MULTIMEDIA AND ACHIEVEMENT IN TAMIL GRAMMAR LEARNING

ABSTRACT

The objective was to determine the effectiveness of the multimedia package used to improve Tamil grammar among high school students. The researcher used the quasi-experimental approach to collect data on how Tamil grammar proficiency among high school students is affected by multimedia. To choose a sample from the population, the researchers applied a simple random sampling procedure. 44 high school students from Salem District in Tamil Nadu make up the sample. To gather information from the sample, the researcher created and standardized the Achievement in Tamil Grammar questionnaire. Descriptive and differential statistical methods were engaged in this study. The researcher arrived at the conclusion that there was a significant difference between the experimental group and control group in retention test scores on the Achievement in Enhancing Tamil Grammar among high school students due to the delivery of a multimedia package. The findings showed the efficiency of a multimedia package in enhancing Tamil grammar learning among high school students in the experimental group.

Keywords: *Multimedia, Tamil Grammar, High School Students and Achievement*

Introduction

Learning is a lifelong process. It's a procedure that lasts from birth to death; instead of focusing only on the early years, a person learns every month, every day, and every minute. These audio and video components are principally responsible for making language learning an entertaining activity. Testing these components needs to be done with great caution. An effective means of communication is language. Every language has a communicative occupation. Language is the medium via which a person communicates his or her thoughts and feelings to others. It's crucial to convey language-related concepts. Language serves the purpose of transferring thoughts from one person to another. Language-based communication might take place orally or in symbols. The capacity to logically organize words to convey a concept clearly is necessary for written communication. The competence to repeat listening exercises with good audio and video playback, access to audio and video scripts, and the development of a scientific mindset toward language are all requirements.

Statement of the Problem

Teaching with multimedia has a flexible context that may be adapted for usage outside of the classroom as well as within. Teaching a language may also provide a peaceful learning environment that is engaging and entertaining while teaching Tamil grammar. A huge number of students may be reached via multimedia teaching, which concentrates on the guidance of instructors and also utilizes a student-centered approach that uses many models at once. The researchers are looking at how well high school students are learning Tamil grammar when they use multimedia resources.

Objectives of the Study

1. To find out the significant differences between the pre and post-test scores of achievement in Tamil grammar learning among high school

D.JAYASREE
Ph.D. scholar, Department of Education, Periyar University, Periyar Palkalai Nagar, Salem, TamilNadu, India
Dr.K.NACHIMUTHU
Professor and Head, Department of Education, Periyar University, Periyar Palkalai Nagar, Salem, TamilNadu, India.

students through the traditional method for the control group.

2. To find out the significant differences between the pre and post-test scores of achievement in Tamil grammar learning among high school students through the administration of a multimedia package for the experimental group.

3. To find out the significant differences in the post-test scores of achievement in Tamil grammar learning among high school students through the traditional method and multimedia package between control and experimental group.

4. To find out the significant differences between the retention and post-test scores of achievement in Tamil grammar learning among high school students through the traditional method for the control group.

5. To find out the significant differences between the retention and post-test scores of achievement in Tamil grammar learning among high school students through the administration of a multimedia package for the experimental group.

6. To find out the significant differences in the retention test scores of achievement in Tamil grammar learning among high school students through the traditional method and multimedia package between the control and experimental group.

7. To find whether the package used to enhance Tamil grammar learning among high school students is effective.

Hypotheses of the study

1. There is a significant difference between the pre and post-test scores of achievement in Tamil grammar learning among high school students through the traditional method for the control group.

2. There is a significant difference between the pre and post-test scores of achievement in Tamil grammar learning among high school students through the administration of a multimedia package for the experimental group.

3. There is a significant difference in the post-test scores of achievement in Tamil grammar learning among high school students through the Traditional method and multimedia package between the control and experimental group.

4. There is a significant difference between the retention and post-test scores of achievement in Tamil grammar learning among high school students through traditional methods for the control group.

5. There is a significant difference between the retention and post-test scores of achievement in Tamil grammar learning among high school students through the administration of a multimedia package for the experimental group.

6. There is a significant difference in the retention test scores of achievement in Tamil grammar learning among high school students through the traditional method and multimedia package between the control and experimental group.

Methodology of the Study

The benefit of the quasi-experiment approach is that it makes it possible to comprehensively and in-depth understand the issues from all angles. As a result, the researcher used the quasi-experimental approach to obtain data on the impact of multimedia on high school students' Tamil grammar learning. When choosing a sample from the population, the researcher utilized a simple random sampling procedure. 44 high school students from Salem District, Tamil Nadu, who are enrolled in secondary school make up the sample. To gather information from the sample, the researcher has created and standardized the following research tool. Data was collated before being statistically evaluated with descriptive and differential analysis.

Testing of Hypotheses

Hypothesis 1 : There is a significant difference between the pre and post-test scores of achievement in Tamil grammar learning among high school students through the Traditional method for control groups.

Table 1

Significance of Difference between the pre and post-test of achievement in Tamil grammar learning among high school students through Traditional method for control groups

Control Group	N	Mean	S.D.	r value	t value	P value	Remark
Pre-test	22	7.14	1.81	0.84	37.51	0.01	S
Post-test	22	21.82	3.08				

S – Significant at 5% level

From the above table 5, since p values are 0.01 is lesser than the table value at 0.05 so the null hypothesis rejected at 5% level of significance. Hence, there is a significant difference between the pre and post-test scores of achievement in Tamil grammar learning among high school students through the Traditional method for control groups.

Hypothesis 2 : There is a significant difference between the pre and post-test scores of achievement in Tamil grammar learning among high school students through the administration of multimedia packages for experimental groups.

Table 2

Significance of Difference between the pre and post-test of achievement in Tamil grammar learning among high school students through administration of multimedia package for experimental group

Experimental Group	N	Mean	S.D.	r value	t value	P value	Remark
Pre-test	22	7.82	1.65	0.76	79.01	0.01	S
Post-test	22	26.36	1.5				

S – Significant at 5% level

From the above table 5, since p values are 0.01 is lesser than the table value at 0.05 so the null hypothesis rejected at 5% level of significance. Hence, there is a significant difference between the pre and post-test scores of achievement in Tamil grammar learning among high school students through the administration of a multimedia package for the experimental group.

Hypothesis 3 : There is a significant difference in the post-test scores of achievement in Tamil Grammer learning among high school students through the Traditional method and multimedia package between the control group and the experimental group.

Table 3

Significance of Difference in the post-test of achievement in Tamil grammar learning among high school students through Traditional method and multimedia package between the control group and experimental group

Post Test	N	Mean	S.D.	r value	t value	P value	Remark
Control	22	21.82	3.08	0.31	7.17	0.01	S
Experiment	22	26.36	1.50				

S – Significant at 5% level

From the above table 5, since p values are 0.01 is lesser than the table value at 0.05 so the null hypothesis rejected at 5% level of significance. Hence, there is a significant difference in the post-test scores of achievement in Tamil grammar learning among high school students through the Traditional method and multimedia package between the control group and the experimental group.

Hypothesis 4 : There is a significant difference between the post and retention test scores of achievement in Tamil grammar learning among high school students through the Traditional method for the control group.

Table 4

Significance of Difference between the post and retention test scores of achievement in Tamil grammar learning among high school students through Traditional method for control group

Control group	N	Mean	S.D.	r value	t value	P value	Remark
Retention test	22	13.5	5.22	0.89	13.76	0.01	S
Post-test	22	21.82	3.08				

S – Significant at 5% level

From the above table 5, since p values are 0.01 is lesser than the table value at 0.05 so the null hypothesis rejected at 5% level of significance. Hence, there is a significant difference between the post and retention test scores of achievement in Tamil grammar learning among high school students through the administration Traditional method for the control group.

Hypothesis 5 : There is a significant difference between the post and retention test scores of achievement in Tamil grammar learning among high school students through the administration of multimedia packages for the experimental group.

Table 5
Significance of Difference between the post and retention test scores of achievement in Tamil grammar learning among high school students through administration of multimedia package for experimental group

Experimental Group	N	Mean	S.D.	r value	t value	P value	Remark
Retention test	22	25.05	1.76	0.95	10.89	0.01	S
Post-test	22	26.36	1.50				

S – Significant at 5% level

From the above table 5, since p values are 0.01 is lesser than the table value at 0.05 so the null hypothesis rejected at 5% level of significance. Hence, there is a significant difference between the post and retention test scores of achievement in Tamil grammar learning among high school students through the administration of multimedia package for the experimental group.

Hypothesis 6 : There is a significant difference in the retention test scores of achievement in Tamil grammar learning among high school students through the Traditional method and multimedia package between the control group and the experimental group.

Table 6
Significance of Difference in the retention test scores of achievement in Tamil grammar learning among high school students through Traditional method and multimedia package between the control group and experimental group.

Retention Test	N	Mean	S.D.	r value	t value	P value	Remark
Control	22	13.5	5.22	0.21	10.51	0.01	S
Experiment	22	25.05	1.76				

S – Significant at 5% level

From the above table 5, since p values are 0.01 is lesser than the table value at 0.05 so the null hypothesis rejected at 5% level of significance. Hence, there is a significant difference in the retention test scores of achievement in Tamil grammar learning among high school students through the Traditional method and multimedia package between the control group and the experimental group.

Conclusion

The data analysis result reveals that the Multimedia usage enhances the ability of learning Tamil grammar among high school students.

The study's findings showed the effectiveness of multimedia packages in helping high school students to learn Tamil grammar. Through additional cooperative activities using a digital learning medium, the instructor can also generate shared experiences for the entire class. When teachers treat their students with respect, students are more likely to have a good attitude regarding their language, fostering a favorable environment that can aid in all students' learning.

References

1. Cheng, Y. H., Cheng, J. T., & Chen, D. J. (2012). The effect of multimedia computer-assisted instruction and learning style on learning achievement. WSEAS transactions on information science and applications, 9(1), 24-35.

2. Liu, Q. X., & Shi, J. F. (2007).An Analysis of Language Teaching Approaches and Methods--Effectiveness and Weakness. Online Submission, 4(1), 69-71.

3. RevathiSubashini. S. & Singaravelu. G. (2016).Impact of Multimedia Package in Learning PagupadaUruppukal in Tamil Grammar. International Journal of Pedagogical Studies (IJPS), 4(1), 10-12.

4. Richards, Jack C.; Theodore S. Rodgers (2019). Approaches and Methods in Language Teaching. Cambridge UK: Cambridge University Press. ISBN 0-521-00843-3.