are greatly needed by teachers who teach the Iban language. The provision of texts and coloured illustrations, along with audio visual materials, encourages learning that stimulates students' senses. The needs of the learning process require teachers to provide a variety of learning resources and aids to maintain students' interest and enjoyment. The development of the Japetran "o" and Japeintran "xo" techniques, assisted by the Talking Tom interactive multimedia in the teaching and learning process of mastering Iban verbs, will complement the understanding process, reduce the learning burden on students, and diversify the pedagogical practices of teachers. The findings of this study have implications for many matters that should provoke reflective thinking among the relevant parties. The findings of this study have implications for the need for multimedia software development and teachers' readiness.

2. CONCLUSION

The application of the Japetran "o" and Japeintran "xo" techniques using the Talking Tom interactive multimedia in the teaching and learning of Iban verb mastery is an initiative aimed at enhancing the level of proficiency in the Iban language. His success serves as a catalyst for producing the people of Sarawak who are proficient in standard language, knowledgeable, skilled, virtuous, responsible, and capable of achieving personal well-being.

For that purpose, a research incentive program involving innovation development needs to be established. Research involving the testing of learning software for school students needs to be conducted to examine the effectiveness of multimedia software on learning at the primary school level. The impact of using visual imagery strategies applied in this technique among primary school students. The use of this technique can increase the percentage of students who are able to read and understand by the ninth month of the school session.

The formulation and suggestions presented through this study are hoped to provide a new perspective towards making the Iban language subject more dynamic in navigating various processes of change, development, and challenges. Teachers need to take proactive steps to identify problems and difficulties, as well as optimistically implement solutions through various alternatives to help students master verb skills.

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