



The Effect of Using Creative Drama as a Method in Social Sciences Lesson to Student Success *

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Abstract

This study aims to put forward whether the teaching of “The Ones Working for Society” unit located in 5. grade Social Sciences Lesson “Groups, Institutions and Social Networks” learning area by using creative drama method has effect on the student success or not. The study group of the research consists of 106 students which was determined with random sampling method among the 5. grade students attending a public school and a private school in Şırnak Province. Both quantitative and qualitative methods were used together in the research. As the qualitative method, data in the assessment form which consists of open-ended questions are gathered by using frequency analysis which is a content analysis type. And as the quantitative method, “Solomon Four Group Design” (S.F.G.D.) was utilized. Whereas in experimental group creative drama method was used while the subjects are treated, in control group question-answer, sample event, instruction and discussion method and techniques were used. Practice lasted for totally 24 hours as being 4 weeks for each school type. By assessing the points from pretests and posttests, it was determined whether there is a difference between experimental and control groups or not via “t test”. Besides, it was tested by single factorial analysis of variance (ANOVA) whether the difference between difference points average of groups is meaningful or not. In the consequence of the study, when posttest average points of students attending to public school and private school was compared, it was seen that there is a meaningful difference in the posttest points of students according to the school they attend. When the qualitative data acquired was examined, students in the experimental group stated that creative drama made the lessons very entertaining and funny, they were not bored during courses and rate of participating in courses was higher. In brief, it was concluded that usage of creative drama in lessons as a method is effective on student success at a meaningful level and students spent a positive learning process from many aspects.

Keywords

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Introduction

There is a fast change and conversion in social structure and relations. In this process, individual has important responsibilities in fitting in the society and directing the society. Changing and developing social and cultural structure necessitates modern individual. Education plays an important role in relation to raising of modern individual. Nevertheless the qualification of the education is quite important in the gaining of required information and skills with regard to development of the individual. Thus in order to carry education to the required point both for qualification and functionality, programme development studies in education is conducted.

Social sciences addressing the interaction of humans with their social and physical environment inside time span has an important place in the primary education programme. Social sciences which aims a citizenship conception focused to active participation to democratic process as main target contribute to socialization of children. However it is required social sciences education programme to be prepared and developed in line with modern social sciences conception in order to perform these expected contributions (Doğanay, 2008). Education and teaching programmes which have an important place in raising human type necessitated by era and lessons conducted in schools in this direction are planned, practised and evaluated according to needs and expectations of society (Sever, 2015, p. 4). Social Sciences Lesson teaching programme development study is one of them.

Social sciences can be identified as process of bonding with social reality based on demonstration and dynamic information obtained as a result of this. When it is said social reality any activity organising social life may come to mind. All social phenomena and relations which humans uses at their life and which are necessary, which enable them to live easier, happier and more comfortable, and to develop and to realize themselves in line with their hidden powers may enter into the scope of this concept (Sönmez, 2010, p. 3). And the objective of Social Sciences Lesson is seen as student to comply with social life, raising active and productive citizens. Besides child complying with the society he/she lives inside, equipping him/her with universal values is also among the most important targets of social sciences (Sever, 2015, p. 14).

The Social Sciences Programme applied aims raising Turkish Republic citizens who adopted modern Atatürk principles and reforms of 21. century, equipped with basic democratic values, respectful of human rights, sensitive to the environment he/she lives, interpreting information according to his/her experiences and forming, using and organizing it inside social and cultural context (thinking critically, creative, giving right decisions), whose social participation skills are developed, who gained the methods which social sciences use while generating scientific knowledge, who is active in social life and productive, who knows his/her rights and responsibilities (Ministry of National Education [MEB], 2005).

In sum, it can be said that Social Sciences Programme and Social Sciences Lesson combines in a common point with regard to basic information and skills which are wanted to be gained to individual. In addition, it can be said that objectives, contents, learning-teaching process and evaluation forms of Social Sciences Programme applied now were developed in the light of modern developments and by taking students into center and have a consistent structure in itself (Özdemir, 2014, p. 43). However, it is also important how these objectives are gained to the individual which forms the foundation of the society rather than the qualifications of the mentioned objectives.

Social Sciences Programme aims to gain learners skills such as critical thinking skill, creative thinking skill, communication and empathy skill, research skill, problem solving skill, giving decision skill, social participation skill (MEB, 2005a). At the point of gaining these skills, it is also quite important to use correct method and techniques in the learning and teaching process. When considering from this aspect, it is seen that basic skills which Social Sciences Programme want to gain and some basic objectives of creative drama such as “developing creativity and imagination, developing communication skills, critical and independent thinking, collaborating, creating social sensitivity, language development, developing verbal and non-verbal expression skill” are directly associated with each other (Adıgüzel, 2017). This relation was reflected to the “how” dimension which is one of the

basical elements of programme in the learning and teaching process depending on the changes experienced in Social Sciences Programme and creative drama had an important place as a method. This has also strengthened the necessity dimension of the study.

Novelties experienced in teaching programmes show that the programme development studies in education is a comprehensive and perpetual process in accordance with requirements. Programme development in education can be expressed as the whole of dynamic relations between target, content, learning-teaching process and evaluation forms which are programme elements. The most important of these elements are learning-teaching process which learning is performed. This element includes strategy, method and techniques, curricular and extracurricular activities, tools and materials to be used which will be used in reaching these targets. One change occurred in any of programme elements also affects the other elements (Demirel, 2015). In this respect, in accordance with necessities depending on the changes experienced in teaching programmes, answer to the question of "How do we teach" is searched along with the question of "What do we teach". And this necessitated new programme conception which adopted an approach which students have to play an active role in the process of structuring information and requirement of new methods and techniques which will support this. In this direction, creative drama has come into prominence as an important method in setting new program conception to work.

Creative Drama in Education

Education aims to raise individuals at the most suitable and advanced level affectively, knetically and cognitively within a unity. It is required to make contact and to form a balance and harmony with this unity and the environment which humans live in and while doing these creative drama field which has a plenary education approach has important duties. Creative drama which is needed more day by day as a method in education system is the portraying of an aim, a thought based upon life experiences of members forming a group by means of techniques such as improvisation, role playing etc. (Adıgüzel, 2017).

Creative drama is an important way of learning and both Heathcote and Bolton see creative drama as a tool to learn. Both of their theories have these conception. Heatcote maintains creative drama is a field which aims presenting children educational opportunities by means of creative drama not a life formed for creative drama itself. Hence, he emphasizes that he is primarily a teacher and secondly a drama master. Creative drama takes learner to its center and make him/her live realities in the fictional world by playing various roles. Thus learner recognizes himself/herself and his/her close environment with a natural and active method, he/she realizes himself/herself (Adıgüzel, 2017). Besides creative drama enables development of learning skills both in content and in process and bring prior lives of students to learning process. Thus, it plays a key role in reconstruction of information and directing it to present learning outcomes (Güven, 2009).

In creative drama individual is involuntarily in the process of educating his/her senses on one side and he/she is a active participant in learning process on the other hand. Student while learning by what he/she does, activates his/her senses and gain unforgettable experiences. The gaining of these experiences also means developing of verbal and non-verbal communication skills of individual (Üstündağ, 2012).

That creative drama has various learning outcomes with regard to learner is put forth with so many scientific studies. And as the consequence of this study, students expressing that the lesson was more entertaining and funny than the other lessons, they experienced a different learning process, sharing between friends and togetherness came into prominence more and they experienced a positive communication process as a natural result of this put forward the effectiveness of creative drama as a method.

Creative drama has a distinctive lesson plan process different from the other disciplines. In other words; in creative drama learning teaching process is carried out according to different stages. These stages are realised in three stages as 1-Preparation-Warmup 2- Animating 3- Evaluation (Adıgüzel, 2017). In this study lesson plans are prepared according to these stages. Within the frame of

the practised lesson plans; the answer is searched for the question of “Does the usage of creative drama as a method has an effect on student success with regards to different school types?” Within the frame of this general objective it is searched whether there is a meaningful difference between student successes with regard to different school types as a consequence of using direct instruction and creative drama as a method in Social Sciences Lesson or not. In addition, opinions of students studying in different school types related to usage of creative drama as a method are discussed.

This study is limited to “The Ones Working for Society” unit located in 5. grade Social Sciences Lesson “Groups, Institutions and Social Networks” learning area. Besides, study is limited by direct instruction and creative drama method and techniques among teaching methods.

Method

Model of the Study

Both quantitative and qualitative methods were used together in the research. As the qualitative method, assessment form which consists of open-ended questions were used and data was subjected to content analysis and it was acquired by making frequency analysis of the words frequently used for each question (Tavşancıl & Aslan, 2001, p. 89). Content analysis stands for taking voluminous qualitative material and attempting for reduction and interpretation of any qualitative data aimed at determining basic consistencies and meanings (Patton, 2014, p. 453). In content analysis words affecting the success of practice result were addressed in a comparative way for each question in terms of two different school type and the frequency and percentages of the words were calculated and interpreted. And as quantitative method “Solomon Four Group Design” (S.F.G.D.) which was the most powerful experimental model protecting both internal and external validity together among the classical or authentic study models in researchs was utilized (Karasar, 2015, p. 98). According to this model four separate groups are identified by using impartial appointment method. After first two groups which are determined being separated as experimental and control group, experimental group is intervened and both groups are subjected to a pretest and posttest. On the other hand, the third and the fourth groups are also divided as the experimental and control group. Following the intervention to the experimental group, both groups are only given the post-test, without applying the pre-test. This model besides showing the effect of independent variable on the result via pretests and posttests applied to first two groups, it also gives researcher an idea whether pretest has an effect on the results or not because of pretest not being applied to third and fourth groups (Black et al., 1999; as cited in Karakuş & Başibüyük, 2009).

Table 1. Solomon Four Group Design

Group 1	R	T1	I	T2
Group 2	R	T1		T2
Group 3	R		I	T2
Group 4	R			T2

R: Random appointment

T1: Pretest/ observation before intervention

I: Intervention/ adding of independent variable

T2: Posttest/ observation after intervention

In the study group of the research there were two each groups both in experimental and control group and from different school types as public school and private school. On the basis of Solomon Four Group Design in Table 1, in order to put forth the effect of creative drama as a method on student success, while the subjects in the “The Ones Working for Society” unit located in “Groups, Institutions and Social Networks” learning area are treated with creative drama method in experimental groups, in the control groups they were treated with direct instruction method. In other words; whereas in each experimental group of public school and private school the lessons were treated with creative drama, in the control groups of public school and private school the lessons were treated with direct instruction method. Nevertheless direct instruction method was supported with active teaching methods such as discussion, question-answer and sample event.

Table 2. Model of the Study

Student Groups	Test	Experiment model	Test
Primary School (Private)			
Experimental (5-A)	Pre	Creative Drama	Post
Control (5-B)	Pre	Instruction, Discussion, Question-Answer, Sample Event	Post
Primary School (Public)			
Experimental (5-A)		Creative Drama	Post
Control (5-C)		Instruction, Discussion, Question-Answer, Sample Event	Post

In Table 2 “Solomon Four Group Design” (S.F.G.D.) is presented. In addition, on the basis of the model, information related to how study groups were used in the study is also given. Creative drama was used as a method for learning outcomes related to “The Ones Working for Society” unit located in “Groups, Institutions and Social Networks” learning area of Social Sciences Lesson, in experimental groups belonging to two different schools. And for two control groups belonging to public school and private school, along with the direct instruction, methods supporting direct instruction teaching method such as discussion, question-answer and sample event were used. Opinions of students in experimental groups of both school types related to usage of creative drama as a method were received and these were analysed comparatively for each question.

Study Group

The study group of the research consisted of 5. grade students studying in a public school affiliated to Ministry of National Education and in a private school. The study groups were determined via random sampling method. According to this, experimental and control groups of public school consisted of 24 students each and experimental and control groups of private school consisted of 29 students each.

Data Collection Tool and Techniques

The learning outcomes related to the theme subjected to the research were determined and based upon these learning outcomes, lesson plans based on creative drama and direct instruction method were prepared. Prepared lesson plans were practised by researcher within the frame of a determined calendar in experimental and control groups. Afterwards, a unique multiple choice test composed of 25 questions was developed in consequence of examining the literature and text books by applying to the opinions of the experts in order to determine success level of students before and after the practice. Besides an interview form consisting of five open-ended questions was developed in order to receive the opinions of experimental groups about the practice. In order to ensure the validity and credibility of the test the opinions of assessment and evaluation expert, social sciences expert, programme developing expert and turkish expert were received and the test was applied. In consequence of practice, analyses of achievement test, test and item statistics were made and the test was analysed under two headlines as item difficulty index (Pj) and distinction index (rjx) of every item. In the study, items whose distinction index is 0.31 or higher are included into test, items which have a value except these values were expelled from the test. Difficulty index of the items in the test had a value between 0.32 and 0.83. And distinction index had a value between 0.31 and 0.69.

When the statistical results of 20 item in the achievement test are examined; arithmetic average of the test is 55, standart deviation is 12.30, median value is 60, the highest point in the test is 80 and the lowest point is 35. Peak value of the test is 65 and its range is 45. Average difficulty index of the items is 0,57 and their average distinction index is 0,50. These can be concluded according to the data acquired from the test: It can be concluded that related learnings are at an adequate level, student success is high and requested learning outcomes are reached considering the relations of peak, median and arithmetic

average values. After validity and credibility studies test was applied as experimental and control groups, pretest and posttest to two different groups and only posttest to two other groups in order to put forth the learning levels of study groups according to creative drama method and according to direct instruction method on the other side. After the application of achievement test, an assessment form composing of five open-ended questions was applied to study groups which creative drama was practised so as to set forth their viewpoints about the method. Implementation plans which creative drama was used as a method were prepared in order to apply for experimental groups in the both school types. Similarly, implementation plans which methods like instruction, discussion, question-answer, sample event were used were prepared in order to apply to control groups belonging to both school type. An achievement test as pretest and posttest were developed in order to test student success before and after application. In addition an assessment form was prepared by benefiting from expert opinions in order to receive the opinions of participants about application.

Analysis of the Data

The simplest technique in respect to calculation and interpretation which is used for testing the efficiency of experimental treatment in pretest posttest control group designs is the "t" test for unrelated groups which is used in order to test whether there is a significant difference between average points of pretest posttest difference points of two groups or not (Kaptan, 1993; Karasar, 1995; Schafer, 1992; as cited in Büyüköztürk, 2014). Data acquired from tests as a result of application were analysed by means of SPSS package programme. It was put forth whether there is a difference between experimental and control group with a "t" test by comparing the points obtained from pretest and posttest. It was tested with single factored variance analysis (ANOVA) whether the difference between averages of groups' difference points are significant or not. Variance analysis is a powerful parametric analysis like "t" test (Howell 1987; Ravid, 1994; as cited in Büyüköztürk, 2014).

Data in the assessment form which include opinions of students about application in consequence of the research were acquired using frequency analysis which is one of the content analysis types showing data as number and percentage in order to represent specialities belonging to distribution of values or points of one or more variable (Büyüköztürk 2012, p. 21). Data acquired related to assessment form were given and interpreted in a comparative way for every open-ended question according to two different school type.

Achievement test developed within the context of the research, after being applied to experimental group of the private school as pretest, lessons were treated with creative drama method and then achievement test was applied as posttest. In the same way after achievement test being applied to control group of the private school as pretest, lessons were treated with direct instruction method and then achievement test was applied as posttest. As for public school in order to measure effect of pretest on results as required by research model, achievement test was applied only as posttest to experimental and control groups. In public school in experimental group lessons were treated with creative drama method and in control group with direct instruction method. After the application, achievement test was applied as posttest to both experimental and control groups in public school. Besides at the end of the application, opinions of students in experimental groups for both school types related to the application were received and they were analysed.

In order to ensure validity and credibility of the research an interview form composed of five open-ended questions was prepared within the direction of the purpose of the study and interview form was finalized by applying to the opinions of the field experts. While applying interview form necessary information was given to students and adequate time for replying the questions was given. With regards to the credibility of the study while analysing qualitative data, opinions of different experts were being applied, the consistency among them was examined and frequently used words were defined.

Results

Qualitative and quantitative data acquired within the direction of the study were analysed. Data acquired as a result of the quantitative research method is given as separate tables for experimental and control groups of each application school. In addition, data acquired as a result of the qualitative research method were evaluated by means of content analysis of student opinions related to open-ended questions in assessment form for both school types. Data acquired from pretests and posttests which were applied to study groups during application were presented as tables according to school types.

Findings Related to Effect of "Groups, Institutions and Social Networks" Learning Field of Social Sciences Lesson Being Treated with Creative Drama Method on Student Success

Findings acquired and interpretations related to 1. sub problem of the study within the direction of the study are given below.

1. Sub Problem:

a) As a result of the lessons being treated with direct instruction method in private school, is there a significant difference between pretest and posttest points of students?

b) As a result of the lessons being treated with direct instruction method in public school and private school, is there a significant difference between posttest points of students?

Table 3. Comparison Between Pretest and Posttest Points of Students as a Result of the Lessons Being Treated with Direct Instruction Method in Private School

Evaluation	N	\bar{X}	S	Sd	t	p
Pretest	24	40.42	10.82	23	8.05	.000
Posttest	24	60.62	9.48			

There is a significant difference between pretest and posttest points of the students studying with direct instruction method, $t(23)=8.05$, $p<.05$. While average of achievement test points belonging to students had been $\bar{X}=40.42$ before the application, it raised to $\bar{X}=60.62$ after the application. This finding shows that direct instruction method has an important effect on increasing the student success.

Table 4. Comparison of Posttest Points of Students as a Result of The Lessons Being Treated with Direct Instruction Method In Public School and Private School

School Type	N	\bar{X}	SS
Private School	24	60,63	9,48
Public School	29	52,07	13,79

Analysis results show that there is a significant difference between posttest points of students studying with traditional method according to school types $F(1,51)= 6,633$, $p<.05$. Posttest points of students studying in private school ($\bar{X}= 60,63$) is higher than the points of students studying in public school ($\bar{X}=52,07$).

Table 5. ANOVA Analysis Results related to Post-test Points of Students as a Consequence of the Lessons Taught by Direct Instruction Method in Public School and Private School.

	Total of Squares	Sd	Average of Squares	F	P	Significant Difference
Inter groups	961,343	1	961,343			
Intra-groups	7391,487	51	144,931	6,633	.015*	
Total	8352,830	52				

2. Sub Problem:

a) As a result of the lessons being treated with creative drama method in private school, is there a significant difference between pretest and posttest points of students?

b) As a result of the lessons being treated with creative drama method in public school and private school, is there a significant difference between posttest points of students?

Table 6. Comparison Between Pretest and Posttest Points of Students as a Result of the Lessons Being Treated with Creative Drama Method in Private School

Evaluation	N	\bar{X}	S	Sd	t	p
Pretest	24	42.70	11.88	23	8.92	.000
Posttest	24	79.38	13.38			

There is a significant difference between pretest and posttest points of the students studying with creative drama method, $t(23)=8.925$, $p<.05$. While average of achievement test points belonging to students had been $\bar{X}=42.70$ before the application, it raised to $\bar{X}=79.38$ after the application. This finding shows that creative drama method has an important effect on increasing the student success.

Table 7. Comparison of Posttest Points of Students as a Result of the Lessons Being Treated with Creative Drama Method In Public School and Private School

School Type	N	\bar{X}	SS
Private School	24	79,38	2,73
Public School	29	70,86	11,34

Analysis results show that there is a significant difference between posttest points of students studying with creative drama according to school types $F(1,51)= 6,2883$, $p<.05$. Posttest points of students studying in private school ($\bar{X}= 79,38$) is higher than the points of students studying in public school ($\bar{X}=70,86$).

Table 8. ANOVA Analysis Results related to Post-test Points of Students as a Consequence of the Lessons Taught by Creative Drama Method in Public School and Private School.

	Total of Squares	Sd	Average of Squares	F	p	Significant Difference
Inter groups	951,681	1	951,681			
Intra-groups	7719,073	51	151,354	6,288	.015*	
Total	8670,755	52				

3. Sub Problem: As a result of the lessons being treated with direct instruction method and creative drama method in private school, is there significant difference between the posttest points of students?

Table 9. Comparison of Posttest Points of Students as a Result of the Lessons Being Treated with Direct Instruction Method and Creative Drama Method

Evaluation	N	\bar{X}	S	Sd	t	p
Direct Instruction	24	60.62	9.48	23	8.78	.000
Creative Drama	24	79.38	13.38			

It was concluded that there is a significant increase in student success as a result of creative drama being used as a teaching method, $t(23)=8.78$, $p<.05$. While the average of points belonging to students studying with direct instruction method was $\bar{X}=60.62$, the average of points belonging to students studying with creative drama method was found as $\bar{X}=79.38$. This finding shows that creative learning being used as a teaching method has an important effect on increasing student success.

Student Opinions Related to the Usage of Creative Drama as a Method in Social Sciences Lesson with regards to Different School Types

In order to evaluate the effect of Social Sciences Lesson being treated with creative drama method with regards to different school types, an assessment form was used as well as achievement test. In order to assess success in qualitative terms, the words learning, comprehension, interest against lesson (amusement, to like, realising willingly), communication, collaboration and permanence were determined as elements supporting realisation level and qualification of success. Assessment form ensured not just the evaluation of the output, but also the process in the learning-teaching process. Data acquired from student assessment form at the end of the application process treated with "frequency analysis" which is one of the content analysis type, words and usage percentage of these words were deduced, they were given and interpreted in a comparative way according to two different school type.

Primary School (Public) Students

1. The analysis result of the answers given by students to the question of "Which kind of differences does the lessons that you have treated with creative drama method have apart from the methods used in the other lessons? What do you think about these differences?" and the frequency of occurrence of the words are given in table 10.

Table 10. Word Analyses of the Opinions of the Students Related to Comparison of Lessons Being Treated with Creative Drama Method in Social Sciences Lesson and Other Methods Used

Words	f	%
It was entertaining	9	31,03
Game	6	20,68
It was different	4	13,79
It was nice	3	10,34
I was happy	3	10,34
It was easy	2	6,89
I learned	2	6,89

As seen in table 10 when word analyses acquired from opinions of the students related to comparison of lessons being treated with creative drama method and other methods are examined; it is seen that frequently used words are entertaining, game, nice and happy. When these words are considered as a whole, it can be asserted that creative drama attracts the attention of students more than other methods and thus students had funnier lessons.

Primary School (Private) Students

1. The analysis result of the answers given by students to the question of "Which kind of differences does the lessons that you have treated with creative drama method have apart from the methods used in the other lessons? What do you think about these differences?" and the frequency of occurrence of the words are given in table 11.

Table 11. Word Analyses of the Opinions of the Students Related to Comparison of Lessons Being Treated with Creative Drama Method in Social Sciences Lesson and Other Methods Used

Words	f	%
It was entertaining	10	41,66
I understood	7	29,16
It was nice	3	12,50
I liked it	2	8,33
It was funny	2	8,33

As seen in table 11 when word analyses acquired from opinions of the students related to comparison of lessons being treated with creative drama method and other methods are examined; concepts which private school students use are the concepts of “it was entertaining, I have understood, it was nice, it was funny”. When these concepts are considered, it can be asserted that creative drama as a method makes the learner experience a positive learning process.

According to table 10 and 11 when opinions received from students of both public school and private school related to comparison of lessons in which creative drama is used as a method and other lessons are considered; it is seen that the opinion that creative drama method being more entertaining is dominant among students studying in both school types. Opinions of students studying in both school types such as they consider creative drama different from other methods as a method, subjects in the lessons are comprehended in an easier way, they had funnier lessons, their learning was realised by playing may be interpreted that creative drama as a method made a positive impression on students.

Primary School (Public) Students

2. The analysis result of the answers given by students to the question of “Do you think that you had a positive learning process? Why?” and the frequency of occurrence of the words are given in table 12.

Table 12. Word Analyses of the Opinions of the Students Related to the Question of Whether They Had a Positive Learning Process by Usage of Creative Drama as a Method or Not

Words	f	%
Permanent	11	37,93
I learned	7	24,13
It was nice	5	17,24
It was different	4	13,79
Game	2	6,89

In table 12 when the opinions of the students about the question of whether they had a positive learning process or not are considered; frequent usage of permanent, I learned and it was nice concepts puts forward that the learnings have actualised, besides information gained being more permanent demonstrates the effectiveness of creative drama as a method from different viewpoints.

Primary School (Private) Students

2. The analysis result of the answers given by students to the question of “Do you think that you had a positive learning process? Why?” and the frequency of occurrence of the words are given in table 13.

Table 13. Word Analyses of the Opinions of the Students Related to the Question of Whether They Had a Positive Learning Process by Usage of Creative Drama as a Method or Not

Words	f	%
I understood	9	37,50
I learned	7	29,16
It was different	4	16,66
I liked it	2	8,33
Positive	2	8,33

In table 13 when the opinions of the students about the question of whether they had a positive learning process or not are considered; it is seen that the most used concepts are; I understood, I learned and it was different. On this basis, it can be claimed that learnings have actualised in a positive process.

According to table 12 and 13, when the answers received about whether the learning process has been experienced in a positive way or not are examined; it can be said that the thoughts of students studying in both school types show parallelism from the points of comprehensibility of lesson, point of learning realization and creative drama being different from other methods. When considered from all these viewpoints, it can be said that creative drama as a method saves lessons from being boring, makes them more entertaining, makes a positive impression on students and learning process being experienced was quite positive.

Primary School (Public) Students

3. The analysis result of the answers given by students to the question of “Did this method have a contribution to your relations with your friends both with regards to communication and other social sharings? Explain.” and the frequency of occurrence of the words are given in table 14.

Table 14. Word Analyses of Opinions of Students Related to Contribution of Usage of Creative Drama as a Method in Social Sciences Lesson to Their Relations with Their Friends with Regards to Communication and Other Social Sharings

Words	f	%
I shared	8	27,58
Togetherness	6	20,68
We were respectful	5	17,24
I got along with	4	13,79
I was socialized	4	13,79
I was joyful	2	6,89

In table 14 when the opinions of students related to contribution of usage of creative drama as a method to their relations with their friends with regards to communication and other social sharings is examined; it is seen that I shared, togetherness, we were respectful are the most used concepts. And these are behaviours which learners should have in relation to socializing. When reviewed from this point of view, it can be alleged that creative drama as a method has an important place concerning socializing of learners.

Primary School (Private) Students

3. The analysis result of the answers given by students to the question of “Did this method have a contribution to your relations with your friends both with regards to communication and other social sharings? Explain.” and the frequency of occurrence of the words are given in table 15.

Table 15. Word Analyses of Opinions of Students Related to Contribution of Usage of Creative Drama as a Method in Social Sciences Lesson to Their Relations with Their Friends with Regards to Communication and Other Social Sharings

Words	f	%
Communication	8	33,33
Togetherness	6	25,00
I got along with	4	16,66
I recognized	3	12,50
I was joyful	3	12,50

In table 15 when the opinions of students related to contribution of usage of creative drama as a method to their relations with their friends with regards to communication and other social sharings are examined; it is seen that communication, togetherness, I got along with are the most used concepts. Due to frequent usage of these concepts, it can be claimed that creative drama as a method has an important place in relation to students having a good communication process and development of their liaising senses.

According to table 14 and 15 when the answers given to the question of whether creative drama method contributed to their relations with their with regards to both communication and other social sharings in lessons in which creative drama was used as a method or not is examined; although both school students didn't have so many sharing with their friends of the opposite sex beforehand, they expressed that their friendship relations got better during the application. Students studying in both school type stated that communication in their relations with their friends improved in a positive way, their liaising senses has increased, they had more sharings, they had the opportunity to recognize their group friends from different viewpoints and they were happy because of all these. It can be said that creative drama was effective in subjects which are among their primary purposes such as socializing the individual, developing good relations with their peers and surpass the gender obstruction and this was supported with student opinions.

Primary School (Public) Students

4. The analysis result of the answers given by students to the question of "Do you think that lessons treated with creative drama method were more entertaining and funnier than the other lessons? Why?" and the frequency of occurrence of the words are given in table 16.

Table 16. Word Analyses of Opinions of Students Whether the Lessons in Which Creative Drama Was Used as a Method in Social Sciences Lesson Were More Entertaining and Funnier Than the Other Lessons or Not

Words	f	%
It was entertaining	14	48,27
It was different	6	22,22
It was funny	5	17,24
I understood	2	6,89
Auxiliary	2	6,89

In table 16, when word analyses of students related to whether creative drama as a method were more entertaining and funnier than other lessons are examined; it is seen that it was entertaining, it was different, it was funny concepts were used mostly. From this point of view it may be stated that creative drama as a method attracts the attention of learner more than the other lessons.

Primary School (Private) Students

4. The analysis result of the answers given by students to the question of "Do you think that lessons treated with creative drama method were more entertaining and funnier than the other lessons? Why?" and the frequency of occurrence of the words are given in table 17.

Table 17. Word Analyses of Opinions of Students Whether the Lessons in Which Creative Drama Was Used as a Method in Social Sciences Lesson Were More Entertaining and Funnier Than the Other Lessons or Not

Words	f	%
It was entertaining	9	37,50
It was different	4	16,66
It was nice	4	16,66
I participated in it	3	12,50
I understood	2	8,33
I was curious	2	8,33

In table 17, when word analyses of students related to whether creative drama as a method were more entertaining and funnier than other lessons are examined; it is seen that it was entertaining, it was different, it was nice concepts were used most. On this basis the idea of lessons in which creative drama was used as a method being more positive can be asserted.

In table 16 and 17, when answers given to the question of “Do you think that lessons treated with creative drama method were more entertaining and funnier than the other lessons?” are analysed; students studying in both school types stated that creative drama made the lessons entertaining, different from the other lessons, nice and also more understandable. It can be said that game having an important place in creative drama along with animating enable teaching process to become very entertaining. It can be said that this accompanied the better comprehension of the subject and active participation. It is seen that since different study groups have common opinion on this subject, drama has accompanied forming of the same perception between the students at different levels in different educational environments.

Primary School (Public) Students

5. The analysis result of the answers given by students to the question of “If you were a teacher, would you use such a method in your lessons? Why?” and the frequency of occurrence of the words are given in table 18.

Table 18. Word Analyses of Opinions of Students Related to the Question of If You Were a Teacher, Would You Use Such a Method in Your Lessons

Words	f	%
I would use	14	48,27
It was easy	5	17,24
It was funny	3	10,34
I shared	3	10,34
I learned	2	6,89
I was excited	2	6,89

In table 18, when the word analyses of the opinions of students related to if they were a teacher, would they use such a method in their lessons or not are examined; it is seen that I would use and it was easy concepts were frequently used. This result puts forward that how much the learners adopted creative drama as a method.

Primary School (Private) Students

5. The analysis result of the answers given by students to the question of “If you were a teacher, would you use such a method in your lessons? Why?” and the frequency of occurrence of the words are given in table 19.

Table 19. Word Analyses of Opinions of Students Related to the Question of If You Were a Teacher, Would You Use Such a Method in Your Lessons”

Words	f	%
I would use	12	50,00
It was nice	5	20,83
I liked it	3	12,50
I shared	2	8,33
I understood	2	8,33

In table 19, when the word analyses of the opinions of students related to if they were a teacher, would they use such a method in their lessons or not are examined; it is seen that I would use it was nice and I liked it concepts were frequently used. This result puts forward that how much the learners adopted creative drama as a method.

When the answers are analysed according to table 18 and 19, it can be said that opinions of students studying in two different school types about this issue are common in many aspects. Generally, they expressed that they would use such a method with reasons such as making students have an

entertaining lesson, increasing the comprehensibility of the lessons, making the lessons more entertaining, obtaining more information and increasing social sharings. On the basis of empathetic thinking skill, when the answers taken to the question showing how the students consider creative drama as a method; it can be stated that answers put forth the necessity of usage of creative drama as a method much better.

Discussion, Conclusion and Suggestions

When the data acquired from the research which creative drama was used as a method in Social Sciences Lesson are scrutinized; it is seen that there is a significant difference between the pretest and posttest points of students in consequence of the lessons being treated with direct instruction method. This can be interpreted as direct instruction method is effective on the learning levels and success of students to a certain extent. Considering this result it may be stated that similar results were obtained with the result "Usage of drama method in Social Sciences Lesson having a relatively positive effect on student success compared to traditional methods" obtained from the study titled "The Effect of Migration Concept Included in the Turks on the Silk Road Unit of 6. Grade Social Sciences Programme Being Treated with Drama Method on Student Success" conducted by Rüzgar (2014).

When the posttest points of students are compared in consequence of lessons being treated with direct instruction method in public school and private school; a significant difference emerged according to school types which students attend. According to this average of posttest points of students studying in private school aroused higher than the students studying in public school. It can be said that in the emergence of the mentioned result, opportunities which the students in private school have and the learning environment of these students being better than the ones in public school affected the student success in a positive way.

When the pretest and posttest points of the students are compared in consequence of lessons being treated with creative drama method in private school, it is seen that there is a significant difference between the points. This finding shows that creative drama has an important effect on increasing the student success. Based on this result, it may be stated the results are similar with the result "Achievement points of students of experimental and control group whom two different teaching model were applied received from migration test showing a significant difference before and after the experiment, besides generally lesson being treated with drama method making positive effects on experimental group students such as both permanence of subject and lesson being entertaining" obtained from the study titled "The Effect of Teaching of Migration Subject in Social Sciences with Drama Method on Academic Achievement" conducted by Akkaya (2012).

When the posttest points of the students are compared in consequence of lessons being treated with creative drama method in public school and private school, it is seen that there is a significant difference between posttest points of students with regards to the school they attend. It was determined that posttest points of students studying in private school is higher than the students studying in public school. It can be said that what was effective on reaching such a result is students in private school having an experience related to creative drama in teaching process and students in public school meeting with creative drama method first time, in addition learning environment in private school having better opportunities than the learning environment in public school.

When the posttest points of the students are compared in consequence of lessons being treated with direct instruction method and creative drama method in private school, it is seen that there is a significant difference in student success in consequence of usage of creative drama as a teaching method in Social Sciences Lesson. On the basis of this result, it can be said that creative drama as a method is a more effective teaching method in the learning of students and increasing their achievement than direct instruction method.

When the opinions of students participating in experimental groups about the application; it can be stated that opinions of students studying in both school types related to creative drama are

similar in general. Students stated that lessons were treated very entertaining and funny with creative drama method during the application, they were not bored in lessons, they had a positive learning process in all aspects. Besides they expressed that they learned better in lessons in which creative drama as a method were used, everyone participated in lessons in some way. Based on these results, it may be stated that similar results were obtained with the result "Students entertaining much during drama studies, being happy and excited, in addition students liking the lesson and its teacher much more thanks to drama and students learning by making drama" obtained from the study titled "The Effect of Usage of Drama Method in Social Sciences Lesson on Behaviour, Success and Permanence" conducted by Saraç (2015).

One of the problems students experienced most in learning-teaching process is students not communicating with their friends at an adequate level. It can be stated that students coped with this issue with opposite sex easily in the process of lessons being treated with creative drama method especially with regards to both social sharings and communicating with their peers. In other words, it may be claimed that creative drama increased social sharings and it was effective in subjects like making good friendships. It can be expressed that this result corresponds to the result "students communicating better with their friends because of the class environment which creative drama method applied ensures them to sit side by side with their friends and animating together as a group" obtained from the study named "The Effect of Usage of Creative Drama as a Method in Social Sciences Lesson on Student Success" conducted by Aykaç (2008).

When the answers given in response to the question of "If you were a teacher, would you use such a method in your lessons?" which is one of the most determinant questions of this study are examined; almost all of the group stated that they would use creative drama as a method in their lessons with reasons such as making lessons more entertaining, making lessons easier, ensuring students to become more successful and developing good friendships. With reference to this finding, it can be said that students have a positive point of view related to creative drama method.

When the acquired findings are scrutinized; it can be told that creative drama is quite effective in learnings. It can also be said that it provides convenience for teachers who are in the teaching position that creative drama converts students who can not make good relationships with friends, does not enjoy learnings and learning environments, besides have little interest against lesson to students whose social relations increase, who enjoy from learnings thus from learning environments and learn by entertaining.

The most distinct feature of creative drama is to activate learner from cognitive affective and kinesthetic aspects. Hence, it can be ensured that individual gain basic skills in a plenary approach. In consequence of this, learner undertakes a more active role in learning process. As for direct instruction method it can be stated that from the point of learner who is in a passive position learning-teaching process is realised mostly at cognitive level. Learnings acquired with direct instruction method would be less permanent because of being at cognitive level only. However, learnings should be more permanent with creative drama method.

Consequently; it is seen that the results obtained from the studies conducted by Bingöl (2015), Erdem Zengin (2014), Yılmaz (2013), Karataş (2011), Koç (1999), Kocayörük (2000), Şimşek (2001), Akoğuz (2002), Yalım (2003), Gürel (2004), Özer (2004), Yalçın (2004), Taşkiran (2005), Zayimoğlu (2006), Debre (2008), Bilek (2009) and Üstündağ (1998) and the results of this study applied in a place which has different socio-cultural structure show similarity. The results of this study which was conducted in sub-provinces affiliated to Şırnak Province and the results of related studies which were conducted in different geographical regions being similar shows that creative drama as a method does not call forth a different result within the context of cross-cultural.

On the basis of the data acquired in consequence of the conducted study; creative drama as a teaching method can be used for different disciplines. In addition, for other researchs creative drama and other active teaching methods can be compared and the effects of creative drama to student success can be researched.

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