

The Views of Primary School Students on Use of Riddles in the Process of Education and Training

¹Tuncay Dılcı, ²Omur Köksal and ³H. Gonca Usta Sayın

¹Faculty of Education Division of Curriculum and Instruction, Cumhuriyet University, Sivas, Turkey

²School of Foreign Languages, Selçuk University, Konya, Turkey

³Faculty of Education, Measurement and Assessment, Cumhuriyet University, Sivas, Turkey

Abstract: The purpose of this research was to determine the primary school students' views on the use of riddles in the process of education and training. This research was conducted with descriptive survey. 192 primary school students who were at 7th grade of Selçuk Primary School in Sivas in 2010-2011 academic year were involved in this research. The data was collected by a questionnaire with 30 items. The primary school students' views on the use of riddles in education and training were reported by frequency and percentages. The relationship between the variables-relationship of students' frequency level of on the use of riddles in education and training with gender and parents' education level were determined with Cramer's V coefficient. According to the findings, most of the students gave positive feedbacks. Female students have more positive views than male students. Also, parents' education level increases, the positive view rate increases as a feedback.

Key words: Riddle · Culture · Learning · Education

INTRODUCTION

Riddle is a colorful kind of oral literature and defined as a play in which name of the object is never given but features of it mentioned superficially [1]. Riddles are important in folk literature with its witty sayings and entertaining features. Especially with a very simple and common use of words, riddles, by singing of such property to the person who listen to it, expose intentionally remote associations.

Inserting a language into daily life mostly depends on the effectiveness of the teaching of the words [2]. Healthy and in place teaching of the word is the assurance of clear conversation and reasonable ideas. In this context, it would be right to talk about the value and importance of riddles in teaching words. Memory is directly proportional to the presence of his thought and the presence of words in the diameter of his memory for any requirements of life we use the words as a tool to express complex feelings and thoughts. The most sensitive way of life mainly adopted the culture of oral literature, of course undoubtedly interpreted and told

within folk literature. In this context, riddles which are dominant in folk tales and fables and by taking place in climax part of the event, riddles arouse curiosity and can motivate.

Against the need of all versions of modern education, it is obvious that riddle which increasingly diverged from our cultural and educational life, has an educational feature as well as game. Riddles stand out with both the educational aspects of public education and pedagogical way of teaching practices. Riddle is also compatible with the application of active learning and intuitive teaching models that are emphasized by modern educational approaches. Result of variety of inferences oriented to the student's word- focused or conceptual learning, will provide semantic embodiment. Turkish is a language rich in riddles. Channeling of this wealth to the our system of thought will require an approach which is oriented to use all opportunities about language education in general and word teaching in particular. From this point, awareness on the use of oral literary which include riddles in the educational environment, should be noted.

Oral literature culture, which has a history in our Turkish folk culture, today increasingly move away from the functionality. Changing world, changing society and the cultural triangle of the changing nature of educational history and the cumulative aspect of riddles and rhymes passed down from generation to generation with our scientists' compositions that have not gone beyond the magnificent view on the shelves. Today in Turkey we experience the inflation in modern teaching methods by following different cultures indifferently, produced therotically qualified, it is unknown that why we move away from riddles.

It's known that concise and humorous dialogues, which are overlapping with our social genetic, are realized by auditory part also called limbic system of our brain and with this process cognitive activity makes the most appropriate realization by means of brain nerves (neurons). In this context, riddles, having trouble about finding a place in its own world, is an important part of folk culture, let's look at the place of it in our changing cultural structure.

Child acquires his mother tongue from his environment from birth. Language is acquired naturally from life experience by its own laws. Childen acquires language by listening the model, imitating, perceiving feedback, sharing experience and thoughts. While child is acquiring the language the very first model for them is their parents then member of family, then the member of environment and school. Enriched language environment is also supportive in child's acquiring language beside models [3].

Child learns language from his mother and it is differ according to the environment of the child and only enough for the basic needs of himself. As he gets older his social environment enlarges so the word power of him. But this not systematic and limited. his word power enriches at school. Especially Turkish lesson with reading, listening and comprehending helps to improve word power. In order to tell his thoughts and emotions easily at school, he enriches his word power and learns the fine differences in meaning between the words and kinds of relationships [4].

Riddles, in communities with deep-rooted civilization language skills are available for good understanding of the surrounding objects and events, are fun way of learning. We can say that riddles undoubtly have big role in children's acquiring language. Riddles have educational features in the comprehension of language details and placement of meaning.

Riddles are very important in terms of child's comprehension of the logic of language. Because keeping the knowledge suitable for language inner logic and finding it again can provide language skills to children. Another feature of the riddles is, a funny way developing the skill of problem solving. So skill of problem solving, placing in the top left half of the brain, combined with the aesthetic aspects of the word is becoming interesting. Riddles have very important role in the development of practical intelligence and skills of the invention. As this skill is enjoyable for children it can be used as an educational activity at any time of the day. Riddles provides using the practical intelligence, finding unknown by known, using connotation. Especially riddles develop children's mathematical intelligence and arts of language [5].

Ah umutlar umutlar,
Yusuf'u yedi kurtlar
Ayaklarından emer,
Tepesinden yumurtlar... (Buğday)
Alt yanı sivri tepe içindedir (Çene)
Üst yanı çakıldak (Diş)
Daha üstü muşulak (Burun)
Daha üstü ışıldak (Göz)
Üstü kara kolan (Kaş)
Daha üstü bir alan (Alın)

Riddle; produced with words and means game for children, offers a world of fiction addressing the power of imagination and thought. It invites the children with poetic narration to the game of intelligence which constructed by language. Then, to test all they know, events and leads to combine the facts and concepts between the semantic concerns. It concretizes the word power of mother tongue by using reduplications and idioms [6].

Ah umutlar umutlar,
Yusuf'u yedi kurtlar
Ayaklarından emer,
Tepesinden yumurtlar... (Buğday)

Riddle above metaphors the word "spike" and "hope, the days of famine in the country of the prophet Yusuf and emptiness of the warehouses. It combines the ties of linguistic, informational and cultural by describing spike's growth by means of the rain [7].

There is great importance of riddles in terms of activating the minds of children. Our country has not only twisters but also riddless. This is a funny and didactic activities for children.

Alt yanı sivri tepe içindedir (Çene)
Üst yanı çakıldak (Diş)
Daha üstü muşulak (Burun)
Daha üstü ışıldak (Göz)
Üstü kara kolan (Kaş)
Daha üstü bir alan (Alın)

In the example of riddle above the organs, make up the human body, are tried to taught to children in a funny way.

Families can also use the advantage of riddles and twisters while bringing up their children. As it is known education starts and goes on also out of school. Children usually try to take attention to themselves and they often try unpleasant way to do this. It is impossible to deny the need of children to the values and norms. Behaviours that we watch in our children are mostly result of environment inputs.

While communicating with children in order to make them speak as they think, sincerely and relaxed, your boy language message or encouraging, guiding and descriptive sentences may be helpful [8]

We can use the works of folk literature such as riddle, twister in order to make them relaxed and encouraged. So child get relaxed and express himself easily. We can also use the positive effects of riddles and twisters in children with down syndrome. In this way, the child's speech and social development is supported so that the child is given the opportunity to participate in activities that suits them [9]

Learning a language is also cultural exchange. Every society carries its culture to new generation by the help of language. Lulabies, folk songs, twisters, mânia, riddles are effective products in creating culture and promoting language awareness of the child. These products provide social communication while teaching pronunciation and the melody of Turkish language, words and words art. Riddles and poems also gives the creative intelligence and language skills. If we want our children speak, write well we have to consider the positive effect of these products [7].

The aim of this reseach is to create awareness about riddles which is one of our cultural dynamis by identifying the views of primary school students particularly for t he

use of riddles in education including primary school teacher. Riddles are the part of educational process.

Statement of the Problem: What are the views of primary school students about the use of riddles in education and training?

Sub-Problems

- What is the use of riddles in the process of education?
- Is there any relationship between their gender and the views of primary school students about the use of riddles in education?
- Is there any relationship between the education level of their mothers and the views of primary school students about the use of riddles in education?
- Is there any relationship between the education level of their fathers and the views of primary school students about the use of riddles in education?

Limitations of the Study

Research is limited with;

- Sivas city
- 7th grade students
- The answers of students to the questionnaire.

MATERIALS AND METHODS

Research Design: The model of this study is scanning model made in order to analyze the views of primary school students on the use of riddles in the educational process. Scanning models describe the current situation and in this model event, person and object defined as they are [10].

Research Population and Sampling: The research group of this study consists of 192 7th grade students of Atatürk and Cumhuriyet Primary schools in Sivas and the gender of the students is given in Table 1.

Table 1: Distribution of the sample group according to gender variable

Female		Male		Total	
N	%	N	%	N	%
103	53,6	89	46,4	192	100

As it seen in Table 1 53,6% of students, who participate in the research, are female (f=103),46,% of students are male (f=89)

Data Collection Instrument: In the research, an adaptation of the scale was used in the subject field which was developed by Dilci, Sayın [9]. In this context, adaptation was performed on different samples and the validity and reliability of the survey were provided. The final version of 20-item questionnaire administered to students in the experimental group. Questionnaire consists of two parts including demographic information about the survey and arguments about the puzzles taking part in the educational process. In the first part; information about the students' deographical features such as; gender, education level and jobs of their parents were collected. In the second part students answer the question about the use of riddles in educational process by choosing one of "I completely agree", "I agree", "I am not sure", "I disagree" "I completely disagree" choices.

Data Analysis and Statistical Procedures: Data gathered from the questionnaire's items were put into categories. As the total point cannot be gathered from the items it is examined at the level of item itself. For Aiken [11] scoring the responses to the questionnaire is simply a kind of classification and coding. This kind of coding does not

make the opinion polls suitable for mathematical operations (addition, subtraction, multiplication, division).

Within the scope of this study analysis of the data gathered from questionnaire application is carried out using the package program of SPSS 17.0. The ferquency and percentages of responses to the questionnaire are calculated. Within the framework of questionnaire Cramer'sV is applied to determine the relationship between the resposes of level of education and jobs of their parents, their point of views and gender. Significance level of statistics was accepted as .05 on the datas.

RESULTS

This section included the findings and interpretations of the research questions.

What Are the Views of Primary School Students about the Use of Riddles in Education and Training?: The ferquency and percentages of views of students on the use of riddle in the process of education and training are seen in Table 2.

As the Table 2 reviewed, it can be seen that students stated positive view on the use of riddles in education and training and also they satated that using riddles in course activities and books help them to learn new words and it provide to increase their interest.

Table 2: The Ferquency and Percentages of Views of Students on The Use of Riddle in The Process of Education and Training

Statements	5 I completely agree		4 I agree		3 Not sure		2 I disagree		1 I completely disagree	
	f	%	f	%	f	%	f	%	f	%
3. I make effort to learn riddles	32	16,7	43	22,4	39	20,3	41	21,4	37	19,3
4. I can use the riddles in my daily life.	43	22,4	46	24	41	21,4	28	14,6	30	15,6
5. People around me know riddles.	70	36,5	72	37,5	22	11,5	14	7,3	10	5,2
6. Knowing riddles help me in making friends.	31	16,1	30	15,6	27	14,1	48	25	55	28,6
7. I can easily communicate with my friends by the help of riddles.	33	17,2	35	18,2	40	20,8	40	20,8	21	10,9
8. I can easily understand what I read by the help of riddles	37	19,3	42	21,9	35	18,2	36	18,8	39	20,3
9. Knowing riddles give me self-confidence.	36	18,8	46	24	38	19,8	33	17,2	36	18,8
10. Knowing riddles provide to solve problems easily.	39	20,3	52	27,1	28	14,6	34	17,7	38	19,8
11. Knowing riddles provide met o think about problems in detail.	39	20,3	37	19,3	47	24,5	34	17,7	33	17,2
12. I like using riddles in courses.	67	34,9	58	30,2	23	12	15	7,8	26	13,5
13. Knowing riddles provide to learn new words.	74	38,5	36	18,8	32	16,7	20	10,4	28	14,6
14. Riddles help me to keep the new words in my mind	62	32,3	53	27,6	23	12	19	9,9	29	15,1
15. Knowing riddles provide me to talk fluently.	43	22,4	46	24	39	20,3	30	15,6	31	16,1
16. Using riddles provide met o be more willing to the cources.	71	37	36	18,8	35	18,2	20	10,4	28	14,6
17. Books having riddles in content increase mt interest.	71	37	49	25,5	23	12	20	10,4	25	13
18. Riddles provide to learn my own culture.	47	24,5	50	26	36	18,8	26	13,5	27	14,1
19. I can easily access to resources related to the riddles.	65	33,9	54	28,1	30	15,6	20	10,4	23	12
20. I both enjoy and learn with the riddles.	78	40,6	54	28,1	26	13,5	13	6,8	21	10,9

Table 3: Cramer's V values of view of primary school students on the use of riddles in education and training according to their gender

Item No	Cramer V	P	Item Nu	Cramer V	P
3	,14	,47	12	,14	,57
4	,20	,18	13	,27	,01*
5	,27	,01*	14	,19	,25
6	,27	,02*	15	,20	,19
7	,36	,00*	16	,10	,84
8	,21	,12	17	,15	,53
9	,25	,03*	18	,23	,07
10	,32	,00*	19	,06	,96
11	,15	,48	20	,17	,24

*p<.05

Table 4: Frequency and percentage values of the view of students on the use of riddles in education according to their gender

Statements		I I completely									
		5 I completely agree		4 I agree		3 Not sure		2 I disagree		disagree	
		f	%	f	%	f	%	f	%	f	%
5. People around me know riddles.	F	41	46,07	36	40,45	8	8,99	5	5,62	9	10,11
	M	39	37,86	36	34,95	14	13,59	9	8,74	1	0,97
6. Knowing riddles help me in making friends.	F	6	6,74	13	14,61	13	14,61	28	31,46	29	32,58
	M	25	24,27	17	16,50	14	13,59	20	19,42	26	25,24
7. I can easily communicate with my friends by the help of riddles.	F	5	5,62	14	15,73	20	22,47	26	29,21	24	26,97
	M	28	27,18	21	20,39	20	19,42	14	13,59	17	16,50
9. Knowing riddles give me self-confidence.	F	12	13,48	16	17,98	22	24,72	19	21,35	20	22,47
	M	24	23,30	30	29,13	16	15,53	14	13,59	16	15,53
10. Knowing riddles provide to solve problems easily.	F	9	10,11	32	35,96	8	8,99	18	20,22	21	23,60
	M	30	29,13	20	19,42	20	19,42	16	15,53	17	16,50
13. Knowing riddles provide to learn new words	F	25	28,09	25	28,09	17	19,10	7	7,87	14	15,73
	M	49	47,57	11	10,68	15	14,56	13	12,62	14	39,59

Is There Any Relationship Between the Students' Gender and the Views of Primary School Students about the Use of Riddles in Education?:

In order to answer this question, Cramer's V values were calculated for relevant variables. Results are given in Table 3.

For Table 3. While the relationship between the view of students on the use of riddles in education and their gender in item 5, 6, 7, 9, 10, 13 is significant, for the rest of items are not. Frequency levels according to gender are given in Table 4.

As Table 4 is reviewed, female students stated more positive view than male students.

Is There Any Relationship Between the Education Level of Their Mothers and the Views of Primary School Students about the Use of Riddles in Education?:

In order to answer this question, Cramer's V values were calculated for relevant variables. Results are given in Table 5.

For Table 5. While the relationship between the view of students on the use of riddles in education and their mothers' education level in item 5,7,8 and 15 is significant, for the rest of items are not. Frequency levels in significant items about the the relationship between the view of students on the use of riddles in education and their mothers' education level are given in Table 6.

As Table 6 is reviewed the students whose mother education level is "secondary" and "high school" reported more positive views than others.

Is There Any Relationship Between the Education Level of Their Fathers and the Views of Primary School Students about the Use of Riddles in Education?:

In order to answer this question, Cramer's V values were calculated for relevant variables. Results are given in Table 7.

Table 5: Cramer's V values of view of primary school students on the use of riddles in education and training according to their mothers' education level

Item Nu	Cramer V	p	Item Nu	Cramer V	p
3	,21	,09	12	,16	,77
4	,15	,84	13	,19	,31
5	,23	,01*	14	,20	,11
6	,15	,82	15	,29	,00*
7	,23	,01*	16	,14	,94
8	,22	,02*	17	,21	,05
9	,17	,65	18	,17	,57
10	,15	,84	19	,17	,53
11	,21	,07	20	,18	,40

*p<.05

Table 6: Frequency and percentage values of the view of students on the use of riddles in education according to their mothers' education level.

Statements		5 I completely agree		4 I agree		3 Not sure		2 I disagree		1 I completely disagree	
		f	%	f	%	f	%	f	%	f	%
5. People around me know riddles.	Literate	-	-	2	100	-	-	-	-	-	-
	Primary	14	35	17	42,50	2	5	6	15	1	2,50
	Secondary	13	36,11	8	22,22	9	25	-	-	3	8,33
	Highschool	30	41,10	28	38,36	7	9,59	5	6,85	2	2,74
	University	11	33,33	16	48,48	3	9,09	1	3,03	2	6,06
7. I can easily communicate with my friends by the help of riddles.	Post graduate	2	33,33	1	16,67	1	16,67	1	16,67	1	16,67
	Literate	-	-	1	50	-	-	-	-	1	50,00
	Primary	7	17,50	6	15	8	20	8	20	11	27,50
	Secondary	5	13,89	8	22,22	9	25	5	13,89	7	19,44
	Highschool	14	19,18	13	17,81	16	21,92	17	23,29	13	17,81
8. I can easily understand what I read by the help of riddles.	University	6	18,18	7	21,21	6	18,18	8	24,24	6	18,18
	Post graduate	1	16,67	-	-	1	16,67	1	16,67	3	50
	Literate	1	50	-	-	1	50,00	-	-	-	-
	Primary	6	1	8	20	8	20,00	10	25	8	20
	Secondary	9	25,00	9	25	6	16,67	5	13,89	7	19,44
15. Knowing riddles provide me to talk fluently.	Highschool	16	21,92	16	21,92	14	19,18	13	17,81	13	17,81
	University	3	9,09	9	27,27	4	12,12	7	21,21	9	27,27
	Post graduate	2	33,33	-	-	2	33,33	1	16,67	1	16,67
	Literate	1	50	-	-	-	-	1	50	-	-
	Primary	8	20	11	27,50	7	17,50	9	22,50	5	12,50
	Secondary	12	33,33	9	25,00	3	8,33	6	16,67	6	16,67
	Highschool	17	23,29	16	21,92	16	21,92	12	16,44	11	15,07
	University	5	15,15	9	27,27	10	30,30	3	9,09	6	18,18
	Post graduate	1	16,67	1	16,67	2	33,33	-	-	2	33,33

Table 7: Cramer's V values of view of primary school students on the use of riddles in education and training according to their fathers' education level.

Item No	Cramer V	p	Madde No	Cramer V	p
3	,17	,53	12	,15	,87
4	,13	,99	13	,17	,60
5	,19	,19	14	,18	,49
6	,18	,42	15	,18	,49
7	,19	,83	16	,14	,92
8	,24	,00*	17	,22	,03*
9	,19	,26	18	,14	,94
10	,16	,69	19	,18	,48
11	,17	,65	20	,18	,42

*p<.05

Table 8: Frequency and percentage values of the view of students on the use of riddles in education according to their fathers' education level.

Statements		5 I completely agree		4 I agree		3 Not sure		2 I disagree		1 I completely disagree	
		f	%	f	%	f	%	f	%	f	%
8. I can easily understand what I read by the help of riddles.	Literate	-	-	-	-	-	-	1	100	-	-
	Primary	-	-	2	20	2	20	2	2	3	30
	Secondary	-	-	6	28,6	5	23,8	3	14,3	4	19
	Highschool	-	-	7	11,3	20	32,3	12	19,4	13	21
	University	1	1,4	15	20,8	13	18,1	13	18,1	13	18,1
17. Books having riddles in content increase mt interest.	Post graduate	1	4,2	6	25	2	8,3	4	16,7	3	12,5
	Literate	-	-	-	-	-	-	1	100	-	-
	Primary	-	-	5	50	4	40	-	-	1	10
	Secondary	-	-	7	33,3	8	38,1	2	9,5	2	9,5
	Highschool	2	3,2	18	29	20	32,3	7	11,3	5	8,1
	University	1	1,4	30	41,7	13	18,1	10	13,9	10	13,9
	Post graduate	-	-	10	41,7	4	16,7	3	12,5	2	8,3

For Table 7 while the relationship between the view of students on the use of riddles in education and their fathers' education level in item 8 and 17 is significant, for the rest of items are not. Frequency levels in significant items about the the relationship between the view of students on the use of riddles in education and their fathers' education level are given in Table 8.

As table 8 reviewed, we can see that as the education level of fathers increases, a positive opinion on the use of riddles in the process of education is increasing, too. Otherwise, it is significant that %20 of the student whose father's education level is "primary", secondary" and "high school" support the item "I can easily understand what I read by the help of riddles".

CONCLUSION AND DISCUSSION

According to the results, the majority of the students reported positive view about the use of riddles in education and training.

As the significance between the gender of student is queried, it is found that female students have more positive view than male students.

Also as the education level of parents increases the positive views of students increase as well.

Majority of the students reported that they use riddles in their daily life.

In case of the riddles taking place in the textbooks, some highlights were made about the student interest will be more intense and the activities will be more attractive. This will cause an increase in motivation by extending the duration of attention to classroom. Thus, as a part of native life in learning both language skills and creative thinking will be possible to submit form. Enriched and presented language environment are also supportive in child's acquiring and using language effectively beside models [3].

The use of the riddles in the educational environments in the context of gender, a significant difference in some items were seen. According to results female students have more positive view than male students.

The significant relationship between the mothers education level and the effect of riddles is reflected positively in some items in the study.

According to this result, while the students whose mother's education level is secondary or high school reported more positive view than others; it can be said that this situation has become meaningful in the current life.

With the increase of father level of education a positive opinion regarding the use of riddles in the process of education is reflected in the findings. The children will gain information as a result of a multi-dimensional interactions with their parents, other family members, then the social environment and school environment.

Suggestions:

- The riddles which create awareness of play in education and training should be reflected to the patterns of the subjects of textbooks.
- Male students should be helped to develop a positive attitudes by organising some programs
- Recognising the importance of maternal education level, some measurements should be taken into account to contribute to the revival of culture in the family.
- Necessary measures should be taken to provide real-time interaction and cooperation of mother and father's education.
- Social projects should be made on behalf of updating the accumulations in the depths of the culture.
- It should be used as a tool in the entertainment and recreation in the course..
- Domestic awareness should be maintained through the cooperation of the school.
- To use the cognitive processes quickly and effectively, on behalf of gaining the logic and reasoning ability it must be turned into a contemporary lesson metaphor.
- First of all, as an important part of cultural dynamism within the educational processes, it is necessary to provide a systematic place.

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