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## “Media” Perceptions Of Elementary School Students Through Drawings

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### Abstract

Media is one of the important factors that form current societies. We should ensure our children who will establish the society of tomorrow to perceive the media and media literacy very well. At this point, it is important how they perceive the media which should attain an important place in the children’s lives. In this research using a pattern of phenomenology, one of the qualitative research approaches; it is aimed to determine how the media perceptions of the 5th grade elementary school students were reflected to the drawings. This study was performed during 2016-2017 school year. Study group consists of 5th grade students (10 students) studying in an elementary school selected by taking transportation and working opportunities into consideration in central Tokat. Research data were collected by using drawing and interview techniques together. In the study, data obtained with drawing technique were analyzed using a content analysis method; whereas data obtained as a result of the interviews were analyzed using a descriptive analysis method.

**Key words:**media, picture, drawing.

### Introduction

Media is the most effective structure in today’s world. Especially with the development of technology, it has a position that can reach every segment of the society, take hold of the masses with its messages, lead them right and wrong. Unavoidably we meet with written and visual media in our daily lives. As the function of the media in the society increases, definitely it brings some problems with itself when not being conscious. Within this context, it would be appropriate to search the media in the literature. Media is the plural form of a word ‘medium’ meaning intervening agency, instrument in Latin (RTÜK, 2007: 24). Media includes whole modern communication media; TV, cinema, video, radio, photography, advertisement, newspaper and magazines, recorded music, computer games and internet can be given as examples (Frau-Meigs, 2006, p.1). Also, in another resource, media is defined as ‘communication medium’, ‘communication tools’, and ‘mass media’ (Divine, 2006; TDK, 2010) because it reaches wide audience group. It is pointed out that media refers to mass media messages delivered via language, voice and visuals produced for mass audience located away, generally by using a certain technology form (Bozkurt, 212; 4). As it is stated in another statement, firstly media separates “things beneficial to society” and “things not

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beneficial to society". Media messages have surrounded us in any case with their complicated structure and created pre-schemes for giving meaning to the events (Özerkan, 2012; 73). Developing technology is increasing the power of the media in social life gradually and making people intertwine with media. Reaching information and news via pressed materials in the past, today there is limitless access to them via internet (Gömleksiz, Duman, 2013: 267). Role of the education is absolutely clear in the preferences of the society and educational function of the media assumes this role. Thus, it educates the societies and makes them gain different points of view. Media gives us the information that improves our talents and skills throughout life and helps forming our characters. Messages sent by media contributes to the education of people especially children implicitly by raising their cognitive levels and perceptions. Thus, media both helps individuals' mental development and provides various opportunities for improving education (RTÜK, 2007: 17). In this context, how children perceive the media is important. Hence, in this study, it is aimed to determine how students perceive the media and what they perceive.

## **Method**

### ***Research Model***

This study conducted with the aim of determining media perceptions of elementary school students was designed with science design which is one of the research designs. In this pattern, it is aimed to reveal and interpret individual perceptions or points of view related to a certain phenomenon. Qualitative research is a type of research in which qualitative process is followed to present perceptions and events in natural environment in a realistic and holistic manner (Yıldırım & Şimşek, 2011). Data analysis in phenomenology researches is to reveal experiences and meanings. For this purpose, in the analysis, it is tried to conceptualize the data and reveal themes that can define the phenomenon. However, it cannot assert certain and generalizable results in compliance with the nature of qualitative research (Yıldırım & Şimşek, 2011).

### ***Study Group***

Study group consists of 5 female and 5 male students (10 students in total) selected on a voluntary basis from 5th grades in Atatürk Elementary School in Tokat. Study group is preferred due to reasons such as easy transportation, saving of time and voluntariness of students.

### ***Data Collection Tool and Collection of Data***

Data collection tool consists of 3-question interview form formed by the researchers and 3 questions asked to participants for drawing pictures.

Questions were prepared by reviewing the literature. The questions are;

- (1) What is media? Please write briefly.
- (2) What are media tools? Please write briefly.

After participants answered these questions, “How do you describe media?” question was asked on A4 paper and it was asked participants to draw picture. Codes such as F1, F2, F3 for female students and M1, M2, M3 for male students were given to A4 papers and distributed to the participants. They were collected after 2 hours of lesson.

### ***Data Analysis***

Research is based on qualitative research method. Within this scope, students’ drawings were analyzed and interpreted via descriptive analysis which is one of the qualitative research methods. Descriptive analysis is a type of data analysis in which data obtained with various data collection techniques is summarized and interpreted in terms of themes determined before. In this type of analysis, main objective is to present the obtained findings to the reader as summarized and interpreted. For this purpose, direct quotes from the data can be given (Yıldırım & Şimşek, 2011).

Descriptive analysis process takes place in several stages. First of all, a framework is created for data analysis starting from the conceptual framework of the research. Categories are determined to organize and present the data. Then researcher organizes the data based on the framework to gather data in a meaningful and logical manner. At the end of this process, researcher explains the findings s/he determined, associates and interprets (Yıldırım & Şimşek, 2011). Answers given to the questions in the interview form were analyzed and interpreted by the researchers.

## **FINDINGS And INTERPRETATION**

### ***1. Findings and Interpretation Related to the Question-What is media? Please write briefly.***

Participant F1 stated that “All the things such as television, telephone, newspaper are included in media”. Participant M2 stated that “I think media is TV. We learn everything from it”. Participant M5 stated that “I think media is telephone, internet and television. They teach us everything”. Participant F4 stated that “Media allows us to know what is happening around us. Especially we learn from the TV”. Participant M3 stated that “Media is where we learn everything”.

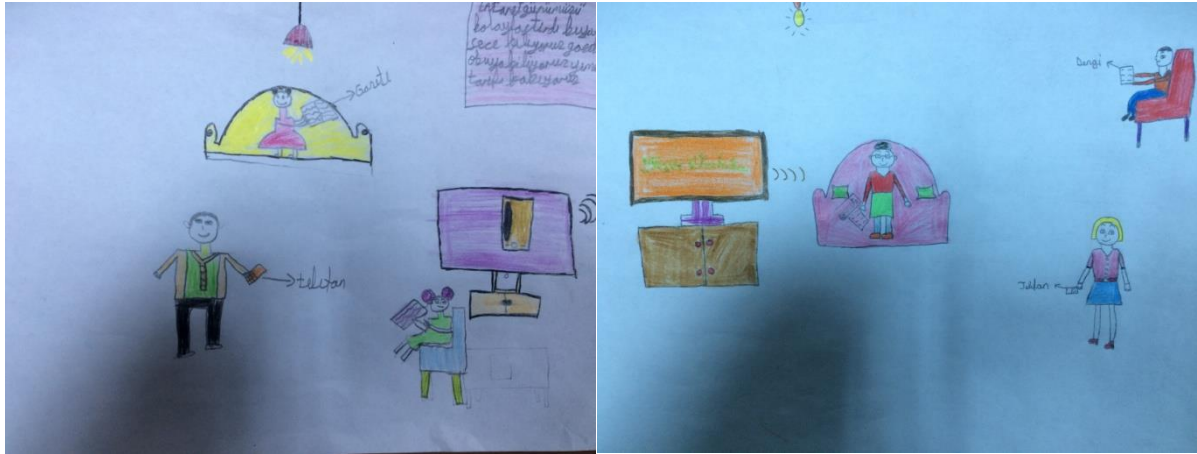
### ***2. Findings and Interpretation Related to the Question- “What are media tools? Please write briefly.***

Participant M1 stated as “television, internet and telephone”. Participant M3 stated that “Media consists of television, newspaper and internet”. Participant M4 stated as “television and cell phone”. Participant F1 stated as “cell phone, computer, internet, television”. Participant F5 stated as “newspaper, cell phone and computer”.

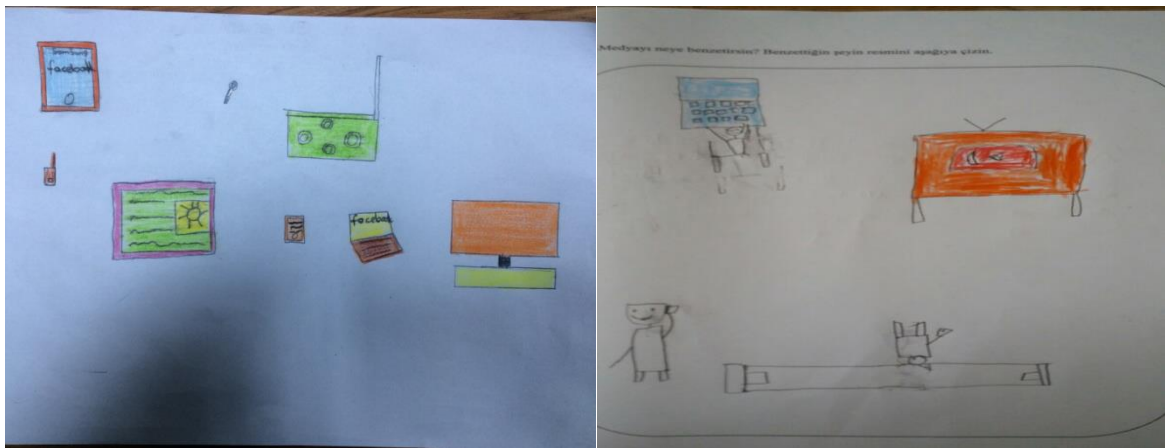


### 3. Findings Related to the Drawings Drawn as an Answer to the Question “How do you describe and picture media?”

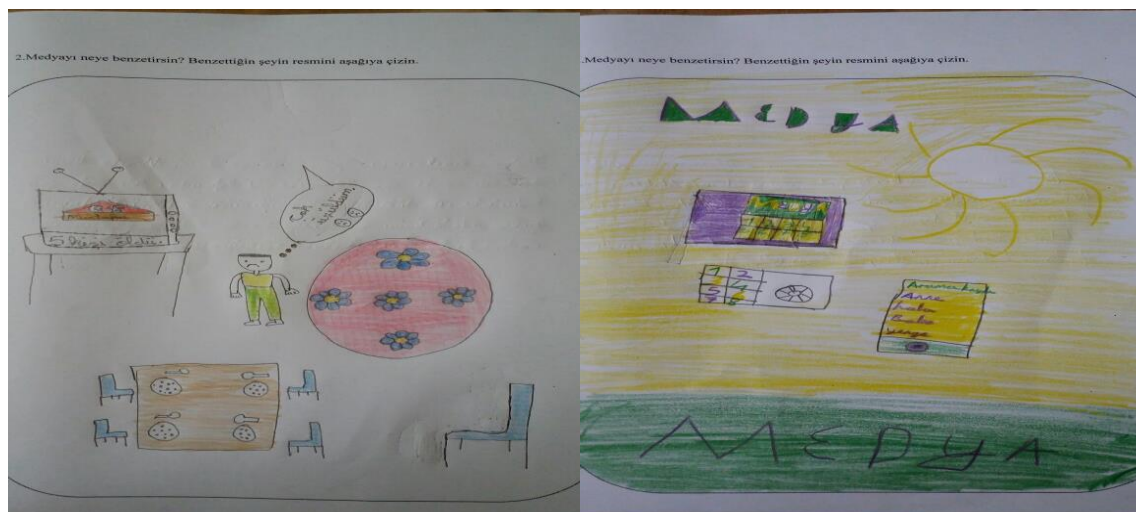
**Image 1:** Media Drawing of Participant M1 **Image 2:** Media Drawing of Participant M2



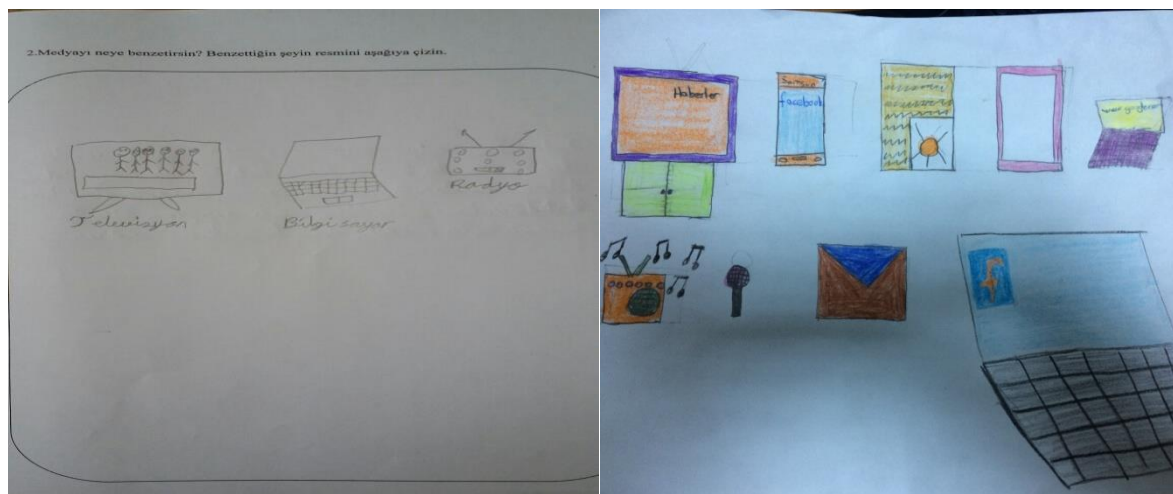
**Image 3:** Media Drawing of Participant M3 **Image 4:** Media Drawing of Participant M4



**Image 5:** Media Drawing of Participant M5 **Image 6:** Media Drawing of Participant F1



**Image 7:** Media Drawing of Participant F2 **Image 8:** Media Drawing of Participant F3



**Image 9:** Media Drawing of Participant F4 **Image 10:** Media Drawing of Participant F5



## Result and Suggestions

Examining the answers given by the participants to the question “What is media?”, it is concluded that they generally explained media over visual media. Participant M5 stated that “I think media is telephone, internet and television. They teach us everything” and especially this statement supports this result. Within this context, it can be said that our children are in closer contact with visual media. That situation makes us reach the result that children should use media for appropriate purposes. Children should be led well and they should benefit from appropriate media for academic life. For the question “What are media tools?”, participant F1 said “cell phone, computer, internet, television” and we can say that this is based on the result that children are under the influence of visual media preponderantly. Only book and newspaper were mentioned for printed media and this can be interpreted as an indicator that printed media stays in the background. According to answers, especially cell phone emerges as an important media tool. Cell phone especially influencing our children is a tool that needs to be careful about. Cell phone can cause children to use media unconsciously because they can have the opportunity of accessing all web sites especially via internet. Consequently, it can be said that visual media is in the dominated field of the children. That situation lays tremendous burdens on families. Especially within in the context of media literacy, it is absolutely necessary to inform children. Yılmaz and Ersoyol (2013) stated in their study that children should be raised as conscious receivers evaluating media critically. They should be reached at a conscious level that they have awareness towards environment they live in, know the problems of their country and analyze the things they see on media critically by reading media appropriately. At the same time, it is concluded that it is necessary to gain values such as respect to right to privacy, aesthetic sensibility, honesty, being responsible, devotion to moral rules, being scientific and solidarity and this supports the drawings of the children.

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