

Eğitici Drama Yönteminin 6. Sınıf Öğrencilerinin Fen Bilgisi Dersinde Akademik Başarılarına Etkisi

The Effect of Educational Drama Method on 6th Grade Students' Academic Achievement in Science Course

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EXTENDED SUMMARY

The aim of this study is to analyze the effect of educational drama method on students' academic achievement and is to research the students' opinion about using drama method in 6th grade science course. In science courses, drama method which has educational and instructive theme can be helpful to take learning domain into consideration. In addition to this, it can be helpful for exemplifying about daily life.

The sample consisted of 50 students from secondary school. Twenty-six of them are control group and twenty-four of them are experimental group. This study is a qualitative and quantitative survey that bases on static group pretest - posttest design which is involved experimental design. “*Support and Movement System*” practicing with drama method on experimental group. Before this practice, for introduce on drama method, 3 hours introduction is made. Later, switched to the handle of the matter, drama method exhibited on the subject. In the control group has been processed with the curriculum and teaching models which envisaged by syllabus.

Data for solving research questions is specified by “Achievement Test”. Moreover, this study tries to determine students' opinion about using drama method in science courses by being kept diary. Implementation period of the study was conducted in a total of 14 hours, including 3.5 weeks.

Results of this study show that there is a significant difference for the benefit of experimental group between experimental group and control group. This study reveals that using drama method in lessons of science can be source which supports effective learning. Including introduction practice at the end of each practice days, the students in experimental group received the drama method and they do not get bored. They forced in practice, they are usually happy, they get excited and they were surprised. Drama method is enjoyable, instructive, educational, and fun, and they found lessons entertaining. In addition, students indicate that drama method is fun and they see it as a different method. This study reveals that using drama method in lessons of science can be source which supports effective learning. Moreover, the qualitative results of study explain that classroom communication and class participation can be increased by educational drama method.