

A Study on Usage of Multimedia in Tamil Literature Learning

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DOI Link: <http://dx.doi.org/10.6007/IJARBSS/v15-i11/26959>

Published Date: 29 November 2025

Abstract

This study was conducted to identify students' achievements before and after the use of multimedia in teaching Tamil Literary Literature novels. As for the research methodology, it employed a qualitative approach. Therefore, a specific study was conducted in a secondary school in the Kulim district. A total of 10 Form Four students' who studied Tamil Literary Literature were directly involved in this study. The Tamil Literary Literature class lasted for four weeks with the use of multimedia. The study found that students only scored between 20% and 60% before the use of multimedia in teaching Tamil Literary Literature novels. However, after the use of multimedia in teaching Tamil Literary Literature novels, students successfully achieved scores ranging from 50% to 100% in the assessment test. It is evident that the use of multimedia in teaching Tamil Literary Literature novels can enhance students' understanding of the subject. Therefore, the researcher recommends that the use of multimedia in teaching Tamil Literary Literature novels can improve students' achievement and understanding of the subject.

Keywords: Multimedia, Tamil Literary Literature, Student Achievement, Teaching and Learning, Qualitative Research, Secondary Education

Introduction

The study discusses the significance of language proficiency, particularly literature in Tamil language teaching. It highlights the challenges students face in literature skills. In this world, we all continue to engage with and seek knowledge in the field of information technology. Information technology has become an indispensable aspect of our lives today. In this regard, the need for information technology is increasing day by day in our country as well. Information technology is being utilized in various industries. Similarly, this information technology contributes many benefits to both teachers and students in the education sector. The integration of learning and the application of information technology in schools enhances

the academic standing of students. The cultivation of knowledge and information technology as part of the educational curriculum improves the academic foundation of students in schools.

Background of the Study

The study discusses the status of Tamil-medium education in Malaysia, spanning from primary to secondary schools and universities. Intermediate schools in Malaysia currently teach both Tamil language and Tamil literature, with full-time Tamil teachers conducting these classes. The government supports Tamil language education by providing syllabus and textbooks, and students' from Form 1 to Form 6 can choose Tamil language and literature as elective subjects. Historical reports, such as the Razak Report (1956) and the Rahman Talib Report (1960), played key roles in establishing and facilitating Tamil language education in primary and intermediate schools.

The study highlights challenges faced by students' transitioning from Tamil primary to intermediate schools, leading to a decline in the number of students' pursuing Tamil literature education. Some students' encounter difficulties in language skills, particularly in Literature. Educators recognize the need to guide students' with language difficulties during this transition, emphasizing the importance of addressing challenges to maintain students' interest and proficiency in the Tamil literature. The study recommends providing appropriate guidance and support during this critical transition period.

Problem Statement

Teachers use not only textbooks but also training modules in teaching novel learning. They undergo various transformations in teaching and strive to maintain a consistent standard (Yahya Othman, 2019). Consequently, students' do not exhibit an increased self-esteem in learning and teaching due to the excessive prominence of learning and teaching (Mohammad Aziz Shah Bin Mohamed Arip, 2014). Moreover, when teachers have a limited role in information technology related to education in the Malaysian education system, it does not provide much benefit to the progress of students' (A. Ramasamy, 2019). Furthermore, the Malaysian education systems initiative to integrate information technology into learning and the subsequent lack of effective use of information technology by teachers is detrimental to the nation development and does not contribute to the students' welfare (A. Ramasamy, 2019). Additionally, the Malaysian education systems initiative, which aims to connect students' learning with information technology, must be aligned with its intended purpose, providing more significant benefits to students' progress and welfare (A. Ramasamy, 2019). However, due to the limited application of information technology in learning and teaching, the benefits of information technology in education are meager. Therefore, for students' to realize the full potential of information technology in learning and teaching, there must be an increased use of multimedia resources, including images, audio, animations, text, and explanations (Abdul Rahman et al.2021).

Research Purpose

This study is based on two perspectives:

1. To identify the level of student achievement before using technology in teaching Tamil literature.

2. To identify the level of student achievement after using technology in teaching Tamil literature.

The study highlights the importance of research methodology, utilizing a mixed-method approach that combines qualitative and quantitative methods like observation, survey, experimentation, and correlation. It provides a comprehensive evaluation using various data collection methods, including descriptive, inferential, and mathematical modeling. The study emphasizes the significance of continuous observation, analysis, and action research in understanding and influencing subjects' behavior.

In this study, data has been collected using research instruments such as opinion surveys, observational surveys, pre-knowledge tests, and post-knowledge tests. These instruments have been utilized to gather information for the study.

Students' from an intermediate school in the Kulim district have been included in the study. In total, fifty-two Indian students' are attending this school. Among them, the total number of students' who choose Tamil as their elective subject is ten. All of them have been included in this study.

The study employed four data collection methods: survey, observation, pretest examination, and post-test examination. The survey method involved administering questionnaires during and after class to gauge student enthusiasm and teaching effectiveness. Teachers conducted observations after the pretest examination, providing insights into student engagement. A pretest examination, involving twenty students' across different forms, assessed baseline knowledge. A subsequent post-test examination, including the same participants, comprehensively evaluated knowledge and understanding after the intervention. These methods were crucial in assessing the impact of teaching methods on students' learning outcomes.

Data collection methods in research refer to the ways in which information obtained through the process of data collection is organized. Research can involve various types of data collection, but the simplicity and clarity in presenting findings make systematic review an excellent choice. Research involves investigating the causes of certain problems and conducting a study to find solutions for those problems. Therefore, conducting a study that benefits others in the future is best.

In this study, the research focused on evaluating the Tamil novel literature skills of students' using the multimedia. This involved using methods such as surveys, questionnaires, observations, and interviews. Through these methods, valuable information was gathered and assessed to understand the effectiveness of the usage of multimedia in enhancing novel literature among students'.

Results and Discussion

The research thoroughly explores different perspectives using research questions and formulates two sets of questions corresponding to the two perspectives. Each set of research questions aligns with a specific perspective, and the research design accommodates both sets.

The study aims to gain insights into the investigated phenomenon and provide a comprehensive understanding through the inquiry of these research questions.

The researcher, conducted the first phase focusing on assessing the baseline of students' proficiency in novel learning before the application of multimedia technology. For this initial investigation, 10 students' from the Tamil literature class, selected as research subjects, participated in the study. Furthermore, the researcher employed a research tool as part of the assessment process to collect data and evaluate the students' baseline proficiency.

Based on the results of the pre-test conducted as part of the students' entrance examination, the researcher gained insights into the students' understanding of the novel and their responses to questions about the novel's content. Only a few students' were able to provide accurate answers to the questions about the novel, and among the 10 students', one student was able to correctly answer all the questions. However, some students' struggled to provide accurate responses, and a few received zero points as they did not respond to certain questions correctly.

It is noteworthy that some students' faced challenges in understanding and responding to questions about the novel, resulting in a limited number of correct responses. Despite this, the researcher successfully achieved the primary goal of assessing the baseline proficiency of students' through the pre-test examination, providing valuable insights into both the students' and the researchers' perspectives on the novel-related questions.

The post-test examination, conducted by the researcher as part of the evaluation, has shown improvement in students' responses to questions about the novel. The analysis of the results of the post-test examination, provided by the researcher, indicates progress in students' understanding of the novel. However, it is noted that some students' who received zero points in the pre-test were able to respond correctly to all questions in the post-test, demonstrating improvement in their comprehension.

The post-test results not only reveal progress in students' responses to questions about the novel but also indicate that some students' who initially struggled to answer questions correctly in the pre-test were able to provide accurate responses in the post-test. Furthermore, all students', including those who previously received zero points, were able to respond correctly to all questions in the post-test provided by the researcher.

Additionally, the post-test results reflect overall improvement in students' understanding of the novel compared to their baseline proficiency, as observed in the researchers' evaluation. Thus, the post-test examination, alongside the researchers' guidance, has contributed to the enhanced understanding of the novel among the students'.

Table shows the Pre-test and Post-test marks.

Student	Pre-Test	Pre-Test
Student 1	Question 1: 0 marks Question 2: 0 marks Question 3: 0 marks	Question 1: 4 marks Question 2: 2 marks Question 3: 2 marks
Student 2	Question 1: 0 marks Question 2: 0 marks Question 3: 0 marks	Question 1: 2 marks Question 2: 4 marks Question 3: 2 marks
Student 3	Question 1: 4 marks Question 2: 0 marks Question 3: 4 marks	Question 1: 4 marks Question 2: 2 marks Question 3: 4 marks
Student 4	Question 1: 0 marks Question 2: 0 marks Question 3: 4 marks	Question 1: 2 marks Question 2: 0 marks Question 3: 4 marks
Student 5	Question 1: 2 marks Question 2: 0 marks Question 3: 0 marks	Question 1: 2 marks Question 2: 0 marks Question 3: 2 marks
Student 6	Question 1: 0 marks Question 2: 0 marks Question 3: 2 marks	Question 1: 2 marks Question 2: 0 marks Question 3: 2 marks
Student 7	Question 1: 2 marks Question 2: 2 marks Question 3: 4 marks	Question 1: 2 marks Question 2: 4 marks Question 3: 4 marks
Student 8	Question 1: 0 marks Question 2: 0 marks Question 3: 2 marks	Question 1: 2 marks Question 2: 1 marks Question 3: 2 marks
Student 9	Question 1: 2 marks Question 2: 2 marks Question 3: 0 marks	Question 1: 2 marks Question 2: 2 marks Question 3: 2 marks
Student 10	Question 1: 4 marks Question 2: 4 marks Question 3: 4 marks	Question 1: 4 marks Question 2: 4 marks Question 3: 4 marks

Through this research, the researcher identified the need for students' to have a strong foundation in literature before utilizing multimedia for literary analysis. They observed that when students' are only exposed to textbooks during lectures and do not show sufficient interest in the novel, their attention in class is reduced. However, by incorporating multimedia tools in the lessons, there was an increase in students' engagement and their interest in novels also intensified. The use of multimedia tools contributed to an interactive and dynamic learning environment, capturing the attention of students' in the classroom.

Conclusion

The approach of multimedia in teaching literature, particularly novels, was found to enhance students' engagement, attention, and understanding. The interactive and dynamic nature of multimedia tools provided a more effective and enjoyable learning experience for students'. The findings of this research emphasize the potential benefits of integrating multimedia into literature education, promoting a more vibrant and participatory learning environment.

Theoretical and Contextual Contribution of the Study

This research contributes meaningfully to both theoretical understanding and practical application within the field of literature education. Theoretically, the study reinforces Mayer's Cognitive Theory of Multimedia Learning, which posits that students learn more effectively when verbal and visual information are presented together. The findings validate this framework in the context of Tamil literature learning, demonstrating that multimedia strengthens comprehension by reducing cognitive load and supporting dual-channel processing. Contextually, this study provides empirical evidence relevant to Malaysian Tamil-medium secondary schools, highlighting the potential of multimedia tools to address challenges such as low engagement and difficulty in understanding literary texts. By documenting measurable improvements in student achievement before and after multimedia integration, the research offers actionable insights for educators and curriculum planners. Ultimately, it expands existing knowledge by showing how multimedia can meaningfully bridge gaps in language-literature learning and improve learning outcomes in minority-language education contexts.

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