

Access the Understanding of Form One Students in Mozhiyani Through ‘Question and Answer’ Card Game Created Based on the ADDIE Model

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Abstract: Proverbs and idioms in the Tamil language have always been a struggle for Form One students as they encounter them as a new lesson after completing primary school. Therefore, this study is conducted to determine the students’ understanding of proverbs and idioms in Tamil, known as Mozhiyani, through a card game. This study aimed to investigate the problems faced by students in learning Mozhiyani and their interest in understanding it by playing the card game. The study also investigated whether students improved in learning Mozhiyani after using the card game. To encourage students to use suitable Mozhiyani, 20 pieces of cards consisting of four types of Mozhiyani were introduced as a new method of learning. Twenty students participated in this study from a secondary school. In the pre-test, they answered a question paper about Mozhiyani. The majority of the students answered the questions incorrectly, showing that they had not learned it deeply. Then, they played four different ‘question and answer’ card games in groups. During the card game session, there was improvement in students’ understanding. They were also interested and repeatedly played it. In the post-test, most of the students’ answers were correct compared to the pre-test. This eventually helped the students use Mozhiyani correctly in both writing and speaking. It is hoped that this study will highlight the potential of the card game in promoting understanding of Mozhiyani between both target languages in an interesting and ingenious way.

Key words: Mozhiyani, ADDIE Model, Card game

INTRODUCTION

Learning Tamil proverbs and idioms for Form One students has been a challenge due to a new lesson compared to their primary school lessons. Proverbs and idioms in the Tamil language encompass a wide range of traditions, culture, literature, life lessons, and also daily events that occur in our lives. Therefore, it is very important for students to understand and learn them well as Tamil language learners. By learning Tamil idioms and proverbs, which are called Mozhiyani, students can understand that it helps them comprehend the Tamil language in real-life contexts.

However, it is also found that there is a lack of teaching materials or teaching methods related to this learning. This is one of the reasons why students are not excited or interested in studying Tamil proverbs and idioms. Despite the rapid advancement in technology, there are some elements in proverb card games that are still relevant to today's teaching and learning process.

LITERATURE REVIEW

Previous studies related to the research conducted by the researcher in this field were discussed. Articles, books, research papers, and information relevant to this study were also reviewed. Thus, the instruments, models, data, and findings of research conducted by other researchers were explained in this paper. However, no systematic study has yet been carried out on the topic of a 'question-and-answer' card game to improve students' understanding of *Mozhiyani*. Therefore, in this field, the researcher has selected studies related to the topic of this study.

Previous Study About Proverbs and Idioms

The researcher conducted a study on the topic of '*An Analysis of English and Indonesian Idioms and Proverbs*' by Syarfuni. This study describes the analysis of proverbs in English and Indonesian. The research aims to analyze the differences and similarities between proverbs in English and Indonesian as used in daily life. A proverb is a saying, parable, comparison, or piece of advice that can be applied in various situations in daily life as a guideline for living. In this study, the researcher employed several research methods, including research design, data sources, data collection, data analysis, and research instruments. The method used in this study is library research. Based on the researcher's analysis, English and Indonesian idioms and proverbs are actually quite similar in meaning. However, each has its own cultural context, which shapes ideas about proverbs. It is a common misconception that proverbs must differ significantly across cultures and societies. Therefore, the researcher concluded in this study that while there are both similarities and differences between proverbs in English and Indonesian, these variations are primarily influenced by cultural factors.

Previous Study about Card Games

The study 'Educational Card Games' was conducted by David Ryan Smith in 2009. Many years have passed since the creation of the 'Voyager: Satellites' educational card game. The game was introduced in physics education in 2003. Since then, many copies of the game have been produced and distributed throughout the UK. It has been warmly received by both students and teachers. This article reports on some of the feedback received about the game over a span of five years. The study also provides examples of how the project, and the game have been integrated into the school curriculum. Additionally, it discusses the game's use in schools. I hope that this study will inspire others. The researcher states that this study will help students

experience some of the positive benefits of creating and playing their own educational card games.

Previous Study about Addie Model

A study titled ‘The Application of the ADDIE Model in Developing Adventure Game-Based Multimedia Learning to Improve Students' Understanding of Basic Programming’ was conducted by Dimas Restu Hidayanto in 2017. This study aims to explore how to design and develop adventure game-based multimedia learning using the ADDIE model and its impact on students' understanding of basic programming at vocational high schools. The method used in this study includes a pre-test design for each group. Thirty-six students in the tenth grade, studying the subjects of Computer and Information Technology under the Software Engineering program, served as the samples for this study. The study employed test instruments in the form of pre-test and post-test questions, as well as non-test instruments in the form of questionnaires.

METHODOLOGY

This study was conducted at a secondary school in the Kuala Selangor district. One Tamil language teacher and 20 Form One Tamil language students were selected as respondents for this study. The time frame for this study is from August 2024 to October 2024.

In this research, the researcher conducted the study thoroughly, collecting data and utilizing research instruments. These included conceptual questionnaires, pre-tests, and post-tests. The researcher applied both qualitative and quantitative methods in conducting the research.

FINDINGS AND DISCUSSIONS

Objective 1

To find out the problems faced by students to understand the Mozhiyani

To achieve the first objective, the researcher conducted a questionnaire for Form One students, where the students identified the problems, they faced in understanding *Mozhiyani*. Afterward, a pre-test was administered for the students. The researcher observed the achievement levels of the students in the pre-test. Both the questionnaire and the pre-test were conducted based on the first phase of the ADDIE Model, which is Analysis. The researcher analyzed the students' problems in understanding *Mozhiyani*.

Table 1: Pre-test scores of students

Students	Score (out of 20)
Student 1	11
Student 2	10
Student 3	13
Student 4	17
Student 5	15
Student 6	12
Student 7	11
Student 8	11

continued

Student 9	15
Student 10	16
Student 11	14
Student 12	12
Student 13	13
Student 14	9
Student 15	12
Student 16	15
Student 17	8
Student 18	9
Student 19	10
Student 20	12

The researcher conducted a pre-test to identify the problems students were facing in understanding *Mozhiyani*. Students were required to answer 20 objective questions provided by the examiner. Upon reviewing the pre-test responses, the researcher was able to identify the challenges students faced in understanding *Mozhiyani*. They were unable to remember and answer the questions correctly. Additionally, students were confused about the meaning of some words in the *Mozhiyani* questions. As a result, they were unable to achieve a full score on the pre-test. Furthermore, the students did not retain the *Mozhiyani*; instead, they could only remember it temporarily while the teacher was instructing them. These are the reasons why they were unable to score fully in the pre-test.

Objective 2

Determining students' interest in a 'question-and-answer' card game designed based on the ADDIE model.

The researcher created a 'question-and-answer' card game to assess students' understanding of *Mozhiyani*. This card game was developed based on the second phase of the ADDIE Model, which is Design. After designing the card game, the researcher taught the students how to play the 'question-and-answer' card game. The researcher administered four activities for four different *Mozhiyani* to the students. These activities were conducted over four weeks, following the third phase of the ADDIE Model, which is Development. Twenty students were divided into four groups, with each group consisting of five students. Each week, each group played one type of *Mozhiyani* card game, allowing them to play all four types of card games over the four-week period. This activity was conducted for four weeks, based on the fourth phase of the ADDIE Model, which is Implementation. The researcher kept track of the activities each week. Subsequently, the researcher evaluated the students' progress, based on the final phase of the ADDIE Model, which is Evaluation.

Table 2: Scores and Grades for 4 Activities Conducted

Scores Students	Activity 1 (Marabutthoda) Two rounds	Activity 2 (Pazhamozhi) Two rounds	Activity 3 (Inaimozhi) Two rounds	Activity 4 (Uvamaithodar) Two rounds
Student 1	2	2	1	1
Student 2	1	2	1	1
Student 3	1	1	2	2
Student 4	2	2	1	2
Student 5	2	1	2	2

continued

Student 6	1	2	2	1
Student 7	2	2	2	1
Student 8	2	2	2	2
Student 9	1	2	1	1
Student 10	1	1	2	1
Student 11	1	2	1	2
Student 12	0	1	2	1
Student 13	2	2	1	2
Student 14	1	2	1	1
Student 15	2	2	2	1
Student 16	2	1	1	2
Student 17	2	1	2	1
Student 18	1	2	1	1
Student 19	0	2	1	2
Student 20	2	1	2	1

Students' performance improved as a result of each activity carried out by the researcher. The students were able to understand *Mozhiyani* by playing the card game for two rounds with the guidance of the researcher. The students' issues were resolved by the researcher. Using the card game to understand *Mozhiyani* yielded positive results. Many students earned stars as appreciation after correctly answering a question. At the end of the fourth week, the researcher gave a gift to those who earned the most stars during the game sessions. This approach increased students' interest and motivated them to learn *Mozhiyani* more effectively through the 'question-and-answer' card game.

Objective 3

To determine the improvement in students' understanding of Mozhiyani through the teaching of a 'question-and-answer' card game designed based on the ADDIE theory.

Previously, the researcher compared the results of the pre-test, four activities, and the post-test. Through this comparison, the researcher determined whether the students had improved or not.

Table 4: Pre-test and post-test scores

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

continued

Student 20	12	20
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The researcher had the students perform four activities over four weeks to understand *Mozhiyani*. Later, a post-test was conducted to assess how the students' achievements had improved and to determine if the students could remember, understand, and answer the questions. The researcher has mentioned the students' achievements in the table above for the activities conducted during the post-test.

CONCLUSION

The researcher has achieved the objectives of conducting this study. Problems in understanding *Mozhiyani* were identified, and through this study, all the issues faced by the students were resolved. The researcher demonstrated that the ‘question-and-answer’ card game improved students' ability to understand *Mozhiyani* in an engaging way. The improvement in students' performance was evident in the post-test. Students who scored low on the pre-test scored higher after playing the card game. This review is highly beneficial for both teachers and students. Therefore, the approach of using the ‘question-and-answer’ card game to understand *Mozhiyani* has been successful.

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