

The Effectiveness of Kadazandusun Language Teaching and Learning Methods among Primary School Language Teachers in the Ranau Sabah District

Julita Norjietta Binti Taisin^{a*}, Minah Sintian^b, Chemaline Anak Osup^c,
^{a,b,c}Faculty of Languages and Communication Universiti Pendidikan Sultan
idris 35900 Tanjong malim Perak, Malaysia, Email:
^{a*}norjietta@fbk.upsi.edu.my

The aim of this study is to identify the effectiveness of the Kadazandusun language teaching and learning methods among the primary school teachers who specialise in this language. This study focuses on a systematic teaching approach by applying various teaching techniques and strategies during the teaching and learning process. It places emphasis on teaching and learning techniques such as dialogues, acting, drilling, singing, demonstration and games. 75 Kadazandusun language teachers from various primary schools in the district of Ranau Sabah, who had taught the language, were involved in this study. The descriptive review method was used as the research design, whereby a questionnaire with 30 items and inferences using the SPSS 23.0 application was prepared. The statistical tools used to analyse the data are mean and standard deviation. As a whole, the result of the study shows that the degree of acceptance regarding the teaching methods used is positive with an overall mean of 3.05. Although the overall result is positive, teachers need to attempt to integrate the Learning Model while using resources or materials. This includes classroom management; especially in the improvement of teaching and learning, as well as reducing the burdens of teachers. Several suggestions were brought forward in order for the improvements to occur.

Key words: *Method, Technique, Strategies, Teaching and Learning and Kadazandusun.*



Introduction

The evolution of the current education curriculum from the traditional one, followed by a range of perspectives of the modern curriculum, has widely affected the implementation of approaches, strategies, methods and techniques of teaching and learning among teachers. However, there are many doubts regarding the effectiveness of strategies, methods and approaches used towards the achievements, interest and students' behaviour regarding a particular subject. In addition, there are differences in the intelligences, interest, attitudes and abilities among students. This creates issues of learners not being interested in certain subjects taught by teachers.

Meanwhile, the Kadazandusun language has many purposes in the Malaysian education system, especially in Sabah. Among them, is the ability of students taking the subject to communicate well; to appreciate and practice values, positive attitudes and patriotism and to love the country, besides continuing the Kadazandusun cultural legacy in line with the Malaysian education (Norjietta Taisin, 2012). Thus, it is undeniable that the teachers' knowledge and teaching methods could influence the students' learning patterns in regard to the teaching and learning of the Kadazandusun language.

The role of teachers in determining methods, strategies, and teaching and learning techniques is very important. The method is a platform which can stimulate students' interest. Thus, teachers are encouraged to strategically arrange and plan their teaching and learning activities. This is especially important in choosing and adapting teaching materials, as well as classroom management (Solis, 2009).

Various prior studies were used as guidance for this study. Although the flaws of previous studies were not directed towards the Kadazandusun language teaching, they provide an early idea regarding the teaching and learning of the language. In particular, this is from the aspects of approaches, methods, strategies and techniques.

Study Objective

The objective of this study is to identify the effectiveness of the Kadazandusun language teaching and learning methods used by primary school teachers teaching the language.

Problem Statement

The lack of studies regarding the Kadazandusun language is also a cause for many issues going unnoticed by certain parties; like the Curriculum Development Centre as the designer and drafter of the Kadazandusun language teaching policies. The existing Kadazandusun



language teachers also teach other subjects such as Malay Language, English Language, Science, Visual Arts and Mathematics, among others. These teachers, who belong to the Kadazandusun ethnicity, are instructed by the school to teach the language. Indeed, this situation has created a few constraints from the aspects of approaches, methods, strategies and the teaching and learning techniques. This is supported by the study of Magdeline anak Nor (2008); all the Iban language teachers in Sarawak's secondary schools who were not specialised in the language (Ethnic Languages Unit, 2010) found that their curriculum teaching knowledge is influenced by their respective disciplines.

According to Abdul Raof (2008), effective teaching combines various teaching activities involving strategies, approaches, methods and techniques. Azman Wan Chik (2007) mentions that techniques are actions which could be observed in a classroom. If a teacher teaches language using sophisticated communicative gadgets in the language room, it is considered a technique. Thus, teachers should apply various techniques to motivate students during teaching and learning sessions.

Hussain Othman, *et.al.* (2008) mentions that the Problem Based Learning method (PBL) is in line with the individual development of students' skills. Through this method, students are given a problem regarding the subject that they are taking. They have to look for solutions within the time frame given with their group members. Teachers act as facilitators to guide students to ensure that they do not deviate from what has been learnt. Teachers and students provide assumptions and skills while giving priority for both teaching and learning processes.

However, each teaching and learning method will provide a different kind of impact to students. Therefore, every teacher should have a wide range of teaching methods in order to avoid students from being bored or able to understand the contents delivered. This statement is supported by LN Thut and J.R. Gerberich in Ishak Baba (2009), *Foundations of Methods in Secondary Schools*. Being an expert in only one teaching method does not guarantee a teacher to be able to handle all kinds of teaching and learning problems. This is because there is not one approach which can be considered as the best from all aspects and at all times. Therefore, knowing only one teaching technique or limiting the application of certain teaching methods will affect the efficiency and effectiveness of teachers in delivering any knowledge to students. This will impact the learners' learning process negatively.

Methodologies

This study is conducted in quantitative form to learn the effectiveness of teaching and learning methods of the Kadazandusun language by teachers whom teach the language. The study data was collected through questionnaires. This is a suitable method to learn someone's behaviour (Mohd. Najib, 2003). The study samples consist of primary school Kadazandusun



language teachers in the Ranau District. Information collected from questionnaires is analysed using the *Statistical Package for Science Social (SPSS 23.0)*. Both mean analysis and standard deviation techniques are applied to process and analyse the study data to obtain the study results.

This study was conducted using questionnaires administered by the researchers themselves and by visiting the schools involved. The assistance of the Headmasters, Senior Assistants and the Kadazandusun language panel heads were sought to distribute the questionnaires to the involved respondents. The study respondents are the teachers who teach the Kadazandusun language.

In this study, the highlighted behaviourism theory is summarised overall as a support for the effectiveness of the methods applied by the teachers in teaching the Kadazandusun language. The application of various techniques such as simulation, drilling, story-telling, role-play and others, clearly proves that learning took place through behavioural changes. This is based on the behaviourism theory.

To obtain the instruments' reliability index of this study, the researchers conducted an earlier pilot study on the instruments. The research instruments of this study were built by the researchers themselves and after analysing the various parts of instruments of many other researchers. The *Cronbach Alpha* (α) is used to test the internal consistency of the questions built. The results of the test show that the value of *Cronbach Alpha* is between 0.71 to 0.91. This value shows that the questionnaire is suitable for study purposes. The minimum reliability coefficient value of 0.60 is often used as the foundation to determine the trustworthiness of a questionnaire in a study (Mohd.Majid Konting, 2000).

Findings

Data analysis of the effectiveness of the Kadazandusun language teaching and learning methods among the Kadazandusun language teachers is shown below.

Item	Statement Item	Mean	Standard Deviation	Level
1	I use the drilling technique in order for my students to further understand the contents based on the suitability of learning objectives.	3.12	0.656	High
2	I use the story-telling technique (involving cognitive, affective and psychomotor) because it facilitates the delivery of lessons.	3.13	0.664	High

3.	I apply the language game techniques in my teaching to attract students' attention.	3.16	0.678	High
4	I apply the teaching methods based on objectives with teaching steps (set induction, implementation and conclusion).	3.00	0.753	High
5	I am prepared to use approaches such as behaviourism, cognitive, constructivism, and others in my teaching and learning sessions.	2.98	0.647	High
6	I use the demonstration technique in every lesson to retain students' attention.	2.95	0.751	High
7	I use student, teacher, and material centred strategies to achieve my teaching objectives.	3.06	0.604	High
8	I am able to manage my class using various teaching methods.	3.08	0.730	High
9	I am able to attract students' attention by applying various traditional methods in teaching.	3.05	0.675	High
10	I am able to convince my students through the application of various teaching methods for behavioural changes (learning).	3.02	0.770	High
	Average	3.054	0.491	High

The results shown in the table above indicate an overall mean of 3.054 for the effectiveness of teaching and learning methods of the Kadazandusun language among the teachers who teach the language. The mean value, which nearly reaches 3.10, proves that the teaching methods are showing positive signs, although not more than 3.50. On the other hand, an overall mean value of less than or not reaching 3.00 indicates a negative feedback.

The findings of this study are in line with the need to implement an up-to-date educational system. Ee Ah Meng (1994) explains that methods are a series of continuous action by a systematic teacher with the aim of achieving specific objectives in the short term, during a lesson. Methods also lead to organisation. Therefore, teaching methods are inclusive of ways to approach an objective with organised or orderly steps.

Referring to item 1, the mean value of 3.12 indicates that students understand the content better through the application of the drilling technique in teaching. The drilling technique emphasises on repetition in order for students to understand well, especially the weaker ones. This agrees with the study by Zainora Mohd Man (2005) in the teaching of the Malay language at SK Perian Pahang. The study found that students were unable to answer their examinations well due to a weakness in their reading skills. Six students from Year 5 were selected. Based on the pre-test and post-test assessments, the teacher identified that the



students were not able to read the words provided. However, after being provided with drilling practises, nearly all the students could answer fluently. 91.6 per cent of the words were mastered by the six students. This clearly indicates that the drilling technique does contribute towards students' achievements.

In accordance with this, a study by the Malay Language Panel of SRJK Tamil Gadong Tanjung Sepat (2008) found that the method of the drilling technique increases the mastery of reading skills in the Malay Language. Twelve students from Year 2 and Year 2 were chosen for the study. The aim of the study was to alter the current teaching approach of introducing syllables with an improved method. The findings revealed that there was a 10 per cent increase in the students' passing rate compared to the previous results.

Based on the overall findings, it was found that the constructive effectiveness of methods is closely related to the behaviourism theory. It states that drilling in learning is reinforced. Repeated practices are the feedbacks of certain stimulations. Drilling should be undertaken meaningfully to avoid boredom. Reinforcements can be continued by teachers by utilising materials in the language room. A learning model has been forwarded by behaviourism for this matter: reinforced practices through > Learning > Change of behaviour (Kamarudin Hj Husin 2008).

Thus, researchers assume that respondents have attempted to use approaches, strategies, methods and techniques in teaching and learning, even though there were a few constraints faced. This includes factors such as students came from various levels of mastery, teachers lacked in the approaches of devising teaching and learning, and others.

Suggestions

This study found that the effectiveness of teachers in applying the teaching and learning methods of the Kadazandusun language is at a high level. This is because students are assisted to master grammar usage, sentence constructions, writing essays and speaking fluently in the Kadazandusun language. The ability of the teachers in mastering the approaches, strategies, methods and techniques has contributed to a positive teaching attempt. Creativity of teachers to diversify activities attracts the students interests, motivates them and results in changes in their behaviour. However, teachers should not focus just on drilling, story-telling, or language games in implementing classroom activities.

Suggestions for the Kadazandusun Language Teachers

It is suggested that the teachers use the imperative drilling method, which emphasises importance to demonstrations and practices for students to master language well and



perfectly. This can be done through speaking and pronunciation practices. Authentic teaching aids, such as newspaper cuttings, audio visuals and graphic materials, should be made into additional copies. In addition, outside classroom activities should be included as a part of the Kadazandusun language learning activities.

Suggestion to Schools

In-service courses could be provided for teachers involved because there is a lack of Kadazandusun language teachers. For instance, a teacher of a different speciality — such as Moral Education, Music, Science or Mathematics — can be ordered to teach the Kadazandusun language class since there are no speciality trained teachers available. School administrators should always ensure that Kadazandusun language teachers also use technology in teaching, to be in line with globalisation. This is to enhance teaching by utilising multimedia elements to achieve the teaching objectives.

Suggestions to the Education Ministry , MOE

The Education Ministry also plays an important role in improving the students' excellence and the quality of the Kadazandusun language in Malaysian education. The parties involved in drafting the syllabus and preparing modules should introduce the Kadazandusun language morphology from the beginning stage. This should be a continuous effort until the secondary school stage. They should also ensure that modules are prepared in continuity, thoroughly, in-depth and suitable for the levels of the Kadazandusun language learners. The Education Ministry should take proactive steps by including technology (computer) knowledge in the methods and pedagogical training of teachers.

Suggestions for Further Study

Thus, the study should be highlighted from the following aspects:

- i. Study regarding the effectiveness of teaching theory application in the teaching and learning of the Kadazandusun language.
- ii. Study regarding the differences in teacher, student and material centred teaching methods of the Kadazandusun language.
- iii. Study regarding classroom management influencing the teaching and learning methods of the Kadazandusun language.
- iv. Study regarding resources or teaching materials influencing the teaching and learning of the Kadazandusun language.



Conclusion

The findings of this study conclude that there is a significant contribution towards the development of the Kadazandusun language. The combination of methods used by teachers during the teaching and learning phases, supported by classroom management, especially in teaching preparation and using resources, has provided a balance to achieve twenty-first century teaching. This prepares the students to be competitive, globally. Therefore, teachers should realise the national curriculum aims to produce well-balanced, resilient, inquisitive, principled, ambitious, patriotic students whom have thinking skills, communication skills and are able to work as a team.

Acknowledgment

This paper is based on the research project entitled Keberkesanan Kaedah Pengajaran dan Pembelajaran Bahasa Kadazandusun dalam Kalangan Guru Bahasa Kadazandusun Sekolah Rendah di Daerah Ranau Sabah. The authors would like to extend their gratitude to the Research Management and Innovation Centre (RMIC), Sultan Idris Education University (UPSI) for the University Research Grants (code: 2016-0027-107-01) that helped fund the research.



REFERENCES

- Abdul Raof Dalip .(2008). *Teknik pengajaran dan pembelajaran agama Islam di sekolah menengah*. Bangi: Universiti Kebangsaan Malaysia.
- Azman Wan Chik .(2007) . *Kaedah hayati amali*. Kuala Lumpur Karya Bistari.
- Ee Ah Meng .(2004). *Psikologi dalam Bilik Darjah*. Kuala Lumpur : Fajar Bakti Sdn. Bhd.
- Hussain Othman, *et.al* . (2008). ‘Enhancing Students’ Social Interaction *and Communication Skills Using Project Oriented Problem Based Learning (POPBL) Approach*”, Kertas Kerja International Conference on Communication and Media (iCome 2008), anjuran Universiti Utara Malaysia, 14-16 Jun 2008.
- Ishak Baba .(2009). *Keberkesanan Pengajaran dan pembelajaran dan kaitannya terhadap akademik pelajar UTHM*. Tun Hussien On Malaysia: Geran Penyelidikan Universiti
- Kamarudin Hj.Husin.(2008). *Pedagogi Bahasa Perkeadahan*. Kuala Lumpur : Kumpulan Budiman Sdn.Bhd.
- Magdeline anak Nor. (2008). *Sikap pelajar terhadap mata pelajaran Bahasa Iban dan pertaliannya dengan gaya pengajaran guru*. Kerta Projek Sarjana Pendidikan. Fakulti Pendidikan, Universiti Kebangsaan Malaysia, Bangi.
- Mohd.Najib Abdul Ghafar .(2003). *Reka Bentuk Tinjauan Soal Selidik Pendidikan*. Skudai: Universiti Teknologi Malaysia
- Mohd. Majid Konting .(2000). *Kaedah Penyelidikan Pendidikan*. Edisi ke -5. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Norjietta Julita Binti Taisin. (2012). *Kesediaan Guru Bahasa Kadazandusun Terhadap Penggunaan Pakej Perisian Dalam Pengajaran dan Pelajaran . Satu Tinjauan*. Universiti Pendidikan Sultan Idris :Geran Penyelidikan Universiti.
- Solis, A. (2009). Pedagogical content knowledge: what matters most in the professional learning of content teachers in classrooms with diverse student populations. *Intercultural Development Study Association (IDRA) newsletter*. <http://www.idra.org> [10 Julai 2019].
- Zainora Mohd Man. (2005). *Meningkatkan Kemahiran Membaca Murid Tahun Lima Melalui Latih Tubi*. Kuala Lumpur : Penyelidikan Pendidikan Jurnal IPDA