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 (0.05= α) -

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.2004/11/8 2004/3/14 *

.(Carin and Sund, 1975)

:(Lunsford, 2002)

Collaborative Inquiry -

Bruner Suchman

Purposeful Inquiry -

Guided

.Inquiry .(1982)

Free Inquiry -

Open-ended Inquiry

.Meaningful Learning
Suchman

(Young, 1968)

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(2001) ()

.(Welch et al., 1981)

.(Lunsford, 2002)

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Discrepant Events

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Wright

:(Friedl, 1997)

Setting up a discrepant :

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event

.(Wright and Govindarajan, 1992)
(Friedl, 1997)

Pupils investigate :

-2

(Pilts and Sund, 1978)

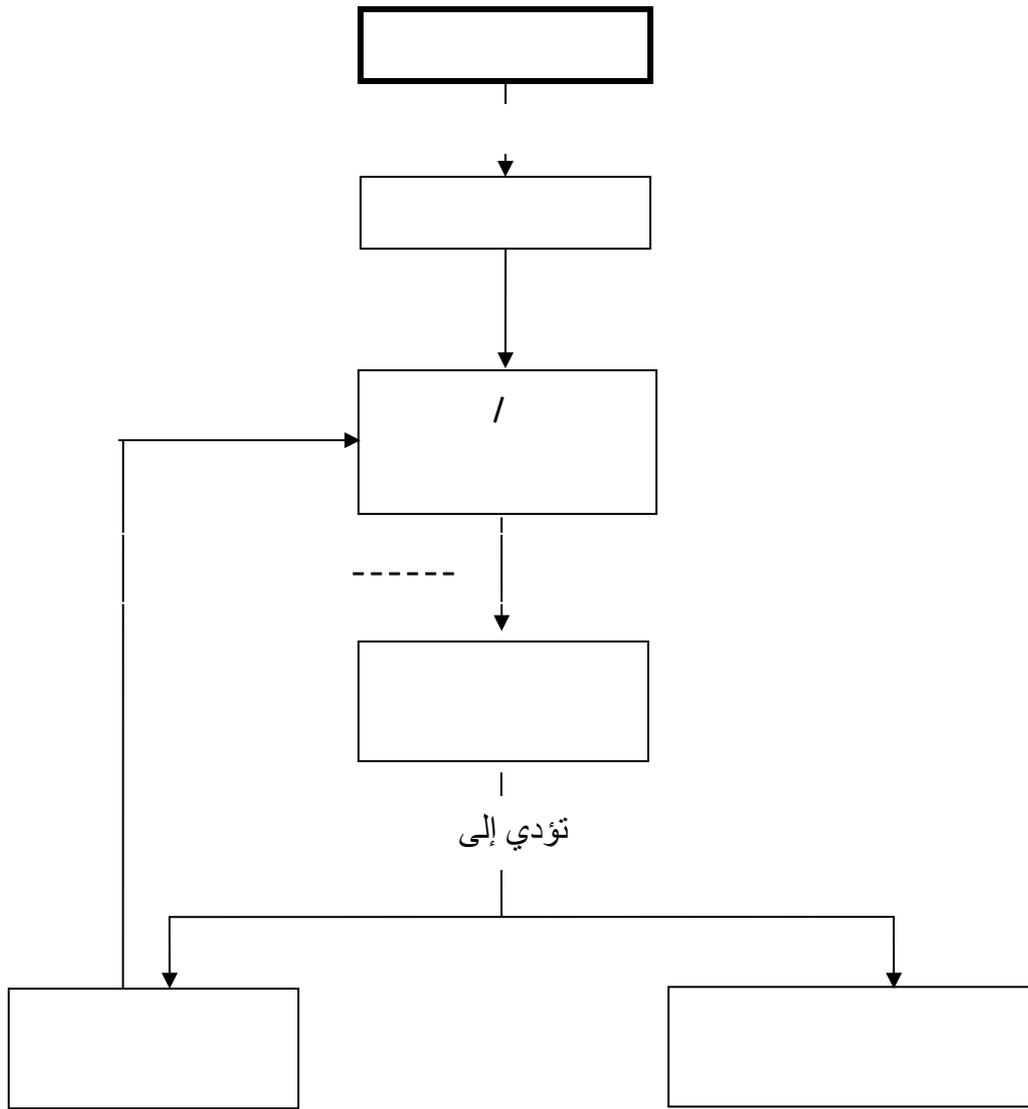
to solve the discrepancy

Resolving the discrepancy :

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(Reat and Jensen,

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(39)

(Kaewpetch, 1995)

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(Kaewpetch, (Strikotr, 1997)
(Appleton, 1995) 1995)
(Butts et al., 1993) (Thompson, 1988)
(1998) (Lilly, 1999)

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| | () | | | |
| 0.004 | 2.999 | 4.7889 | 19.17 | |
| | | 5.6074 | 15.04 | |

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(Kaewpetch, 1995)

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(Strikotr,

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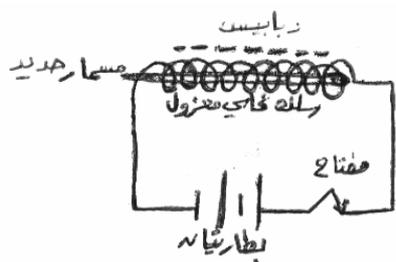
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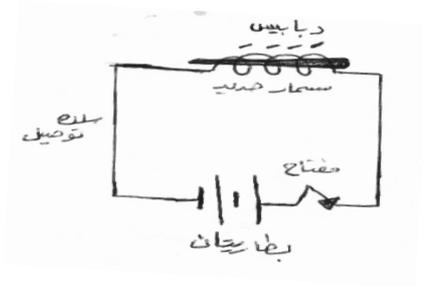
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The Effect of Using Suchman's Inquiry Method on the Immediate and Postulated Achievement of 7th Grade Students in Science

*Abdullah M. Khataibeh and Fadhel A. Obaidat**

ABSTRACT

This study aimed at investigating the effect of using Suchman's Inquiry Method on the achievement of 7th grade students in electrostatics and magnetization in the Science textbook, compared with the traditional method.

The population of the study consisted of all 7th grade male students in the Directorate of North West Badia District during the academic year 2002-2003. The sample of the study consisted of (57) male students distributed into an experimental group (29 students taught by Suchman's Inquiry Method), and a control group (28 students) taught by the traditional method. The two groups were equivalent on the achievement pretest.

A multiple choice achievement test of (32) items was designed and tested for its validity by a panel of jury. The reliability of the test was conducted using Cronabach alpha for internal consistency (0.84). Data were collected and analyzed using the SPSS.

The results of the study were:

There were statistically significant differences at ($\alpha=0.05$) between the means of the sample achievement grades on the immediate test in favor of the experimental group. This indicates that the Suchman's Inquiry Method has a positive effect on the students' achievement.

There were statistically significant differences at ($\alpha=0.05$) between the means of the sample achievement grades on the postulated test in favor of the experimental group. This indicates that the students' retention for the knowledge was achieved due to using the Suchman's Inquiry Method as a means of instruction.

The study recommended teachers to use Suchman's Inquiry Method in the classroom activities, the supervisors to train the teachers on how to use this method in instruction, and the curriculum designers to include this method in science textbooks activities. It also recommended the future researchers to conduct further studies to investigate the effect of Suchman's Inquiry Method on students' achievement in other scientific subjects and grades, and on their attitudes and motivations towards learning science and science process skills.

Keywords: Suchman's Inquiry Method, Achievement, Science Subject, Inquiry.

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