THE IMPLEMENTATION OF IBAN VOCABULARY MODULE IN I-MMAPS (INTERACTIVE MULTIMEDIA-BASED MOBILE APPLICATION) FOR LEARNING IBAN LANGUAGE

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Prof Dato' Dr.,

LAPORAN AKHIR PENYELIDIKAN THE IMPLEMENTATION OF IBAN VOCABULARY MODULE IN I-MMAPS (INTERACTIVE MULTIMEDIA-BASED MOBILE APPLICATION) FOR LEARNING IBAN LANGUAGE

Merujuk kepada perkara diatas, bersama-sama ini disertakan dua (2) naskah laporan akhir penyelidikan yang bertajuk "The Implementation of Iban Vocabulary Module in I-MMAPS (Interactive Multimedia-based Mobile Application) for Learning Iban Language oleh kumpulan penyelidik dari Fakulti Sains Komputer dan Matematik, Jabatan Sains Komputer.

Sekian, terima kasih.

Yang benar,

KETTY ANAK CHACHIL

Ketua Projek Penyelidikan

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EXECUTIVE SUMMARY

Mobile learning is the next generation of e-learning which utilizes the usage of mobile devices and wireless communication technology in education. Mobile learning is characterized by its potential for learning to be spontaneous, informal, personalized and ubiquitous. The traditional language learning context is experiencing radical changes and challenges as nowadays, language learners are demanding for better and improved access and convenience at lower costs and with the direct application of contents to their environment and needs.

Currently, there is no locally produced mobile application to introduce the Iban language to adult learners. Therefore, this project proposes to enhance the interactive mobile application for learning Iban Language, by creating another module which is the vocabulary module. This mobile application will also serve as a repository for Iban Language that can be used to promote and preserve Iban Language among younger generations. The application consists of two modules, vocabulary and conversations, which incorporate pronunciations and spellings. This application is designed by adapting constructivism learning theory to provide the learners, a different approach in learning Iban Language based on their environments and situations.

The outcome of this research is an enhanced interactive mobile application which includes Iban vocabulary module to attract users to learn the language. The analysis on users' acceptance toward the usage of the application in learning Iban Language, is done by adapting the Unified Theory of Acceptance and Use of Technology (UTAUT)(Venkatesh et al., 2003). Based on the findings, respondents accepted the use of mobile devices and mobile application as a tool to help them to learn Iban Language. They were keen about the prospect of engaging in language learning using the mobile application in any time or place. In addition, they also perceived that the mobile application is easy to use and mobile learning is enjoyable.

CHAPTER 1

INTRODUCTION

1.1 Background

The accelarating developments in technology for teaching and learning such as e-learning and mobile learning offers a wider versatililty in the existing conventional education. Mobile learning offers modern ways to support the teaching and learning process through a variety of mobile devices such as smart phones and tablets. Prior studies showed that the usage of mobile technology has been used to teach the dominant languages, such as English, French, and Mandarin (V. A. Nguyen & V. C. Pham , 2012; Ally, M., Tin, T., & Woodburn, T. ,2011; Edge et al., 2011).

One of the most widely used native languages in Sarawak is Iban Language. The Iban language is spoken by the Iban ethnic, also known as "Sea Dayak", the largest population in Sarawak. Currently the Iban language is now a subject taught in primary and secondary schools throughout the Sarawak state. Thus, this enables the Iban schoolchildren in the state to learn their mother tongue properly and systematically. Additionally , the language is also offered as a diploma and degree course at some teachers training colleges and universities in the country.

The language is currently being taught using the conventional way, which is using textbooks in formal classrooms and the course is only offered to Iban students. The only available means for non-native speakers to learn this language is through informal conversation with the native speakers or to attend foreign language course in universities. Some websites are also developed to introduce basic Iban language to the non-native speakers. But, these websites do not provide the support in pronunciation aspects for the non-native speakers. On this regard, a mobile application, I-MMAPS (Interactive Multimedia-Based Mobile Application) is developed to provide a rich learning environment for non-native speakers (Ketty Chachil, Adeline Engkamat & Adib Sarkawi, 2015).

However, some of the issues affecting learning Iban language effectively among non-native speakers are pronunciation and vocabulary acquisition, which may contribute to poor communication proficiency. Therefore, this research concentrate on the enhancement of I-MMAPS by creating another module, which is the vocabulary module. This module includes the most commonly used Iban words, together with the pronunciation of the words. This enhancement is to enable this application to be a repository for the commonly used Iban