

**THE EFFECT OF THE SQ3R READING COMPREHENSION STRATEGY
ON THE READING COMPREHENSION SKILLS OF PRIMARY SCHOOL
SOPHOMORES**



ÖZER KORKMAZ

JUNE 2022

**THE EFFECT OF THE SQ3R READING COMPREHENSION STRATEGY
ON THE READING COMPREHENSION SKILLS OF PRIMARY SCHOOL
SOPHOMORES**

BY

ÖZER KORKMAZ

**DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
CURRICULUM AND INSTRUCTION**

YEDİTEPE UNIVERSITY JUNE 2022



YEDİTEPE UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES DIRECTORATE

THESIS SUBMISSION and APPROVAL FORM

Subject: The Effect of the SQ3R Reading Comprehension Strategy On the Reading Comprehension Skills of Primary School Sophomores

APPROVAL:

Doç Dr. Yelkin Diker Coşkun

(Advisor)

(Signature)

Dr. Öğr. Üyesi Onur Seçkin

(Member)

(Signature)

Dr. Öğr. Üyesi Bengisu Koyuncu

(Member)

(Signature)

SUBMITTED BY : ÖZER KORKMAZ

DATE OF THESIS DEFENCE : 30.05.2022

DATE OF THESIS APPROVAL :30.05.2022

DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Özer KORKMAZ



ABSTRACT
THE EFFECT OF THE SQ3R READING COMPREHENSION STRATEGY ON
THE READING COMPREHENSION SKILLS OF PRIMARY SCHOOL
SOPHOMORES

Korkmaz, Özer

MA, Department of Curriculum and Instruction

Supervisor: Doc. Dr. Yelkin Diker Coşkun

June 2022,

In this study, the effect of the SQ3R reading comprehension strategy on the reading comprehension skills of primary school sophomores was investigated. The research was carried out in the experimental model. In the research, the independent variable is the SQ3R reading comprehension strategy, and the dependent variable is the reading comprehension skill of the second grade primary school students.

An experiment and a control group were determined in the study. Turkish lessons in the experimental group were taught according to the SQ3R reading comprehension strategy for eight weeks. In the control group, Turkish lessons were taught for eight weeks according to the instructions in the state textbooks. The teachers of the classes attended the lessons of the experimental and control groups. The reading comprehension achievement test pre-test was applied to the experimental and control groups before the eight-week practice started, and the reading comprehension achievement test post-test was administered after the eight-week practice was completed.

This research was carried out with a total of 100 students, 50 in the experimental group and 50 in the control group, in a Public Primary School in the Sancaktepe District of Istanbul in the fall semester of the 2021-2022 academic year. The arithmetic mean

and standard deviation values of the reading comprehension achievement test pretest and reading comprehension achievement test posttest scores of the experimental and control groups were determined. Then, the experimental and control groups were divided into upper and lower groups, and the arithmetic mean and standard deviation values of the scores of the lower and upper groups from the pre-test application of the reading comprehension achievement test and the post-test application of the reading comprehension achievement test were calculated. Calculations were made in Excel program using appropriate formulas.

When the results were examined after the calculations, it was determined that the SQ3R reading comprehension strategy did not make a positive contribution to the reading comprehension skills of the second grade primary school students.

Keywords: Reading, Fluent Reading, Reading Comprehension, Reading Comprehension Techniques, SQ3R

ÖZET

SQ3R OKUDUĞUNU ANLAMA STRATEJİSİNİN İLKOKUL İKİNCİ SINIF ÖĞRENCİLERİNİN OKUDUĞUNU ANLAMA BECERİSİNE ETKİSİ

Korkmaz, Özer

MA, Department of Curriculum and Instruction

Supervisor: Doç Dr. Yelkin Diker Coşkun

Haziran 2022,

Bu araştırmada SQ3R okuduğunu anlama stratejisinin ilkokul ikinci sınıf öğrencilerinin okuduğunu anlama becerisine etkisi araştırılmıştır. Araştırma, deneme modelinde yürütülmüştür. Araştırmada bağımsız değişken SQ3R okuduğunu anlama stratejisi, bağımlı değişken ise ilkokul ikinci sınıf öğrencilerinin okuduğunu anlama becerisidir.

Araştırmada bir deney bir de kontrol grubu belirlenmiştir. Deney grubunda Türkçe dersleri, sekiz hafta süreyle SQ3R okuduğunu anlama stratejisine göre işlenmiştir. Kontrol grubunda Türkçe dersleri, sekiz hafta süreyle devlet ders kitaplarındaki yönergelerle göre işlenmiştir. Deney ve kontrol gruplarının derslerine sınıfların kendi öğretmenleri girmiştir. Deney ve kontrol gruplarına sekiz haftalık uygulama başlamadan önce okuduğunu anlama başarı testi ön test uygulaması yapılmış, sekiz haftalık uygulama tamamlandıktan sonra okuduğunu anlama başarı testi son test uygulaması yapılmıştır.

Bu araştırma, 2021-2022 öğretim yılı güz döneminde İstanbul İli Sancaktepe İlçesinde bir devlet okulunda bulunan 50 si deney grubu 50'si kontrol grubu olmak üzere toplam 100 öğrenci ile gerçekleştirilmiştir. Deney ve kontrol gruplarının okuduğunu anlama başarı testi ön test ve okuduğunu anlama başarı testi son test puanlarının aritmetik ortalamaları ve standart sapma değerleri belirlenmiştir. Daha

sonra deney ve kontrol grupları alt ve üst gruplara ayrılmış, alt ve üst grupların okuduğunu anlama başarı testi ön test uygulaması ve okuduğunu anlama başarı testi son test uygulamasından aldığı puanların aritmetik ortalamaları ve standart sapma değerleri hesaplanmıştır. Hesaplamalar uygun formüller kullanılarak Exel programında gerçekleştirilmiştir.

Yapılan hesaplamaların ardından sonuçlar incelendiğinde, SQ3R okuduğunu anlama stratejisinin ilkokul ikinci sınıf öğrencilerinin okuduğunu anlama becerisine pozitif yönde bir katkı yapmadığı tespit edilmiştir.

Anahtar Kelimeler: Okuma, Akıcı Okuma, Okuduğunu Anlama, Okuduğunu Anlama Teknikleri, SQ3R

TABLE OF CONTENTS

ABSTRACT.....	I
ÖZET	III
TABLE OF CONTENTS.....	V
LIST OF TABLES	VIII
INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Research Question	5
1.3. Aim of the Study.....	6
1.4. Significance of the Study	6
1.5. Assumptions	6
1.6. Limitations.....	7
LITERATURE REVIEW	8
2.1. Reading	8
2. 2. Fluent Reading	9
2. 3. Fluent Reading Strategies	11
2. 3. 1. Repeater Reading.....	11
2. 3. 2. Reading with a Friend	12
2. 3. 3. Guided Reading.....	13
2. 3. 4. Chorus Reading.....	13
2. 3. 5. Reverberant Reading.....	14
2. 4. Factors Affecting Reading Comprehension.....	14
2. 5. Information Processing Theory	16
2. 5. 1. Sensory memory	18
2. 5. 2. Short term memory.....	18
2. 5. 3. Long-term memory	19
2. 6. Reading Comprehension	21
2. 7. Reading Comprehension Strategies.....	23
2. 7. 1. Strategies Used Before Starting to Read	25
2. 7. 1. 1. Explaining the Purpose of Reading	25
2. 7. 1. 2. Helping the Student Guess the Topic of the Piece by Looking at Elements Such as Title, Publication Date, Author, and Scanning the Reading Material.	26
2. 7. 1. 3. TELLS.....	26

2.7. 1. 4. Pre-Teaching Glossary	26
2. 7. 1. 5. Preteaching Concepts Through Concept Map and Story Map.....	27
2. 7. 2. Strategies Used During Reading	27
2. 7. 2. 1. Ensuring Fluent and Immersive Reading	27
2. 7. 2. 2. Considering the Story Map for Narrative Texts	28
2. 7. 2. 3. Applying Strategic Note-Taking for Descriptive Texts	28
2. 7. 3. Strategies Used After Reading	28
2. 7. 3. 1. Summarizing.....	29
2. 7. 3. 2. Evaluation	30
2. 8. SQ3R	30
2. 9. Related Studies	33
2. 9. 1. Research Done in the Country.....	33
2. 9. 2. Research Done Abroad.....	35
METHODOLOGY	38
3. 1. Research Model.....	38
3. 2. Study Group	40
3. 3. Data Collection Tools.....	41
3. 4. Reading Comprehension Achievement Test.....	42
3. 5. Data Collection	44
3. 6. Experimental Operation.....	45
3. 6. 1. SQ3R Technique	45
3. 6. 2. Instructional Techniques Used in the Control Group	46
3. 7. Data Analysis.....	47
RESULTS	49
4.1. Findings Related to the Hypothesis of the Research.....	49
4.1.1. Findings Regarding the First Hypothesis	49
4.1.2. Findings Regarding the Second Hypotesis.....	50
4.1.3. Findings Regarding the Third Hypotesis	51
4.1.4. Findings Regarding the Fourth Hypothesis.....	53
DISCUSSION AND COMMENTS.....	54
CONCLUSIONS AND RECOMMENDATIONS	59
6. 1. Conclusions	59
6.1.1. Conclusions on Research Hypotheses	59
6.1.2. Conclusions on the Research Question	60

6. 2. 1. Implementation Suggestions	61
6. 2. 2. Suggestions for Future Research	61
6.3.3. Suggestions for the Development of the Turkish Education System.....	62
6.4.4. Suggestions for Curriculum and Insrtuction in Turkey.....	64
REFERENCES	66
APPENDIX A: EXAMPLE OF LESSON PLAN BASED ON SQ3R READING COMPREHENSION STRATEGY.....	75
APPENDIX B: READING TEXTS USED IN TEACHING THE SQ3R READING COMPREHENSION STRATEGY.....	79
APPENDIX C: SQ3R READING COMPREHENSION STRATEGY STUDY FORM.....	102
APPENDIX D: READING COMPREHENSION TEST	106
APPENDIX E: PICTURES OF STUDENTS WORKING WITH THE SQ3R METHOD...	117

LIST OF TABLES

Table 1. Symbolic View of the Research Model	39
Table 2. Data of Reading Comprehension Achievement Test Pre-Test Application..	41
Table 3. Information about the data collection tool	42
Table 4. Reading Comprehension Achievement Test Item Analysis Results	43
Table 5. Reading Comprehension Achievement Test Test Analysis Results	44
Table 6. Arithmetic Averages and Standard Deviation Values of the Total Scores from the Reading Comprehension Achievement Test of the Students in the Experimental and Control Groups	49
Table 7. Arithmetic Averages of the Total Scores of the Students in the Upper Group of the Experimental and Control Groups from the Reading Comprehension Achievement Test	51
Table 8. The Arithmetic Averages of the Total Scores from the Reading Comprehension Achievement Test of the Students in the Subgroup of the Experimental and Control Groups	52

CHAPTER I

INTRODUCTION

1.1. Background of the Study

When we look at the history of humanity, it is seen that people have developed various methods in order to express their thoughts and feelings through symbols and convey them to the people, different from the way of speaking. The transmission of thoughts and feelings started with the pictures drawn on the walls and the symbols written on the claytablets, and it has survived until today when computer technologies and the printing pres were developed. Although the Technologies used have made progress, writing has remained the most basic way of storing and transferring information, and reading is the most basic way of accessing information. Today, having the ability to read has become a skill that has gained much more importance than in the past. In our living age; It's name is the "Information Age" and individuals living in the information age need to read and understand what they read at every stage of their lives, from the time they first learned to read until they die (Dadandı, 2020).

Reading comprehension is one of the most basic and considerable elements of teaching and learning activities. Because students read to find the meaning in a written material or to meet their information needs by taking the information from it. For this reason, reading education given in schools should be complemented and integrated with comprehension education (Ayçin, 2009).

After the major change in the education system in our country, the constructivist learning theory aimed to turn students from being passive recipients of information into people who are in action in the learning action and take responsibility for learning. Today's understanding of education is also the main purpose; It aims to raise conscious

individuals who question, analyze, make comparisons about what they see, hear and read, and have an idea about themselves. Within the framework of this understanding, it is important to teach the ways that will provide students to Access information rather than storing information in the lessons. When it comes to ways of accessing information, one of the methods that never loses its validity is to learn a subject independently by reading from many sources. In this context, it is of great importance for people to understand what they read (Kılıç, 2019).

According to Çapoğlu (2021), people are in an effort to make sense of the situations that are happening around them from the first moment they are born. When a person reaches sufficient maturity, he gains the ability to read. After the acquisition of this skill, the materials with writing on them are also among the subjects that are tried to be made sense of. Since the day he has existed, man has an effort to make sense of what is happening around him, as well as to make sense of information. While it was more difficult to Access information in the past than today, it has become easier to access information today, especially with technological developments. One of the most valid ways to make sense of this information, which is more accessible today, is still reading and having the ability to understand what you read.

In order for the main objectives of the education given to the students to be realized, the students must have the ability to understand what they read. Although reading comprehension skill seems to be a necessary skill for students to be successful in Turkish lessons, it is not. For student's success in many courses that he will encounter throughout his education life, he must be able to understand what he reads. If there is a deficiency in the student's reading comprehension skills, he will encounter problems both in his education life and in catching the Professional opportunities that may come his way. However, it can be expected that students who have reading comprehension

skills can understand the information they read in different subjects and thus show success in the lessons (Kanmaz, 2012).

While reading comprehension is such an important skill, some of the data collected from our country's students in national and international exams are given below.

According to the Student Selection and Placement Center (ÖSYM) data, when the data of two million one hundred and twenty four thousand four hundred and twelve candidates who took the entrance exam to higher education institutions in 2017 were examined, the average number of correct answers to 40 Turkish questions based on reading comprehension was 17.28. (Student Selection and Placement Center [ÖSYM], 2017).

According to the data of the Student Selection and Placement Center, when the data of two million two hundred sixty two thousand two hundred seventy-three candidates who took the exam in the Basic Proficiency Test section of the Higher Education Institutions Examination held in 2018 were examined, the correct answer given on average to 40 Turkish questions based on reading comprehension was examined. Number of answers is 16.2 (ÖSYM, 2018).

According to the data of the Student Selection and Placement Center, when the data of two million three hundred ninety thousand four hundred and ninety-one candidates who took the exam in the Basic Proficiency Test section of the Higher Education Institutions Exam held in 2019 are examined, the correct answer given on average to 40 Turkish questions based on reading comprehension is examined. The number of answers is 18.35 (ÖSYM, 2019).

In the Program for International Student Assessment (PISA), which evaluates the knowledge and skills of 15-year-old students in three-year periods by the Organization for Economic Cooperation and Development (OECD), in 2003, Turkish students' reading skills average 441 points, in 2006 446 average points. It is seen that they got 464 average points in 2009, 475 average points in 2012, 428 average points in 2015, and 466 average points in 2018. Although an increase was observed in the average of reading skills in other years except 2015, the averages of Turkish students remained far below the averages of developed countries (T.R. Ministry of National Education [MEB], 2018).

In 2018, the Ministry of National Education conducted the Turkish - Mathematics – Science Student Achievement Survey to determine the academic status of students in Turkish, mathematics and science, to eliminate learning deficiencies in this subject and to give feedback to parents on these issues. In the report published in 2019 after this study, the rate of correct answers to Turkish questions at the level of knowledge of primary school 4th grade students was 62.82%, and the rate of correct answers to Turkish questions at the level of comprehension was determined as 59.97% (MEB, 2019).

When the above data are examined, it is felt that the students of our country need to improve their reading comprehension skills.

According to Ayçin (2009), in order for students to understand the information in a written material, they must first decipher the meanings of the symbols that make up the text and then understand the message that the text wants to convey to the reader. Students' ability to understand the messages given in the texts depends on their regular study and receiving a useful reading comprehension training. Students who do not

receive any training in reading comprehension memorize a lot of information in order to be successful in school. However, this memorized information is forgotten in a short time. Thus, permanence in learning cannot be achieved. Reading comprehension strategies can be used to enable students to attribute meaning to the texts they read and to make the reading process enjoyable.

In this study, SQ3R reading comprehension method, one of the reading comprehension methods, was used. This technique was developed by Robinson (1941). The technique is referred to as the SQ3R reading comprehension strategy in the literature and takes its name from the initials of the words Survey – Question – Read-Recite – Review.

1.2. Research Question

What is the effect of the SQ3R reading comprehension strategy on the reading comprehension skills of primary school second grade students?

Hypothesis

1. When the reading comprehension achievement test pretest scores of the experimental group in which the SQ3R reading comprehension strategy was applied and the control group that did not use this technique were controlled, there was a significant difference between the posttest scores in favor of the experimental group.
2. When the reading comprehension achievement test pretest scores of the students in the experimental group in which the SQ3R reading comprehension strategy was used and the upper group in the control group were not used, there was a significant difference between the posttest scores in favor of the students in the upper group of the experimental group.

3. When the reading comprehension achievement test pretest scores of the students in the experimental group in which the SQ3R reading comprehension strategy was used and the control group in which the technique was not used are controlled, there is a significant difference between the posttest scores in favor of the students in the subgroup of the experimental group.
4. After learning to use the SQ3R reading comprehension strategy, sophomore primary school students can apply it themselves without teacher guidance.

1.3.Aim of the Study

This study's aim is to understand whether there is a significant difference between the pretest and post test scores of the reading comprehension achievement test between the experimental group in which the SQ3R reading comprehension strategy was used and the control group in which the strategy was not used.

1.4. Significance of the Study

It is thought that if the use of SQ3R reading comprehension method increases the reading comprehension skills of primary school second grades students, the teaching of this technique can start in the second grade of primary school and it will contribute positively to the efficiency of teaching activities in schools.

1.5. Assumptions

- The students tried to do their best while answering the reading comprehension achievement test.
- Students' reading comprehension achievement test pre-test and post-test scores reflect their real success levels.
- Experimental group students and control group students have the same motivation level during the application of achievement tests.

1.6. Limitations

- The research is limited to Hüseyin Temizel Primary School in the Sancaktepe district of Istanbul province and one hundred primary school sophomore students in the 2021-2022 academic year's fall semester.
- Data of research is limited to the data obtained from the reading comprehension achievement test.
- The research is limited to eight reading comprehension texts in the Turkish book distributed to schools by the state in the 2021-2022 academic year.
- The research is limited to the acquisitions of reading comprehension skills in Turkish lesson for second year primary school students.

CHAPTER II

LITERATURE REVIEW

2.1. Reading

Reading is a process in which the prior knowledge of the individual reading and the information written in the text are combined and this information gains a new meaning. This re-meaning process includes various operations. These processes consist of various operations of our eyes, sounds and brain, such as seeing, vocalizing, understanding, structuring in the mind. This definition was made according to the constructivist approach. First of all, lines, letters and symbols are perceived by the reader, then attention is focused on finding the meanings of words and sentences. Among the sentences and paragraphs, the reader's interests are selected and these selected sections are passed through some mental processes. These processes are processes such as sorting, classification, association, questioning, analysis-synthesis, and evaluation. After the information is processed in this way, it combines with the reader's prior knowledge and gains new meanings in the mind of the reader. Some characteristics of the reader are effective in the reader's re-interpretation of the information. These; reader's interest, motivation level, purpose of reading the text, skills and general culture. In short, reading is the combination of the previously existing information in the mind of the reader with the information in the text he reads and creating new meanings. This is an active process (Güneş, 2021).

According to Akyol (2020), reading requires communicating between the person writing the text and the person reading it. This communication should be active and effective. As a result of this active and effective communication, meaning should

be formed in the person reading the text. It is not possible to directly observe reading, which is a process that takes place in the mind.

Reading is a skill that can be examined in three dimensions. These dimensions are; physiological dimension, psychological dimension and sociological dimension. Reaching the required proficiency in all three dimensions ensures that the individual receives the benefit from the reading activity. (Basaran and Ates,2009).

According to Karatay (2014), the physiological dimension of reading is to follow the written symbols by vocalizing them. This process includes factors such as eye movements, posture positions of the eyes, visual capacity, and resting the eyes when needed. The psychological dimension of reading is related to the reader's interests, wishes, situations that motivate the reader towards life, the reader's general attitudes, the fact that his mind has reached a certain level in perceiving and reasoning, and the reader's reaching a certain level of emotional maturity. The sociological dimension of reading is the traces left on the individual from the environment in which the individual lives. The critical period in which reading skills should be acquired is the primary school years. Individuals who cannot acquire reading skills in this critical period will also develop less reading comprehension skills in the future. The success and productivity of societies are also related to the development of reading habits of individuals living in society.

2. 2. Fluent Reading

It saves time for a reader to read a text at an appropriate pace. If the reader is a weak reader, he reads the text word for word and this wastes the reader's time. A good reader is one who can read the text at an appropriate pace. Teachers should teach their students to read fluently as a model (Akyol, 2020).

Students need to have fluent reading skills in order to better understand what they read. Students who can read fluently will be able to make sense of the texts they read and understand what they read. Fluent reading skill, which will affect the future periods in a positive or negative way, is a skill that should be acquired in primary school years (Kaman & Şahin, 2013).

Achieving reading effectiveness depends on the existence of two features. The first is to be able to decipher the words and the other is to understand what the decoded words mean. Although the reading activity requires the application of these two features at the same time, the attention capacity of people during cognitive activities is limited. An automated word decoding skill allows people to devote their limited attentional capacity to understanding what they read. Fluent reading means that the word decoding skill has become automatic at the maximum level during reading. After the reader acquires fluent reading skills, he or she will be able to direct all attention potential to understanding the text he reads (Rasinski & Hoffman, 2003).

Fluent reading consists of three elements: reading at speaking rate, using appropriate prosody during reading, and reading the text correctly. A reader with fluent reading skills can read without a break for a long time, does not lose his fluent reading skills after not reading anything for a long time, and can make generalizations by comparing the texts he reads with each other. A reader with fluent reading skills is not easily distracted (Hudson & Torgensen, 2006).

Fluent reading means that words are read automatically correctly and with correct prosody. Fluent reading ensures that the person reading the text correctly understands the message that the text wants to convey. The presence of fluent reading skills is demonstrated by pronouncing words correctly, reading at an appropriate pace, and using correct stress and intonation. The presence of fluent reading skills is a factor

that facilitates the understanding of the text when reading aloud and silently, while the absence of fluent reading skills makes it difficult to understand the text during oral and silent reading (Kuhn & Schwanenflugel & Meisinger, 2011).

When the definitions of fluent reading are examined, it is seen that reading the words correctly is of great importance. According to Yılmaz (2008), individuals whose reading skills are not developed make mistakes during reading, cannot read fluently and therefore cannot understand what they read. Because individuals whose reading skills are not sufficiently developed focus on being able to read the words correctly rather than understanding what they read. In other words, individuals whose reading skills are not developed have a problem with word recognition. Since the age we live in requires constant reading, people whose reading skills are not sufficiently developed have difficulty in keeping up with the structure of the age.

According to İlhan (2014), it is very important for students to have fluent reading skills in order to be successful academically. Readers with fluent reading skills are more likely to understand what they read. For these reasons, it is very important to teach fluent reading skills to students within an appropriate program.

2. 3. Fluent Reading Strategies

When the relevant literature is examined, there are many strategies used to improve reading fluency. Some fluent reading strategies that can be used to improve students' reading fluency are reviewed below.

2. 3. 1. Repeater Reading

One of the techniques that develops fluent reading skills is the repetitive reading technique. While applying this technique, a person with fluent reading skills and a person who has not yet acquired fluent reading skills read the reading text together. After this reading together, the person who has not yet acquired fluent reading skills

tries to read the text like a fluent reader during sample reading. The person who has not acquired the fluent reading skill repeats the same text until he or she can read it fluently. This technique can be applied both individually and in groups (İlhan, 2014).

Students who read texts repeatedly and receive feedback from their teachers about their fluent reading skills develop fluent reading skills. When students read a text repeatedly until they can read it fluently, their reading fluency, word recognition speed and ability to read words correctly improve. The repeated reading technique, which improves fluent reading skills of all students at primary school level, also contributes to the fluent reading skills of some students in later grades (Armbruster & Lehr & Osborn, 2001).

2. 3. 2. Reading with a Friend

According to Akyol (2020), the technique of reading with a friend, which is one of the techniques that develops fluent reading skills, can be applied in three different ways.

In the first application of the reading with friends technique, two students whose fluent reading levels are close to each other read together. These students do not have to be the same age. Friends read the same pages and discuss the chapters they have read after they have finished reading.

In the second application of the reading with friends technique, students whose fluent reading levels are close to each other read together. Students who read different texts from each other tell their friends about the chapters they have read after they have finished reading.

In the third form of the reading with friends technique, the student with low fluent reading skills is given homework to read a text and present it to his friends in the class. The student reads the reading text at home, prepares it and presents the

information in the text to his classmates. During this presentation, the teacher takes the necessary precautions so that other students do not behave badly towards their presenters.

2. 3. 3. Guided Reading

According to Aslan (2010), guided reading is a form of reading in which students are told what they are expected to learn after reading. Guided reading is based on the idea that students learn better when they know what is expected of them. In a well-planned guided reading lesson, the teacher gives the students basic information about the reading text they will read, guides the students by stopping the reading where necessary while they are reading, and makes preparations to reinforce the students who give correct answers in the discussion to be held after the reading.

The importance of guided reading is stated by Güneş (2007) with the following items.

- It can increase students' attention to the text they read while reading.
- It can contribute to students who have reading difficulties to overcome this difficulty.
- It provides the opportunity to make an individual reading plan for students in need.
- It provides an opportunity for information exchange and cooperation between teachers and students.

2. 3. 4. Chorus Reading

Chorus reading can be done in several different ways. All students in the class can read a poem or reading text together. After a reader student has read a section, other students in the class can repeat the section read. The class can be divided into groups and each group can recite a different section in chorus. Core reading is one of the

methods that improves reading fluency. An important function of choral reading is to bring together the best and the weakest reader. In the application of this technique, it will be beneficial to use poems as it will be easier to read and repeat. The same poem can be read several times. Thus, it will be very useful for students with reading disabilities (Akyol, 2020).

2. 3. 5. Reverberant Reading

In resonant reading technique, a good reader meets a poor reader. The good reader reads a section of the reading text and the poor reader follows the section read by the good reader with his finger. After the good reader has finished reading, the poor reader tries to read the same chapter with the fluency that the good reader reads. If the weak reader cannot read the section with the expected fluency, the same section is repeated until they read it with the expected fluency (Duran & Sezgin, 2012).

2. 4. Factors Affecting Reading Comprehension

Being able to read the words in a reading text and understand the meanings of the words in the text one by one is an important skill. But what is more important is to understand what the reading text is trying to convey as a whole. Some readers may not be able to understand the message of the reading text as a whole because they do not apply reading strategies such as re-reading the parts they cannot understand or reading by reducing their reading speed in appropriate places. For these reasons, using appropriate strategies while reading is a factor affecting reading comprehension (Roberts et al., 2008).

Readers who can summarize the text they read, apply the information they receive from the text they read, have the ability to understand deeply what is told in the text they read, and have the ability to generalize the information in the text are the readers who understand what they read. In order for a reader to have these skills, he

must first be able to analyze the words he sees, read aloud, and have an idea of what the words he reads mean. If he does not have these basic skills, it is not possible for him to understand what he reads (Caccamise & Snyder, 2005).

According to Pardo (2004), motivation is a very important factor affecting reading comprehension. Highly motivated readers will try to use many different strategies to understand the text they are reading and will spend more effort to create a meaning about the text they are reading. Low-motivated readers, on the other hand, will not put in as much effort as highly motivated readers. Another factor affecting reading comprehension is the cognitive development of the reader. Readers with a developed cognition will be able to evaluate the reading text in many different ways, while readers who do not have sufficient cognitive development will make simpler evaluations about the text.

According to Gill (2008), the factors affecting reading comprehension can be grouped in three main headings. The first of these titles is the characteristics of the reader. While a reader is reading a text, whether or not the reading text is related to the topics he is interested in, the reader's emotional state during reading, the reader's physical condition during reading, the reading comprehension strategies used by the reader during reading, the reader's perception of himself and the level of reading comprehension about the text he reads. effects. The second of the main headings that affect reading comprehension is the characteristics of the read text. The way the reading text is arranged, the characters used while writing the reading text, how the reading text is organized, the variety of words used in the reading text and the visuals used in the text affect the reading comprehension level. The third of the main topics that affect reading comprehension is the conditions. Determining a reading purpose before starting

to read and helping the reader to understand the reading affects the level of reading comprehension.

The SQ3R reading comprehension strategy, which we will examine in detail in the following sections, includes the stages of survey, question, read, recite and review. Studies on this method have found evidence that the technique improves reading comprehension skills and increases the level of recall of learned information. In the examination phase of the SQ3R technique, the questions produced by the readers about the reading text enable the reader to focus on the reading text, the activities carried out in the recite and review stages contribute to the transfer of the learned information from the short-term memory to the long-term memory, and at the same time, the information in the long-term memory can be easily transferred. It helps to remember. When evaluated from these aspects, the SQ3R reading comprehension technique is related to the theory of information processing. A brief introduction to information processing theory is given below.

2. 5. Information Processing Theory

Cognitive theorists interested in learning have been interested in the processes that take place inside the mind of the learner as well as observable human behavior. They wondered about the internal structures inside the human head. One of the theories that examines learning from a cognitive perspective is "information processing theory". Modern cognitive learning theories work to determine the processes in the head of the person during learning, the characteristics of the processes going on in the head, and the laws that go into the head during learning (Senemoğlu, 2020).

There are some processes that are carried out by humans but cannot be observed how they occur from the outside. The process of receiving stimuli by the sense organs of people and storing them as information in the human memory is one of the processes

that cannot be observed from the outside. Wondering how this process works, psychologists have put forward many hypotheses and developed theories based on the hypotheses they have put forward. The most discussed and accepted theory of how information coming from outside is stored as information in the memory is the theory of information processing. Information processing theory deals with the stages of collecting information, organizing information, storing information and remembering information (Erden & Akman, 2018).

Cognitive learning theorists have compared the learning system of humans with the working systems of computers. According to cognitive learning theorists, while information is received by humans through sense organs, it is uploaded to computers via keyboards and CDs. While information is changed and recorded by means of electronic circuits and programs in computers, people change new information, combine it with existing information and store it through their nervous systems. While computers transfer the information inside them through printers and screens, people transform their existing information into behavior with their organs such as hands and mouths (Erden & Akman, 2018).

According to Senemoğlu (2020), there are four basic questions that information processing theory tries to answer. These;

- How is new information received from outside?
- How is new information received from outside processed?
- How is information stored for a long time?
- How is stored information retrieved and remembered?

According to the theory of information processing, the memories in which information is stored in the human brain and the executive control processes that enable

the processing, storage and recall of information are the two main factors affecting learning (Erden & Akman, 2018).

Memory types, which are one of the two basic elements of information processing theory, are briefly examined below.

2. 5. 1. Sensory memory

As our daily life goes on, we are exposed to many stimuli from around us. For example; noise from a crying child, smell from a car's exhaust, sunlight, noises from lawnmowers, etc. stimulants are some of them. If we think for the classroom environment, the sound coming from the teacher, the sounds and images coming from the electronic devices in the classroom, the texture of a material prepared for a lesson, the writings in the books, the voices coming from the whispering students are all stimuli. The first stage of information processing theory begins with the receipt of these stimuli (Senemoğlu, 2020).

These stimuli coming from the environment are received by one of our five sense organs and stimulate the nerves. Depending on the characteristics of the incoming stimulus, it changes which sense organ will perceive it. The trace of the incoming stimulus remains in the sensory recording for 1-3 seconds. All sense organs have the ability to record as long as there is no organic disorder. The information coming to the sensory recording, which has an unlimited capacity, will be deleted in a short time if not paid attention to. This floating sensory memory is also called instant memory (Erden & Akman, 2018).

2. 5. 2. Short term memory

The information that is noticed and perceived among the information coming to the sensory register is transferred to the short-term memory. Short-term memory performs two related tasks. For this reason, this memory is called by two different

names. Short-term memory and working memory. The first function of short-term memory is to temporarily store the amount of information varying between five and nine units (Senemoğlu, 2020).

Erden and Akman (2018) gave the following example regarding the first function of short-term memory. A phone number that we look up from a written phone book stays in our short-term memory until we dial that number. When we lose some time to dial a phone number or when a different stimulus intervenes (such as someone calling us or hearing an unexpected beep), we forget the number and have to look again.

Another aim of short-term memory is to perform brainly operations. Short-term memory is also called working memory because it carries out mental operations. The information coming to the short-term memory is converted into behavior by sending it directly to the response generators, or it is coded in the mind and sent to the long-term memory for later use. Bringing back the information in the long-term memory, comparing the retrieved information with the new information, reorganizing the compared new information and sending it back to the long-term memory are done in the short-term memory (Senemoğlu, 2020).

2. 5. 3. Long-term memory

The memory in which the information coming to the short-term memory is sent as a result of the individual's effort and stored for a long time is called long-term memory. The new information coming to the brain is integrated with the old information and sent to the long-term memory and stored. It is believed that the information coming to the long-term memory, whose capacity is thought to be unlimited, has a very long time to stay in the long-term memory. While the information in long-term memory can be remembered quickly, sometimes it can take a long time to remember the information, varying from person to person and from information to

information. The duration of remembering information in long-term memory varies according to the way the information is stored in the memory. While well-organized information is easier to remember in long-term memory, it takes longer to remember information that is not well-organized in long-term memory (Erden & Akman, 2018).

It is thought that long-term memory consists of three parts, episodic memory, semantic memory and procedural memory (Senemoğlu, 2020).

Episodic memory is the part of long-term memory where our personal experiences are stored, organized according to when and where they occurred. The details of recurring ordinary events are difficult to remember in the episodic memory, while the important and extraordinary events are easier to remember. For example, while it is difficult for us to remember what we ate for lunch on Wednesday last year, it is easier to remember the gift our spouse or mother gave us on our birthday last year (Senemoğlu, 2020).

Semantic memory is the memory that makes information meaningful. It is a memory that contains schemas related to concepts and principles. Information related to each other comes together to form a network of propositions. We mostly use schemas in semantic memory when making sense of the events around us. Propositions that are related to each other come together to expand our existing schemas. For example, from childhood we create a diagram of cars. Thanks to this diagram, when we see a new car, we understand that it is a car (Erden & Akman, 2018).

Procedural memory is the memory where information and processes about how to do something are stored. It takes a long time for a process to occur in procedural memory, but once it occurs, it has a strong persistence and recall feature. Automation of processes stored in procedural memory depends on ample repetition and practice.

Skills such as swimming skills, skiing skills, typing skills, and driving skills are information stored in procedural memory (Senemoğlu, 2020).

Executive control processes, which are the second basic dynamics of information processing theory, are processes that involve processing the information received by the sense organs into the sensory, short-term and long-term memory, respectively, and bringing them back from the long-term memory when necessary (Erden & Akman, 2018).

2. 6. Reading Comprehension

Güneş (2015) explained reading comprehension according to the constructivist theory. According to this theory, the information received by the reader by reading is passed through some mental processes and new meanings are given to the information read. These mental processes are examining information, ordering information, classifying information, associating information, questioning and evaluating information. The information created as a result of these mental processes is combined with the reader's prior knowledge and is structured in the mind. According to the constructivist approach, this process is called signification or meaning making.

According to Güngör (2005), it is only possible for readers to question what is written in the texts they read, to produce creative ideas on the texts, to criticize what they read, to make comments, to make comparisons between what they read, to make a judgment about what they read, only if they comprehend what they read.

The reader decodes the written text by means of the prior knowledge he has and gives meaning to these texts. This is called reading comprehension. When the reader speaks out a text written in the text, he/she decodes the written code. Then, he gives meaning to the words he has decoded in his mind (Muamber, 2008).

According to Cure (2018), an interaction should be established between the text and the reader in order to realize the reading comprehension. During this interaction, the reader uses his past knowledge and experience to comprehend the information given in the text.

Reading comprehension occurs when the two different processes, the reading process and the comprehension process, complete each other with a cause and effect relationship. Because a meaningful reading is an appropriate reading action. A reading process concluded with comprehension is valuable (Kanmaz, 2012).

One of the variables that have the most important effect on learning is reading comprehension. If the act of reading is to be transformed from being a mechanical act into an intellectual activity, it must be completed with comprehension. If comprehension occurs, the processes of criticism, interpretation and perception of the text as a whole arise. These processes form the basis of acquiring knowledge by reading. While the individual performs the comprehension skill through listening before starting school, after starting school and learning to read and write, he starts to do reading activities to understand and improves his comprehension skills in this way (Uyanık, 2011).

According to Çapoğlu (2021), when the definitions related to reading comprehension are examined, it is understood that reading comprehension consists of many elements. Among these many elements, attention is drawn to the relationship between the text and the individual, and it is mentioned that the individual creates a new meaning by combining the information he has before and the information in the text.

2. 7. Reading Comprehension Strategies

Researchers have tried, developed and proposed many reading comprehension strategies in accordance with the way the human mind works in order to guide the reading education appropriately, to maximize the student's reading comprehension skills and to realize the reading comprehension in the best possible way (Ari, 2014).

Güngör (2005) stated that the using reading comprehension method affects the reading comprehension skill positively. He emphasized that it is important for the reader to be able to use many different reading comprehension strategies at the same time to develop their reading comprehension skills.

Educational scientists, who know that the development of reading comprehension skills is one of the most important tasks of teachers, have applied strategies, techniques and methods for a long time in order to achieve this goal and have proven the validity of these strategies. In order for the reader to understand the text well, he should be active before starting to read, during reading and after reading and should be able to use many reading comprehension methods (Epçaçan, 2008).

Good readers set specific goals in their minds while reading written texts, and they read in line with these goals. Therefore, good readers are expected to use their creative side while reading. Good readers use reading comprehension strategies to understand what is written in the text through the eyes of the author. The main factor that determines the difference between good and bad readers is the use of reading comprehension strategies. Good readers know how to understand a text and make a plan before they start reading. They use many reading comprehension strategies within the framework of this plan. Good readers know where to use reading comprehension

strategies to understand the main ideas in the text and summarize the text (Özçaylak, 2013).

According to Tuna (2016), reading strategies are some reading techniques used by the reader before starting to read, while reading and after reading. Reading comprehension strategies enable the reader to comprehend the text faster, make sense of it, and retain the information in the text for a longer period of time.

Yılmaz (2008) mentioned that reading comprehension methods and techniques should be taught to students by teachers, and that students should also apply these techniques. He said that in this way, students can improve their reading comprehension skills and show high success in exams or tests based on reading comprehension related to Turkish course.

Reading strategies are the actions that the reader performs consciously while reading. The reader uses reading comprehension strategies as a guide when the reading comprehension is not realized or the text cannot be comprehended. Reading comprehension strategies increase the cognitive competence of the reader and help the realization of reading comprehension (Karatay, 2007).

Reading comprehension strategies play an important role in enabling readers to understand the texts they read in an efficient and effective way. If reading comprehension strategies are taught to readers with scientific methods, readers will rise to higher levels in their reading comprehension. When reading comprehension strategies are used, the mental processing stages required for comprehension occur in a correct order. The correct realization of mental processing stages also ensures effective reading comprehension. Many researchers consider it necessary to use reading

comprehension strategies as it positively affects reading comprehension skills (Epçacan, 2018).

When the relevant literature is examined, the reading comprehension strategies; It has been determined that the strategies applied before reading, the strategies applied during reading, and the strategies applied after reading are examined in three parts. Some of these strategies are explored below.

2. 7. 1. Strategies Used Before Starting to Read

The purpose of the comprehension strategies used before starting to read is to prepare the reader for the reading process and to have preliminary knowledge about the reading material. Good readers do some mental activities about the reading material before they start reading the reading material (Çapoğlu, 2021). These strategies are explored below.

2. 7. 1. 1. Explaining the Purpose of Reading

According to Güneş (2021), reading reading materials should be done within the framework of a purpose. For this, readers should be taught the goal setting technique. In order to determine the purpose of reading, the readers are asked, “Why are you reading this text? What do you want to learn?” some questions may be asked. Readers should be assisted if they have difficulty identifying the purpose of reading.

Readers need to know for what purpose and how to read the texts they will read. This makes the strategy of "explaining the purpose of reading" one of the most important strategies to be used before starting to read. If reading is not done for a certain purpose, the reader can continue reading after a certain period of time without understanding. In order to be strategic in reading, it is necessary to read for a certain purpose (Çapoğlu, 2021).

2. 7. 1. 2. Helping the Student Guess the Topic of the Piece by Looking at Elements Such as Title, Publication Date, Author, and Scanning the Reading Material.

The main purpose of this guessing strategy is to stimulate readers' curiosity towards the reading material. After the relevant sections in the reading material have been examined by the readers, the readers should be asked to give their guesses. If the reading material contains images, the images should be examined and the title and sub-headings of the text should be checked. These reviews give readers the opportunity to guess what the reading material is about (Çapoğlu, 2021). According to Akyol (2020), good readers constantly make predictions. For good readers, reading is a way of making predictions and making judgments about the accuracy and falsity of predictions. A number of techniques can be used to maximize readers' predictive abilities.

2. 7. 1. 3. TELLS

'TELLS Fact or Fiction' is a reading comprehension method that guides readers before reading stories. 'TELLS' is an acronym to remind Readers of the stages of the reading process. T: for study the title, E: examine the pages to find out what the story is about, L: look for important words, L: look for hard words, S: identify settings. In teaching the application of this technique, the teacher asks the students what they are doing after each step and gives feedback on what the students have done at each stage (Sorrell, 1990).

2.7. 1. 4. Pre-Teaching Glossary

Students may encounter words they do not know while reading a text. The teacher should scan the text before students and identify words that students may have trouble knowing the meaning of. The main purpose of this reading comprehension strategy is for students to learn the words they will encounter in the text, whose meaning

they do not know, before reading the text. The teacher should teach the students the words whose meanings they do not know, with techniques such as finding the meaning in the dictionary and saying the synonym (Çapoğlu, 2021).

2. 7. 1. 5. Preteaching Concepts Through Concept Map and Story Map

According to Kansızoğlu (2017), concept maps and story maps are graphic organizers. Graphic organizers are one of the classification and definition methods that increase the level of understanding of the information in the read material, show the relations of the concepts in the reading material with each other, and ensure that the learned concepts are better placed in the mind of the reader. In addition, thanks to graphic organizers, readers can better understand the text by examining the relationships between key concepts in the text more comprehensively (Tavşanlı, 2014).

2. 7. 2. Strategies Used During Reading

A reader needs various studies to make sense of the text he reads. Thinking about the paragraphs in the reading material, asking questions, examining the characters in the text and making predictions about the possible events provide a link between what is told in the text and the thoughts of the reader. The reader's ability to make connections within the text, outside the text and between the texts during reading depends on the strategies he will use during reading (Hartman, Akyol, Baş, 2021).

2. 7. 2. 1. Ensuring Fluent and Immersive Reading

Reading a reading material at an appropriate pace saves good readers time. Good readers keep their pace at an appropriate level while reading a reading material. Poor readers, on the other hand, read texts word for word and this puts a lot of time into the reading process. One of the duties of teachers is to teach students fluent reading skills.

To achieve this, it will be beneficial for teachers to set an example by reading aloud to students every day from interesting reading materials (Akyol, 2020).

2. 7. 2. 2. Considering the Story Map for Narrative Texts

The story map technique can be described as a visual material that reflects the facts in the reading text, the connections between the events and concepts in the text, helps to describe the important ideas in the text and helps the readers in questions about the narrative texts (Akça, 2002). According to Çapoğlu (2021), during the application of this technique, the teacher should give responsibility to the students to create the story maps after creating the sample story map a few times. Thanks to this technique, the reader stays informed about the main events and people in the text while reading. The teacher should check the readers' story maps and give feedback.

2. 7. 2. 3. Applying Strategic Note-Taking for Descriptive Texts

Readers can apply the strategic note-taking technique while reading explanatory texts. This technique can be used to make estimations about what may happen in the text before reading, to take classifying notes for the information in the text during reading, and to summarize the text and evaluate the information in the text after reading (Çapoğlu, 2021).

2. 7. 3. Strategies Used After Reading

In schools in our country, the studies done after the texts read are generally done for evaluation purposes. In order to make this evaluation, mostly multiple choice comprehension questions and open-ended questions are preferred. Since the purpose of such questions is to check whether the student has understood the text they read, they do not stimulate higher-order thinking skills. When the teachers were asked what kind of work they did after the texts were read in the classroom, it was found that they usually

had them retell the text. Instead, it would be more appropriate for students to question the text, make comments about the text, and evaluate the text (Hartman et al., 2021).

2. 7. 3. 1. Summarizing

Summarizing is the process of classifying the information obtained from the reading text. Summarizing is expressing the main theme of the text with as few words as possible (Erdem, 2012). According to Senemoğlu (2020), it is one of the efficient learning strategies for the readers to summarize the reading material. Summarizing helps the reader make the information more meaningful in his mind and store it meaningfully in his long-term memory. The reason for this is listed in the following three items;

- The reader reads to understand the reading text.
- The reader tries to distinguish important ideas.
- The reader is prompted to express the information in their own words.

Özçakmak (2015) listed the summarization rules as follows.

- Using your own sentences when writing the summary.
- Summarizing based on the structure of the original text.
- To summarize the text according to the purpose of the original.
- Creating paragraphs or sections while summarizing.
- Summarizing by using present tenses.
- Adding a title to the summary.
- To explain the summary in a plain and understandable language.
- Using short sentences when summarizing.
- Paying attention to punctuation and spelling rules while writing the summary.
- Making a summary by drafting.

- Not quoting directly when writing the abstract.
- Write down what is described in the piece without adding your own thoughts.

2. 7. 3. 2. Evaluation

Many readers, especially in primary school years, tend to accept that all the information in the text they read is correct and complete. This point of view may cause readers to remain in a passive position. Such readers have little or no connection to the text. Reaching a judgment about the text and evaluating what is written in the text is the most advanced goal between a text and the reader. Some dimensions that should be considered in the evaluation of written materials are given below;

- Determining the author's point of view and purpose.
- Distinguish between ideas and facts.
- Distinguishing fact from fiction.
- Determining how valid ideas are.
- Identifying elements written for propaganda purposes in the text.
- Evaluating the literary aspect of the text (Akyol, 2020).

2. 8. SQ3R

The SQ3R reading comprehension strategy was developed by Francis Robinson in the 1940s to read explanatory texts in textbooks. The SQ3R can be divided into many sub-steps. Separation into these steps is necessary for the full and proper application of the technique. In the 'S' (survey) phase, which is the first letter of the technique, the readers examine the text from beginning to end with its rough outlines. During this review, they look at the titles and images of the text. In the 'Q' (question) phase, readers prepare possible questions that can be answered while reading the text. In the 'read' section, which is the first of the 3R (read, recite, review) stages, readers read the piece. In the recite phase, they stop from time to time to stay in touch with the text they read,

repeat the section up to the point they read with their own sentences and look for answers to the questions they have prepared in the 'Q' section. In the review section, after completing the previous activities, the readers review the piece again, make a summary or write their own evaluations of the important information in the piece (Huber, 2004).

All methods in the family of self-regulated reading methods contain three main elements. First, readers review the material to determine what their attitudes should be for better understanding, why reading material might be important, and how the material is organized. Second, readers use active reading techniques to gain a good understanding of the material. Finally, readers apply a variety of review techniques to evaluate, use what they have learned in the future, and improve their ability to retain information. In order to become effective metacognitive readers, readers should first know different reading comprehension strategies and where they should use these strategies. These reading comprehension strategies should be automated by repeating them with lots of practice. The oldest of the self-regulated reading comprehension strategies is the SQ3R reading comprehension strategy (Artis, 2008).

The teaching of reading has been constantly evolving and changing over the years. If educators want to improve their students' reading skills, they must improve their comprehension skills. Teachers of scientific courses must overcome the problem of educating their students on how to read explanatory texts successfully. The use of explanatory texts in lessons and evaluations of academic success become common in secondary school years. During the secondary school years, students are asked to read informational articles and keep the information in these articles in mind. In this case, students have to understand and keep in mind the main topics in the explanatory texts. Educators need to teach students how to successfully read and understand texts and

retain information. Educators are expected to teach some techniques and strategies to gain these skills to students. SQ3R is a reading comprehension technique that increases students' comprehension skills (Baier, 2011).

When the Turkish literature is examined, we see that the SQ3R reading comprehension strategy is written as İSOTEG or İSOAT reading comprehension strategy. Kanmaz (2012) explained the stages of the İSOTEG reading comprehension strategy as follows:

- I=Exam: Students gain perspective on the reading material they are studying. For this, they review the title of the reading material, sub-titles and visuals, if any. They also look at the introduction and summary sections.
- S=Questioning: The student asks some questions to seek answers while reading the passage, based on the knowledge he has acquired in the 'examination' section.
- S=Reading: The student reads the reading passage to find the answers to the questions asked during the 'questioning' phase.
- TE=Repetition: At this stage, the student explains what is remembered in the reading material, in written or oral form, in his own sentences.
- G= Revision: The student makes a final review of the information in the reading material, making it more solid in his mind.

When we look at the implementation stages of this strategy, it is seen that the readers are active in all five stages. Readers seek answers to their own questions while reading the text. Some of the questions that readers ask during the 'questioning' phase may not be included in the text. In such cases, the teacher should intervene in order to prevent the student from losing their concentration. In the repetition phase, students

explain the information in the text they read with their own sentences. At this stage, the teacher can ask the students questions that he/she has prepared himself/herself. Thus, students are guided to find the main and supporting ideas in the reading material (Hartman et al., 2021).

2. 9. Related Studies

2. 9. 1. Research Done in the Country

In the study conducted by Ayçin (2009), the effect of the İSOTEG technique on the reading comprehension achievement and attitudes towards reading of fifth grade students was examined. The research, which was carried out in the trial model, was carried out with the fifth grade students of Mustafa Kemal Regional Primary Boarding School in Feke District of Adana. A total of fifty students, twenty-six in the experimental group and twenty-four in the control group, took part in the study. The reading comprehension achievement test was applied to the experimental and control groups as a pre-test, and then the İSOTEG reading comprehension technique was taught to the experimental group for four weeks. After the application, the reading comprehension achievement test post-test was applied to both groups, and as a result of the results, a significant difference was found in favor of the experimental group.

In the study conducted by İlhan (2014), the effect of the SQ3R reading comprehension strategy on the academic achievement of primary school fourth grade students in science and technology course, problem solving skills and attitudes towards science course was examined. The research, which was carried out in the trial model, was carried out in Akpınar District of Kırşehir Province. By applying the simple random method, two different schools were selected, a fourth grade branch in one of the schools was determined as the experimental group, and a fourth grade branch in

another school was determined as the control group. Eight science and technology subjects were taught with the experimental group using the SQ3R technique, and with the control group according to the directions in the government books. When the results of the achievement post-tests applied to the experimental and control groups were compared, a significant difference was found in favor of the experimental group.

In the study conducted by Çapoğlu (2021), the effect of reading comprehension strategies on reading comprehension and cognitive awareness skills of students at different reading levels was examined. The research carried out in the quasi-experimental model was carried out in Amasya Province. One hundred and forty-four eighth grade primary school students from four different schools participated in the study, seventy-one of them were in the experimental group and seventy-three of them were in the control group. In the ten-week practice, the experimental group was made to practice with the cooperative strategic reading technique, while the control group was taught according to the instructions given in the state textbooks. A significant difference was found in favor of the experimental group in the reading comprehension achievement post-test scores after the ten-week application.

In the research conducted by Batmaz (2017), the relationship between primary school 4th grade students' levels of using reading comprehension strategies in Turkish lessons and their reading comprehension success levels was examined. The research, which was carried out with the relational scanning model, was carried out in the province of Bayburt. In the study in which a total of five hundred and three 4th grade students participated, it was determined that the students who used the reading comprehension strategy got higher scores on the reading comprehension achievement test than the students who did not use the reading comprehension strategy.

In the study conducted by Özyılmaz (2010), the effect of teaching reading comprehension strategies to primary school 7th grade students on reading comprehension success was investigated. The research, which was carried out with the trial model, was carried out in Kocaeli Province İzmit District Hızır Reis Primary School. In the study, which included 69 students at the 7th grade level, 36 students were in the experimental group and 33 students were in the control group. Three texts were determined and the determined texts were processed with the experimental group using reading comprehension strategies. The same texts were processed with the control group without applying any strategy. After the application, the reading comprehension achievement post-test was applied and no score increase was found in favor of the experimental group.

2. 9. 2. Research Done Abroad

In Baier's (2011) research, the effect of the SQ3R reading comprehension strategy on the reading comprehension skills of 5th grade students was examined. The research carried out in the quasi-experimental model was carried out in a school close to Bowling Green State University, but the name of the school was not mentioned in the study. 32 fifth grade students were included in the study by taking the opinions of the teachers working at the school. In the study, a reading comprehension achievement pre-test consisting of 10 multiple-choice questions was applied to the students first, and then the SQ3R reading comprehension strategy was taught one class hour a day for five days. After teaching the reading comprehension strategy, the reading comprehension achievement posttest was applied. When the results were examined, a significant increase was found in the reading comprehension achievement post-test scores after the SQ3R reading comprehension strategy was taught to the students.

In the research conducted by Kasmawati and Sakkir (2020), it was investigated whether the SQ3R reading comprehension strategy improved students' reading comprehension skills. The research, carried out in a quasi-experimental model, was carried out in the Sidrap residential area of South Sulawesi Region, Indonesia. A total of 90 tenth grade students in three different classes were included in the study. A class consisting of 30 people was chosen as the experimental group. First, the reading comprehension achievement test was administered to all 90 students as a pre-test. After that, the experimental group consisting of 30 students was given information about how to apply the SQ3R reading comprehension strategy four times in total, each seminar being 80 minutes. After the application, the reading comprehension achievement test post-test was administered to all 90 students. When the results were examined, a positive increase was observed in the post-test scores of the reading comprehension achievement test in favor of the experimental group.

In the study conducted by Ayitey and Baiden (2020), the development of reading comprehension skills of secondary school students in explanatory texts was investigated by using the SQ3R reading comprehension strategy. The research was carried out in an action research model, conducted in a secondary school within the Kibi Presbyterian Education College in the greater Accra Region of Ghana. A total of 45 students, selected with a simple random model, were included in the study. The 45 students included in the study were first given the reading comprehension achievement test pre-test, and then the SQ3R reading comprehension strategy was taught for two hours a week for six weeks. After the application, the reading comprehension achievement test post-test was applied. When the pre-test and post-test scores were compared, it was determined that there was a positive increase in students' reading comprehension skills.

In the research conducted by Swennumson (1992), the effect of the SQ3R reading comprehension strategy on the reading comprehension skills of non-traditional college students was investigated. The researcher defined the model of his research as the univariate research model. “Non-traditional students” participating in the study were defined as married students, students with parents, students over 24 years old, and students who took a break from high school education for one or more years. In the research, first of all, a pre-test called “McGraw-Hill reading test form A” was applied to the participants, then a seminar was organized and the SQ3R reading comprehension strategy was explained to non-traditional students. During the 8 weeks following the seminar, the students came to the professor who gave the seminar twice a week and exchanged information about the SQ3R reading comprehension method. After the eight-week period, the participants were given a post-test named “McGraw-Hill reading test form B” and a significant increase was detected in the post-test scores of the participants when the data were analyzed.

CHAPTER III

METHODOLOGY

In this section, the research model, study group, data collection tools, data collection and data analysis are discussed.

3. 1. Research Model

In this study, the effect of the İSOTEG reading comprehension strategy on the reading comprehension skills of primary school sophomores was investigated. For this reason, the research was conduct on experimental model.

The purpose of using experimental models is to reveal the effect of an intervention or operation on variables. In this model, it is investigated whether an independent variable (ISOTEG's reading comprehension strategy) has any effect on a dependent variable (its effect on primary school sophomores' reading comprehension skills). Therefore, it is recommended to use this model in studies investigating cause-effect relationships (Yılmaz & Arık, 2019).

Since the research investigated the effect of the İSOTEG reading comprehension strategy on the reading comprehension skills of primary school second grade students, one experimental group and one control group were determined. In the experimental group, the lessons were taught according to the İSOTEG reading comprehension strategy for eight weeks. In the control group, the instructions in the Turkish state textbook were applied for eight weeks. Before the start of the application and after the eight-week application was completed, the reading comprehension achievement test was applied to the experimental and control groups.

The design of the research is the pretest-posttest control group model.

The pretest-posttest control group model is one of the most frequently used experimental models in education. Two groups are formed, one for the experimental group and the other for the control group. Before the application, the measurements of the members of the experimental and control groups regarding the dependent variable are taken. The experimental procedure tested is given to the experimental group during the application, but not to the control group. Finally, the measurements of the dependent variable of the subjects in the experimental and control groups are taken again with the same measurement tool. In order to see the effect of the experimental procedure, the measurement results of the dependent variable of the experimental and control groups are compared using appropriate techniques (Büyüköztürk et al., 2020).

According to Büyüköztürk et al. (2020), the first advantage of the pretest-posttest control group model is that the measurements obtained under different experimental processing conditions are highly correlated in many experiments, since the measurements are made on the same subjects. Another advantage is that it provides less time and effort since the experimental procedures are performed on the same subjects. The disadvantage of the pretest posttest control group experimental model is that the behaviors learned during the pretest application may affect the behavior during the posttest.

The symbolic view of the model is given in table 1.

Table 1

Symbolic View of the Research Model

Group	Pre-test	Process	Post-test
D	Ö1	X	Ö3
K	Ö2		Ö4

D: Experimental group

K: Control group

Ö1 – Ö2: Reading comprehension achievement test pre-test scores

X: SQ3R technique

Ö3 – Ö4: Reading comprehension achievement test post-test scores

3. 2. Study Group

This research was carried out with a total of 100 students in 2/A, 2/B, 2/D and 2/İ classes at a Public Primary School in Sancaktepe District of Istanbul in the fall semester of the 2021-2022 academic year. For the control group, 25 students from 2/A and 2/B classes were selected and the group consisted of 50 students in total. For the experimental group, 25 students from 2/D and 2/İ classes were selected and the group was formed from a total of 50 students. In the control group, the lessons were taught by the classroom teachers of their own classes. The lessons of the experimental group were taught by the researcher in the 2/D class, and by the class's own teacher in the 2/İ class. The teacher of the 2/İ class in the experimental group was informed by the researcher about how to apply the SQ3R technique and the application of the technique was shown as an example by the researcher.

The "Reading Comprehension Achievement Test" was applied to the study groups as a pre-test. The data regarding the pretest application of the reading comprehension achievement test are given below.

Table 2***Data of Reading Comprehension Achievement Test Pre-Test Application***

Groups	<i>N</i>	$\bar{X}$	<i>SS</i>
Experimental Group	50	16,40	6,52
Control Group	50	10,86	5,79

When the table is examined, a difference of 5.54 points was found in favor of the experimental group in the reading comprehension achievement test scores of the experimental group and the control group.

3. 3. Data Collection Tools

In the research, in order to develop a data collection tool, the acquisitions related to "reading comprehension" determined by the Ministry of National Education for the second graders of primary school were examined. A "reading comprehension achievement test" was developed by the researcher to cover all relevant acquisitions. The developed reading comprehension achievement test was applied to the experimental and control groups as a pre-test and post-test. Information about the mentioned measuring tool and the purpose of using the measuring tool is given in the table below.

Table 3***Information about the data collection tool***

Data collection tool	Purpose of Use of the Data Collection Tool	Who Will Answer	At which stage of the research it will be used	
			Pre-test	Post-test
Reading Comprehension Achievement Test	Measuring Academic Success	Students in the Control and Experimental Group	X	X

3. 4. Reading Comprehension Achievement Test

Before the "reading comprehension achievement test" was developed, the relevant literature was searched. The "reading comprehension achievement tests" developed for reading comprehension achievement were examined and an achievement test was developed by the researcher for this study, taking into account the achievements regarding reading comprehension determined by the Ministry of National Education for primary school sophomores. In the development of this test, the steps described below were applied.

1. Since the İSOTEG reading comprehension technique to be used in the research is related to the illustrated texts, the illustrated texts were examined and the text named "Messy Crow" was chosen, which is suitable for the level of the second year primary school students. 32 multiple-choice and four-option essay items were created by taking into account all the achievements for reading comprehension determined by the Ministry of National Education for the second grade students in primary school. The prepared questions were examined by 1 lecturer working at

Yeditepe University and two experienced teachers working at Hüseyin Temizel Primary School. Some corrections were made in the test in line with expert opinions.

2.The trial form was applied to a total of 120 students in 3/A, 3/D, 3/E and 3/H classes of Hüseyin Temizel Primary School by their class teachers. Practitioner teachers gave enough time to students. Opinions were received from the students about whether there were any questions or questions that they had difficulty in understanding.

3. After the trial application, item analyzes and test analyzes were made. By analyzing the items, the discrimination index and difficulty index of each item were calculated. One item was excluded from the test as it was not found to be valid and reliable. When the table is examined, item difficulties are between .26 and .87; There are 31 items with discrimination indices ranging from .34 to .50.

Table 4

Reading Comprehension Achievement Test Item Analysis Results

Item No.	Pj	Sj	Rjx	Item No	Pj	Sj	Rjx
1	.71	.38	.50	17	.73	.61	.44
2	.71	.55	.45	18	.42	.47	.49
3	.87	.48	.34	19	.66	.48	.47
4	.72	.44	.45	20	.73	.55	.44
5	.58	.49	.49	21	.39	.63	.49
6	.75	.49	.43	22	.56	.47	.50
7	.73	.51	.45	23	.39	.36	.49
8	.45	.48	.50	24	.48	.60	.50
9	.53	.49	.50	25	.42	.56	.49
10	.78	.54	.41	26	.60	.57	.49
11	.63	.36	.48	27	.26	.41	.44
12	.80	.61	.40	28	.70	.64	.46
13	.52	.42	.50	29	.29	.32	.45
14	.81	.54	.39	30	.55	.59	.50

15	.66	.49	.47	31	.63	.39	.48
16	.55	.48	.50				

4. After the item analyzes were made, test analyzes were carried out. The results obtained are shown in the table.

Table 5

Reading Comprehension Achievement Test Test Analysis Results

<i>N</i>	<i>X</i>	<i>SD</i>	<i>Hydrangea</i>	<i>Mod</i>	<i>Average</i> <i>Difficulty</i>	<i>KR 20</i>
128	18,62	7,27	19	21	0.60	0.86

When the table is examined, it is seen that the average difficulty of the test is .60. In this case, the test is slightly above medium difficulty. It is seen that the median and arithmetic mean are close to each other (19;18,62). This situation can be interpreted as the test distribution is normal. The KR20 alpha value of the test was calculated as .86. This can be interpreted as a reliable test that can be used.

3. 5. Data Collection

In the study, in order to test the question whose answer was investigated, the following steps were applied sequentially:

1. In the fall semester of the 2021-2022 academic year, the reading comprehension achievement test pretest was applied to the experimental and control groups in Hüseyin Temizel Primary School in the Sancaktepe district of Istanbul.
2. After the pre-test application of the reading comprehension achievement test, the SQ3R reading comprehension strategy was applied to the students in the experimental group in Turkish lessons with 10 lessons per week.

After the application was completed, the reading comprehension achievement test post-test was applied to the experimental and control groups.

3. 6. Experimental Operation

The application stages of the SQ3R reading comprehension technique applied in the experimental group and the Turkish lesson teaching stages applied to the students in the control group are explained in sections below.

3. 6. 1. SQ3R Technique

In teaching the SQ3R reading comprehension technique, 8 texts selected from the Turkish textbooks used in schools were used. Thus, the students followed the curriculum while learning the technique. While teaching the technique to the students, the teacher set an example by applying the technique himself rather than explaining the technique to the students verbally. During the application of the technique, he informed the students about the questions that should be asked by thinking aloud at the necessary stages, and immediately gave the necessary feedback by watching the students' work during the lesson. The lessons are given in the following order.

1. The previously determined reading text for the relevant week was opened from the students' textbooks and the SQ3R form was distributed to the students. Since the forms will be collected at the end of the lesson and distributed again in the next lessons, the students were first asked to write their names and surnames on the upper right side of the form and it was checked whether all students wrote it.

2. The following information on the first page of the form has been filled in by the students.

3. After the questions on this page were answered by the students, the students were again asked to produce questions containing the words "what, when, how, why, where and who" based on the title, sub-title and images if any.

4. After the work in the "Question" section, the students were asked to read the reading text by keeping in mind the questions they created based on the title, sub-title and visuals of the reading text and searching for the answers to these questions. Students are given enough time to read the passage.

5. In the "recite" stage, the students were asked to answer the questions they created in the "question" section. After the students gave their answers, the answers given to all students' own questions were listened and necessary feedbacks were given.

6. During the review stage, the students were asked to read the reading text again. After the review reading, the students wrote down what they remembered from the reading text in their own sentences, trying to preserve the sequence and integrity of the events. The summaries written by the students were checked one by one by the teacher and necessary feedback was given.

7. After the completion of the review phase, the students were asked the "reading comprehension" questions prepared by the teacher about the reading text they read, and the answers of the students were taken in written form. The answers were examined and necessary feedbacks were given.

3. 6. 2. Instructional Techniques Used in the Control Group

The control group students followed their lessons in accordance with the directions in the Turkish state textbook. The parts in the book were read silently and aloud by the students after the teacher's sample reading, and then the reading

comprehension activities of the Turkish book related to the reading text were done by the students.

3. 7. Data Analysis

The analysis of the data collected in this study was carried out in the following order.

1. The data collected from the "Reading Comprehension Achievement Test" pretest applied to the experimental and control groups at the beginning of the study were transferred to the excel program.

2. The arithmetic mean and standard deviation values of the scores of the experimental and control groups from the pre-test of reading comprehension achievement test were calculated.

3. The students in the experimental and control groups were divided into upper and lower groups, and the arithmetic mean and standard deviation values of the scores they got from the reading comprehension achievement test pretest application were calculated.

4. After the eight-week program was completed, the data collected from the post-test application of the reading comprehension achievement test applied to the experimental and control groups were entered into the excel program.

5. The arithmetic mean and standard deviation values of the scores of the experimental and control groups from the posttest application of the reading comprehension achievement test were calculated.

6. The students in the experimental and control groups were divided into upper and lower groups, and the arithmetic mean and standard deviation values of the scores

they got from the post-test application of the reading comprehension achievement test were calculated.



CHAPTER IV

RESULTS

In this section, the findings obtained as a result of the research are given below.

4.1. Findings Related to the Hypothesis of the Research

4.1.1. Findings Regarding the First Hypothesis

In this study, the effect of the SQ3R reading comprehension strategy on the reading comprehension skills of primary school sophomores was investigated.

The arithmetic mean and standard deviation values of the total scores obtained from the pretest and posttest applications of the experimental and control groups in the reading comprehension achievement test are presented in the table below.

Table 6

Arithmetic Averages and Standard Deviation Values of the Total Scores from the Reading Comprehension Achievement Test of the Students in the Experimental and Control Groups

Groups	N		Total Points	
			$\bar{x}$	SD
Experimental Group	50	Pre test	16,4	6,52
		Post test	20,4	7,13
Control Group	50	Pre test	10,86	5,79
		Post test	14,16	6,96

When the table is examined, an increase of 4.0 points was observed in the arithmetic mean between the pretest and posttest application of the experimental group's reading comprehension achievement test. The reading comprehension achievement test of the control group showed an increase of 3.3 points in the arithmetic mean between the pretest and posttest application.

The data obtained as a result of the reading comprehension achievement test showed that the use of the SQ3R reading comprehension strategy did not cause a significant difference in favor of the experimental group in terms of reading comprehension skills.

4.1.2. Findings Regarding the Second Hypothesis

The second hypothesis of the research is expressed as follows.

When the reading comprehension achievement test pretest scores of the students in the experimental group in which the SQ3R reading comprehension strategy was used and the upper group in the control group were not used, there was a significant difference between the posttest scores in favor of the students in the upper group of the experimental group.

In order to determine whether there is a significant difference in the pretest and posttest scores of the students in the experimental and control groups, the groups were divided into upper and lower groups, and the arithmetic averages of the total scores in the reading comprehension achievement test were examined. The results are given in the table below.

Table 7

Arithmetic Averages of the Total Scores of the Students in the Upper Group of the Experimental and Control Groups from the Reading Comprehension Achievement Test

<i>Groups</i>	<i>N</i>		<i>$\bar{x}$</i>
Experimental Group	14	Pre test	24,42
Upper Group		Post test	27,78
Control Group Upper	14	Pre test	17,14
Group		Post test	22,21

When the table is examined, the difference between the arithmetic mean scores of the 14 students in the upper group of the experimental group in the reading comprehension achievement test pretest and posttest total scores is 3.36 points. The difference between the arithmetic averages of the pretest and posttest total scores of the 14 students in the upper group of the control group in the reading comprehension achievement test is 5.7 points.

The data obtained as a result of the reading comprehension achievement test showed that the use of the SQ3R reading comprehension strategy did not cause a significant difference in favor of the upper group of the experimental group in terms of reading comprehension skills.

4.1.3. Findings Regarding the Thirth Hypotesis

The thirth hypothesis of the research is expressed as follows.

When the reading comprehension achievement test pretest scores of the students in the experimental group in which the SQ3R reading comprehension strategy was used and the control group in which the technique was not used are controlled, there is a significant difference between the posttest scores in favor of the students in the subgroup of the experimental group.

Table 8

The Arithmetic Averages of the Total Scores from the Reading Comprehension Achievement Test of the Students in the Subgroup of the Experimental and Control Groups

<i>Groups</i>	<i>N</i>		$\bar{x}$
Experimental Group Subgroup	14	Pre test	8,78
		Post test	11,28
Control Group Subgroup	14	Pre test	4,07
		Post test	5,57

When the table is examined, the difference between the arithmetic averages of the sum of the reading comprehension achievement test pretest and posttest scores of 14 students in the subgroup of the experimental group is 2.5 points. The difference between the arithmetic averages of the sum of the pretest and posttest scores of the 14 students in the subgroup of the control group in the reading comprehension achievement test is 1.5 points.

The data obtained as a result of the reading comprehension achievement test showed that the use of the SQ3R reading comprehension strategy did not cause a

significant difference in favor of the subgroup of the experimental group in terms of reading comprehension skills.

4.1.4. Findings Regarding the Fourth Hypothesis

The fourth hypothesis of the research is expressed as follows.

After learning to use the SQ3R reading comprehension strategy, sophomore primary school students can apply it themselves without teacher guidance.

In the experimental group in which the research was conducted, the application steps of the SQ3R reading comprehension strategy were carried out with the guidance of the teacher in the first five weeks. Starting from the sixth week, the students were told which text was to be read with the SQ3R reading comprehension strategy, and the students were asked to read by themselves using the steps of the reading comprehension strategy. It was observed whether the SQ3R reading comprehension strategy could be applied by the students without teacher guidance.

It has been observed that students can apply the SQ3R reading comprehension strategy on their own without teacher guidance.

CHAPTER V

DISCUSSION AND COMMENTS

In this section, the findings about the effect of the SQ3R reading comprehension technique on the reading comprehension skills of primary school sophomores are interpreted and discussed.

After the SQ3R reading comprehension technique, which was taught to the experimental group for 8 weeks, the reading comprehension achievement test posttest was applied to the experimental and control groups, and the results were compared with the pretest application of the reading comprehension achievement test applied to the experimental and control groups. The difference between the arithmetic averages of the pretest and posttest total scores of the reading comprehension achievement test applied to the experimental and control groups was found to be 3.3 points in favor of the experimental group.

Then, the experimental and control groups were divided into upper and lower groups, and the difference between the arithmetic averages of the pretest and posttest total scores of the reading comprehension achievement test was examined. The arithmetic mean difference between the pretest and posttest total scores of the students in the upper group of the experimental group was found to be 3.36 points in favor of the posttest application. The arithmetic mean difference between the pretest and posttest total scores of the students in the upper group of the control group was found to be 5.7 points in favor of the posttest.

When the findings of the students in the subgroups of the experimental and control groups were examined, the difference between the arithmetic mean scores of

the students in the subgroup of the experimental group in the reading comprehension achievement test pretest and posttest total scores was found to be 2.5 points in favor of the posttest. The difference between the arithmetic averages of the pretest and posttest total scores of the students in the subgroup of the control group was found to be 1.5 points in favor of the posttest.

These data can be interpreted as the SQ3R reading comprehension strategy does not make a positive contribution to the reading comprehension skills of primary school sophomores.

When the relevant literature is examined, no studies at the second grade level of primary school were found among the studies that investigated the effect of the use of the SQ3R reading comprehension strategy on the reading comprehension skills of students in studies conducted in Turkey and abroad. But there are studies conducted at the third and fourth grade levels of primary school.

In the study conducted by Kanmaz (2012), the effect of Turkish instruction using the SQ3R reading comprehension strategy on the reading comprehension success of primary school fourth grade students was investigated. The research was carried out in the experimental model with pretest posttest control group. In the study, the students in the experimental group, in which Turkish was taught using the SQ3R reading comprehension strategy, were more successful in the posttest application of the reading comprehension achievement test than the students in the control group, where the strategy was not used. This result of the study was not consistent with the result of the present study.

In the research conducted by Batmaz (2017), the relationship between primary school 4th grade students' levels of using reading comprehension strategies in Turkish lessons and their reading comprehension success levels was examined. The research,

which was carried out with the relational scanning model, was carried out in the province of Bayburt. In the study in which a total of five hundred and three 4th grade students participated, it was determined that the students who used the reading comprehension strategy got higher scores on the reading comprehension achievement test than the students who did not use the reading comprehension strategy. This result of the study was not consistent with the result of the present study.

In Baier's (2011) research, the effect of the SQ3R reading comprehension strategy on the reading comprehension skills of 5th grade students was examined. The research carried out in the quasi-experimental model was carried out in a school close to Bowling Green State University, but the name of the school was not mentioned in the study. 32 fifth grade students were included in the study by taking the opinions of the teachers working at the school. In the study, a reading comprehension achievement pre-test consisting of 10 multiple-choice questions was applied to the students first, and then the SQ3R reading comprehension strategy was taught one class hour a day for five days. After teaching the reading comprehension strategy, the reading comprehension achievement posttest was applied. When the results were examined, a significant increase was found in the reading comprehension achievement post-test scores after the SQ3R reading comprehension strategy was taught to the students. This result of the study was not consistent with the result of the present study.

In the study conducted by Ayçin (2009), the effect of the SQ3R technique on the reading comprehension achievement and attitudes towards reading of fifth grade students was examined. The research, which was carried out in the trial model, was carried out with the fifth grade students of Mustafa Kemal Regional Primary Boarding School in Feke District of Adana. A total of fifty students, twenty-six in the experimental group and twenty-four in the control group, took part in the study. The

reading comprehension achievement test was applied to the experimental and control groups as a pre-test, and then the İSOTEG reading comprehension technique was taught to the experimental group for four weeks. After the application, the reading comprehension achievement test post-test was applied to both groups, and as a result of the results, a significant difference was found in favor of the experimental group. This result of the study was not consistent with the result of the present study.

According to Güneş (2021), the students in the classes where reading comprehension is taught are highly successful, and that the developed comprehension skills will positively affect the academic skills of the students in the future. She stated that reading comprehension teaching should be taught to students with appropriate techniques from the first years of education.

In this study, as Güneş recommended, reading comprehension technique was taught in the second grade of primary school, which is an early education period, but no positive development was found in reading comprehension skills.

The final hypothesis of this research was that second year primary school students could apply the steps without teacher guidance after they learned to apply the SQ3R reading comprehension strategy.

Huber (2004) defined the application steps of the SQ3R reading comprehension strategy as "Survey", "question", "read", "recite", "review".

In the first five weeks of the research, the students in the experimental group did the steps of the SQ3R reading comprehension strategy with the guidance of the teacher. In the sixth, seventh and eighth weeks, the students were told to apply the technique, but they were not told step by step which order they would follow. In the observation made by the teacher, it was observed that the students applied the steps of the SQ3R reading comprehension strategy by following the correct order on their own.

It is thought that the SQ3R reading comprehension technique, which was taught to the experimental group for 8 weeks, contributes to the students learning how to do a task step by step by dividing it into certain process steps.

In the first weeks of the SQ3R reading comprehension technique teaching process, which lasted for 8 weeks, it was observed that the second year primary school students in the experimental group had difficulties in producing questions that contained the words "what, where, when, how, why and who". However, in the following weeks (weeks 6, 7 and 8), it was observed that students had less difficulty in producing questions containing the words "what, where, when, how, why and who". Considering this situation, it can be said that SQ3R reading comprehension strategy teaching contributed positively to the questioning skills of primary school sophomores.

According to Çakır et al. (2019), if the reader can find the answers to the questions of what, where, when, how, why and who asked a reading text, it means that the text has been understood. The answer to the "what" question about a text determines the subject of that text. The answer to the "how" question is an important part of how the event in the text took place. The question that explains the main purpose of the text and the reason for the event in the text is the "why" question. By answering the question "when", it is understood when the events in the text took place. In order to understand the place where the event took place, the question "where" is asked. Finally, the "who" question is asked to understand who is responsible for the events in the text.

When evaluated in the context of the above explanation, students' ability to answer "what", "where", "when", "how", "why" and "who" questions about a reading text and to generate questions about the reading text containing these words will enable them to understand a text. It has been very useful in the development of thinking and problem solving skills in order to solve or understand a problem and produce a solution.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

In this section, the conclusions reached in the light of the data obtained in the research are emphasized. In addition, in the light of the data obtained from the research, suggestions were made to researchers who want to conduct research on this subject.

6. 1. Conclusions

The results obtained from the research findings were examined in two parts in parallel with the research hypotheses and the question.

6.1.1. Conclusions on Research Hypotheses

1. When the reading comprehension achievement test pretest scores of the experimental group in which the SQ3R reading comprehension technique was used and the control group that did not use this method were controlled, no significant difference was found between the posttest scores in favor of the experimental group.

The first hypothesis of the study could not be verified.

2. When the students in the experimental group in which the SQ3R reading comprehension strategy was used and the students in the control group in which the strategy was not used were divided into upper and lower groups according to their achievement test scores, no significant difference was found between the posttest scores in favor of the upper group of the experimental group.

The second hypothesis of the study could not be verified.

3. When the students in the experimental group in which the SQ3R reading comprehension strategy was used and the students in the control group in which the strategy was not used were divided into upper and lower groups according to their

achievement test scores, no significant difference was found between the posttest scores in favor of the lower group of the experimental group.

The third hypothesis of the study could not be verified.

4. After primary school sophomore students used the SQ3R reading comprehension strategy with teacher guidance for five weeks, they were able to use the SQ3R reading comprehension strategy in the sixth, seventh and eighth weeks without teacher guidance.

The fourth hypothesis of the study was confirmed.

6.1.2. Conclusions on the Research Question

The students in the experimental group were asked questions to get their views on the SQ3R reading comprehension strategy. When the answers given by the students to these questions were evaluated, they said that they found the reading comprehension technique used entertaining. They said that they had difficulty in asking questions about a text before, but after learning to use the technique, they could easily design questions based on the visuals of the text. They said that they got bored when they were going to read a text before, but they did not get bored when they read the text by applying the SQ3R reading comprehension technique.

While the number of students who raised their hands to speak in Turkish lessons before the SQ3R reading comprehension strategy was taught, there was a significant increase in the number of students who raised their hands to speak after the technique was taught.

While the number of students who raised their hands to speak in Turkish lessons before the SQ3R reading comprehension strategy was taught, there was a significant

increase in the number of students who raised their hands to speak after the technique was taught.

As a result, although the SQ3R reading comprehension strategy did not positively contribute to the reading comprehension skills of the primary school second grade students, it made reading the text more fun for the students and increased the students' participation in the Turkish lesson.

6. 2. Suggestions

6. 2. 1. Implementation Suggestions

1. In the last weeks (weeks 6, 7 and 8), it was observed that although the students were more successful in applying the technique, they were bored of doing the same things all the time. To avoid this situation, the technique can be used alternately with different reading comprehension techniques.

2. In the first weeks of using the technique, students may not be very enthusiastic to participate because they do not fully understand what they need to do. At this point, the teacher should be encouraging and motivating the students.

3. During the application of the technique, the teacher can walk among the students and make small reminders to the students who have difficulties. Can give tips.

6. 2. 2. Suggestions for Future Research

1. The effect of the use of the SQ3R reading comprehension strategy on the reading comprehension skills of primary school third grade students can be investigated.

2. In this research, the use of the SQ3R reading comprehension strategy was tested with the narrative texts in the Turkish state textbook. The technique can be tested with informative texts designed for sophomore primary school students.

3. The effect of the use of a different reading comprehension strategy on the reading comprehension skills of primary school sophomores can be investigated.

6.3.3. Suggestions for the Development of the Turkish Education System

In his eleven years of teaching experience, the researcher worked as a primary school teacher in public schools of İstanbul, located in neighborhoods with low socioeconomic status. The suggestions in this section are based on observations made in these regions.

1. One of the biggest problems in primary schools in neighborhoods where families with low economic income live is the crowded classrooms. In primary school classrooms with an average of 40 students, teachers cannot find the time to identify the individual needs of the students and respond to these needs of the students. For this reason, it is thought that the number of students in the neighborhoods should be determined and arrangements should be made to have a maximum of 25 students in primary school classes.

2. Another problem observed in primary schools in neighborhoods where families with low economic income live is insufficient technological equipment in schools. Smart boards that make information both visual and auditory for primary school students are not available in schools. It is thought that it would be beneficial to deliver smart boards to all primary schools where applications that can make learning fun and interesting for students can be used.

3. It has been observed that in neighborhoods where families with low economic income live, parents are unaware of what a good primary school education will contribute to their children in the coming years, and therefore they do not show interest in students. It is thought that it would be beneficial for them to be informed about the importance of the support they will show to their children in terms of school activities during the primary school years. It is thought that it would be effective if this information was made through the state and by professionals.

4. It is thought that it would be beneficial to develop the state textbooks sent to primary schools in order to increase the functionality in the lessons.

5. When the teachers were interviewed, it was determined that the majority of primary school teachers did not renew themselves, did not know the concepts of "Universal Design for Learning" and "Brain Based Learning" and did not apply teaching plans based on these approaches in their lessons. It is thought that it would be beneficial for teachers to be informed frequently through seminars about the latest developments in education in the world and to make practices related to new developments.

6. In the interviews with the teachers, it was determined that the classroom teachers could not professionally give the students the basic education required by the classes in physical education, music and visual arts. It is thought that it would be much more beneficial for primary school students to teach the lessons of these branches by teachers who are experts in these fields, so that primary school students can be given basic education related to these fields effectively.

6.4.4. Suggestions for Curriculum and Insrtuction in Turkey

Since this research was conducted with primary school students and their reading comprehension skills, the suggestions in this section were made about these areas.

1. It is thought that it would be beneficial to develop literacy teaching books sent by the state for students in the first year of literacy teaching, and to develop and send literacy teaching materials in accordance with the age groups of students, in which all sense organs actively participate in literacy teaching, by the state.

2. In line with the information obtained during this research, it is believed that fluent reading techniques such as "repeated reading", "reading with a friend", "guided reading", "reading in chorus" will be added to the curriculum and applied in classes until all students acquire fluent reading skills.

3. Acquiring fluent reading and reading comprehension skills depends on lots of practice on these topics. However, primary schools are not sent any material other than state textbooks, and for this reason, while a classroom library can be created in some classrooms, it cannot be created in some classrooms. In addition, the storybooks bought from outside are sometimes not suitable for the level of the students, the number of pages of the books is sometimes more and sometimes less than the level of the students. In order to prevent this situation and to ensure that all students make useful readings, it is thought that it would be beneficial to develop storybooks suitable for the age levels of the students and send them to schools by the experts appointed by the state.

4. In the literature reviews conducted during this research, it has been determined that the use of reading comprehension technique provides definite success

at the primary school fourth grade level. In line with this information, it is thought that it would be beneficial to include reading comprehension techniques such as "SQ3R", "SQ4R", "KWL" in the curriculum of primary schools.



REFERENCES

- Akça, G. (2002). Hikâye haritası yönteminin ilköğretim 4. Sınıf öğrencilerinin okuduğunu anlama beceri düzeyleri üzerine etkisi (Tez no:113229) [Yüksek lisans tezi, Gazi Üniversitesi]. YÖK Tez Merkezi.
- Akyol, H. (2020). Programa uygun Türkçe öğretim yöntemleri. Pegem Akademi.
- Arı, G. (2014). The Effects of SQ3R and DR-TA Reading Strategies Used By Fifth Grade Students on Comprehension / Beşinci Sınıf Öğrencilerinin Kullandığı ASOAT ve YO-DE Okuma Stratejilerinin Anlamaya Etkisi. Eğitimde Kuram ve Uygulama, 10 (2), 535-555. Erişim adresi:<https://dergipark.org.tr/tr/pub/eku/issue/5460/74096>
- Armbruster, B., B., Lehr, F., Osborn, J. (2001). The research building blocks for teaching children to read put reading first. The Partnership for Reading.
- Artis, A. B. (2008). Improving Marketing Students Reading Comprehension With the SQ3R Method. Journal of Marketing Education, 30(2), 130-137. <https://doi.org/10.1177%2F0273475308318070>
- Aslan, B. (2010). TARİH ÖĞRETİMİNDE OKUMA – ANLAMININ ÖNEMİ VE GÜDÜMLÜ OKUMA DERSİ. Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 12(2), 307-324. <https://dergipark.org.tr/tr/pub/ataunisobil/issue/2822/38080>
- Ayçin, A. A. (2009). İSOTEG tekniğinin beşinci sınıf öğrencilerinin okuduğunu anlama başarısı ve okumaya yönelik tutumları üzerine etkisi. (Tez no: 228923) [Yüksek Lisans tezi, Çukurova Üniversitesi]. YÖK Tez Merkezi.

- Ayitey, H. K., Baiden, M. N. (2020). Using SQ3R to improve KPCE demonstration junior high students' reading ability of expository texts. *Nairobi Journal of Humanities and Social Sciences*, 4(4), 15-30. Erişim adresi: <https://royalliteglobal.com/njhs/article/view/362>
- Baier, K. (2011). The Effects Of SQ3R on Fifth Grade Students' Comprehension Levels [Master's thesis, Bowling Green State University]. OhioLINK Electronic Theses and Dissertations Center. http://rave.ohiolink.edu/etdc/view?acc_num=bgsu1300677596
- Başaran, M. ve Ateş, S. (2009) İlköğretim beşinci sınıf öğrencilerinin okumaya ilişkin tutumlarının incelenmesi. *Gazi Eğitim Fakültesi Dergisi*, 29(1) 73-92. Alındığı yer: <https://dergipark.org.tr/en/pub/gefad/issue/6745/90688>
- Batmaz, O. (2017). İlkokul 4. Sınıf öğrencilerinin Türkçe dersinde okuduğunu anlama stratejilerini kullanma düzeyleri ile okuduğunu anlama başarı düzeyleri arasındaki ilişki. (Tez no: 472340) [Yüksek Lisans tezi, Bayburt Üniversitesi]. YÖK Tez Merkezi.
- Büyüköztürk, Ş., Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., Demirel, F. (2020). Eğitimde bilimsel araştırma yöntemleri. Pegem Akademi.
- Caccamise, D., Snyder, L. (2005). Theory and Pedagogical Practices of Text Comprehension. *Topics in Language Disorders*. 25(1), 3-18. <http://dx.doi.org/10.1097/00011363-200501000-00003>
- Cüre, G. (2018). Zihin yetersizliği olan öğrencilerin okuduğunu anlama becerilerinin geliştirilmesinde tekrarlı okuma ve öykü haritası stratejilerinin karşılaştırılması

(Tez no: 524941) [Yüksek lisans tezi, Anadolu Üniversitesi]. YÖK Tez Merkezi.

Çakır, Ö., Mete, F., Ertan Kantos, Z. (2019). Kişiselleştirilmiş Öğretimin 5N1K Tekniğinde Başarıya Etkisi. Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, (33), 125-147. <https://doi.org/10.14520/adyusbd.607192>

Çapoğlu, E. (2021). Okuduğunu anlama stratejilerinin farklı okuma düzeyindeki öğrencilerin okuduğunu anlama ve bilişsel farkındalık becerilerine etkisi. (Tez no: 661991) [Doktora tezi, Sakarya Üniversitesi]. YÖK Tez Merkezi.

Dadandı, P. U. (2020). Okuduğunu anlamanın bilişsel-motivasyonel faktörlerle açıklanması ve okuduğunu anlama güçlüklerine yönelik bir müdahale programı. (Tez no: 611365) [Doktora tezi, Trabzon Üniversitesi]. YÖK Tez Merkezi.

Duran, E., Sezgin, B. (2012). Yankılayıcı okuma yönteminin akıcı okumaya etkisi. On Dokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi, 31(2), 145-164. <https://app.trdizin.gov.tr/makale/TVRReU9ERTRPQT09/yankilayici-okuma-yonteminin-akici-okumaya-etkisi>

Epçaçan, C. (2008). Okuduğunu anlama stratejilerinin bilişsel ve duyuşsal öğrenme ürünlerine etkisi (Tez no:115480) [Doktora tezi, Hacettepe Üniversitesi]. YÖK Tez Merkezi.

Epçaçan, C. (2018). Okuduğunu anlama becerisinin gelişiminde özetleme tekniğinin etkisi üzerine bir değerlendirme. Ekev akademi dergisi, 74, 11-30. Doi:<http://dx.doi.org/10.17753/Ekev938>

Erden, M., Akman, Y. (2018). Eğitim psikolojisi gelişim – öğrenme – öğretme. Arkadaş yayınevi.

- Erdem, C. (2012). Türk Dili ve Edebiyatı Öğretmen Adaylarının Özetleme Stratejilerini Kullanım Tercihleri ve Metin Dilbilimsel Bir Özetleme Çalışması, Dil ve Edebiyat Eğitimi Dergisi, 1(3), 36-52. Erişim adresi: <https://www.acarindex.com/dosyalar/makale/acarindex-1423875333.pdf>
- Gill, S. R. (2008). The Comprehension Matrix: A Tool For Designing Comprehension Instruction. The Reading Teacher, 62(2), 106-113. <http://dx.doi.org/10.1598/RT.62.2.2>
- Güneş, F. (2007). Türkçe Öğretimi ve Zihinsel Yapılandırma. Nobel Akademik Yayıncılık.
- Güneş, F. (2015). Etkinliklerle hızlı okuma ve anlama. Pegem Akademi.
- Güneş, F. (2021). Türkçe öğretimi yaklaşımlar ve modeller. Pegem Akademi.
- Güngör, A. (2005). Altıncı yedinci ve sekizinci sınıf öğrencilerinin okuduğunu anlama stratejilerini anlama düzeyleri. Hacettepe Üniversitesi eğitim Fakültesi Dergisi, 28 (28).101-108. Erişim adresi: <http://dergipark.gov.tr/download/article-file/87706>
- Hartman, D. K., Akyol, H., Baş, Ö. (2021). Anlama Stratejileri Dijital Etkinlikler ile Dört Temel Dil Becerisi. Pegem Akademi.
- Huber, J. (2004). A closer look at SQ3R. Reading Improvement, 41(2), 108. Erişim adresi: <https://www.proquest.com/openview/fec54fde2be8271521864443b5dccdf0/1?cbl=2030479&pq-origsite=gscholar>
- Hudson, R., Torgensen, J. (2006). Reading Fluency: Critical issues for struggling readers. In S. J. Samuels and A. Farstrup (Eds.). Reading Fluency: The

forgotten dimension of reading success. Newark, DE: International Redaing Association

İlhan, C. (2014). Sq3r fluency reading strategy has an effect uppon students' academic success, attitude towards science and problem solving skills in Science and Technology lesson. (Publication no. 353353) [Master's thesis, Ahi Evran University]. YÖK Tez Merkezi.

Kanmaz, A. (2012). Okuduğunu anlama stratejisi kullanımının, okuduğunu anlama becerisi, bilişsel farkındalık, okumaya yönelik tutum ve kalıcılığa etkisi. (Tez no: 312393) [Doktora tezi, Adnan Menderes Üniversitesi]. YÖK Tez Merkezi.

Kansızoğlu, H. (2017). Grafik Örgütleyicilerin Dil Öğretmen ve Öğrenme Alanlarındaki Başarıya Etkisi: Bir Meta Analiz Çalışması. EĞİTİM VE BİLİM, 42(191). doi:http://dx.doi.org/10.15390/EB.2017.6777

Karatay, H. (2007). İlköğretim Türkçe öğretmeni adaylarının okuduğunu anlama becerileri üzerine alan araştırması (Tez no:205288) [Doktora tezi, Gazi Üniversitesi] YÖK Tez Merkezi.

Karatay, H. (2014). Okuma eğitimi kuram ve uygulama. Pegem Akademi.

Kasmawati, K., Sakkir, G. (2020). Improving students reading Comprehension through “Survey, question, reading, recite, review (sq3r)” strategy. INTERFERENCE, 1(2), 92-99. https://doi.org/10.26858/interference.v1i2.14695

Kılıç, E. (2019). Okuduğunu anlama öz yeterlik algısının ve üstbilişsel okuduğunu anlama farkındalığının okuduğunu anlamaya etkisi. (Tez no: 597248) [Yüksek lisans tezi, Akdeniz Üniversitesi]. YÖK Tez Merkezi.

- Kuhn, R., M., Schwanenflugel, P., J., Meisinger, E., B. (2011). Aligning Theory and Assessment of Reading Fluency: Automaticity, Prosody, and Definitions of Fluency. *Reading Research Quarterly*, 45(2), 230-251.
<https://doi.org/10.1598/RRQ.45.2.4>
- Öğrenci Seçme ve Yerleştirme Merkezi. (17.11.2017). 2017- YGS sayısal bilgiler.<https://www.osym.gov.tr/TR,13047/2017-ygs-sinav-sonuclarina-iliskin-sayisal-bilgiler.html>
- Öğrenci Seçme ve Yerleştirme Merkezi. (06.08.2018). 2018- YKS Değerlendirme Raporu. <https://www.osym.gov.tr/TR,15259/2018-yks-degerlendirme-raporu-yayimlandi-06082018.html>
- Öğrenci Seçme ve Yerleştirme Merkezi. (03.09.2019). 2019 – YKS Değerlendirme Raporu.<https://www.osym.gov.tr/TR,16919/2019-yks-degerlendirme-raporu.html>
- Özçakmak, H. (2015). Türkçe öğretmeni adaylarının not alarak dinlemede özetleme stratejilerini kullanma becerileri (Tez no: 388180) [Doktora tezi, Gazi Üniversitesi]. YÖK Tez Merkezi.
- Özçaylak, S. (2013). The Development of Students Use of Reading Comprehension Strategies In English Texts, Master of Arts. Erişim adresi: <https://acikbilim.yok.gov.tr/handle/20.500.12812/72010>
- Özyılmaz, G. (2010). İlköğretim 7. sınıf öğrencilerine okuduğunu anlama stratejilerinin öğretiminin okuduğunu anlama başarısı üzerine etkisi. (Tez no: 262112) [Yüksek Lisans Tezi, Yıldız Teknik Üniversitesi]. YÖK Tez Merkezi.

- Pardo, L. S. (2004). What Every Teacher Needs To Know About Comprehension. The Reading Teacher, 58(3), 272-280. <https://doi.org/10.1598/RT.58.3.5>
- Rasinski, T. V., Hoffman, J. V. (2003). Theory and Research into Practice: Oral Reading in the School Literacy Curriculum. Reading Research Quarterly, 38(4), 510-522. <http://www.jstor.org/stable/4151839?origin=JSTOR-pdf>
- Roberts, G., Torgesen, J. K., Boardman, A., Scammacca, N. (2008). Evidence based strategies for reading instruction older students with learning disabilities. Learning Disabilities Research & Practice. 23(2), 63-69. <https://doi.org/10.1111/j.1540-5826.2008.00264.x>
- Senemoğlu, N. (2020). Gelişim Öğrenme ve Öğretim Kuramdan Uygulamaya. Anı Yayıncılık.
- Sorrell, A. L. (1990). Three Reading Comprehension Strategies:TELLS, story mapping, and QARs. Academic Therapy, 25(3), 359-368. Erişim adresi: <https://psycnet.apa.org/record/1990-13423-001>
- Swennumson, S. T. (1992). The effect of the sq3r study method on reading comprehension of nontraditional college Students (Order No.9233657). Available from ProQuest Dissertations & Theses Global. (304039796).url=<https://www.proquest.com/dissertations-theses/effect-sq3r-study-method-on-reading-comprehension/docview/304039796/se-2?accountid=17381>
- Şahin, A. & Kaman, Ş. (2013). İlköğretim Üçüncü Sınıf Öğrencilerinin Okuma Düzeylerinin Geliştirilmesinde Akıcı Okuma Stratejilerini Kullanmanın Etkisi.

Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 11, 639-657,

<https://doi.org/10.14520/adyusbd.423>

T.C. Millî Eğitim Bakanlığı. (3.12.2019). PISA 2018 Türkiye Ön Raporu.

https://www.meb.gov.tr/meb_iys_dosyalar/2019_12/03105347_PISA_2018_Turkiye_On_Raporu.pdf

T.C. Millî Eğitim Bakanlığı. (23.09.2019). 4. Sınıf seviyesi Türkçe – Matematik – Fen

Bilimleri Öğrenci Başarısı İzleme Araştırması (TMF – ÖBA) Sonuç

Raporu.http://www.meb.gov.tr/meb_iys_dosyalar/2019_09/23090151_Izleme_raporu-taslak9.pdf

Tavşanlı, Ö. F. (2014). Grafik örgütleyicilerin ilköğretim 4. Sınıf öğrencilerinin

bilgilendirici metinleri çözümleme ve özetleme başarıları üzerine etkisi (Tez

no:372187) [Yüksek lisans tezi, Akdeniz Üniversitesi]. YÖK Tez Merkezi.

Tuna, L. (2016). Okuma stratejilerinin 7. Sınıf öğrencilerinin okuma alışkanlığı

kazanmasına, okuma tutumuna ve okuduğunu anlama becerisine etkisi (Tez

no:430703) [Yüksek lisans tezi, Dokuz Eylül Üniversitesi]. YÖK Tez Merkezi.

Uyanık, G. (2011). İlköğretim 5. Sınıf öğrencilerinin boşluk tamamlama tekniğiyle

belirlenen okuma seviyeleri ile okuduğunu anlama düzeylerinin

karşılaştırılması (Tez no: 290673) [Yüksek lisans tezi, Gazi Üniversitesi]. YÖK

Tez Merkezi.

Yılmaz, K., Arık, S. R. (2019). Eğitimde araştırma yöntemleri. Pegem Akademi.

Yılmaz, M. (2008). Kelime Tekrar Tekniğinin Akıcı Okuma Becerilerini Geliştirmeye

Etkisi. Türk Eğitim Bilimleri Dergisi, 6(2), 323-350.

<https://dergipark.org.tr/en/pub/tebd/issue/26112/275111>

Yılmaz, Muammer (2008); ‘‘Türkçede Okuduğunu Anlama Becerilerini Geliştirme Yolları’’, Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, Cilt 5, Sayı 9, s.131-139. Erişim adresi: <https://dergipark.org.tr/tr/pub/mkusbed/issue/19561/208533>

Yılmaz, M. (2014). Türkçede Okuduğunu Anlama Becerilerini Geliştirme Yolları/The Developing Methods of Reading Comprehension Skills in Turkish. Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 5 (9), 131-139. Erişim adresi:<https://dergipark.org.tr/tr/pub/mkusbed/issue/19561/208533>



**APPENDIX A: EXAMPLE OF LESSON PLAN BASED ON SQ3R READING
COMPREHENSION STRATEGY
COURSE: TURKISH**

CLASS: 2/D

THEME: VIRTUES

SUBJECT: GERÇEK ARKADAŞ

TOOL – MATERIAL: Reading text, SQ3R reading comprehension strategy worksheet

DURATION: 10 lesson hours (each lesson is 40 minutes)

LEARNING – TEACHING STRATEGY AND METHOD: SQ3R reading comprehension strategy.

GAINS

- 1) Recognize the basic parts of reading material.
- 2) Applies reading strategies.
- 3) Guess the meanings of unfamiliar words based on images.
- 4) Answers questions about images.
- 5) Guess the subject of the text to be read based on the images.
- 6) Explains what he/she reads with the main lines.
- 7) Determines the subject of the text he reads.
- 8) Answers questions about the text read.
- 9) Determines the story elements in the text read.
- 10) Determines the appropriate title(s) for the content of the text he reads.
- 11) Understands the meaning of figures, symbols and signs.

EDUCATIONAL SITUATIONS

SURVEY PHASE (2 lesson hours 40+40 minutes): At this stage, the aim is for the students to examine the text with its main lines, to look at the title of the text and its sub-titles, if any, and to examine the visuals of the text. After examining the title of the text, sub-titles and visuals, if any, students activate their preliminary knowledge about the subject based on these. They make predictions about what might be described in the text. This phase should not take more than 5 minutes. The teacher said, "Guys, what do you think friendship is? He draws the attention of the students to the subject by asking the question ". After receiving the answer to the question asked from as many students as possible, SQ3R distributes the reading comprehension strategy application form to the students. The teacher asks the students to examine the title, if any, sub-headings and visuals of the reading text titled "REAL FRIENDS", which starts on page 18 and ends on page 20 of the Turkish textbook, for 5 minutes. Students are asked to answer the following questions in the "SURVEY" section of the SQ3R reading comprehension strategy application form.

- a) What is the title of the text? What kind of information do you have about this topic before?
- b) Write briefly the events in the visuals in the text.
- c) Write briefly what subject you think the text is about.

Students are given sufficient time to write their thoughts. Then, as many students as possible are promised, their answers are listened by the teacher and necessary feedbacks are given to the students. After the activity is completed, the SQ3R reading comprehension strategy study form is collected from the students.

QUESTION PHASE (2 lesson hours 40+40 minutes): In this section, students create their own questions about the titles and images they have studied. During this activity,

while preparing their questions, the students actively think about the answers to the questions and thus their minds are more actively engaged in the learning process. At this stage, the aim is to help students activate their minds, increase their curiosity about learning and make meaningful reading. The teacher distributes the SQ3R reading comprehension strategy worksheet to the students. The previous day's work is repeated. The teacher says, 'Let's prepare questions based on the titles and the visuals of the text and write the questions we have prepared in the 'QUESTION' section of the SQ3R reading comprehension strategy application form. As many students as possible are asked to read the questions they have written. Opinions are received on how questions that are thought to have little relevance to the subject can be made more qualified. All questions considered to be qualified are written on the board. The SQ3R reading comprehension strategy study form is collected from the students.

READ PHASE (2 lesson hours 40 + 40 minutes): The students are reminded of the questions prepared about the text the previous day. At this stage, students are asked to read the text by looking for answers to the questions they prepared during the “question” phase. Students do not take notes while reading. They try to answer pre-prepared questions in their minds. With this study, reading activity is removed from being a boring activity and it is tried to be made fun. After the reading activity, the teacher asks the students for words whose meanings they do not know. The words are written on the board. The meanings of the words whose meaning is unknown are tried to be found by the students by animating the case studies. The meanings of the words whose meanings cannot be found by example events are found from the dictionary.

RECITE PHASE (2 lesson hours 40+40 minutes): In the “recite” phase, the students answer the questions they created during the inquiry phase according to the information in the reading text. At this stage, students do not look at the text while answering the

questions. While answering the questions, students are expected to answer with their own sentences, not with the sentences in the text. The SQ3R reading comprehension strategy worksheet is distributed to the students. The teacher asks the students to answer the questions they prepared in the “question” section without looking at the text. As many students as possible read aloud their answers to the questions. The answers to the questions are discussed by the class. Unanswered questions are left blank. SQ3R reading comprehension strategy study forms are collected by the teacher.

REVIEW PHASE (2 class hours 40+40 minutes): SQ3R reading comprehension strategy worksheets are distributed to students. The questions that could not be answered in the previous lesson are read again by the students. The sections with the answers to the questions that cannot be answered by reopening the reading passage are read by the students again. After reading, students are asked to answer the questions they left blank in the 'recite' phase. If the questions cannot be answered correctly, the relevant section can be read once again. After the completion of this work, students write what they remember from the reading text in their own sentences. SQ3R reading comprehension strategy study forms are collected from students.

EVALUATION OF THE WEEK (2 lesson hours 40+40 minutes): The activities of that week are repeated. Reading comprehension questions prepared by the teacher about the reading text are asked to the students. Students are asked to write down the answers. The lesson ends after the answers are checked and feedback is given.

APPENDIX B: READING TEXTS USED IN TEACHING THE SQ3R READING COMPREHENSION STRATEGY



"Arkadaşlık nedir?" sorusuna nasıl cevap verirsiniz?



Şimdi de metni sesli okuyunuz. Okurken noktalama işaretlerine dikkat ediniz. Satır sonlarındaki nokta (.) ve soru işaretlerinde (?) durarak nefesinizi ayarlayınız.

Soru işareti olan cümleleri soru sorar gibi okuyunuz.

GERÇEK ARKADAŞ

Bugün en mutlu günüm. Bugün gerçek bir arkadaşım var. Adı Yağmur.

Gerçek arkadaş nasıl olur?

Sizi anlar. Ona göre davranır. Oyun oynarken, ders çalışırken yanınızdadır. Sizi korur, yardım eder. Bunu gözlerinden anlarsınız. Sizi hiçbir zaman yanıltmaz.

Dinlenmeye çıkmıştık. Üç kişi top oynuyorduk. Yağmur, ben ve Murat...



Okulun bahçesi küçüktü. Biz de bir köşede top tutmaca oynuyorduk. Nasıl olduysa oldu. Murat, topa ayağıyla sertçe vurdu. Top da gitti, bir çocuğun yüzüne çarptı. Ortalık birden karıştı. Çocuk bayılmıştı. Öğretmenlere haber verdiler. Çok korkmuştum.



O an dünyam karardı. Öğretmenime, anneme, babama ne diyecektim ben?

Müdür, yanındaki öğretmenlere baktı. O sırada beklemediğim bir şey oldu. Yağmur, gerçek bir arkadaş olduğunu gösterdi.



O an dünyalar benim oldu. Gerçek arkadaş her zaman doğruyu söyler.

Yağmur, sevgili arkadaşım! Seni şimdi daha çok seviyorum!

Ne olur, hiç değişme. Hep doğrucu ol!

Hep arkadaşım olarak kal!

Aziz SIVASLIOĞLU



Sizce hangi eserlere "tarihi eser" denir?



Metni okumadan önce resimlerini inceleyiniz. Bu metinde ne anlatıldığını tahmin etmeye çalışınız.

Metni, noktalama işaretlerine dikkat ederek okuyunuz. Sesli okurken konuşma cümlelerini canlandırınız, kelimeleri doğru söyleyiniz.

ASLI'NIN DÖNÜŞÜ

Amcam Almanya'da çalışıyor. Aslı adında bir kızı var. Benim yaşlarımda. Yarın Türkiye'ye geleceklermiş. Çok sevindik. Annemle babaannem evlerini temizlediler, hazırlık yaptılar. Akşama doğru amcalar geldi.



Aslıyla hemen arkadaş olduk.

Aslı Almanya'da doğup büyümüştü. Buraya ilk geliyordu. Akrabalarını, vatanını ilk kez görüyordu. Her şey ona çok yabancıydı. Bu nedenle de durmadan soruyordu. Ona öğretmenlik yapmak benim de hoşuma gidiyordu.

Bir akşam, amcamla babam sohbet ediyorlardı.

"Baba," dedim. "Birkaç gün sonra okul açılacak. Tatilim bitiyor. Biliyorsun, bitirmem gereken bir ödevim var."

Babam abisini görünce her şeyi unutmuştu.

"Neydi ödevin?"

"Değerlerimiz. Hani beni gezdirecektin? Yarın evdesin değil mi?"

"Evdeyim. Bak bu iyi oldu. Aslı da bizimle gelir. İstanbul'umuzu söyle bir gezdirelim ona. Sabah kahvaltısından sonra hemen evden çıkarız. Fotoğraf makinesini almayı unutma."

Babamdan sözü almıştım. Aslıyla odama gittik.

"Derya, değerlerimiz dediğin ödev nasıl bir şey?"

"Ya nasıl anlatsam ki... Şey... Senin için değerli olan nedir?"

"Bilgisayarım."

"Başka?"

"Oyuncak bebeğim."

"Bu söylediklerin senin için değerli. Bir de ulus olarak sahip olduğumuz değerler vardır. Örneğin Mimar Sinan. Dünyaca ünlü bir mimarımızdır. Onu tanımak için eserini görmeliyim."

Ertesi gün, kahvaltıdan sonra yola çıktık. (...) Babam bize rehberlik yaptı:

"Bakin kızlar. Burası Süleymaniye Camisi. Mimar Sinan'ın muhteşem eseri. Şöyle durun, fotoğrafınızı çekeyim. Sonra içeri gezeriz."



Aslıyla ben, büyülenmiş gibiydik. Mimar Sinan'ın eseri gerçekten de çok güzeldi. Aslı sordu:

Amcacığım, Mimar Sinan'ın başka eserleri de var mı?



Elbette var. Hem de binlerce. "Ustalık eserim." dediği Selimiye Camisi de Edirne ilimizde.



Bu sarayı Fatih Sultan Mehmet, İstanbul'u aldıktan sonra yaptırmış.

Süleymaniye Camisi'ni gezdikten sonra Topkapı Sarayı'na gittik. (...)

Aslı gördüğü mimari yapıya bayılmıştı. Tabii ben de.

"Fatih Sultan Mehmet kim amca?"

"Osmanlı padişahı."

Topkapı Sarayı'nı da gezdik. Padişahların yaşam tarzlarıyla ilgili bilgi edindik. Çok yorulmuştuk. Üstelik acıkmıştık. Gezimize ara verdik. Oturup bir yerde yemek yedik. Ardından Ayasofya Camisi'ne gittik. (...)

Gülten KARLI
(Kısaltılmıştır.)



Metnin başlığı size neler çağrıştırıyor?



Nasrettin Hoca'yla ilgili bu metni bir kez sessiz okuyunuz. Sonra da noktalama işaretlerine dikkat ederek sesli okuyunuz.

Hortu, Sivrihisar, herkes gibi kelimeleri doğru telaffuz ediniz.

NASRETTİN HOCA'NIN KÖYÜNDE

Ankara'dan Eskişehir'e yolunuz düşerse, Sivrihisar'a varmadan yol üzerinde bir benzinlik görürsünüz. Benzinliğin önünde bir Nasrettin Hoca heykeli var. Hoca, "Bozoğlan" adlı eşeğinin üzerinde karşı yamaçlardaki bir köyü seyreliyor.

Burada Nasrettin Hoca heykelinin ne işi var, diyemezsiniz. Az ötede, bayırın altında Nasrettin Hoca'nın doğup büyüdüğü Hortu köyü var. Şimdiki adıyla Nasrettin Hoca köyü.

Ankara-Eskişehir yoluna dikine inen, dar bir yoldan Hortu'ya gidilir. Uzak değil, birkaç kilometre ötede. (...)

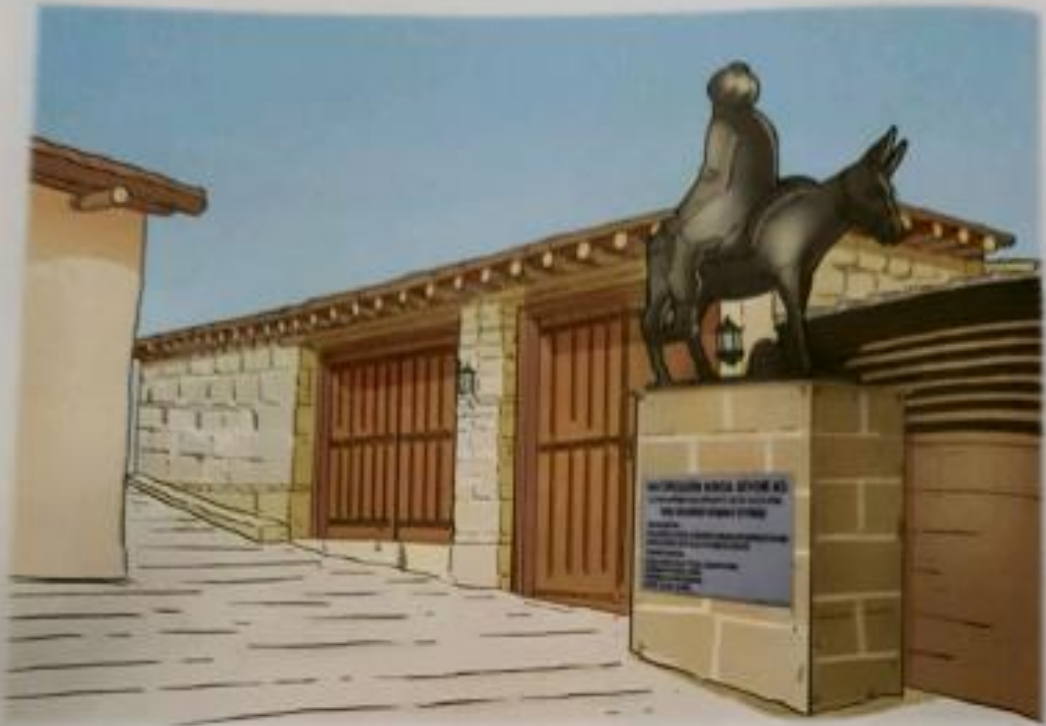




Hortu'da herkes bir Nasrettin Hoca torunudur. Herkes, Nasrettin Hoca'dan bildiğiniz ya da bilmediğiniz fıkralar anlatır. Size Hoca'nın doğduğu evi, okuduğu medreseyi, imamlık ettiği camii gösterirlerse şaşmayınız. (...)

Nasrettin Hoca'yı ölümsüzlüğe ulaştıran güç, toplumun ortaklaşa umutları, dertleriydi. Nasrettin Hoca fıkralarında bunları dile getiriyordu. (...)

Alışverişten dönerken kendisine düdük ismarlayan çocuklara verdiği cevabı hepiniz bilirsiniz: "Parayı veren, düdüğü çalar!" Bu söz ticaret hayatının değişmeyen kuralı değil midir? (...)



Ne diyorduk evet, Nasrettin Hoca'nın köyü Hortu'da yüzler güler. Köyün bir ucundaki kerpiç bir evin Nasrettin Hoca'ya ait olduğunu ısrarla söylerler. Belki doğru, belki yanlış. Ne var ki bu ev olmazsa, şu evde Nasrettin Hoca doğmuştur. Bu sokaklarda oynamış, toza bulanmıştır. (...)

Bir gün yolunuz Ankara'dan Eskişehir'e düşerse, Sivrihisar'a varmadan yolun sağında, küçük bir Anadolu köyü göreceksiniz. Hortu köyü. Küçük bir Anadolu köyü ama ne büyük, ne haşmetli köy böyle.

Kolay mı bir Nasrettin Hoca yetiştirebilmek...

Mehmet ÖNDER

(Kısaltılmıştır.)



"Kurtuluş Savaşı" sözünden ne anlıyorsunuz?



Metni, dudaklarınızı kıpırdatmadan, satırları gözünüzle izleyerek okuyunuz.

Sesli okurken de nokta olan yerlerde durup nefesinizi ayarlayınız. "müsamere, ısrar" gibi kelimeleri doğru seslendiriniz. Konuşma cümlelerini konuşur gibi okumayı unutmayınız.

Metinler türlerine uygun okunur. Şiir ile düzyazının okunuşları farklıdır.

ATATÜRK'ÜN GÜLTEKİN'E ARMAĞANI

Kurtuluş Savaşı günleriydi. Ankara'da İzmir'in işgalini kinamak amacıyla "İzmir Gecesi" düzenlenmişti. Bu gecede şiir okuyan Gültekin o günle ilgili anısını şöyle anlattı:

Kurtuluş Savaşı öncesi memleketimizin birçok yeri işgal edilmmişti. Büyük milletimiz düşmanları yurttan kovmak için canla başla çalışıyordu. Kadın, erkek, büyük, küçük herkes bu işe kendini vermişti.

Ben bu günlerde altı yaşında bir çocuktum. Bir müsamere hazırlanıyordu. Müsamerede bir şiir okuyacaktım.



Beklenen gün geldi. Halk yavaş yavaş salonu doldurmaya başladı. Atatürk de gelmişti. Müsamere başladı.

Ben, ilk defa sahneye çıkıyordum. (...) Bu arada perde açıldı. A2 ışıklı bir boşluğa doğru yürüdüm, şiirime başladım. (...)

Okurken birkaç yerde alkış koptu. Ben de fazla heyecanlanarak şiirin arkasını unuttum. Selam verdim, çekildim. Fakat alkışın arkası kesilmedi, tekrar çıkmam gerekiyordu. Bu sefer şiiri bütün olarak okudum, bitirdim. (...)

Biraz sonra yanıma, kim olduklarını pek anlayamadığım birkaç kişi geldi:

"Seni Gazi istiyor, gel" dediler. Yürüdük. Gazi'nin yanına geldik. Bu, Mustafa Kemal Paşa ile ilk karşılaşmamızdı. Hafif bir gülümseyişle saçlarımı okşadı. İsmimi ve şiiri kimin öğrettiğini sordu. Sonra cebinden güzel bir saat çıkararak bana uzattı. Saati elime aldım, baktım ve kendilerine geri verdim.

"Çok güzel saat, buyurunuz." dedim.

"Onu sana veriyorum, al." dedi.

Ben de çocukluğumun bütün saflığıyla:

"Alamam, annem darılır." cevabını verdim.

Bunun üzerine Gazi:

"Babasını çağırın." dedi. Babam geldi, saati almam için ısrar ettiler. (...) İş böylesine halledildi. Şimdi saati gözüm gibi saklıyorum.

Saatin kapağında Gazi'nin kendi el yazısıyla yazdığı bir yazı vardı. Bu hediye gerçekten saklanmaya değer bir hatıradır.

Cemil SÖNMEZ
(Düzenlenmiştir.)



Çanakkale Savaşı ve Seyit Onbaşı adlarıyla ilgili neler biliyorsunuz?



Metni önce sessiz okuyunuz. Sonra bölümler hâlinde dört ya da beş arkadaş paylaşarak okuyunuz. Arkadaşlarınızın okumasını takip ediniz.

Metinde geçen yer adlarının nerede olduğunu büyüklerinize sorunuz.

SEYİT ONBAŞI

Ben, Seyit Onbaşı. (...)

Benim hikâyemi öğrenmek ister misin?

Balıkesir'in Havran İlcesinin Çamlık Köyünde doğdum. (...) Köyümde hayvan güderdim. Ayrıca aileme yardım eder, birlikte zeytin toplardık. Mert, çalışkan ve cesur bir çocuktum.

Köyde kendi ürettiğimiz doğal gıdalarla beslendiğim için çok sağlıklı ve güçlü oldum. (...)





Köyümüzde mutlu ve huzurlu bir hayat yaşıyorduk.

Ne yazık ki bu huzurlu günler çok sürmedi. Bazı kötü kalpli insanlar, Birinci Dünya Savaşını çıkardı. Bizim vatanımıza da göz diktiler. Vatanımız elden giderse özgürlüğümüzü, onurumuzu da kaybedecektik. Bu durumda vatanımızı ve masum halkımızı korumak için askere yazıldım. Balkanlarda büyük acılar yaşanıyordu. Halk, canını kurtarmak için göç ediyordu. Balkanlarda halkımıza kötülük edenlerle savaştım. Güçlü, iri bir vücudum olduğu için, arkadaşlarımı bana "Koca Seyit" derlerdi.

Osmanlı Devleti, savaşlarda gücünü kaybetmişti. Bunu fırsat bilen dünyanın en güçlü orduları Anadolu topraklarını işgal etmek istiyorlardı. İlk hedefleri, Çanakkale Boğazını geçip İstanbul'u almaktı. (...)

Sonunda savaş başladı. Gemilerden güller yağdı. Top ateşi öyle dehşetliydi ki dumandan, gemiler görünmüyordu. (...)



Biz de tabyamızdaki eski toplanımızla karşılık veriyorduk. Gemilerden atılan bir top mermisi savunduğumuz tabyaya düştü. Arkadaşlarımızın çoğu şehit oldu. Bu duruma çok üzüldüm. Toplardan yalnızca bir tanesi sağlam kalmıştı, onun da vinci bozuktur. (...)

Yerdeki iki yüz on beş kilogram olan mermiyi ellerimle kavradım. Gözümün önüne; şirin köyüm, aziz vatanım, şehit olmuş arkadaşlarım geliyordu. O dev gibi mermiyi kaldırmaktan başka bir şey düşünmüyordum. Kendime inancım tamdı. Kararlılık ve inanç gücüyle, mermiyi bir defada kaldırdım. (...)

Mermiyi topa yerleştirmek için basamakları çıktım. Ağırlığı hissetmiyordum artık! Tek düşüncem vardı: o da hedefi vurmaktır! Mermiyi topa sürdüm, ateşledim ve gemiyi vurmaya başardım. (...)

Kocaman savaş gemisi su almaya başladı ve yavaş yavaş denize gömüldü. Bu olay Çanakkale Savaşının sembolü oldu. (...)

Suat TURGUT
(Kısaltılmıştır.)



Bilgisayarla neler yapılır?



Metni, kurallara uygun sessiz okuyunuz. Okurken olayın kimler arasında ve nerede geçtiğini anlamaya çalışınız. Sesli okurken metni dört arkadaş paylaşınız. Birinci arkadaşınız metnin anlatım bölümlerini, diğerleri de anne, baba ve çocuğun konuşmalarını okusun.

Sonunda soru işareti olan cümleleri, soru sorar gibi okumayı unutmayınız.

NAZ'IN BİLGİSAYAR SEVDASI

Günlerden pazar. Naz, annesi ve babası o gün balkonda kahvaltı ettiler.

Kahvaltı sonrası gazete keyfi başladı. Oğuz Bey bir ara Naz'ın balkonda olmadığını fark etti. (...)

- Naz nereye kayboldu? Parka mı gitti?

Meltem Hanım başını olumsuz anlamda salladı:

- Keske gitse... Bilgisayarın başında. (...)

- Bırak canım, çocuk teknolojinin nimetlerinden yararlansın.

Meltem Hanım kocasına hoşnutsuzlukla baktı:

- Sana göre abartıyorum yine.



Oğuz Bey ayağa kalktı:

– Madem kızımız sanal âlemi bu kadar çok seviyor, ben de kulaklarını sanal olarak çekeyim.

Babası odasına girdiğinde Naz'ı arkadaşıyla bilgisayarda konuşurken buldu.

– Kiminle konuşuyorsun?

– Yan komşumuzun kızı Olcay'la.

– Olcay'la birlikte parka inseniz, orada konuşsanız daha iyi olmaz mı? Salıncağa da binersiniz, kaydıraktan kayarsınız.

Naz, sen bizi anlamazsın diyen gözlerle babasına baktı: (...)

– Bilgisayarında da oyun var. Hem internette de var.

Oğuz Bey, Meltem Hanım'a hak verdi. Bu, teknolojinin nimetlerinden yararlanmak değildi. Kızının başını oksadı:

– Solmaz'ı animsiyor musun?

Naz animsiyordu. Üst kat komşularının kızıydı. Geçirdiği bir trafik kazası sonrasında uzun zaman yatağa bağlı kalmıştı. (...)



- Onun da bilgisayarı vardı.
- Baba pek çok insanın bilgisayarı var artık.
- Oğuz Bey'in derdi başkaydı:
- Bir gün onu ziyarete gitmiştik. Sen Solmaz'ın ağladığını söylemiş-tin.
- Evet, ağladığı için çok üzülmüştüm. Bana arkadaşlarını özlediğini söylemişti.
- Arkadaşlarıyla bilgisayarda konuşmuyor muydu?
- Öyle değil. Onun odası yandaki çocuk parkına bakıyordu. O da parkta oynayamadığı için üzülmüştü.
- Bilgisayarında oyun yok muydu?
- Naz şaşırdı:
- Vardır. O yatmaktan sıkılmıştı. Eve hapsolmüştü.
- İnsan bilgisayarı varken eve hapsoldüm diye üzülür mü? Sen de hapsolmuşsun. Üzülüyor musun?





Tekerlek icat edilmeseydi ulaşım nasıl yapılırdı? Aşağıdaki resimleri inceleyiniz.



Metni sessizce okurken anlamını bilmediğiniz kelimeleri belirleyiniz. Bu kelimelerin geçtiği cümleleri tekrar okuyunuz. İlgili resimlere bakarak anlamlarını tahmin ediniz. Sesli okurken noktalama işaretlerine dikkat ediniz.

TEKERLEĞİN İCADI

Tekerleksiz bir hayat düşünsene... Otomobiller, trenler, bisikletler, otobüsler... Hatta el arabaları bile olmadığı için her şey inanılmaz derecede yavaş olurdu. Ne mutlu ki tekerlekler bundan uzun, çok uzun zaman önce icat edildi.



Tekerleksiz Bir Hayat

Günümüzden binlerce yıl önce kimse tekerleğin ne olduğunu bilmiyordu. Zaten tekerlek olsa bile üzerinde ilerleyebileceği yollar yoktu. Pek çok insan tekerleğin bir işe yaramayacağı ormanlarda ve çöllerde yaşıyordu. Her yere yürüyerek gidiyor ve ağır yükleri taşımak için hayvanlardan faydalanıyorlardı. (...)





Tekerleğin Gelişimi

Pek çok uzman tekerleğin tek bir kişi tarafından icat edilmediğini, yıllar içinde yavaş yavaş geliştiğini düşünüyor.



Tekerlekten önce, insanlar nesneleri halatla sürüklüyorlardı.

Sonra ağır yüklerin altına ağaç kütükleri koyup sürüklemenin çok daha kolay olduğunu fark ettiler.

Kütüklere monte edilmiş kızaklarla işe yarar taşıtlar ürettiler. Kızaklar, yan yana dizilmiş kütüklerin içine oturtuluyordu.

Bir sonraki adımda, kütüklerin iç kısmını kesip attılar ve dingili elde ettiler. Tekerlek yavaş yavaş şekilleniyordu.

Ardından insanlar dingili el ve at arabalarına takmayı öğrendiler. Böylece tekerlekler serbestçe dönebiliyordu. Ama çok hızlı gidemiyordu. Bu nedenle bir zaman sonra parmaklıklı tekerlekler icat edildi. (...)



Günümüzde kullanılan şişirilmiş lastikler, mucit Robert Thompson (Robert Tomson) tarafından icat edildi. Bu tekerlekler bisiklet ve taşıma araçları için çok daha yumuşak ve rahat bir sürüş sağladı.



Anna CLAYBOURNE (Ena Kileyborn)

Çeviren: Gizem ŞAKAR

(Kısaltılmıştır.)



Kahvaltı yapmak niçin önemlidir?



Metni, okuma kurallarını uygulayarak sesli ve sessiz okuyunuz.

Sesli okurken "kalsiyum, enerji, protein" gibi yabancı dillerden geçen kelimeleri doğru telaffuz ediniz.

Metinle ilgili resimleri inceleyiniz.

KAHVALTININ ÖNEMİ

Sabahları, sen hissetmesen de vücudun açtır. Uyurken bile bir miktar enerji harcarsın. Dolayısıyla, uyandığında yeniden enerji depolaman gerekir.

Kahvaltı etmeyen insanlar sabah saatlerinde kendilerini daha yorgun ve hâlsiz hissederler.

Bilim insanlarının yaptıkları testler, kahvaltı yapan çocukların okulda daha başarılı olduklarını göstermiştir. Tam tahıl, lif, kalsiyum ve protein içeren kahvaltılar, dikkatini toplamayı kolaylaştırır. Hafızanı güçlendirir ve öğrenmene yardımcı olur. Hatta bazı çalışmalar, kahvaltı yapan çocukların okula devamsızlıklarının daha az olduğunu da göstermiştir.



Eğer kahvaltı yapmazsan, enerjini toplamak için şekerli abur cuburları yemeye daha fazla iştahın olur. (...)

İyi bir kahvaltı, gün içerisinde vücudun için gereken besin ihtiyacının bir kısmını karşılayabilir. İşte birkaç öneri:

Bir miktar meyve

Haşlanmış yumurta

Meyve suyu, süt

Fıstık ezmesi veya reçelli ekmek (...)



Herkes teneffüs saatlerinde acıkmış olur. Özellikle de kahvaltı etmemiş olanlar... Ancak hemen bir paket cips ya da çikolataya uzanmayın. Bunların yerine, bir miktar meyve veya bir paket kuru üzüm yemeyi deneyebilirsiniz. Bunlar sağlıklı atıştırmalıklardır.

Kate KNIGHTON (Keyt Naytın)

Çeviren: Pinar TURANLI

(Düzenlenmiştir.)



APPENDIX C: SQ3R READING COMPREHENSION STRATEGY STUDY FORM

A-) SURVEY SECTION

Browse through the text in a few minutes and answer the following questions.

1-) What is the title of the text? What information do you already have on this topic?

2-) Write briefly the events in the visuals in the text.

3-) What do you think the text is about?

B-) QUESTION SECTION

Please write down the topics you stated in the "SURVEY" section by turning them into questions.

1-)

2-)

3-)

4-)

5-)

6-)

C-) REVIEW SECTION

In the field below, write what you remember from the text you read, without disturbing the order of events.



ASSESSMENT OF THE WEEK

..... **READING TEXT, READING
COMPREHENSION QUESTIONS**

1-)

2-)

3-)

4-)

5-)

6-)

7-)

APPENDIX D: READING COMPREHENSION TEST

DAĞINIK KARGA

Bir varmış bir yokmuş.
Evel zaman içinde, bir şey
duydum.

Kulağıma koydum.

Kulağımdan çıkardım,

Ooooooo... Cebime koy-
dum.

Cebim delik, durmaz. Bu
masal aklından çıkmaz.



Yemyeşil bir ormanda Gaguk adında bir karga varmış. Gaguk, anne ve babasıyla yaşarmış. Gaguk, çok dağınık bir kargaymış. Hiçbir zaman yuvalarını temiz tutmaz, yediklerinin artıklarını hep yuvasına atarmış. Annesi de ona kızarmış. Yuvayı ona temizlettirmiş. Gaguk, temizlik yapmaktan hiç hoşlanmıyormuş.

Bir gün anne ve babasına:

"Ben artık büyüdüm, ayrı bir yuva kurmak istiyorum." demiş.

Ailesi de "Tamam." demiş. Gaguk sevinmiş. Hevesle ormanın diğer tarafına uçmuş. Güzel bir ağaç beğenmiş. Birkaç gün uğraşarak kendine güzel bir yuva yapmış. Ama kısa sürede yuvayı berbat etmiş. Çünkü yediği yiye-

ceklerin kabuğunu, çöpünü yuvasına atıyormuş. Bir gün yuvasında uyuklarken "Merhaba!" diye çağıran bir ses duymuş. Gözünü açtığı anda leylek, güvercin ve kırlangıcın ona baktığını görmüş.

Güvercin:

"Bizler bu yakında oturan kuşlarız, sana hoş geldin demeye geldik." demiş.

Gaguk:

"Çok sevindim. Hoş geldiniz, buyurun." demiş. Kuşlar, Gaguk'un yuvasına bakıp ne kadar kirli olduğunu görmüşler.

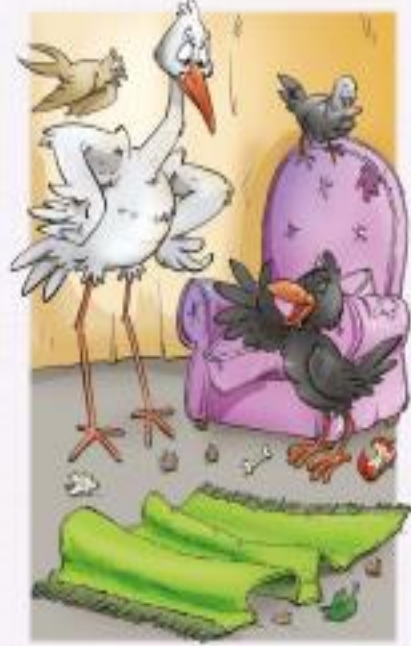
Leylek:

"Ay, ne kadar pis bir ev, ben burada oturamam." demiş.

Kırlangıç, karganın yuvasına bakıp yüzünü buruşturarak:

"Biz başka bir zaman gelelim." demiş.

Güvercinse "Çöpleri götürüp uçurumdan aşağı atacaksın. Tembel karga, tembel karga! Bunu sakın unutma. Kendi evini temizlerken çevreyi kirletmeye hakkın yok. Bir daha ormanı kirlettiğini görmeyeyim." diye tıslamış ve sonra hep birlikte oradan ayrılmışlar.





Gaguk, "Amaaan temizlik zor iş." deyip tekrar dağınıkliğine dönmüş.

Gün gelmiş yuvasındaki çer çöpler o kadar artmış ki artık yuvası pis pis kokmaya başlamış. Gaguk, pisliğin içinde yaşamaktan hasta olmuş. Perişan ve yalnız bir şekilde yuvasında yatmış.

Gaguk'un annesi, onun hasta olduğunu duymuş. Hemen yavrusunun yanına uçmuş. Yuvasını temizlemiş. Ona yiyecek götürmüştü. İyileşene kadar ona bakmış. Gaguk, hasta yatarken temiz ve düzenli olmaya karar vermiş. İyileşince annesinden özür dilemiş. Annesinin temiz ve düzenli olması için yaptığı uyarılarda ne kadar haklı olduğunu anlamış. O günden sonra çok temiz bir karga olmuş. Yuvasını tertemiz ve düzenli tutmuş. Hatta etrafı rengârenk çiçeklerle süslemiş. Gelen misafirlerini utanmadan, rahat rahat evinde misafir edebilmiş. Mutlu ve sağlıklı bir ömür sürmüştü.

Sema MARAŞLI

Answer the following questions based on the text above.

1. Which event in the text is the first picture about?

- A. It is about Gaguk's mother getting angry with Gaguk for being messy.
- B. It is about the mess of his room in the house where Gaguk lives with his mother and father.
- C. It is about Gaguk not doing his homework and lying in his bed.
- D. It is about Gaguk not being able to find the things he is looking for due to his messy room.

2. What event is the second picture about in the text?

- A. It is about stork, pigeon and swallow helping Gaguk to clean his house.
- B. It is about the stork, pigeon and swallow describing the location of the shops in the neighborhood to their new neighbor Gaguk.
- C. It is about stork, pigeon and swallow coming to 'welcome' their new neighbor Gaguk and being surprised to see the dirtiness of the house.
- D. It is about Gaguk visiting his new neighbor, the stork, and the swallow and pigeon coming for tea.

3. What event is the third picture about in the text?

- A. It is about Gaguk's mother taking care of Gaguk, who is sick, until he recovers.
- B. It is about Gaguk's mother waking Gaguk to go to school.
- C. It is about Gaguk calling his mother because he saw something bad in his dream.
- D. It is about Gaguk's mother taking the newly picked grapes from her garden to Gaguk.

4. Which of the characters given in the options below is not a character in the text?

- A. Stork
- B. Gaguk
- C. Pigeon

D. Raven

5. In which of the following options are the characters in the passage given exactly?

A. Gaguk, Gaguk's mother, Gaguk's father, owl, raven, swallow.

B. Stork, swallow, pigeon, Gaguk.

C. Raven, worm, owl, stork, swallow.

D. Gaguk, Gaguk's mother, Gaguk's father, stork, swallow, pigeon.

6. What would Gaguk do with the leftovers from the meals he ate in the house where he lived with his parents?

A. As soon as he finished his meal, he would throw his leftovers in the trash.

B. He divides the leftovers into sections and throws them in the recycling bins.

A. Gaguk did not eat at home, he always ate outside.

D. He used to throw leftovers into the nest where he lived with his family.

7. According to text what did Gaguk hear while napping in his new home?

A. Heard a voice calling 'Hello'.

B. Heard a loud noise coming from outside.

C. Heard his mother calling out to Gaguk.

D. Heard other animals singing in front of Gaguk's nest.

8. What did the swallow say when he came to Gaguk's house?

A. 'What a dirty house the moon is. I can't sit here. ' said.

B. 'Quickly pick up your trash and throw it in the trash. ' said.

C. With a grimace: 'We'll come back another time. ' said.

D. 'I have a job, I have to go now. ' said.

9. According to text Gaguk always throws leftovers in the nest where he lives with his family. According to this information, where in the nest can we not find garbage?

A. Under Gaguk's bed.

B. On the carpet in the nest.

C. In the nest's litter box.

D. Under the cradle's stand.

10. Where did Gaguk build his new home away from his family?

A. On the other side of the forest, into a beautiful tree.

B. Into the tree right next to the tree where his family's home is located.

C. Inside a utility pole in the city.

D. Into a tall tree in another forest.

11. Where did the stork, pigeon, and swallow decide to go, according to the text?

A. To listen to the concert of the nightingale, the most beautiful animal of the forest.

B. Going to say 'welcome' to their new neighbors.

They decided to go to C. Gaguk's parents' home to complain about Gaguk.

D. They decided to go to the cliff at the edge of the forest to play.

12. According to text, how did Gaguk ruin the beautiful new home he built for himself?

A. He messed up by constantly throwing the crust and garbage of the food he ate into his nest.

B. He messed up because he was always at home with his friends.

C. The nest was ruined because other insects invaded the tree where it built the nest.

D. The nest has been ruined because the stork and pigeon brought their own litter to Gaguk's nest.

13. According to the text, Gaguk got sick from living in the dirt. Which of the following options is one of the things Gaguk can do to avoid getting sick?

A. Continuing to throw all leftovers and garbage into the nest, further contaminating the nest.

B. Collecting the leftovers and garbage of the food he eats in a bag and throwing them in a suitable place outside the nest when the bag is full.

C. Not living in a nest, sleeping outside and waking up.

D. Taking food scraps and rubbish to their parents' home.

14. Hearing that her son was sick, how did Gaguk's mother go about taking care of Gaguk?

A. He went to his son, cleaned his nest, and stayed with Gaguk until he was well.

He called B. Gaguk on the phone and told him what he had to do to recover.

C. went to Gaguk's home with his father and took Gaguk to their home.

D. took Gaguk to the hospital.

15. Why did Gaguk tell his parents that he wanted to start a new home?

A. To spend more comfortable time with friends.

B. She wanted to move to a new home because it was too far from her kindergarten school where she stayed with her parents.

C. Now that he has grown up and is an adult bird, he wanted to build a new nest.

D. She wanted to move to a new home because her home with her parents was very dirty.

16. Why did the pigeon say that Gaguk should throw his trash over the cliff?

A. Because he thought he had to go to the furthest place to punish Gaguk.

B. Because he thinks Gaguk has no right to pollute the forest while cleaning the environment.

C. Because the cliff is used as the forest's trash can.

D. Because the abyss is the farthest place from the pigeon's home.

17. According to the text, why did Gaguk lead a happy and healthy life?

A. Because he doesn't care about anything.

- B. Because his parents are constantly taking care of Gaguk.
- C. Because his new neighbors helped Gaguk with everything.
- D. Gaguk for leading a clean and orderly life after what happened to him.

18. Which of the following options is not one of the conclusions we can draw from this text?

- A. Being clean helps us lead a healthy life.
- B. If it is dirty and untidy, our friends may exclude us because of this situation.
- A. We can get sick if we are dirty and untidy.
- D. Living apart from our family makes us healthier.

19. When did Gaguk clean the nest where he lived with his parents?

- A. Once a month.
- B. Never.
- C. Once a year.
- D. Every day.

20. According to the text, when did Gaguk's mother go to Gaguk's after Gaguk moved into her new home?

When A. Gaguk's friends go to their 'Welcome' visit.

When B. heard that Gaguk was sick.

C. When he hears that Gaguk has started cleaning his nest.

One week after D. Gaguk moved into his new home.

21. When we examine the first picture in the text, which of the following can we say about the meaning of the word 'scruffy'?

- A. A person who cares about the order and cleanliness of his belongings.
- B. Black-skinned, stretching crow.
- C. Green doormat.

D. A person who does not care about the cleanliness and order of his belongings.

22. In the second picture of the text, four birds appear. When we examine the picture, which of the following can we say about the meaning of the word 'bird'?

A. A two-legged, bipedal animal with a beak, the body covered with feathers.

B. A white and furry animal with its wings on its waist.

C. A brown animal that loves cleanliness.

D. A warm-blooded animal that values its neighbors.

23. In the third picture of the text, Gaguk's mother is caring for Gaguk to recover. When we examine the picture, what can be the meaning of the word 'maintenance'?

A. A mother giving fruit to her outstretched son.

B. The act of taking care of someone's needs, such as food and clothing.

C. Using purple blankets.

D. A mother's love for her son is called 'care'.

24. In which of the following options is the subject of the fragment 'Scattered Crow' given correctly?

A. The mother and father describe the crow's sending their sons to a nest other than their own.

B. He describes the events that took place among the birds in the forest.

C. It describes the use of the cliff in the forest as a garbage dump.

D. It tells the story of a messy crow becoming a neat and clean crow after negative events.

25. Which of the following options is not one of the events in the passage?

A. Gaguk telling his parents that he wants to live in a separate house.

B. Stork, swallow and pigeon coming to 'welcome' visit to Gaguk's new home.

C. Gaguk falls ill in his new home from pollution.

D. Gaguk's new home in a forest in another city.

26. Which of the following titles is the appropriate title for this text?

A. The crow who learns from pollution.

B. New home, new excitements.

C. The crow's new home.

D. Neighboring birds.

27. Which of the following titles is not a suitable title for this text?

A. One misfortune is better than a thousand advices.

B. Pollution can make us sick.

C. Cleanliness keeps us healthy.

D. A fun evening with the neighbor birds.

28. When only the visuals of the 'scattered crow' text are examined, which of the following can be said to be the subject of the text?

A. A crow who likes to eat fruit may be angry because his mother gave him grapes instead of apples.

B. It can be said that a crow living in a dirty nest fell ill and its mother looked after the sick crow for recovery.

C. It can be said that the little crow is having a good day at his new school.

D. It can be said that the little crow was attacked by a lion in the forest.

29. When only the visuals of the text are examined, which of the following cannot be considered as the subject of the text?

A. A messy and dreamy crow cannot be thought of as making new friends.

B. It is unthinkable that a young crow falls ill and his mother takes care of the young crow for recovery.

C. It is unthinkable for a messy crow to host its bird friends in its home.

D. It is unthinkable for a crow to be upset about having a bad day at school.

30. Which of the following essential parts is missing in the reading material titled “The Messy Crow”?

A. Title

B. Images

C. Text

D. Dictionary

31. You have read the text called 'The Messy Crow' in order to understand what is being told and to answer the questions about the text correctly. Since all your classmates are reading it at the same time as you, what is the most appropriate reading strategy for reading this text?

A. Silent reading.

B. reading aloud.

C. Shared reading.

D. Reading in chorus.

APPENDIX E: PICTURES OF STUDENTS WORKING WITH THE SQ3R METHOD

