Sosyal Bilgiler Dersinde Olası Cümleler Tekniğinin Uygulanması[*]

Implementing The Possible Sentences Technique In The Social Studies Course

Nihal BALOĞLU UĞURLU[**]

Extended Summary

The aim of this study is to examine the effect of the "Possible Sentences" technique on 7th grade students' academic achievement and their attitudes. This technique is developed from Moore and Moore (1986) and it is related to reading comprehension and writing. We think that this technique increases usage of Turkish thinking skills. However, when the Social Studies curriculum is examined we can see that some acquisitions are related to Turkish discipline skills and acquisitions (MEB, (2005). Clark (2007) also emphasized that the "Possible Sentences" technique is useful when combined with Social Studies and Turkish disciplines.

In "Possible Sentences", the teacher chooses 8 - 10 words that may cause difficulty for their students in the targeted area of content.. The teacher writes 8 - 10 words on the board. Students are instructed to select two words from the list to use in one sentence that might appear in a social studies text. The teacher writes volunteer students' sentences on the board and underlines each vocabulary word. Next, the teacher reads the selected text and wants students to follow along reading the text. The teacher then informs students about the selected words. After reading the text, students carefully examine the sentences to see if they are written accurately. The students will explain how to edit and revise sentences as needed. The teacher then calls on the students to write revised sentences independently using their new knowledge and understanding of these vocabulary words.

In the study, "Proclamation of the Republic of Turkey" the subject is taught with "Possible Sentences" technique to 7th grade students. This subject is related to an acquisition which states "students recognize changes and continuities of Turkish states' regimes and sovereignty senses in the historical process" in the curriculum.

In the study, the following questions are answered:

---

[*] Bu çalışma, 23-25 Nisan 2015 tarihleri arasında Abant İzzet Baysal Üniversitesinde düzenlenen "IV. Uluslararası Sosyal Bilgiler Eğitimi Sempozyumu"nda sözlü bildiri olarak sunulmuştur.

[**] Yrd. Doç. Dr., Niğde Ünv. Eğitim Fak. İlköğretim Böl, e-posta: nihalugurlu@nigde.edu.tr

Is there an effect of "Possible Sentences" technique on the 7th grade students' academic achievement when taught "Proclamation of the Republic of Turkey" in the curriculum?

What are students' opinions about "Possible Sentences" technique?

This study was conducted in a middle school located in Niğde in 2014-2015 spring semester. The participants are 7th grade students. The research presents findings from 43 students. There were 21 students in the experimental group and 22 students in the control group. The experimental group's students learned the "Proclamation of the Republic of Turkey" subject with "Possible Sentences" technique. On the other hand, the control group's students learned the same topic with traditional methods. The data was analyzed using the SPSS statistical package.

Three different data-collecting tools were used in this research. The first tool was an academic achievement test. This test, developed by the researcher, was prepared to eveluate the knowledge levels of the students about the subjects and the words and concepts to be learned during the experiment. The test is suitable to assess the valid acquisition of the subject. The achievement test consists of 18 items and was prepared regarding the subject content in the curriculum.

Another scale used in the research was an attitude scale that was intended to survey the opinions of the students about the technique used. In this five likert scale, there is an open- ended question and 12 statements in which the students were expected to reflect their own ideas .

The third data-collecting tool was a form that is necessary for the application of the technique. This form is similar to an instruction which shows what the students should do and it is also made up of a table where students can match the words and lines and can write their sentences before and after they participated.

Non-parametric tests are used in this research as the number of students taking part in the experimental and control groups are under 30. As a matter of fact, it is indicated that in cases where the working group is quantitatively small, sampling distribution doesn't approach a normal distribution and a non-parametric technique is needed. (Kartal, 2006 ; Yılmaz ve Yılmaz, 2005 ; Kalaycı, 2006) .

Data collected from the students' academic achievement tests was analyzed by using Mann Whitney test for unrelated groups to evaluate the difference between the points of academic achievement pre-tests and post-tests of experimental and control groups. As for the related groups, Wilcoxon Signed Ranks test was used to evaluate the difference between the pre-test and post-test points of experimental and control groups.

The result of this study show that the "Possible Sentences" technique is useful for students' grasp of words related to the subject. To understand the words and concepts in a written text is very important in learning the subject content. If students do not know the expression of the idea that the words and concepts in the text convey, then they don't understand the main text accurately (Yopp ve Yopp, 2007). Therefore, studies about words and concepts within the text are still traditionally associated.

This technique is an easy to use technique in actual class practice for which just a board and a pencil is used (Stahl ve Kapinus, 1991). Experimental group students also reflected their opinions on the attitude scale that this technique is easy. Kesler (2011) stated that teachers also integrate this technique easily in the classroom.

This technique doesn't show a meaningful difference statistically between experimental and control group students in relation to their academic achievement. This result should not be interpreted as this technique is not useful. However, pretest points of experimental group's students were lower than control group's students. And also, post-test points of experimental group's students were higher than control group's students. Moreover, Stahl and Kapinus (1991) found in their experimental work that this technique is statistically effective with the students. .

If the teacher uses an active learning method instead of a traditional teaching method, it is clear that students' self-efficacy develops (Çelik v.d., 2005 ; Sünbül, 2002 ; Demirel, 2007a ; Akay ve Kocabaş, 2013 ; Günhan ve Başer, 2009 ; Tunçer ve Güven, 2007 ; Parmaksız ve Şahin, 2004). In this study, students evaluated the learning process as positive and they stated that this technique nurtured their self-efficacy.

However, when the reasearcher evaluated this learning process she found that the most important limitation was time. To involve students in the learning process and to let them use their thinking skills much more time was needed. Stahl ve Kapinus (1991) also stated that practicing of this technique was pretty time-consuming in the learning process. Actually, limitation of time is an important problem for many active learning methods. In the literature, it is emphasized that to overcome this problem time needs to be managed more effectively and closely. (Mentiş Taş, 2006 ; Aydede, 2012 ; Ün Açıkgöz, 2003 ; Ocak, 2011 ; Demirel, 2007b).

As results show, this technique is related with the text. The text is also important for Social Studies courses because this discipline's structure is verbal. Therefore, Social Studies teachers can use this technique in the their classes as an alternative learning method.

* * * *