

Examination of the studies done on the reading understanding skills of primary school students¹

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Abstract

Reading and reading comprehension skills are an important stage in the educational process of children. Learning skills that begin with birth continue throughout human life. The aim of this study is to examine the studies carried out to improve the reading comprehension skills of primary school students according to certain criteria and to determine the general trend in the field. In the realization of the study, steps were followed according to the descriptive survey model. As a result of the literature review, 51 studies that met the inclusion criteria were examined. The studies included in the research were analyzed using the information form prepared by the researchers. In the study, descriptive content analysis, one of the types of systematic review approach, was used. As a result of the research, it was seen that the studies aimed at improving reading comprehension mostly consisted of Master theses, the sample group was concentrated at the 4th grade level, they were carried out with an experimental research model, the strategies, methods and techniques applied varied, and mostly had a positive effect on the development of reading comprehension skills.

Keywords: descriptive content analysis, primary school, reading comprehension, research trends

İlkokul öğrencilerinin okuduğunu anlama becerileri ile ilgili yapılmış çalışmaların incelenmesi

Özet

Okuma ve okuduğunu anlama becerileri çocukların eğitim süreçlerinde önemli bir aşamadır. Doğum ile başlayan öğrenme becerileri insan hayatı boyunca devam etmektedir. Bu çalışmada ilkökul öğrencilerinin okuduğunu anlama becerilerini geliştirmek amacıyla gerçekleştirilen çalışmaları belirli ölçütlere göre incelemek ve alandaki genel eğilimi belirlemektir. Çalışmanın gerçekleşmesinde betimsel tarama modeline göre adımlar izlenmiştir. Literatür taraması sonucunda dâhil etme ölçütlerine uyan 51 çalışma incelenmiştir. Araştırmaya dâhil edilen çalışmalar, araştırmacılar tarafından hazırlanan bilgi formu kullanılarak analiz edilmiştir. Çalışmada sistematik inceleme yaklaşımı türlerinden betimsel içerik analizi kullanılmıştır. Araştırma sonucunda okuduğunu anlamayı geliştirmeye dönük çalışmaların çoğunlukla yüksek lisans tezlerinden oluştuğu, örneklem grubunun 4. sınıf düzeyinde yoğunlaştığı, deneysel araştırma modeli ile yürütüldükleri, uygulanan strateji, yöntem ve tekniklerin çeşitlilik gösterdiği ve çoğunlukla okuduğunu anlama becerisinin gelişmesine olumlu etki ettiği görülmüştür.

Anahtar Kelimeler: okuduğunu anlama, ilkökul, betimsel içerik analizi, araştırma eğilimleri

Introduction

Reading comprehension is key. Reading involves complicated mental processes. Sounds, letters, words, and phrases make up meaning. Literacy-building situations also shape children's identities (Albrecht & Miller, 2004; Kandır & Yazıcı, 2011). How and when children should acquire literacy skills is a topic of much debate in national and international literature. Young children can learn to read and write before starting school through individual efforts, watching the literate model, and interacting with literacy processes. Before age six, children learn to recognize and combine words, recognize letters, and understand letter-sound relationships. Considering this, it's usual for elementary school children to understand literacy. Reading and learning require comprehension. Reading without comprehension is useless. Therefore, develop comprehension. Many professionals and scholars have proposed strategies. Reading comprehension must be taught and learned today. Reading comprehension tactics help people better understand what they read. Strategies promote reading and comprehension. Educators should use scientific approaches in reading

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comprehension activities to build language abilities. Reading comprehension should go beyond the curriculum. Educators must improve these gains for pupils. Teachers should teach pupils how to fish instead of giving those fish to improve reading comprehension. Students who improve their reading comprehension will be more productive and have numerous educational rewards. Education addresses society's demands, shapes the nation's future, and trains qualified individuals to transform politics, philosophy, culture, and programming.

Each aspect of the system must be functional and age-appropriate for it to work. Functional and efficient education systems create future visions. Successful education systems are tied to a country's progress, development, and transformation. Education is a human-driven system. This system's outputs determine social, cultural, economic, and welfare levels. Developed, sustainable, efficient society with an efficient education system are more developed. The effectiveness and functioning of educational institutions that provide outputs are crucial for societal development (Saribaş & Babadağ, 2015). Teacher is the most important part of schooling. Teachers help students realize their potential by delivering transformative education, setting goals, and contributing to their vision. Students who discover themselves will benefit themselves and society. When a teacher cares for his student, performs orientation and orientation activities, and keeps the student motivated, the rate of benefit increases. Teacher tasks include educating students. Teachers must discover themselves, develop their professional competence, and remain ready and motivated to attain these goals. Primary schools introduce children to the schooling system. In elementary school, children achieve intellectual maturity by adopting basic literacy concepts and acquiring early literacy abilities. During the literacy preparation period in primary schools, several activities are conducted to promote literacy abilities. Activities include recognizing paper, encouraging small muscle development, understanding symbols, enhancing pronunciation, creating the same sound, and strengthening word memory. Sound and supported studies are needed to master basic numbers and make writing easier.

Reading comprehension in primary school helps build self-confidence, but it can also reveal reluctance and boredom in early literacy. Children's emotional changes and next steps must be discussed in detail. Children can write letters, read, and start primary school with their individual characteristics, interests, and living environment.

This study examines studies to improve primary school students' reading comprehension skills based on certain criteria and determines the overall trend. Primary school, the beginning of the education process and an important period of human life, covers the most critical processes of childhood, and the education given in this period at the highest level of development is crucial. As children begin to recognize themselves, they have trouble expressing themselves. This is a sensitive time for children, so families should be too (Ministry of National Education, 2011). Reading comprehension is a primary-school skill. It has a direct positive effect on children's first feelings and emotions, as well as their ability to learn by doing and living through their own experiences. Primary education is the first step toward good development and the acquisition of survival skills. Children's literacy skills and experiences are important and sensitive. This important issue should be approached scientifically because all activities children do on their own after being separated from their families will affect their skills and experiences in the future. Countries with well-established, efficient education systems train their citizens in a visionary, competitive way that meets the needs of society and the times.

In the "Information Society," an effective and productive education approach is needed to produce, disseminate, and develop knowledge while keeping up with changes. Individuals

who receive a transformational education in competent educational institutions will change the socio-economic and socio-cultural structure of society. Educational institutions shape human life, societies, and the world. All educational activities affect humanity in circles, like a pebble thrown into still water. When educational activities meet students' goals and wishes, their effects are positive. The existence of educational institutions is an indisputable value established to raise individuals with the knowledge and skills to contribute to the country's development while allowing citizens to benefit from the fundamental right to education and preparing them for life's realities and difficulties. Educational institutions and schools are socially valuable. They were created to provide structure and order, train a qualified workforce, and integrate them into society. Educational institutions focus on the human factor, which is essential for societies. For educational activities to be as desired and have continuity, the institution must provide facilities for the students. Our educational system should be systematic to meet student demands, societal needs, and modern science. We can't educate our students at the level we want, raise them according to our goals and objectives, and provide an adequate educational environment. Education is vital to human life. Education has always been the foundation for addressing minimum issues or solving human life's problems. Qualified workers are vital to a society's progress. Education is necessary. To live a modern life, societies must educate their core members. Education develops people. This process teaches people much. Education improves people's lives. We cannot provide education to our people at the level we want, nor can we provide the necessary and sufficient environment to raise them according to our goals (Küçüksayraç, 2013). Schools must follow innovation and change processes to reach the education system's goals and be competitive in the "Information Society." According to educational institutions' goals and objectives, schools should achieve academic, cultural, and sports success and provide quality education and training. In a peaceful and harmonious working environment, school administrators exhibit attitudes and behaviors that increase teachers' motivation and transform the school into an efficient operation. Preschool is crucial for reading comprehension. Children who develop their skills are happier and more successful in school. If the child enters this environment before he's ready for literacy, it will affect his school and social life.

The research begins with the level of children's reading comprehension and what they may encounter when they're not. It's important to develop solution proposals.

Method

In the realization of the study, steps were taken according to the descriptive survey model. As a result of the literature research, 51 studies on reading comprehension at the primary school level were examined. This study, which took place in our country between 2000 and 2018, used a descriptive approach in the scanning model. The survey model is a suitable model for research that aims to describe a past or present situation as it is (Karasar, 2006). A systematic review approach was adopted in the study.

Participants

The universe of this research consists of studies aimed at improving reading comprehension in the YOK National thesis Center, ULAKBIM, YOK Academic, and Google Scholar databases. A purposeful sampling method was used considering the inclusion criteria determined for the study. Although 1766 studies were initially identified during the literature review, as a result of the eliminations made according to the inclusion criteria, a total of 51 studies, 38 of which were theses and 13 of which were articles, were examined.

Data Analysis

Using a research form, the researchers analyzed the included studies. This form contains information about the studies, publication type, applied strategies/methods/techniques, grade level, study methods, design, duration, number of participants, activity (results), and data analysis methods/structure. the research form's data was interpreted based on its type.

Findings

21 of the research studies are Master theses, 17 are doctoral dissertations, and 13 are peer-reviewed scientific articles. The study included three second-grade, nine third-grade, 24 fourth-grade, and 15 fifth-grade studies (Table 1).

Table 1. Studies to improve reading comprehension at primary school level.

Study	Publication Type	Grade Level	Research Method	Time	N	Effect
Çelikçi , 2000	High License thesis	3	Experimental	2 Week	one hundred (50 Experiment, 50 Control)	Positive
Akça, 2002	High License thesis	4	Experimental	7 Week	44 (22 Experiments, 22 Controls)	Positive
Şen, 2003	Doctorate thesis	5	Experimental	8 Week	190 (95 Experiments, 95 Controls)	Positive (For Outcome Prediction)
Belet , 2005	Doctorate thesis	5	Experimental	5 Weeks	43 (22 Experiments, 21 Controls)	Positive (For Finding Main Idea)
Yaman, 2005	Article	5	Experimental	10 Week	196 (97 Experiment, 99 Control)	Positive
Aslan, 2006	High License thesis	5	Experimental	8 Week	80 (40 Experiments, 40 Controls)	Positive
Çaycı and Demir, 2006	Article	4	Action Research	11weeks	2	Positive
Kaya, 2006	High License thesis	3	Experimental	6 Week	40 (20 Experiments, 20 Controls)	Positive
Yılmaz, 2006	Doctorate thesis	4	Experimental	12 Week	4	Positive
Çakıroğlu, 2007	Doctorate thesis	3	Experimental	10 Week	33 (16 Experiments, 17 Controls)	Positive
Kuşdemir Kayıran, 2007	High License thesis	5	Experimental	12 Weeks	115 (39 Experimental, 37 Control-1, 37 Control- 2)	Positive
Pilten , 2007	Doctorate thesis	5	Experimental	7 Week	67	Positive

					(33 Experiments, 34 Controls)	
Ünal, 2007	Doctorate thesis	5	Experimental	4 Weeks	35	Positive
Mazi, 2008	High License thesis	5	Experimental	10 Weeks	74 (33 Experiments, 34 Controls)	Ineffective
Susar Kırmızı, 2008	Article	4	Experimental	7 Week	75 (37 Experiments, 38 Controls)	Positive
Şahinli, 2008	High License thesis	3	Experimental	8 Week	69 (36 Experiments, 33 Controls)	Positive
Tok, 2008	Article	3	Experimental	7 Week	64 (32 Experiments, 32 Controls)	Positive
Ayçin, 2009	High License thesis	5	Experimental	12 Week	50 (26 Experiments, 24 Controls)	Positive
Coşkun, 2010	Doctorate thesis	4	Action Research	10 Week	10	Positive
Sidekli , 2010	Article	4	Action Research	3 Month (48Hours)	4	Positive
Tosunoğlu, 2010	Article	4	Experimental	4 Week	30 (10 Control-1, 10 Control-2, 10 Control)	Positive
Baştuğ and Keskin, 2011	Article	5	Experimental	3 weeks	59 (30 Experiments, 29 Controls)	Positive
Çayır Alihanoğlu , 2011	High License thesis	4	Experimental	10 Week	34 (17 Experiments, 17 Controls)	Positive
İleri, 2011	High License thesis	5	Experimental	8 Week	60 (30 Experiments, 30 Controls)	Positive (in informational Texts), Ineffective (In Narrative Texts)
Bozpolat , 2012	Doctorate thesis	5	Experimental	6 Week	66	Positive

					(36 Experiments, 30 Controls)	
Ede, 2012	High License thesis	5	Experimental	6 Week	50 (25 Experiments, 25 Controls)	Positive
Ekiz, Erdogan and Uzuner, 2012	Article	2	Action Research	22 Days	3	Positive
Kanmaz, 2012	Doctorate thesis	5	Experimental	9 Week	55 (27 Experiments, 28 Controls)	Positive
Oruç, 2012	High License thesis	5	Experimental	8 Weeks	37 (19 Experiments, 18 Controls)	Positive
Bulut, 2013	High License thesis	4	Experimental	8 Week	125 (62 Experiments, 63 Controls)	Positive
Akyol, 2014	High License thesis	3	Experimental	12 Week	58 (28 Experiments, 30 Controls)	Positive
Bulut, 2014	Doctorate thesis	2	Action Research	19 Weeks	36	Positive
Akyol, 2014	High License thesis		Experimental	10 Week	57 (27 Experiments, 30 Controls)	Positive
Kusdemir , 2014	Doctorate thesis	4	Experimental	11th Week	49 (25 Experiments, 24 Controls)	Positive
Sulak, 2014	Doctorate thesis	4	Experimental	10 Week	62 (30 Experiments, 32 Controls)	Positive
Top, 2014	High License thesis	4	Experimental	5 Week	65 (37 Experiments, 28 Controls)	Positive
Uzuner, 2014	High License thesis	2	Action Research	48 Days	3	Positive
Aktas, 2015	High License thesis	4	Experimental	8 Week	44 (22 Experiments, 22 Controls)	Positive

Kocaarslan , 2015	Doctorate thesis	4	Experimental	10 Weeks	54 (28 Experiments, 26 Controls)	Positive
Kodan , 2015	Doctorate thesis	4	Experimental	7 Week	6	Positive
Papatya , 2016	Doctorate thesis	4	Action Research	15 Week	8	Positive
Ozdemir, 2017	Doctorate thesis	4	Experimental	12 Sessions	68 (32 Experiments, 36 Controls)	Ineffective
Sonmez, 2017	High License thesis	4	Experimental	10 Weeks	26	Positive
Akyol and Ketenoglu Kayabasi, 2018	Article	3	Action Research	6 Week	one	Positive
Cankal , 2018	High License thesis	4	Experimental	6 Weeks	59 (30 Experiments, 29 Controls)	Positive
Celikturk Sezgin a n d Akyol, 2018	Article	4	Experimental	12 Week	52 (26 Experiments, 26 Controls)	Positive
Çöklü Ozkan, 2018	Article	4	Experimental	8 Week	58 (29 Experiments, 29 Controls)	Positive
Ilter, 2018	Article	4	Experimental	Unspecified	3	Positive
Sözen and Akyol, 2018	Article	3	Experimental	131 Hours	5	Positive
Tekin, 2018	High License thesis	3	Action Research	Unspecified	26 (13 Experiments, 13 Controls)	Positive
Ulu, 2018	Doctorate thesis	4	Action Research	55 Hours	24	Positive

Study Strategies, Methods, and Techniques Findings

The strategies, methods, and techniques used to improve reading comprehension can be divided into two groups: general and reading comprehension-specific. 32 (63%) and 19 (37%) of 51 studies used general literacy-specific strategies, methods, and techniques.

Studies tend to use literacy-related methods, techniques, and strategies. Here, fluent reading methods (f = 7) are emphasized. Reading fluency research;

- Akyol and Ketenoglu Kayabasi, 2018;
- Çankal, 2018; Çayır, 2014; Kodan, 2015;
- Sözen and Akyol, 2018; Yılmaz, 2006, differences exist.

2018 study duration is unknown, and 43 studies' implementation duration is in weeks. the five-week application periods were categorized for clarity. 28 studies were done in 6-10 weeks, 8 in 11-15 weeks, 6 in 1-5 weeks, and 1 in 16-20 weeks. the six studies are measured in hours, days, months, or sessions, not weeks.

Study Participant Numbers

41 of the examined studies were experimental, 38 had more than 15 participants, and 3 (Sönmez, 2017; Tekin, 2018; Tosunoğlu, 2010) had fewer than 15.

In Sen's (2003) study, metacognitive strategies improved reading comprehension for outcome prediction, but not for finding the main idea. Mazi's (2008) story-thinking method and Ozdemir's (2017) reading-thinking strategy had no effect on reading comprehension. only Tosunoğlu (2010)'s study comparing cursive and cursive handwriting with vertical basic writing had a negative effect on reading comprehension.

Motivation and Comprehension

Motivation moves and shapes people's behaviors, allowing them to reach their goals. Encouragement moves what's wanted and what's available. It includes needs, expectations, and wishes (Eren, 2004). A person must want something to survive. Motivation connects wants and needs (Tevrüz, 1999). All the behaviors that make them willing to do their job better and more willingly have been defined as motivation (Küçüsayraç, 2013). "Employee effort" has been a concept in organizational studies since the 1930s and in the Neo-Classical (Behavioral) approach since the 1950s (Oksay, 2005).

High-motivated and high-comprehension readers do better academically. Lifestyle and time management differences are important today. in addition, daily needs make it hard to read. Reading is a fundamental student responsibility. Reading contributes to student success throughout the educational process.

Motivation theory is the beginning of a movement that balances desire and need to meet needs. Motivation drives all efforts to meet needs or wants. Motivation requires achieving goals. Motivation is a time- and stage-consuming process. Motivation and success are directly related. Successful people should be motivated to reach their goals. Motivation is goal-directed behavior. The organization has a big role in achieving this goal-oriented attitude and behavior sequence through teamwork. Motivation is the most important starting point in the implementation phase (Küçüsayraç, 2013).

Examining and evaluating motivation studies and research reveals two main categories: scope (content) theories and process theories (Küçüközkan, 2015).

Contextual theories examine what motivates behavior. They've explained what motivates behavior. Content theories include job satisfaction and all the activities used to achieve it, while process theories focus on effort and its performance in the process (Oksay, 2005).

According to Maslow, individuals' needs must be ranked and classified hierarchically. In this case, basic needs and high-level needs must be met after basic needs. Despite unclear study results, psychologists claim they prioritize some individuals' needs. The next need won't arise until the first is met. If the first need isn't met, the others will be too (Koçel, 2005).

Table 2 presents the findings for studies to improve reading comprehension at primary school level.

Table 2. Primary school at the level made what you read understanding to develop dull to the studies results

Working Data	Analysis Method	Type/Structure	Data Collection your vehicle Developed		
			Researcher	Previous Researcher	Standard Test
Validity-Reliability Providing method					
Çelikçi, 2000	Dependant samples T test Descriptive statistics, ANOVA, Independent Samples T test	Multiple choice	✓		Unspecified
Akça, 2002	Independent Samples T test	Open-ended	✓		Expert Opinions
Sen, 2003	Descriptive statistics Dependent Samples T test Independent Samples T test	Multiple Choice & Open-ended	✓		Expert Opinions,
Belet, 2005	Independent Samples T test	Multiple choice	✓		Expert Opinions, Equivalent halves (Sperman Brown).
Yemen, 2005	Descriptive statistics, ANCOVA	Multiple choice	✓		Expert Opinions, Substance analysis, KR20 (.81)
Aslan, 2006	Independent Samples T test	Multiple choice & Open-ended	✓		Expert Opinions, Item analysis
Çaycı and Demir, 2006	Descriptive statistics	Open-ended		✓ Adaptat ion (May, 1986)	Expert Opinions
Kaya , 2006	Independent Samples T test, Kay-Square Analysis	Multiple choice	✓		Expert Opinions, KR 20 (.83)
Yılmaz, 2006	Descriptive statistics	Open-ended	✓		Expert Opinions
Cakiroglu, 2007	Independent Samples T test	Multiple choice	✓		Cronbach Alpha (.70)
Kusdemir Kayıran, 2007	ANCOVA	Multiple choice	✓		Expert Opinions, Substance analysis, KR20 (.83)
Pilten, 2007	Descriptive statistics, independent Samples T test	Open-ended	✓		Expert Opinions
Unal, 2007	ANOVA	Open-ended	✓		Expert Opinions, Item Analyses
Mazi 2008	Dependent Samples T test Independent Samples T test	Multiple choice			Expert Opinions Substance analysis Cronbach Alpha (.91)

Working Data Analysis Method Type/Structure Data Collection your vehicle Developed Validity-Reliability Providing method

			Researcher	Previous Researcher	Standard Test
Susar Kırmızı, 2008	Mann Whitney U test Likert type Expert Opinions	✓			
Şahinli , 2008	Dependent Samples T-test independent samples T test	Already elective	✓		Cronbach Alpha (.88) Item analyses KR 20 (.90)
Tok, 2008	Independent samples T test, ANCOVA Likert type	✓			Item analysis, token table, Expert Opinions, Expert
Ayçin, 2009	ANCOVA Already optional	✓			Opinions, KR20 (.88), Matter analyses Opinions, Data
Coskun, 2010	Descriptive analysis, Content analysis on ☐	Expert			variety, detailed description, Chronological daily hold,external observer evaluation, area summer scan
Sidekli , 2010	Descriptive analysis Open-ended	✓			Expert Opinions General consistency level (.918)
Tosunoğlu, 2010	Descriptive statistics Multiple choice	✓			Not specified
Bastug and Keskin, 2011	Independent samples T test Open-ended	✓			Expert Opinions Cronbach Alpha (.83)
Çayır Alihanoglu , 2011	Mann Whitney U Test, Wilcoxon Marked rows test	Already optional	✓		Expert Opinions, item analysis, KR20 (.90)
İleri, 2011	Independent samples T test Two factored ANOVA	Open	✓		Not specified
Bozpolat, 2012	Dependent Samples T-test	Already optional	✓		Expert Opinions, item analysis, KR20 (.90)
Ede, 2012	Independent samples T test	Already elective	✓		Cronbach Alpha (.84)
Ede, 2012	Dependent Samples T-test independent samples T test				
Ekiz, Erdogan and Uzuner, 2012	Descriptive statistics	Log Observation Open triple	✓		Not specified

Working Data Analysis Method Type/Structure Data Collection your vehicle Developed Validity-Reliability Providing method				
			Researcher	Previous Researcher Standard Test
Kanmaz, 2012	Descriptive statistics, Dependant samples T test Independent samples T test ANCOVA	Already optional		Expert Opinions Article analysis, KR 20 (.86)
Oruç , 2012	Repetitive Measurements For only factored ANOVA	Already elective		Item analyses, Cronbach Alpha (.84)
	Descriptive statistics	Already optional		Expert Opinions, KR20 (.90) Opinions
Bulut, 2014	Independent samples T test Mixed Measurements for Two Directional ANOVA,	Open	Expert	
Akyol, 2014	Simple linear regression analysis Dependent Samples T-test			
Kuşdemir, 2014	independent samples T test			
	Content analysis			Unspecified
Kusdemir , 2014 Sulak, 2014	Kruskal Wallis test Mann- Whitney U test			
	Independent samples T test on ☐ Descriptive statistics, Independent samples T test ANOVA	Expert Already optional & Open triple	Opinions, Lawshe Tech. ✓	Expert Opinions Item analyzes Cronbach Alpha (.80)
Uzuner, 2014	Content analysis on ☐	Expert	Opinions,	
Aktas, 2015	Independent samples T test Mixed Measurements for Two Directional ANOVA	Already optional & Open triple	✓	Long term interaction, Participant confirmation Expert Opinions, item analysis, Reliability (.628)
Kocaarslan , 2015	Descriptive statistics ANCOVA	Open	Expert	Opinions, Specification Table,
Kodan, 2015	Wilcoxon Marked rows Test on ☐	Expert	Opinions	

Working Data Analysis Method Type/Structure Data Collection your vehicle Developed Validity-Reliability Providing method

			Researcher	Previous Researcher	Standard Test
Papatya , 2016	Descriptive statistics Open-ended	✓	Expert Opinions,		Long term interaction, Depth-oriented data collection, Data variation
Sonmez, 2017	Descriptive statistics, Mann Whitney U Wilcoxon marked rows test	Already optional & Open triple	✓ (End test)	✓ (Pretest-Sulak,2014)	Expert Opinions Item analyzes Cronbach Alpha (.70)
Akyol and Ketenoglu	Descriptive statistics on				Unspecified
Kayabasi, 2018					
Ilter, 2018	Descriptive analysis on		Expert opinions,		ratters between reliability Application reliability coefficient (.89),
Sezen and Akyol, 2018	Descriptive analysis Wilcoxon Marked rows test		Already optional		Expert Opinions, item analysis, Cronbach Alpha (.85)
Tekin, 2018	Content analysis, Mann Whitney U Test Already Optional		Expert opinions, KR20 (.85)		
Ulu, 2018	Descriptive statistics,		Depented samples t		Opinions, Lawshe technique

The findings in Table 3.2 are interpreted under the following sub-headings.

The research examined descriptive and inferential (predictive) data analysis methods used in studies. When the analysis methods of the studies were examined, 95 different methods from 51 studies were used, 68 of which were inferential (predictive) and 27 were descriptive.

The studies examined in the study used semi-structured interviews (f = 24) and questionnaires with multiple-choice questions (f = 19) to measure reading comprehension skill levels. Multiple-choice and open-ended questions (f = 5) are included in data collection tools. Rarely used Likert-type scales (f = 2) are also used.

Discussion and Conclusion

This study examines studies on improving reading comprehension in Turkish primary schools to show general trends. The research included 51 studies, 38 doctoral dissertations, and 13 articles based on the literature review.

These studies were analyzed and interpreted using established standards. First research results show that Turkish reading comprehension studies are mostly postgraduate theses. This is because postgraduate articles aren't included in the research. Similar to how most studies are single-authored, multi-authored, and published by a single author. In the reading study example, the student's grade level has more work. Second, teach fifth-graders. When the grades of the sample group's students are examined closely, it is seen that they switched to Turkey's 4+4+4 education system in 2012, which includes fifth graders in secondary school controls. No research was done on this subject in the first grade with reading comprehension, and only three studies were done in the second grade. Reading comprehension is an important primary school skill, according to Rose et al. (2000). According to different studies (Epçaçan, 2018; Yılmaz, 2008), reading comprehension affects individuals' learning and social lives positively or negatively. Reading comprehension should be taught alongside reading skills, even though primary reading skills are based on awareness, pronunciation, discrimination, and speed (Doğan, 2017). In this context, studies must include primary and secondary school levels.

Examining the methodological distributions of the included studies showed that they generally used experimental screening models within a quantitative paradigm. Qualitative action research is rare. Creswell (2012) says positivist research expresses knowledge using numerical values, providing a measurement tool. In a natural setting, qualitative research includes targeted sampling, interpretive design, and general research, and survey questions are processed in different ways.

Quantitative research can be generalized, random sampling can be done, and large samples can be used, ensuring validity and reliability. Researchers like its simplicity. Saban et al. (2010) say Turkish education researchers prefer quantitative to qualitative research. This shows that the preference for quantitative methods goes beyond reading comprehension. Pretest-posttest control design was used in experimental studies. This is because random assignment in education is difficult. This gives the researcher a quasi-experimental plan where predesigned classes are assigned to the experimental and control groups.

Conclusion

Reading comprehension research has many uses, according to studies. Fluent reading strategies are lacking. In this case, the app's effect on reading comprehension cannot be generalized. The most commonly used reading strategy, fluency, gave positive results in all studies. Fluency in reading strategies can improve reading comprehension, according to this

study. Literacy-specific and general strategies, methods, and techniques are used. Research tends to use literacy-specific strategies, methods, and techniques. In addition to the three studies, the surveyed studies had 15 participants. Creswell (2012) must run experimental study statistics. The study lasted 5 weeks, and in most cases 6–10 weeks. Only 6 of the 51 studies reviewed lasted 1-5 weeks, while others lasted longer. Sidekli et al. (2019) found that longer studies on reading strategies and reading comprehension were more effective. This study covers studies for a reasonable amount of time.

Creative reading skills help students understand the text and develop critical thinking skills. Dexterity and reading comprehension are unrelated (Uzun et al., 2011). According to a functional reading model, measuring systematic reading performance in students is limited to three output levels, which require understanding of text surface structure. Most students concluded that creative reading integration didn't affect past infection results (Han, 2020). Increase creative reading to test students' critical thinking skills.

The study's strategies, methods, and techniques also improve reading comprehension. Almost all experimental studies used "traditional and classical" practices based on the control group's program. Even in the 21st century, the education model is compared to traditional models and isn't favored. Training and research have uncovered flaws in traditional models. Therefore, comparing non-traditional teaching methods may help improve reading comprehension. Identifying practices that cause people to misinterpret what they read or have a negative impact on them informs practitioners about which practices don't produce the desired results based on research. Narrative thinking and other thinking strategies do not affect reading comprehension, according to studies. Screen-to-speech strategies improve comprehension of useful texts but not stories. Metacognitive strategies helped predict reading outcomes but not find key ideas. Only cursive handwriting negatively affects reading comprehension, according to studies. The researchers explained that students could read fluently and quickly understand a familiar writing style. Unconventional writing focuses on deciphering letters rather than meaning. Despite the results, it cannot be said that these practices do not affect or negatively affect reading comprehension because there is no other study on them.

Teachers must conduct research outside the curriculum and produce scientifically based solutions for teaching reading comprehension. Students who develop and use their reading comprehension skills affect their entire academic career, according to studies. Different data collection methods prevent comparing test results. Standardized reading tests can produce more accurate results, especially in psychology and child development. Most reviewed studies used different validity and reliability methods. Experts in empirical research say item analysis and reliability coefficient calculations may be available in quantitative and qualitative studies. Action research emphasizes data diversity, long-term interactions, and detail. Some studies omit validity and credibility measures. Future studies will benefit from high-reliability data collection equipment.

Limitations and Suggestions

This study examines Turkish reading comprehension studies from 2000 to 2018, identifying trends and presenting future studies. Research is outlined. The study's results help researchers identify literature gaps and design new studies. Experts will develop standard data collection tools based on the survey results for first- and second-year students. This field can benefit from more rigor, relevance, reliability, research phase diversification, and high-level analytical methods. This study examines studies on improving reading comprehension in

Turkish primary schools to show general trends. The research included 51 studies, 38 doctoral dissertations, and 13 articles based on the literature review.

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Conflict of Interest

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