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Erdal Zengin<sup>1</sup>, A. Halim Ulaş<sup>2</sup>

<sup>1</sup>Firat University,  0000-0002-4771-0160

<sup>2</sup>Atatürk University,  0000-0002-9457-1554

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## **Investigation of the Effect of Teaching with Drama Activities on Students' Achievement in Social Studies Lesson and Permanence of Knowledge**

**Erdal Zengin<sup>1\*</sup>, A. Halim Ulaş<sup>2</sup>**

<sup>1</sup>Firat University

<sup>2</sup>Atatürk University

### **Abstract**

The purpose of this research is to examine the effect of drama activities on the achievements of primary school fourth grade students in Social Studies Lesson and the permanence of knowledge. For this purpose, exploratory sequential design, one of the mixed research methods, was used. The research was carried out in a primary school affiliated to the Elazığ Provincial Directorate of National Education. In order to obtain quantitative data in the research, the "Social Studies Course Achievement Test" was applied to the students. In order to obtain the quantitative data of the research, the pretest-posttest control group design was used. In order to obtain qualitative data, the data for the secondary data source of the exploratory sequential design were obtained by taking the opinions of the experimental group students through a semi-structured interview form as a result of the application. In the research, students' teaching Social Studies Lesson with drama method; As a result of the analyzes made, there was a significant difference in favor of the experimental group in the pre-test and post-test mean scores of the groups in the achievement mean scores of the Social Studies Course. In addition, there was a significant difference in favor of the experimental group in the mean scores of the measurement results for the permanence of the information in the Social Studies Course. However, the results obtained from the qualitative findings also overlap with the quantitative results.

**Keywords:** Primary school, Social studies lesson, Drama method, Success, Permanence.

### **Introduction**

The attainment of individuals who have started their education life to the point they aim to reach in the education process or the educational institution aims at depends on their success in this process. The realization of success depends on the fact that the information taught to the individual in the process of educational activities becomes permanent in the individual. Because it is impossible to learn a knowledge that has not become permanent. However, knowledge that has become permanent needs to be transformed into consciousness. Just as the prerequisite for the formation of consciousness is the teaching and learning of knowledge, in the same way, for a process to be called education, it is necessary to talk about the transformation of the learned and learned knowledge into consciousness, that is, behavior. Therefore, the individual who has entered an education-teaching process should ensure that the information he learns is successful enough to reach the goals of the educational institution where he is studying, and in the same way, it should have a lasting effect.

The primary school education process has a very important effect on the life of students. It is a fact that there are lessons that affect the life of the student and prepare him for life in this educational process. One of these courses is the Social Studies course. As in all courses, there should be an educational approach that makes the student active in the Social Studies course (Ayvaci, Bakırcı & Başak, 2014; Birgül, 2014). The impact of the educational approach adopted in the educational process on individuals is quite high. The understanding of education, which does not include the individual in education, does not allow him to think, and does not allow him to grow up as a responsible person in his own learning, seems to be difficult to stand in today's global education system (Kahyaoglu, Yavuzer & Aydede, 2010). Therefore, educational institutions, which are under the important responsibility of ensuring the transfer of cultural heritage from generation to generation, should catch up with today's education understanding and actively involve the individual in the education process (Adıgüzel, 2015). This understanding of education, which will be valid for every lesson in school life, will prepare the individual to make mistakes in one way, and on the other hand, it will enable the individual to take the information and lessons that he will learn in his education life with fun. One of these courses is the Social Studies Course. Social Studies

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\* Corresponding Author: *Erdal Zengin, ezengin@firat.edu.tr*

Course is one of the most important courses in terms of preparing students for life due to its nature. During this course, teaching methods and techniques that will enable students to participate in the course should be used (Harris, Marcus, McLaren & Fey, 2001). The drama method, which is one of these methods, is a method that makes the student active in the classroom while at the same time enabling the student to learn while having fun (Önder, 2002). Social Studies Course is the source of many goals that students need to reach in their education process. In order to achieve these goals, the concepts in the Social Studies Curriculum must be taught permanently. Successful and permanent teaching of these concepts by structuring them with the help of drama method will facilitate progress towards the goals expected to be achieved in the Social Studies Course (Doğanay, 2003; İbrahimoglu, 2009).

An education method that activates the individual in the education-teaching process, enables him to think, generates new information based on his previous learning, takes a solution-oriented step in the face of new situations, and puts forward ideas by synthesizing old and new information should be integrated into today's education system. . The drama method, which is one of these methods, puts the individual into a creative process through their own experiences. It is necessary to raise individuals who feel comfortable in the classroom or in all areas of life, who are motivated, evaluate and produce solutions to the new information they will learn, and entertaining methods such as drama should enter the lives of students (Öztürk & Sarı, 2018; Zengin & Ulaş, 2021). Because drama is based on enabling the individual to synthesize information based on their experiences (Üstündağ, 1996). Therefore, it has been seen that the drama method not only enables students to achieve success in many fields, but also makes the information they obtain permanent (Aykaç, 2008; Aylıkçı, 2001; Atar, 2003; Günaydın, 2008; Karataş, 2011; Kartal, 2009; Malbeği, 2011; Nayci, 2011; Özer, 2004; Yetim, 2015; Yılmaz, 2013; Zayimoğlu, 2006; Zengin, 2014). In addition, they state that teaching mathematics with drama, which is a method of learning by doing and experiencing, can make mathematics more enjoyable and fun, improve students' attitudes in a positive way, increase their success and socialize them (Aktepe & Bulut, 2014). Drama method is the name of the teaching method that contributes to the formation of cognitive gains in education, supports and realizes the learning of these basic learning areas of children. In this way, students will be able to acquire the target behaviors and knowledge they need to gain in their education process successfully and permanently with the help of drama. The drama method, which increases the confidence and self-esteem of the student, increases the permanence of the acquired knowledge as well as increases the academic success (Bozdoğan, 2003; Avcı Agun, 2012). Therefore, it is thought that the drama method enables children to internalize the education they receive easily and successfully by gamifying education. Especially considering that primary school students are play-age children, it is thought that drama method will play a serious role in students' academic success.

Many scientific studies have been conducted on the drama method, which increases students' motivation for the lesson and develops a positive attitude towards the lesson. However, there are scientific studies in the literature that specifically use drama as a teaching method in Social Studies Course (Başçı & Gündoğdu, 2011; President, 2006; Köroğlu, 2019; Lee, Patall, Cawthon & Steingut 2015; Okandan 2019; Toraman & Ulubey, 2016). When we look at the studies that have been done, it is seen that drama has a significant effect on the educational life of the individual. It is more important to use classroom student interaction and teaching methods such as drama, where students feel comfortable while learning. In addition, although revealing the success, attitude and motivation of the students as a result of the educational activities carried out with the drama method, it is also important to include the students' views on this process, although it reveals the effectiveness of the drama. Based on this importance, it has been seen as a result of the literature review that there are few studies that reveal both the quantitative and qualitative situations of the students, except for the studies that measure the students' situation in the quantitative dimension. Obtaining the students' views that will reveal the effect of drama method and social studies teaching on their academic success in this course and that these views are in harmony with the findings obtained in the quantitative dimension will further increase the importance of the study. The study, which will be done as a result of this determination, aims to reveal the students' success and the permanence of the knowledge about the Social Studies Course, as well as to reveal the students' views on this process. It is thought that the target results that are thought to be achieved in line with this purpose will make significant contributions to the field. In particular, it is thought that reaching the conclusion that the success of the students who have decreased in their success in the distance education process will be increased through drama activities as a result of this process, and it will also make a serious contribution to the literature.

### **The Purpose of the Study**

The aim of this study was to reveal the effect of teaching with drama on the success of the students in Social Studies Course, to investigate the permanence of the knowledge and to determine the views of the students. To do this, drama activities for the theme of "individual and society" were prepared in a social studies lesson, and

lesson was conducted using these activities. Then, their effect on students' success and permanence of knowledge was examined. For this purpose, answers to the following questions were sought:

1. Is there a significant difference between the pretest and posttest scores of the students after conducting the lesson using drama activities?
2. Is there a significant difference between the mean scores of the experimental and control groups after conducting the lesson using drama activities?
3. Is there a significant difference between the posttest and permanence test mean scores after conducting the lesson using drama activities?
4. What are the students' views on using drama in Social Studies?

### Study Group

The population of the study consisted of the 4<sup>th</sup> grade students studying in a primary school in the city center of Elazığ. Two of the 4<sup>th</sup> grade classes were included in the study. A total of 51 students, 25 girls and 26 boys, participated in the study. The experimental group consisted of 26 students, 12 girls and 14 boys whereas there were a total of 25 students, 13 girls and 12 boys, in the control group. For the study, Ethics Committee Approval was obtained from Atatürk University Social and Human Sciences Research Ethics Committee. In addition, the required permissions were obtained from local authorities.

Since the qualitative data collection tools served to achieve certain goals, non-random sampling technique was used in sample selection. Non-random sampling refers to the convenient selection of the participants to be included in the study in line with the purpose of the research. In this sense, purposive sampling method was used to establish groups. Purposeful sampling, one of the non-random sampling techniques, allows to obtain rich data by adhering to the purpose of the study (Büyüköztürk et al., 2016).

### Method

The purpose of a research and the predetermined research questions play a decisive role in the method of the research to be conducted. There are some differences between qualitative and quantitative methods regarding the use of the results and the way these results are obtained (Ocak & Olur 2019). While qualitative research focuses on the personal ideas and comments of the participants about research question, quantitative research aims to reach general comments on the results and tries to make generalization through the results (Büyüköztürk vd., 2015; Clark & Ivanka, 2015; Ocak & Olur, 2019). Mixed research methods, which aim to obtain more valid and reliable results by combining the advantages of qualitative and quantitative research methods in order to benefit from the strengths of both methods, have recently been popular and used in scientific studies (Creswell, 2020).

In order to take advantage of its strengths, mixed research method was adopted in this study. As the quantitative data was used predominantly and the qualitative data were used to support quantitative findings, exploratory sequential design was used. Explanatory sequential design is a mixed method technique used to make broader, more reliable and more valid generalizations by supporting the results which were obtained through quantitative data and supported with qualitative data (Creswell, 2020). In the quantitative part of the study, quasi-experimental design with pretest posttest and control group was used. In the qualitative part, a semi-structured interview form and student diaries were used.

### Data Collection Tool

Two data collection tools were used: Social Studies Academic Achievement Test and Semi-Structured Interview Form.

*Social Studies Academic Achievement Test:* Social Studies Academic Achievement Test used in the study was piloted. An item pool was developed for test before the pilot application. In line with the opinions and suggestions of 5 experts and 5 classroom teachers teaching 4<sup>th</sup> grade, an item pool was developed and a pilot study was conducted. The pilot application was carried out on 35 students. The students were required to complete a 32-question test in 40 minutes. All of the items in the achievement test were multiple choice. Excel and SPSS programs were used to calculate the difficulty index (.489), item discrimination index (.607) and KR-20 value (.78) of the items. In addition, the achievement test was applied again after a certain period of time to measure retention.

*Semi-Structured Interview Form:* The semi-structured interview form consists of flexible and open-ended questions, in which there are no pre-determined questions and answers, and ideas reflecting the unique views of

the interviewees are obtained (Merriam, 2013; Ocak, 2019). The interview form was developed by the researchers. First, a preliminary version of the form was developed and expert opinion was obtained. In line with the opinion of 5 experts some questions were removed and the interview form was revised. Then, an additional expert opinion was obtained for the revised form. Finally, a final version of the form was developed.

### Validity and Reliability

Some issues that may affect the reliability and validity of the research were tried to be eliminated. In the process of developing data collection tools and measuring the effect of pre-test, post-test and achievement test on permanence, meticulous attention was paid to objective data analysis. In order for objectivity, each student was coded and the scores of each student were recorded directly. In addition, the tests were applied in the classroom to ensure that students could answer the honestly and independently of external factors. Thus, the data loss was also prevented. The raw data collected by the researchers were well-maintained with the intention of they can be analyzed by other researchers and experts. It was tried to reduce the effect of independent variables that may affect the experimental and control groups and reduce the reliability of the applications.

Qualitative research data were collected by the researchers in the natural environment of the participants in order to reduce external factors that may affect the neutrality of the researcher is. The purpose of this measure is to increase the validity and reliability of qualitative data. The accuracy of the qualitative data can be ensured by measures such as field experts and participant confirmation. In this study, expert confirmation was used. In addition, the opinions of colleagues (classroom teachers) were also obtained for the reliability of the study. The data obtained from the semi-structured interview form and student diaries were analyzed in line with the purpose of the study. After the qualitative data were analyzed, the data were also analyzed by another researcher. The aim of this was to increase the objectivity of the study by revealing whether the codes determined by the researchers match or not. As a result, 92% agreement was obtained. This finding showed that the reliability and validity of the research was quite high.

### Procedure

The experiment was carried out in the first semester of the 2020-2021 academic year, in October and November. The application was made to 4th grade students for 3 hours a week for 5 weeks. The procedure of the study is presented in Table 1.

Table 1. The procedure of the drama activities

Month	Week	Date	Duration	Achievements
October	1.	14 October – 16 October	3 hours	SB.4.1.1. Makes inferences about his/her personal identity by examining official identity document.
October	2.	21 October – 23 October	3 hours	SB.4.1.2. Chronologically lists major life events.
October	3.	28 October – 30 October	3 hours	SB.4.1.3. Recognizes individual interests, needs and abilities.
November	4.	4 November – 6 November	3 hours	SB.4.1.4. Substitutes himself/herself for other individuals with different characteristics.
November	5.	11 November – 13 November	3 hours	SB.4.1.5. Respects the different characteristics of other individuals.

Table 1 shows a five-week program. The months and days in which these activities were held, the duration of each activity and the achievements are indicated. The drama activities applied to the experimental group were prepared in line with the Ministry of National Education (MEB) Curriculum. In addition to the textbook, supplementary books were used to enrich the course content. The lessons were conducted using drama activities designed by the researchers.

### Data Analysis

In the quantitative part of the study, SPSS was used to analyze data. As a precondition for the analysis of quantitative data, normality tests were performed for pre- and post-tests. Shapiro-Wilk normality test was performed and central tendency and skewness-kurtosis coefficient values were calculated in order to determine whether the data had a normal distribution. As the number of participants in the study was less than 50, the Shapiro-Wilk test was used. In the literature, it is recommended that the Shapiro-Wilk test should be used to investigate

normality for small groups of less than 50 people (O'Donoghue, 2012; Rovai, Baker & Ponton, 2014). In addition, central tendency and skewness-kurtosis values were also calculated. It is emphasized in the literature that skewness and kurtosis values should be between -2 and +2 values (Tabachnick & Fidell, 2013). On the basis of the criteria mentioned above, it was revealed that the data showed a normal distribution. Since normality was ensured, independent samples t-test was applied for independent samples and dependent groups t-test was applied for dependent samples (Özsoy & Balci, 2013). In addition, the Social Studies Achievement Test was applied to both the control and experimental groups in order to measure the retention. In retention test, the Cohen's d value of the mean scores and the t-test averages were taken into account. In the literature, both t-test and Cohen's d are used for retention test (Yıldırım & Yıldırım, 2011). Generally, it is stated in the literature that if the d value is less than 0.2, the effect is small, if it is 0.5, the effect is medium, and if it is greater than 0.8, the effect is large. However, it should be noted that there may be particular situations where even a d value of 0.2 can have a strong effect (Cohen, 1988; Kılıç, 2014).

In the analysis of qualitative data, content analysis, one of the qualitative data analysis techniques, was used. Different techniques can be used in the analysis of qualitative data. Content analysis was adopted due to the fact that it provides easier analysis of the data and is a method that would enable the measurement tool to reach the purpose it serves. Content analysis enables the qualitative data to be analyzed using codes and to serve the purpose of the study data in an easier and more understandable way (Creswell, 2020; Yıldırım & Şimşek, 2011). Researchers aim to reveal concepts or general statements that are hidden or explicit in the data through content analysis. Therefore, content analysis aims to reach data that is not available from existing data (Gökçe, 2019).

## Findings

In this section, the findings of the study are presented in accordance with the research questions. The results are interpreted in the discussion and suggestions section.

### *Findings on the Effect of Drama Activities on Students' Academic Achievement in Social Studies*

The findings regarding the first and second research questions of the study are shown in Table 2.

Table 2. Dependent samples t-test results of the social studies achievement test pre-test and post-test scores of the experimental and control groups

Groups	Tests	N	X	sd	df	t	p
Experimental	Pre	26	54.23	15.85	26	-14.809	.000*
	Post	26	79.04	13.71			
Control	Pre	25	55.00	18.05	25	-6.095	.000*
	Post	25	65.80	15.04			

$p < .05$

As seen in Table 2, a significant difference was found between pretest-posttest scores of the experimental group in favor of the posttest [ $t(26) = -14.809; p < .05$ ]. In addition, it was also found that there was a significant difference was found between pretest and posttest scores of the control group in favor of the posttest [ $t(25) = -6.095; p < .05$ ].

Table 3. Independent samples t-test results of the social studies achievement test pre-test and post-test scores of the experimental and control groups

Tests	Groups	n	X	sd	df	t	p
Pre	Experimental	26	54.23	15.85	51	-.162	.872
	Control	25	55.00	18.05			
Post	Experimental	26	79.04	13.71	51	3.286	.002*
	Control	25	65.80	15.04			

$p < .05$

Table 3 showed that there was not a significant difference between the experimental and control group in pre-test of the Social Studies Academic Achievement Test [ $t(51) = -.162; p > .05$ ]. However, a significant difference was found for in post-test in favor of the experimental group [ $t(51) = 3.286; p < .05$ ].

### *Findings on the Effect of Drama Activities on Retention in Social Studies Lesson*

The findings regarding the third research question of the study are presented in Table 2.

Table 4. Dependent samples t-test results of social studies course retention test pre-test and post-test scores of the experimental and control groups

Tests	Groups	N	X	sd	df	t	p
Pre	Experimental	26	79.04	13.71	25	1.656	.110
	Control	26	77.88	12.26			
Post	Experimental	25	65.80	15.04	24	2.129	*.044
	Control	25	61.60	13.97			

$p < .05$

Table 4 demonstrated that there was no significant difference between the posttest and retention test scores of the participants in the experimental group [ $t(25) = 1.656$ ;  $p > .05$ ]. In addition, the Cohen  $d$  value was calculated as 0.089, which indicated a very small effect. Furthermore, there was not a significant difference between the mean scores of the retention test and the posttest. On the other hand, a significant difference was found between the posttest and retention test mean scores of the control group in favor of the posttest [ $t(24) = 2.129$ ;  $p < .05$ ]. In addition, the Cohen  $d$  value was calculated as 0.28, which revealed a small effect size. Although the effect was small, the fact that there was a significant difference in the t-test result indicated that teaching methods and techniques used in the education process were not effective.

### Qualitative Findings on the Use of Drama in Social Studies

The findings regarding the fourth research question of the study are presented in this section. In order to collect the data, a semi-structured interview form prepared by the researchers about the social studies lesson with drama activities was used.

#### *The Findings on the role of drama in the better understanding of the subject*

The findings regarding whether the participants comprehended the subject better through teaching with drama method and their answers are shown in Table 5.

Table 5. The findings regarding whether the participants understand the subject better

Category	Codes	f	%
Positive Opinions	Teaching the subjects with the drama method helped me to understand the subjects better than the previous lessons.	12	46.1
	There was no difference in understanding the subjects better due to my interest in the social studies.	5	19.2
	I did not understand the social studies, but I started to understand the subjects with the drama method.	4	15.3
No Opinion	No opinions were expressed	3	11.5
Negative Opinions	There is no method that will support me to understand social studies	2	7.6

The answers given to the questions in the interview form showed that the students focused on the theme of "success". The answers regarding the students' better understanding of the subject in the classroom through drama activities for the "success" theme were collected under three categories and five different codes. The most emphasized codes were: "Teaching the subjects with the drama method helped me to understand the subjects better than the previous lessons", "There was no difference in understanding the subjects better due to my interest in the social studies" and "I did not understand the social studies, but I started to understand the subjects with the drama method." Some excerpts of the answers are as follows:

*"I did not listen to the social lesson much before. I think that the topics taught by our teacher are very boring. I am always interested in other things in social class. Our teacher always warns me. But what can I do, I am bored. After you taught the lesson in this way, I started to understand the subjects better. So it attracted my attention and I understood better. Two days ago, without my mother warning me, I started to do social studies homework by myself." (S13)*

*"I actually do not like social studies that much and I still do not like it. But teaching the lesson with drama increased my interest in the lesson and helped me understand the lesson better." (S1).*

*“Social studies is my favorite subject. I am already very interested in the lesson. Therefore, the drama method did not change my interest in the lesson and my understanding did not change because I understood the lesson. But it was very nice to play games in class. Thank you” (S4).*

*“As you teach the lesson through playing games, I started to understand the lesson better. Because I did not know what empathy was. You taught us. I did not know what chronology was. You taught us this with games” (T26).*

#### *The Findings on the role of drama in increasing the success of the participants*

Table 6 shows the findings and the answers findings regarding whether the success of the participants' increased through teaching with drama method.

Table 6. The findings regarding whether teaching with drama method increased success

Category	Codes	f	%
Positive Opinions	I think the drama method increased my success	13	50
	The drama method did not make any difference in my high performance	7	26.9
Negative Opinions	The drama method did not make any difference in my low performance.	3	11.5
No Opinion	No opinions were expressed	3	11.5

Semi-structured interviews with the experimental group showed that the participants expressed their opinions on the theme of "success" in the interviews. Table 6 shows that the answers regarding the increase in success through teaching social studies with the drama were grouped under three categories and four different codes. The most highlighted codes were: *“I think the drama method increased my success”*, *“The drama method did not make any difference in my high performance”* and *“The drama method did not make any difference in my low performance”*. Some of the participants' answers are presented below.

*“After you started teaching the lesson, I started to like the social studies. I find my homework more fun. That's the reason why I am doing better. In social class, I am no longer afraid. I feel comfortable. My success has also increased. Because last week, I started solving a question that I did not know the answer. And I have learned the subjects better and my success has increased because of this” (S13).*

*“Actually, I like the social studies. But it was boring to me. That's why I did not study hard and had bad results. When my teacher asked questions, I could not answer. But now I feel very comfortable. I think I will be more successful now. You are going to give us a test, right? Because I will see if I am successful or not. I think I will be very successful.” (S1).*

*“I think my success has increased. Because I started to understand the subjects better. This will probably affect my success” (S21).*

*“I am very successful in my course because I love social studies and work hard. So there was no change in my course. So, I think my success is high again” (S4).*

## Results and Discussion

Quantitative data obtained on the effect of drama activities on the success of primary school 4th grade students in the social studies course were analyzed. Accordingly, it affects the success of the students who learn the social studies lesson with the drama method in a positive way. As a result of teaching with drama activities, it can be concluded that the success of the experimental group students was more successful than the control group students, the drama activities had a positive effect on the success of the students, and the teaching with the drama activities increased the success of the students. In addition, qualitative data along with the quantitative data obtained about how drama activities affect the success of students in the social studies course were used as a secondary data source in order to contribute to the research in this respect and to support the quantitative data obtained. For this purpose, the data obtained from the interview form, which was used as a qualitative data source, was analyzed by content analysis. When the question in the interview form about whether drama activities increase success or not, it was concluded that the majority of students (13) thought that drama activities increased their success. Considering the opinions of the students who stated that their success increased, findings supporting the results obtained from the quantitative research data were reached. In addition, the majority of the remaining students (7) emphasized that drama activities increase success. They emphasized that they did not understand whether they affected their success or not because their success in the social studies course was high, but that drama activities motivated them towards the course. In addition, the students (3) who stated that the drama activities did not make



any difference in their low achievement in the social studies course also stated that they found the teaching of the lesson with drama activities enjoyable.

When the literature is examined, there are many studies that show that drama activities affect the success of students in the social studies course and increase their success in this course. When we look at the studies that stated that the success increased as a result of the drama method training; Özcan (2004), Zayımoğlu (2006), Esen (2008), Maden (2010), Malbeleği (2011), Nayci (2011), Akkaya (2012), Saraç (2015), Uygungil (2016) and Aksüt (2016) studies support the results of this study. Studies showing that the use of drama method in social studies course increases the success of students are not limited to these. Moreover, in a study conducted by Kartal (2009) to reveal whether the use of drama as a teaching method increases the success in social studies course, it has been revealed that the drama method increases success. Similarly; When the studies of Şentürk (2020), Makas (2017), Ütkür (2012) and Aykaç (2008) are examined, they have obtained results showing that the drama method has a positive effect on the success of the students in the social studies course. However, when the literature is examined, there are some studies that do not support these results. However, these studies constitute a very small majority. When Özer (2004) and Yılmaz (2013) looked at the results of their studies, it was concluded that drama activities and teaching did not affect any change in students' success. While the majority of the studies on the drama method in the literature have achieved positive results, it is thought that the fact that these studies have obtained an opposite result is due to the ineffective implementation of drama activities.

When the quantitative and qualitative data obtained from the study were examined, it was concluded that drama activities increased the success of the students. Students' views on the drama activities and the teaching process and the students' views on the process in the diaries they keep after the lesson every week also support this. In addition, when the interview forms and diaries are examined, it is seen that even the students who have a negative perception towards the course and the school begin to have a positive perspective towards the social studies course in particular and the school and other courses in general. They emphasized that this is thanks to drama activities and teaching. It can be said that this is a reason to increase the success of the students in the social studies course. One of the questions of the study, "Is there a significant difference between the permanence scores of the students in the experimental and control groups?" The quantitative data related to the question were examined. When the findings were examined, there was no significant difference between the scores of both the experimental group and the control group students in the permanence test and the scores they received in the post-test. In addition, the permanence test and post-test mean scores of the students in the experimental and control groups were analyzed and as a result of the findings, it was seen that there was a significant difference in the permanence between the groups in favor of the experimental group. The fact that there was no significant difference in the mean scores of the experimental group for the group and that there was a significant difference in favor of the experimental group in the mean scores between the groups can be interpreted that drama activities have an effect on the permanence of the students' knowledge in the social studies course. When the literature is examined, it is seen that there are findings that support this result. Aksüt's (2016) "5. Statistical analyzes carried out in the study in which the effect of drama method on student achievement, attitude and permanence in the classroom social studies lesson was examined revealed that the students in the experimental group had higher retention of knowledge. Again, Saraç (2015) reached a significant difference in favor of the experimental group as a result of the analyzes he conducted to measure the permanence of the information in his study. In addition, there are many studies in the literature that support these data. The results of the studies conducted by Gürel (2004), Sözer (2006) and Esen (2008) also support these findings. As a result of the analyzes made to examine the effect of drama activities on the permanence of the students' knowledge about the social studies course, it was seen that the drama activities had a positive effect on the permanence of the knowledge of the social studies course. It can be interpreted that the use of drama as a method in the social studies course enables the students to learn the information, they have acquired in this course permanently. It has been observed that the studies available in the literature have also reached findings that support this result.

## Conclusion

The creative drama method, which provides the cognitive, affective, and behavioral development of the individual, has been used to increase the academic success of the students in different courses and to achieve the course gains. Research results also show that the method is effective in increasing course success. Social Studies (Özer, 2004; Yılmaz, 2013; Zayımoğlu, 2006), Mathematics (Bulut & Aktepe, 2015), Science (Arieli, 2007), Information Technologies (Atalay & Şahin, 2012) and Turkish (Karacil, 2009) courses. It was observed that there was a significant increase in favor of creative drama in the academic achievement of students. In addition, the fact that many studies examining the effect of teaching with the drama method on the permanence of academic knowledge have reached similar results (Atar, 2003; Oğur, 2005; Sözer, 2006; Karapınarlı, 2007; Akdağ, 2010; Subaşı 2012), this method can be used more in educational institutions. reveals the fact that it is necessary to run. Considering

the fact that the aim of the education is a permanent and desired behavioral change in the student, it is seen that the drama method has succeeded very well.

## Recommendations

1. Since the use of drama as an educational method in educational activities will provide positive support for the success of the students in their courses, it is recommended to include this method more in the lessons.
2. It has been seen that teaching with the drama method contributes positively to the success, attitude and motivation of the students in their lessons. However, it does not give a definite idea about the level of relationship between drama and these variables. Therefore, it is recommended to conduct regression studies that will reveal the level of relationship between drama and these variables.
3. It is recommended that the drama method, which will enable students to perceive the concepts related to their lessons concretely and facilitate the transition to abstract thinking, should be used more in the education-teaching process.
4. In this research, in which drama is used as a method, the difference between drama and traditional method has been revealed. However, it has been seen in the literature review that there are not many scientific studies that reveal the differences between drama and other teaching methods apart from this method. Therefore, it is recommended to investigate the difference between drama method and different teaching methods in new studies to be conducted.

## Author (s) Contribution Rate

The contribution rate of the author, Erdal ZENGİN, is 100% in the study named "Investigation of the Effect of Teaching with Drama Activities on Students' Achievement in Social Studies Lesson and Permanence of Knowledge".

## Conflicts of Interest

I declare that there is no potential conflict of interest regarding this work.

## Ethical Approval

Ethics Committee Approval dated 21.08.2020 and numbered 11 from Atatürk University Social and Human Sciences Research Ethics Committee and necessary research permissions were obtained for the research.

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