

The Opinions of Sixth Grade Students on Causes of Problems They Experience in Italic

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Abstract

Although italic handwriting improves the intellectual and linguistic skills of students, such as thinking, understanding, colocation, assessment and correlation, a tendency not to use italic handwriting is seen among some students. The purpose of this research is to determine the reasons for not using italic handwriting among sixth grade students. For this purpose, three hundred and sixty six students from three secondary schools in Adiyaman, chosen by Stratified Sampling Method, has been examined whether they use italic handwriting, along with the gender variable, in the 2012-2013 academic year. It has been seen that 39,9 % of the students participated in the survey do not use italic handwriting. It has also been determined that the 49,3 % of this rate is female and 50,7 % is male. The research data has been obtained by asking the open-end question "If you do not use the italic hand writing, would you write the reasons for this?" to the one hundred and forty six students who do not use italic handwriting. The data has been examined by the Content Analysis technique. It has been determined that the sixth grade students do not use italic handwriting due to the reasons such as taking negatory attitude aganist italic handwriting, widespread use of plain text, difficulty in using italic handwriting, the italic handwriting type being not readable and teachers' effects. Making the secondary school teachers conscios regarding the italic handwriting, updating class teachers on difficulties that the students experience and trying to generalize the italic handwriting not only in schools but also outside of schools may assure the students to use italic handwriting.

Key Words: Italic handwriting, negatory attitude, difficulty in using, prevalence, legibility, teacher effect.

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Extended Summary

Purpose

The purpose of this study is to determine the reasons why the sixth grade students participated in the research held in the 2012-2013 academic year tend to not write italic handwriting. In order to achieve this general purpose, it has been tried to find answers to the following questions:

1. Do the sixth grade students participated in the research use italic handwriting?
2. What are the rate of either using or not using italic handwriting among sixth grade students participated in the research, according to gender variable?
3. in the case that the sixth grade students do not use italic handwriting, what are the reasons?

Method

The study is a qualitative research and the data obtained has been analyzed by using the Content Analysis Technique. This technique refers to a systematic and repeatable technique summarizing, by means of codes based on definite rules, some words of a text by their minor categories (Buyukozturk, 2009:269).

The interview forms consisting of the open-end questions such as “Do you use italic handwriting? If you do not use italic handwriting, what are the reasons for that?” have been distributed to the students (n:794) studying at Cumhuriyet, Cengiz Topel and 23Nisan Secondary Schools in Adiyaman district and the students have been asked to answer the questions on the basis of voluntariness. Of seven hundred and ninety four students, three hundred and sixty six students have answered the questions. We have consulted especially the experts of the subject in concerning whether the open-end questions in the interview forms are appropriate for the purpose of the study. After the experts have regarded the questions appropriate, the validity of the content and scope of the questions has been confirmed by the experts’ opinions. Three hundred and sixty six students have answered the questions and the data of the research has been collected from these answers. The Content Analysis Technique has been used in analyzing the data, the data has been encoded in the analyzing process and the statements of the students have been gathered under these codes. Beside this, the data of the research has been supported with the students’ direct statements. After the analyzing process two experts have been asked to examine the codes and the statements separately. It has been seen that the two experts express a consensus.

Results, Discussion, Conclusion

Although italic handwriting improves the intellectual and linguistic skills of students, it has been determined that the 39,9 % of the students do not use italic handwriting while 60,1 % of them use italic handwriting. Among the students who do not use italic handwriting (n:146)the female rate is 49,3 % and male rate is 50,7 %. The rates are nearly equal but it can be concluded that females use more italic handwriting than males.

The majority of the students who participated in the research and do not use italic handwriting has stated different reasons for not using this style. The students have stated that they do not use italic handwriting, because:

- They show a negatory attitude aganist this style (126 students),
- Plain text writing is more common (18 students),
- There are difficulties in using italic handwriting(108 students),
- Italic handwriting is not legible (74 students),
- Teachers are not conscious enough regarding italic handwriting (91 students).

Making the secondary school teachers conscious regarding the italic handwriting, updating class teachers on difficulties that the students experience and trying to generalize the italic handwriting not only in schools but also outside of schools may assure the students to use italic handwriting.

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