

Effectiveness of Multimedia Package in Learning Vocabulary in Tamil

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Introduction

Learning vocabulary is essential to develop communicative skill of any language and it is a backbone of the language. To develop Tamil language, young learners should acquire thousand vocabularies. Present methods of teaching vocabulary in Tamil are not fruitful to the young learners to improve their competencies in vocabulary of Tamil. Special innovative method can be supported to the young learners acquiring more vocabularies for suitable communication transactions in Tamil. The researcher endeavoured to prepare a package for acquiring more vocabularies in Tamil for the young learners at standard V. The study enlightens the effectiveness of Multimedia Package in Learning Vocabulary in Tamil at standard V

Objectives of the study: 1.To find out the problems of conventional methods in learning vocabulary in Tamil.2.To find out the significant difference in achievement mean score between the pre test of control group and the post test of control group.3.To find out the significant difference in achievement mean score between the pre test of Experimental group and the post test of Experimental group.4.To find out the impact of Multimedia package in Learning Vocabulary in Tamil at standard V.

Hypotheses of the study:1.Learners of standard V have problems in learning vocabulary in Tamil.2.There is no significant difference in achievement mean score between the pre test of control group and the post test of control group. 3. There is no significant difference in achievement mean score between the pre test of Experimental group and the post test of Experimental group. 4. Multimedia package is more effective than conventional methods in Learning Tamil Vocabulary at standard V.

Variables

The independent variables namely Multimedia package and the dependent variable namely achievement score were used in this study.

Delimitations of the Study

The responsibility of the researcher is to see that the study is conducted with maximum care in order to be reliable. However, the following delimitations could not be avoided in the present study. 1. The study is confined to 60 students of standard V studying in primary school, Pulluvapatti, Coimbatore. 2 .The study is confined to learning Tamil vocabulary of the state board text book

Methodology: Parallel group Experimental method was adopted in the study.

Sample: Sixty pupils of studying in standard V from Panchayat Union Primary school, Polluvapatti, Coimbatore were selected as sample for the study. Thirty students were considered as Controlled group and another thirty were considered as Experimental group.

Tool: Researcher's self-made achievement test was used as a tool for the study. An achievement test consisted of fifty questions

Construction of tools:

The investigator's self made Achievement test was used for the pretests and post tests of both control groups and experimental groups. The same question was used for both pre and post tests to evaluate the pupils' skills of vocabulary in Tamil through objective types of question which carried one mark for each question and contained 50 marks.

Pilot study

In order to ascertain the feasibility of the proposed research and also the adequacy of the proposed tools for the study a pilot study had been undertaken. During the pilot study, the problem under study had been finely tuned. Sufficient number of model question papers were prepared and distributed to 10 students of standard V in Panchayat Union Primary school, Polluvapatti, Coimbatore for the pilot study. This exercise was repeated twice over two sets of 10 students each. The clarification raised by the students was cleared then and there and the filled answer scripts were collected by the researcher. These students were selected in such a way that they were not part of either the control group or experimental group.

Reliability of the tool

A test is reliable if it can be repeated with a similar data set and yields a similar outcome. The expectation of a good research is that it would be reliable. It refers to the trustworthiness or consistency of measurement of a tool whatever it measures. Under this study the reliability had been computed using test-retest method and the calculated value

comes to 0.84. The value is quite significant and implies that the tools adopted were reliable. Hence the reliability was established for the study.

Validity of the tool

The concept of validity is fundamental to a research result. A result is internally valid if an appropriate methodology has been followed in order to yield that result. A test is said to be valid if it measures what it intends to measure. The expert opinion of the co staff was obtained before freezing the design of the tools. Subject experts and experienced teachers were requested to analyse the tool. Their opinions indicated that the tool had content validity.

Procedure of the study: 1. Identification of the problem by administering pre-test to the both groups. 2. Planning. 3. Preparation of package. 4. Execution of activities through using the package. 5. Administering post-test.

Data collection:

The researcher administered pretest to the pupils with the help of the teachers. The question paper and response sheets were given to the individual learners and collected and evaluated learning obstacles of the learners were identified by the pretest. The causes of low achievement by unsuitable methods were found out. Multimedia package used in the classroom for learning vocabulary for one week. The posttest was administered and the effectiveness of the Multimedia package was found.

Data analysis

Statistical technique **t** test was applied for the study.

HYPOTHESIS TESTING

Hypothesis 1:

Students of standard V have problems in learning Vocabulary in Tamil at Panchayat Union Primary school, Polluvapatti,,Coimbatore.

In the pre-test, students score 32% marks in learning Tamil vocabulary through conventional method and the Experimental group students score 68% marks. It shows that Students of standard V have problems in learning Vocabulary in Tamil at Panchayat Union Primary school, Polluvapatti,,Coimbatore.

Hypothesis 2:

There is no significant difference between the pret test of control group and post test of control group in achievement mean scores of the pupils in learning Vocabulary in Tamil at standard V in Panchayat Union Primary school, Polluvapatti,,Coimbatore.

Table -1

Stages	N	Mean	S.D.	df	t- value	Level of significance
Pretest control group	30	45.60	4.454	58	1.73	P<0.05
Post test control group	30	47.60	4.492			

The table showing achievement mean scores between pre test of control group and posttest of Control group.

The calculated 't' value is (1.73) greater than table value (2.00). Hence null hypothesis is accepted at 0.05 levels. Hence there is no significant difference between the pre test of control group and post test of control group in achievement mean scores of the learners in learning vocabulary in Tamil.

Hypothesis 3:

There is no significant difference between the pre test of Experimental group and post test of Experimental group in achievement mean scores of the pupils in learning vocabulary in Tamil.

Table-2

Stages	N	Mean	S.D.	df	t- value	Level of significance
Pretest Experimental group	30	50.30	5.04	58	22.71	P>0.05
Post test Experimental group	30	85.63	6.61			

The table showing achievement mean scores between pretest of Experimental group and posttest of Experimental group.

The calculated 't' value is (22.71) greater than table value (2.00). Hence null hypothesis is rejected at 0.05 levels. Hence there is significant difference between the pre test of Experimental group and post test experimental group in achievement mean scores of the learners of Tamil in vocabulary.

Hypothesis 4.

Learning vocabulary by using Multimedia Package is more effective than existing methods.

Achievement mean scores of the learners in post-test of control group is 47.60 and the achievement mean scores of the learners post test of Experimental group is 85.63. Score of the post test of Experimental group(85.63) is greater than Pre test of Experimental group(50.30) It shows that learning vocabulary by using Multimedia Package is more effective than conventional methods

Findings:

1. In the pre-test, students score 32% marks in learning Tamil vocabulary through conventional method and the Experimental group students score 68% marks. It shows that Students of standard V Panchayat Union Primary school, Polluvapatti,,Coimbatore have problems in learning Tamil vocabulary through conventional method.
2. There is no significant difference between the pre test of control group and post test control group in achievement mean scores of the pupil of standard V in learning Tamil vocabulary through Multimedia Package at Panchayat Union Primary school, Polluvapatti,,Coimbatore.
3. There is significant difference between the pre test of Experimental group and post test of Experimental group in achievement mean scores of the pupils in learning Tamil vocabulary.
4. Learning vocabulary in Tamil by using Multimedia Package gave significant improvement.

EDUCATIONAL IMPLICATIONS

1. Using Multimedia Package learning different subjects can be extended to primary level, secondary level and higher secondary level.
2. It can be encouraged to implement to use in adult education
3. It may be implemented in teachers education
4. It may be implemented in alternative school
5. Slow learners can improve by using it
6. It may be more supportive to promote Sarva Siksha abiyam in grass root level.

Conclusion

The study reveals that Students of standard V in Panchayat Union Primary school, Polluvapatti, Coimbatore have problems in learning Tamil vocabulary through conventional method. Learning vocabulary in Tamil through Multimedia package is more effective than conventional methods. Hence it will be more supportive to enrich vocabulary in Tamil at primary education.

References

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About author

Dr.G.Singaravelu is working as a Reader in UGC-Academic Staff College, Bharathiar University, Coimbatore and Co-ordinator of B.Ed programme of Bharathiar university. He is specialized in primary Education, Secondary Education and Teacher Education. He served as a State resource person for DIET faculties. He published 40 research articles ,participated 30 seminars and Published 3 Books. NCERT'S meritorious National award crowned him for introducing innovative gadget at Primary Education.