EXTENDED SUMMARY

The aim of this study is analyzing the effect of using Karagoz-Hacivat’s dialogs on student’s academic achievement and researching the students’ opinion about the using Karagoz-Hacivat’s dialogs in lessons of science which is in sixth class. Karagoz-Hacivat (Turkish shadow puppetry) which entertain everyone has no reflection on Science Lessons. In lessons of science, Karagoz-Hacivat which has educational and instructive theme can be helpful by taking learning domain into consideration. In addition to this, it can be helpful for exampleing about daily life. Moreover providing students to learning by experience, and learning by enjoyable activity enhance worry about whether this method is efficient or not for lessons of science.

The sample of study has 50 students which study in a secondary school in Ankara. 26 of them are control group and 24 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. “Circulating System” practicing with Karagoz-Hacivat’s dialogs on experimental group. Before this practice, for introducing Karagoz-Hacivat, 3 hours introduction is made. Later, switched to the handling of the matter, Karagoz-Hacivat games created and exhibited on the subject. The information contained in the game at the end of each application are discussed on the attitude of Karagoz-Hacivat. In addition, each application is provided in the experimental group of students that they play the same game on the screen. In the control group has been processed with the curriculum and teaching models which envisaged by syllabus. Data for solving research question is specified by “Achievement Test” and “Test of Rudiment”. Moreover, this study try to determine students’ opinion about using Karagoz-Hacivat’s dialogs in lessons of science by being kept diary. Implementation period of the study was conducted in a total of 10 hours, including 2.5 weeks.

Results of this study shows that there is a significant difference which is for the benefit of experimental group between experimental group and control group. Including introduction practice at the end of each practice days, the students in experimental group received the Karagoz-Hacivat technique and they do not get bored, they forced in practice, they are usually happy, they get excited and they were surprised; Karagoz-Hacivat technique is enjoyable, instructive, educational, and fun, and they found lessons entertaining. In addition, students indicate that Karagoz-Hacivat’s dialogs is fun and they see it as a different technique and they also indicate that Karagoz-Hacivat application stated that they lived in the learning process that the visual foreground. This study reveals that using Karagoz-Hacivat’s dialogs in lessons of science can be source which supports effective learning. Moreover, the qualitative results of study explain that communication in class and attending class can be increased by Karagoz-Hacivat’s dialogs.