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## The effects of using cartoon in teaching social sciences on attitudes of students against to social science course

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### Abstract

In Turkey, since 2004, transition to a constructivist approach at curriculum has also led to deep-rooted changes in social sciences classes as with all courses. Change in the Social Studies Course Program made it necessary to use different types of materials in lessons by teachers. One of the materials used to make more effective and efficient of social sciences lessons is comic film that have a big place in the world of children.

In this study, have been studied the effect of using comic films in teaching social sciences at the primary fifth class on attitudes of students against to social science course.

The research, at the second term of 2009-2010 academic year, were made over Elementary first-grade 5 grade students. In this research, experiment and experimental design with control group were used. In the result of research, attitude of experimental group's, who are used comic films in the process of teaching procedure, towards the lesson is significantly higher than experimental group, who are not used comic films in the education process.

*Keywords:* Social sciences, Cartoon (Comic Films), Attitude

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### 1. Introduction

Social sciences is an appropriate lesson when it comes to learning about the social and cultural lifestyles that individuals take on. On one hand, students learn about the past and present of the society in which they reside, and on the other hand, they encounter various details about other societies. With such an extensive content, students are given the opportunity to learn about the rich and cultural experiences of mankind throughout history. Social sciences is a lesson which is given in elementary school, and it attempts to carry out its goal whether it be in the Turkish Public Education System or as an education program (Akdağ 2009:2)

According to the reconstructive approachment principle which has been popular since 2004, the use of various materials during the process of education has gained much more importance. The belief that knowledge, ingenuity, value, and other concepts should be permanently gained is based on the use of educational materials and this has become one of the main causes as to why educational materials have become so important. Social sciences is trying to adapt to this new approach. With this said, there are student centers which have taken into consideration the differences among individuals and have embraced new teaching-learning techniques, and in this case have come to the conclusion that the use of materials in education carries great importance (Ulusoy and Gulum 2009:86). Being

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so, teachers are now expected to use materials such as maps, films, photographs, and hypermedia as a part of the lesson. As we can see, films are one of the materials that are expected to be used in class. Films are an important part of the teaching process. The use of films in social sciences provides students with different learning environments (Öztaş, 2009:342). Animated films are one important kind of film and serve as appropriate educational material for students in the elementary school level.

The use of pictures to show every stage of movement and then to place them together to form a single film is called animation (Ana Britannica, 1987). Erdogan (1994), however, has defined animation as a firm that can make the viewer feel as though there is motion when actually they are just a series of analyzed poses. Ever since animated movies have existed, they have served as an inception of art that gives it viewers the opportunity to feel as if they are in another world. The characters and environments that are created become one with the viewer. Children especially have been known to believe that they resemble an animated character to some extent. This is an important example as to why animation films are so effective (Ünver, 2002).

The making of animated films in the world began in the 1990s. In Turkey, however, it began in 1948-1949 in a private course that was started by Vedat Ar, a faculty member at the State Academy of Fine Arts but it wasn't carried on to the film state (Edoğan, 1994). The progress of animated films began in the 1960s when they were used in the commercial industry (Kaba, 1992). When animated films began being used in commercials, the Istanbul Commercial Agency (Istanbul Reklam Ajansı) began working with caricaturists and had animated films made (Can, 1995). As a result of the progress that animated films had made, in the 1980s they began to air on TRT (Turkish Radio and Television Association).

In the process of teaching-learning, many materials are benefitted from. More often than not, it is the materials that can be heard and seen are those that catch the eye of the student. According to Aliciguzel (1988) films, videos, animated films, and etc. which have been made for educational purposes are effective because they can be both heard and seen. The role that animated films play in education is based on the fact that they consist of both visualization and motion. Topics in animated films can be expressed realistically and also can be expressed as a caricature. By doing so learning can become a more fun experience (Kosker, 2005). Ergoz (2006), however, believes that animated films provide the opportunity, in the technical sense, for all the topics and kinds to be animated. He believes that the reason why children choose animated films and science fiction films over others is that they try to familiarize and understand the world around them through animated films.

Animated films both entertain and educate. It has been observed that children adopt the values that are presented in the animated films as dialogues and ties between the characters and actions (Erdogan, 1994). Animated films also serve as education materials in social sciences. The concretizing of abstract things (justice, peace, respect, etc) is an important activity for elementary school students. It is because of the concretizing of abstract things that animated films can be used in social sciences (Oztas, 2009). But animated films, which are an the indispensable part of children's programs and broadcasting, must be used properly in social sciences (how and when to give to whom) (Kosker, 2005). This way, the animated films that may be used in social sciences has an effect on the attitude that students have to the lesson.

## **2. Method**

This study has been designed with the format of pre-test and last-test control group. In the pre-test – last test control group model, there are two groups assigned in a neutral manner. One of the groups is used as a test group while the other is used as a control group. In both groups, measurements are taken both before and after the trials (Karasar, 2008).

The aim of this experiment is to determine the effectiveness of animated films on the students in the lesson of social sciences. With this aim in mind, the answers to the questions below were the ones that were expected to be reached. These problems:

1. Is there a significant difference between the pre-test behaviour percentage of the control and experimental group?

2. Is there a significant difference between the last test behaviour percentage of the control and experimental group?
3. Is there a difference between the pre-test and last test behaviour percentage of the experimental group?
4. Is there a difference between the pre-test and last test behaviour percentage of the control group?

**Table 1. The Research Sample**

Grup	Class	Number Of Students
Test	5B	29
Control	5A	29

As seen in table 1, a total of 58 students in the 5<sup>th</sup> elementary functional grade have been used in this experiment. 29 of these students are in the experimental group and the other 29 are in the control group.

### 3. Results (Findings) and Discussion

In this part, we will focus on the findings encountered by the sub problems modified for this research.

Sub problem 1: Is there a significant difference between the pre-test behaviour percentage of the control and experimental group?

In the first sub problem of the research, the question of whether there is or isn't a significant difference between the pre-test behaviour percentage of the control and experimental group was analyzed. The results of the analysis have been given in table 2.

**Table 2. The t-test results of Pretest Attitude Points According to Group**

	N	X	SS	t	P
Control	29		85,89	7,55	.253
Test	29		85,34	8,98	.801

As seen in table 2, there is isn't a significant difference between the pre-test behaviour percentage of the experimental group on which the technique of using animated films as materials was used and the control group, on which it wasn't, the difference being  $[t(56) = .253, p > 0.05]$ . We can see that while the average pre-test behaviour percentage of the experimental group is 85,34, the average pre-test behaviour percentage of the control group is 85,89. We can say that this mathematical difference between the two groups is not statistically significant. This conclusion based on the pre-test results shows that there is a significant difference between the pre-test behaviour percentage of the control and experimental group.

Sub problem 2: Is there a significant difference between the last test behaviour percentage of the control and experimental group?

In the analysis of the second sub problem research, it was analyzed that whether there was a significant difference between the last test behaviour percentage of the control and experimental group. The results of the analysis are given in table 3.

**Table 3. The t-test results of Posttest Attitude Points According to Group**

	N	X	SS	t	P
Control	29		88,27	8,28	-2,710
Test	29		96,37	13,80	.009

There is significant difference between the last test behaviour percentage of the experimental group on which on which the technique of using animated films as materials was used and the control group, on which it wasn't, the difference being  $[t(56) = -2,710, p < 0.05]$ . The average last test behaviour percentage of the experimental group was 96,37, while the average last test behaviour percentage of the control group was 88,27. We can say that this mathematical difference between the two groups is statistically significant. The last test behaviour percentage of the experimental group on which the technique of using animated films as materials was used had statistically increased as opposed to the control group, on which it wasn't. According to these results, the process that was used in favor of the experimental group shows to be effective in the sense that it assists students in having a positive outlook on social sciences.

Sub problem 3: Is there a difference between the pre-test and last test behaviour percentage of the experimental group?

In the analysis of the fourth sub problem of the experiment, it was analyzed whether there was a significant difference between the pre-test and last test behaviour percentage of the experimental group? The results of the analysis are given in table 4.

**Table 4 The t-test Results of Pretest and Posttest Attitude Points According to Group**

Test	N	X	SS	t	P
Pretest	29		85,34	8,98	-3,607
Posttest	29		96,37	13,80	

When we compare the pre-test and last test behaviour percentage of the experimental group, we see that there is a significant difference between the two average percentiles. When the 85,34 average of the last test and pre-test behaviour percentage of the experimental group is taken into consideration, we can say that there is a significant increase in the last test. This increase is statistically significant. Based on this data, it can be said that the use of animated films as learning material on the experimental group is an effective and successful tool in the education of social science because it gives the students a positive attitude towards the lesson.

Sub Problem 4: Is there a difference between the pre-test and last test behaviour percentage of the control group?

In the third sub problem of the experiment it has been analyzed whether there was a significant difference between the pre-test and last test behaviour percentage of the control group. The results of the analysis are given in table 5.

**Table 5 The t-test results of Pretest and Posttest Points of Control Group.**

Control	N	X	SS	t	P
Pretest	29		85,89	7,55	-1,143
Posttest	29		88,27	8,28	

In the experiment, it was seen that there was an increase in the last test behaviour percentage of the control group. There isn't a difference between the pre-test and last test behaviour percentage of the control group. As seen in table 5, while the pre-test behaviour percentage of the control group is 85,89, the last test result is 88,27. This mathematical difference is not statistically significant. Even though the technique of using animated films as teaching materials was not used on the control group, the attitudes of the students in this group towards social sciences have also significantly increased. But this increase holds a significantly low value when compared to the experimental group which used animated movies as teaching materials during lessons.

#### 4. Conclusion and recommendation

A significant difference between the pre-test – last test percentages of the experimental group which used animated films as teaching material was obtained. Lessons carried on with the use of animated movies seemed to have a positive effect on students. A statistically significant difference was not obtained between the pre-test and last

test percentages of the control group on which traditional teaching techniques were used. When these two groups are compared, the percentages of the students in the experimental group proved to have more of an increase. The statistical analysis that was made strengthens this conclusion.

In conclusion, the use of animated films as teaching materials in social sciences has a positive effect on the education of students.

- To improve the attitude that students have towards social sciences, animated films can be used as supportive educational materials.
- The fact that the use of animated films in social sciences is an effective education-teaching process and that it prevents the lesson from becoming monotonous should not be forgotten by teachers.
- To make better use of animation films as teaching materials, training for social sciences teachers is provided.

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