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Effect of Science on the Students by using Cartoon Character through the Interactive White Board

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Abstract

This aim practiced to appear the effect of science on the students by using cartoon character on the interactive board which is supported by computer. The research is the study of experimental and used the pre-test and post-test. Bring into being group of study at Jashi Ki Rani Laxmibai Primary School from different two classes whose total of 47 student. In the group of experimental given the science lessons by helping cartoon characters on the interactive board and the other group as a called control group is practiced by using the method of traditional. Beforehand preparing the successful test is used by the researches as means data collection. During the analysis of data obtained from groups, the obtained of the inbound examples' points that Paired Sample is used for seeing a significant difference that contains whether or not from one another. The direction of the obtained data is found that successful students in the experimental group which is the higher than students in the control group.

Keywords:

the smart board, cartoon character, Science Teaching

Introduction

Due to the constantly evolving technology changes that have occurred in our lives. These technological advances in the world, the development of education has become a priority (Tas, 2004). The introduction of computers and technology in academic life at today's teaching have emerged at the necessity of using new techniques and methods. Educational technology in several ways to the lives of students and educators as well as contribute. Because the technology has become a part of social development, new learning technologies should form by updating the old learning. Don't forget nowadays; the usage of technology is not a privilege but an obligation. Technological developments influence structures and functions of educational institutions. It is also expected from the teachers that they integrate technology in their lessons in order to educate the individuals of information society. One of the education programs attracted the attention of educators in recent years, interactive board as called the smart board is device that allows you to interact with user (Demirli & Türel, 2010). To use these boards managed by touching on the screen of computer like a projection which is obvious that more tasks are used effectively. M...

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Bracken, Geisel & Unger, 2006). In these days, we are in continuous technological development, the use of interactive board lessons in the schools for combine education is one of the most important steps. Practical courses in visual and audio effects are processed that thanks to this technological development which the subjects are more permanent (Cogill, 2002). Sound elements, animations and diffirent emphasis items provide courses to become more visial. In addition, the result of making mistakes which feedback or unclear situation in recycling is the most important features of the smart board. The smart board has established a reletionship between teachers and students who are likened to being a mediator (Lewin, Somekh & Steadman, 2008). Besides being a science of science, including problems in daily life are important devices that can be used. As stated in the word "problem" includes numerical problems as well as other problems that may confront in life as general. So that teaching of science' behaviours aimed to gain which should include all of the educational levels (Baykul, 2001). Developing of high-level skills in science is a useful activity but most of the students think that the lessons are both hard and unpleasent as progressive of the subjects (Baki, 1997). With the implementation of the computer in teaching of science, the education of science thought to become lovable and fun. Thanks to this technology, students can be recognize new elements of science and also they fell closer to interaction with computers themselves (Chirtman, Badget & Kucking 1997; Gürbüz, 2006). That is to say other words, In today' technologies of technological devices used by teachers that should be use in order to become easily to students' attitudes towards science and learning (Heddens & Speer, 1997). Educational technologies for the students develop a positive attitude towards science, increase interest and provide benefits such as reducing a fear (Peker, 1985). Furthermore this softwares as well as the students' understanding this topic has been develop to support critical thinking and practical thinking skill (Ozusaglam, 2007). The development of this teaching tool provides innovative teaching on the contents addressed, through the use of computer resources and active methods, to promote the teaching-learning process and individualized learning (Fonseca, Medeiros, Castro, Góes, Zamberlan & Scochi, 2013).Because the television appeals simultaneously both the eye and the ear, inluding imagines of cartoon characters was concluded to attract the students' attention (Dogan, 2003). A study conducted in % 63 of children has come up to watch cartoons on the television. In the same study, Tom and Jerry is the most popular cartoon, Jerry as the most popular cartoon or animated character was concluded with rate of %30.4 (Asci, 2006). In this research, science lessons by using the smart board focusses on the impact of the students' achievement in the education of science by doing cartoon character which is Jerry. In this research, a computer-assisted insturuction of meterial in science class by

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using the smart board focuses on the effects of the use the character.

Research Question :

- Is there a significiant diffirence between pretest – posttest score which a teaching of interactive board for students in the class and a teaching lessons as a traditional for another students in the class?
- Is there a significiant diffirence between posttest and the academic achievement score which a teaching of interactive board for students in the class and a teaching lessons as a traditional for another students in the class?

Method

This research in academic year 2018-2018, Jashi ki Rani Laxmi Bai Primary School in the class of 6 whose total of 43 students as being member of experimental group and Parthmik Shala Amletha school 6 grade which is total of 24 students as being member of control group that both of them consist of that as an example. In addition to that in this study, the experimental design was used by the experimental group and the control one. In this study, the experimental group has been using the cartoon character on the interactive board in education of science, but the control group has been teaching the method of the traditional in education of science that both of them compared with the effects of the students each other.

Collection of Data

After made for the review of literature on the subject of research, each of groups are established the averages of arithmetical whose successful of grades and this group were found to be equivalent to science lesson's points on the cognitive input. In order to obtain experimental data on study, a pretest consists of 30 open-ended questions was applied that including grade of 6 science curriculum of content and the data obtained from where evaluated by experts who was prepared up to the key of answers. And then the students in the experimental group by using interactive board which in science lesson with the help of cartoon characters presented that, the control group lectures the traditional the traditional teaching of method. After these applications, post test was applied to students covering of the same questions and the obtained data were evaluated with the helping of the key of pre-prepared answer.

Implementation

Pretesting practice was made with the aim of surveying briefing level about science lesson which students have before starting education. Obtained data were reviewed in regard to answer key which prepared by experts. After that, preordained context has been practiced in test group by using a-three hours-smart board for a month. In the course which is used interactive board.

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Information about context of subjects were given to students by researches.

Different activities about prepared context were practiced to consolidate exactly the subject for students.

Discussion And Recommendations

Obtained findings were evaluated in line with the problem. There was a difference in favors of the experiment group and in the experiment. Group used buckles at interactive board among the success of science group which was trajned with traditional method. according to this result, science education which was done with buckish at the interactive board has been increased science level of the student.

- To increase science level of the students, in the light of the findings, these recommendations can be presented.
- Except for traditional education method, remarkable stage for students should be emerged.
- Selected buckish should be lovable characters and characters without violent.
- Audial and visual effects should be used sufficiently in the content of the education.
- When results of the research were examined, education was used with buckish interact with smart board increased success of the student.
- In this respect, course software suitable of findings should be improved and trained with smart boards to the students.
- In-service seminars for new technologies should be organized for science teachers and the teachers should be directed by using smart board.
- Lecturers should be made the students in the faculties of education do works on the preparation about scenarios of course the software on their own branches.

Conclusion

According to assessment, success levels of the both group were presented as homogeneous. After that, science education was trained with buckish at interactive board to experiment group and science education was trained with traditional education methods to control group. Meaningful difference which was seen in the last test for groups were emerged in favor of experiment group. After the education, when the last test points of the students were looked, there was a rise of the preliminary test in experiment group; but this rise cannot be said for control. In brief, the groups which have the middle level and the same science level, science education used with interactive board is more effective than science education used with traditional methods. In conferences which were done with experiment group, they express that students' attitudes for

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science were more positive and their motivations increased with interactive board.

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