

Enhancing the understanding of Tamil proverbs among Form Four students through situational learning in videos

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Abstract: This study explores the problems faced by form four students in understanding the Tamil proverbs and the impact of situational learning on enhancing the understanding of proverbs among Form four students. Proverbs, as culturally rich expressions, play a significant role in language development, cognitive growth, and moral education. However, traditional instructional methods often fall short in helping young learners grasp the contextual depth and practical relevance of proverbs. This research has carried on with connectivism theory which allows students to connect what they learn through videos and technology. It is designed to contextualize and deepen their understanding of proverbs. A mixed-methods approach was utilized, combining qualitative observations and quantitative assessments to measure comprehension levels. Findings suggest that situational learning significantly improves students' ability to interpret, retain, and apply proverbs in appropriate contexts. The study highlights the potential of experiential learning frameworks in language education, offering valuable insights for educators seeking to integrate proverbs more effectively into education.

Keyword: Connectivism theory, Videos, Proverbs, Website

INTRODUCTION

This study investigates the effectiveness of using videos as a teaching medium to aid Form 4 students in comprehending Tamil proverbs, using Connectivism theory to support the integration of technology in learning.

Background of the Study

The Malaysian education system emphasizes multilingual education, promoting not only the official language, Malay, but also languages like Tamil for communities that speak to them. The curriculum includes Tamil proverbs, which are often taught traditionally through memorization and textbook study. However, students struggle with proverbs as they are rich in figurative language and cultural references, which require contextual understanding beyond the literal meaning. With the rise of educational technologies, new approaches are emerging to engage students more effectively and enhance their understanding through multimedia tools like videos. This research is conducted at a secondary school in Selangor, where Form 4 students are being exposed to Tamil proverbs as part of the curriculum. By using videos, which combine visual and auditory learning elements, the study aims to create an engaging learning experience that supports students in understanding and remembering proverbs better.

Problem Statement

Despite their significance, proverbs are challenging for students to understand and recall. The reliance on memorization and textbook-based methods has proven insufficient for conveying the depth and cultural nuances of Tamil proverbs. As a result, many students face difficulties in understanding and applying proverbs in both written and spoken contexts, impacting their proficiency in the Tamil language. The decline in reading habits among students also contributes to their lack of familiarity with proverbs and vocabulary, further exacerbating the comprehension challenges.

Moreover, there is an observable gap in student engagement during traditional lessons. Teachers report that students often find textbook-based learning monotonous and are more inclined to engage with interactive content. This lack of interest has a direct impact on their performance in language assessments, particularly in exams like the SPM (Sijil Pelajaran Malaysia), where understanding proverbs is essential. Addressing these issues requires innovative instructional methods that not only facilitate comprehension but also sustain students' interest. This study proposes video-based learning as a solution, hypothesizing that the use of multimedia will help bridge the gap in understanding and retention of Tamil proverbs.

Research Purpose

This study aims to examine how video-based instruction can enhance Form 4 students' comprehension of Tamil proverbs. Specifically, it investigates the following objectives:

1. To identify the challenges Form 4 students, face in understanding Tamil proverbs.
2. To evaluate the effectiveness of video-based instruction in improving students' comprehension of these proverbs.

By achieving these objectives, the study seeks to contribute to curriculum development and to propose technology-integrated teaching methods that can improve language learning outcomes for Malaysian students.

LITERATURE REVIEW

Studies on educational technology integration in language learning have shown positive impacts on student engagement and comprehension. The Connectivism theory, introduced by George Siemens and Stephen Downes, emphasizes the importance of technology in facilitating learning through connections, discussions, and resources shared across digital platforms. In Connectivism learning, technology is not just a tool but an integral part of the learning process that enables students to access and internalize knowledge interactively.

Previous studies, such as "Experiential Writing Through Connectivism Learning Theory" by Wafaa Saif Al Maawal, demonstrate that students benefit from learning environments where they can engage in collaborative and context-rich experiences. Similarly, a study on teaching proverbs using mobile applications and video technologies found that digital media not only enhance understanding but also increase student motivation. These findings support the rationale for adopting video-based learning in teaching Tamil proverbs to improve comprehension among Form 4 students.

Moreover, research on multimedia learning, such as Cynthia Brame's work on video learning, highlights how video formats are advantageous in language instruction, as they present verbal and visual content in tandem. This dual coding of information allows learners to process the material more holistically, facilitating better retention and understanding.

METHODOLOGY

This study employs a mixed-methods approach, utilizing both qualitative and quantitative data to assess the impact of video-based learning on students' understanding of Tamil proverbs.

1. **Research Design:** A quasi-experimental design was used, with pre-tests and post-tests administered to measure changes in comprehension. A control group was taught using traditional methods, while the experimental group used video-based learning.
2. **Participants:** The study involved 15 Form 4 students from a secondary school in Selangor, selected randomly for this experiment.
3. **Data Collection Instruments:** Data was gathered through multiple tools:
 - **Pre-test and Post-test:** To evaluate comprehension levels before and after the video-based instruction.
 - **Questionnaires and Interviews:** These were used to gather insights into students' experiences and difficulties with proverbs, as well as their attitudes toward video-based learning.
 - **Observations:** Student interactions and engagement levels during lessons were observed and recorded to assess the impact of video materials.
4. **Data Analysis:** Quantitative data from the pre- and post-tests were analyzed statistically to determine any significant improvements in comprehension. Qualitative data from interviews and observations were analyzed thematically to capture the students' perspectives on learning Tamil proverbs through videos. This methodological approach not only evaluates the effectiveness of video-based learning quantitatively but also provides a nuanced understanding of students'

experiences and preferences, which is essential for optimizing teaching strategies.

FINDINGS AND DISCUSSION

The pre-test and post-test scores indicate a noticeable improvement in comprehension among the students who received video-based instruction. In the pre-test, the majority of students in the experimental group displayed limited understanding of the deeper meanings of Tamil proverbs, often interpreting them literally. After four weeks of video-based learning, post-test results showed that these students were able to understand and interpret the proverbs more accurately than before. The experimental group's post-test scores were, on average, 40% higher than their pre-test scores, demonstrating significant gains in comprehension.

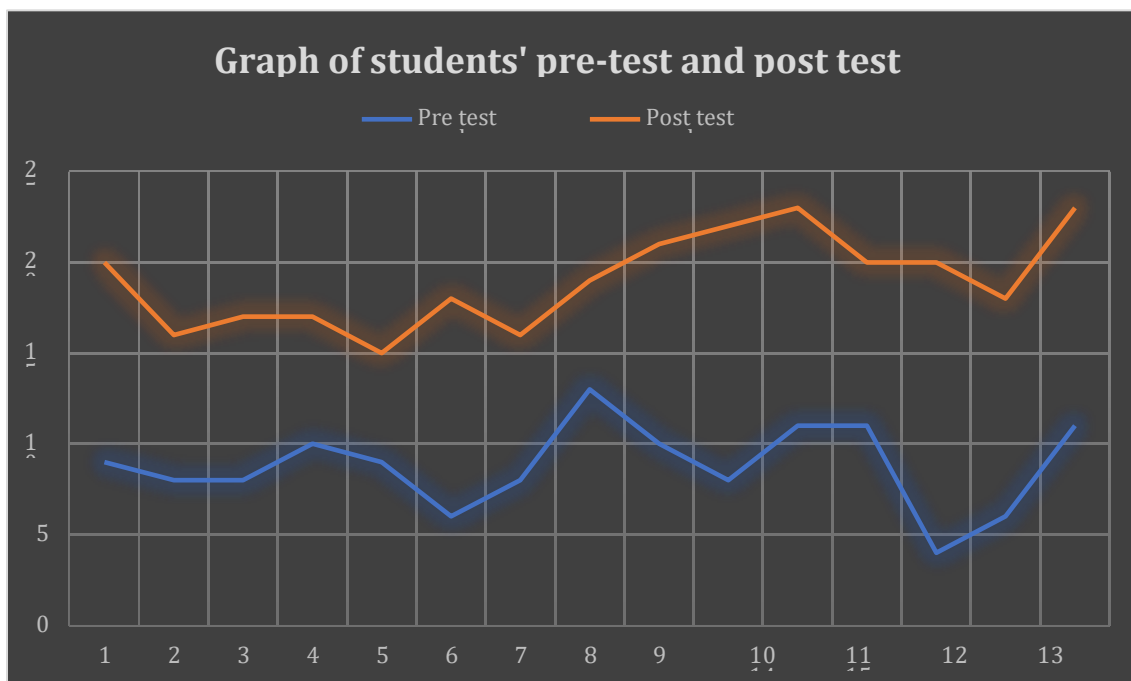
Table 1: Survey 1

Questions	Yes	No	Total
1. Difficulty in understanding Proverbs	12	3	15
2. Preference for using only Textbooks in learning proverbs	2	13	15
3. Struggles with comprehension of proverbs	12	3	15
4. Difficulty in contextualizing proverbs	13	2	15
5. Usage of proverbs in daily life	5	10	15
6. Ability to relate proverbs to life events	9	6	15
7. Interest in learning proverbs through videos	15	0	15
8. Ease of understanding proverbs through contextual descriptions	15	0	15

The data collected above shows the result of questionnaire from students provides a clear insight into their attitudes and challenges related to learning Tamil proverbs. With a sample size of 15 students, responses indicate significant trends in their understanding, preferences, and difficulties with proverbs, as well as a marked preference for multimedia learning methods.

All 15 students expressed interest in learning proverbs through videos, reflecting a unanimous preference for multimedia learning methods. Videos provide visual and contextual cues that can aid in understanding proverbs more effectively than text alone, and this finding supports the idea that video-based learning could significantly enhance students' comprehension.

As per the connectivism theory used in this research data overall points to a need for more interactive and context-rich teaching methods in Tamil language instruction. Students' strong preference for videos and contextual descriptions indicates that multimedia resources could play a vital role in enhancing their understanding and engagement with proverbs. Implementing video-based learning, along with scenario-based explanations, could help students develop a deeper understanding for Tamil proverbs and improve their application in both academic and daily contexts. After the 4 weeks of teaching by using videos, the students were required to do a test based on identifying the meaning of the proverbs given, creating situations based on the proverbs and also identifying proverbs based on the situation given. The mark for the test is given below.



Students	Pre-test	Post-test
1	9	20
2	8	16
3	8	17
4	10	17
5	9	15
6	6	18
7	8	16
8	13	19
9	10	21
10	8	22
11	11	23
12	11	20
13	4	20
14	6	28
15	11	23

After conducting a paired t-test scores.

Mean difference: The students' scores improved by an average of 10.2

T-statistic: 13.47, including a strong effect size

P-Value- 2.09e-09, showing high statistical significance.

Based on the line graph above, it has shown that the marks got attained by the student before and after teaching them with the videos that were created by the researcher.

Table 2: Survey 2

Questions	Yes	No	Total
1. Did the Video make it easier for you to understand?	15	0	15
2. Do you feel that watching videos helps you remember the proverbs better?	15	0	15
3. Was the explanation of the proverb in the video clear and easy to follow?	15	0	15
4. Did the visuals or examples in the video help you relate the proverb to real-life situations?	15	0	15
5. After watching the video, do you feel more confident about using proverbs in conversation or writing?	15	0	15
6. Did the video help you understand the cultural background or deeper meaning of the proverb?	15	0	15
7. Do you think learning proverbs with video explanations over traditional textbook explanations?	15	0	15
8. Do you think learning proverbs through videos makes the lessons more interesting and engaging?	15	0	15
9. Would you like to learn more proverbs through videos in the future?	15	0	15
10. Do you find that videos make it easier to understand complex or abstract proverbs?	15	0	15

CONCLUSION

In the conclusion of this study, it is proved that this study has fulfilled the aim of this study. The proficiency of learning Tamil proverbs among form 4 students has improved. The technology that has been used in this study and the theory has helped the researcher to create a platform for the students to learn proverbs easily and effectively. Therefore, upcoming researchers can also conduct more research by using advanced technology.

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