

**DEVELOPING THE READING COMPREHENSION SKILLS
OF A STUDENT WITH A SPECIFIC LEARNING DISABILITY THROUGH
THE PREDICT-ORGANIZE-SEARCH-SUMMARIZE- EVALUATE (POSSE)
READING COMPREHENSION STRATEGY¹**

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ABSTRACT

This study aims to investigate the effectiveness of the Predict-Organize-Search-Summarize-Evaluate (POSSE) reading comprehension strategy in developing the reading comprehension skills of a fourth grader diagnosed with learning difficulty. It was conducted with a student who had learning and reading comprehension difficulties in a primary school in the Western Black Sea region. The data for the study were collected in action research design. They were collected from narrative texts used in primary school grade 1, 2, 3 and 4 Turkish course textbooks, materials and activities designed in accordance with the Prediction-Examination-Summation Organization-Evaluation (POSSE) strategy, using schematic organizers and audio-video recordings. The reading level of the student was determined with a pretest using narrative texts in the 1st grade Turkish textbook. Following the 36-hour pilot trial in which 12 narrative texts were used, 59 main implementations extending over 165 hours were carried out with 40 narrative texts from grade 2, 3 and 4 Turkish textbooks. In the final stage, a posttest was carried out using the narrative texts in grade 2, 3 and 4 Turkish textbooks. The data collected in the study were analyzed with the help of the wrong analysis inventory by Haris and Sipay (1990), Ekwall and Shanker (1988) and May (1986), which had been adapted to Turkish by Akyol (2016). The results suggested that the student's reading and reading comprehension levels increased from the level of frustration to the level of independent reading, showing that the Prediction-Examination-Summary Organizing-Evaluation (POSSE) reading comprehension strategy was effective in improving the reading comprehension skills of the student with learning difficulty.

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ÖZEL ÖĞRENME GÜÇLÜĞÜ YAŞAYAN BİR ÖĞRENCİNİN OKUDUĞUNU ANLAMA BECERİLERİNİN TAHMİN-İNCELEME-ÖZETLEME ÖRGÜTLEME- DEĞERLENDİRME (TİÖD) OKUDUĞUNU ANLAMA STRATEJİSİ YOLUYLA GELİŞTİRİLMESİ

ÖZET

Bu çalışmanın amacı, Tahmin-İnceleme-Özetleme-Örgütleme-Değerlendirme (TİÖD) okuduğunu anlama stratejisinin öğrenme güçlüğü tanısı almış bir ilkokul dördüncü sınıf öğrencisinin okuduğunu anlama becerisini geliştirmedeki etkisini incelemektir. Çalışma Batı Karadeniz bölgesinde bir ilköğretim okulunda öğrenme ve okuduğunu anlama güçlüğü yaşayan bir öğrenci ile gerçekleştirilmiştir. Araştırmanın verileri eylem araştırması deseninde ilkokul 1, 2, 3 ve 4. sınıf Türkçe dersi ders kitaplarındaki öyküleyici metinler, Tahmin-İnceleme-Özetleme-Örgütleme-Değerlendirme (TİÖD) stratejisine uygun olarak tasarlanmış etkinlikler, materyaller ve şematik düzenleyiciler ile ses ve görüntü kayıtları aracılığıyla toplanmıştır. 1. sınıf Türkçe ders kitabında yer alan öyküleyici metinler kullanılarak yapılan ön test ile öğrencinin okuma düzeyi belirlenmiştir. 12 öyküleyici metnin kullanıldığı 36 saatlik pilot denemenin ardından 2., 3. ve 4. sınıf Türkçe ders kitaplarından 40 öyküleyici metinle 165 saat 59 asıl uygulama gerçekleştirilmiştir. Son aşamada ise 2, 3 ve 4. sınıf Türkçe ders kitaplarında yer alan öyküleyici metinler kullanılarak son test yapılmıştır. Araştırmada toplanan veriler, Akyol (2014) tarafından Türkçeye uyarlanan Haris ve Sipay (1990), Ekwall ve Shanker (1988) ve May (1986) tarafından hazırlanan yanlış analiz envanteri yardımıyla analiz edilmiştir. Sonuçlar, öğrencilerin okuduğunu anlama ve okuduğunu anlama düzeylerinin kaygı düzeyinden bağımsız okuma düzeyine yükseldiğini, Tahmin-İnceleme-Özetleme-Örgütleme-Değerlendirme (TİÖD) okuduğunu anlama stratejisinin öğrenme güçlüğü çeken öğrencilerin okuduğunu anlama becerilerini geliştirmede etkili olduğunu göstermektedir.

Anahtar Kelimeler: Öğrenme güçlüğü; okuma güçlüğü; okuduğunu anlama güçlüğü; hikâye haritası; Tahmin-İnceleme-Özetleme-Örgütleme-Değerlendirme (tiöd) okuduğunu anlama stratejisi

1. INTRODUCTION

In today's world, teachers have a great responsibility in raising individuals who can access information; take responsibility for their own learning; learn how to learn, communicate and cooperate; and in short, have lifelong learning skills (Kaya Tosun, 2018). In order to achieve all these goals, the first step to be taken by schools is to teach reading and reading comprehension skills. Akyol (2016) argues that teaching the skills of reading and making meaning out of it is included in education programs and the teaching process as the greatest contribution to making one's life meaningful. Efforts to develop reading and reading comprehension skills largely take place in Turkish courses (Yıldırım, 2010). When the Turkish course curriculum is examined, it can be seen that the focus among the learning domains of grade 1 is on the objectives related to learning how to read; while until the end of grade 4, the focus is on skills such as fluent reading, reading comprehension, enacting what is read, understanding the text as a whole in stages, understanding the relationship between visuals and text and parts of the text,

making sense of words in the meaning they intend, distinguishing text types, and perceiving how and with what evidence the text supports its subject (MEB, 2019). Among these skills, reading, and reading comprehension are fundamental ones that students will use throughout their lives and that can have a positive impact on their academic success by providing them with knowledge. The development of these skills is of great importance not only for Turkish language teaching but also for other subjects. This is because students with poor reading and reading comprehension skills will also have low academic success in other fields. Therefore, it is necessary to develop students' reading and reading comprehension skills (Sidekli and Çetin, 2017).

Reading is the process of making sense of written symbols seen by the eye. Humans make sense of their lives with the help of reading, which is why it is a fundamental skill for the acquisition of other academic skills. In other words, it should be perceived as the mother of all academic skills (Özdemir and Baş, 2019). The reading skill is a two-way skill that involves the decoding of written symbols (phonics) and giving meaning to them. For reading comprehension, the reader must assign meaning to words that are correctly pronounced (Güzel, 1999).

As reading depends on both word recognition and reading comprehension skills, word recognition is essential to achieve reading. Word recognition is the skill of combining sounds correctly in accordance with alphabetical rules, recognizing words correctly, and reading them accurately. There is a strong relationship between word recognition, knowing the meaning of words, fast and fluent reading, and reading comprehension. Vocabulary affects students' reading and reading comprehension skills directly as a student with a large vocabulary recognizes and understands words, perceives their meaning when used in different situations, understands words that have similar meanings, and grasps the meaning of a text (Akyol and Şahin, 2019). Ateş (2011) found in a study on vocabulary that vocabulary knowledge and instruction are not only effective in reading comprehension but also in general academic achievement. Considering that inadequate vocabulary can lead to school failure and affect the entire academic experience, it is evident that improving students' vocabulary should be a part of reading training. This is because having a broad vocabulary is a prerequisite for both successful reading instruction and becoming a well-educated individual (Kasten and Yıldırım, 2013).

Just as we strive to teach reading comprehension skills to students in general education classrooms who do not experience learning or reading difficulty, we should naturally also strive to teach them to students in special education classes or to those who are in inclusive education classrooms. This is because the largest group among individuals with special needs is comprised of individuals with special learning difficulties (Ulutaş et al., 2020). According to Silliman and Scott (2006), the most common problem observed in students with special learning difficulties is in the area of reading. For students with reading difficulties, education on word recognition and practice is needed. Students with reading difficulties should be taught to read words one by one and that words are made up of sound units. In this way, students will gain automaticity and fluency in word recognition and allot their

cognitive resources to understand what they have read (Mastropieri and Scruggs, 2016). Therefore, practices with word recognition strategies are needed for students with reading difficulties. As Samuels (1979) points out, automaticity and accuracy of word recognition and the expression of a text in a fluent and natural tone of voice will contribute to better understanding through one's cognitive resources, while inadequacy in word recognition will make the process of making meaning from a text more difficult. The expected performance in fluent reading is for it to be similar to speaking. This is a skill that facilitates meaning making for both the listener and the reader (Keskin, 2012). Fluent reading has been defined by Padak and Rasinski (2008) as reading a text correctly and at an appropriate speed, in a meaningful and effective way. It has been described as a bridge between word recognition and reading comprehension. Rasinski (2003) refers to three dimensions of fluent reading: automatically analyzing the word, reading the word correctly, and prosodic reading (intonation, emphasis, and pitch). Fluent reading is one of the basic components of understanding what is being read; however, the process of reading comprehension also requires the reader to make connections between the units of information in a text and their own knowledge and experiences, to organize and construct them mentally. They must also make inferences about the text by analyzing, synthesizing, interpreting, and evaluating. It may therefore be seen that reading comprehension involves many other upper-level cognitive skills.

Similar to difficulties with word recognition and decoding, students may also have problems with not having prerequisite skills, deficient vocabulary, not knowing word meanings, inadequate knowledge of text structure in narrative and informative texts, difficulty in determining and organizing strategies, excessive reliance on others during the reading process, difficulty in self-monitoring performance, inability to retain what is read and understood in memory for a long period, inability to generalize learned concepts, and inability to exhibit positive behavior when faced with a difficult task. All of these factors negatively affect the reading comprehension skills of students with learning difficulties (William, 2014). Students with special learning disabilities have difficulty in reading comprehension due to factors related to the reader and the text. It is observed that students with special learning disabilities have problems in comprehending and recalling details in a text, interpreting the information provided in it, and making inferences from this information. The difficulty in connecting the information in the text to students' experiences makes comprehension even more difficult. In order for students with special learning difficulties to understand what they read, they must have reached a certain level in both reader-related and text-related factors. Otherwise, they have difficulty understanding a text, fail to make connections among multiple texts, and have reduced reading motivation. The reading comprehension skills that students with learning difficulties can acquire through reading are limited and difficult (Güzel, 1999). Therefore, the teaching methods used should be able to attract students' attention, motivate them to participate in class, and encourage them to read. It is essential that a desired level of reading and reading comprehension skills is achieved in primary school years.

Teachers should identify the areas where students with special learning difficulties have problems and teach reading and comprehension strategies. Learning strategies can be used before, during, or after reading (Güzel Özmen, 2016). In order for the student to understand what they read effectively and to benefit from what they read, they need to use reading comprehension strategies correctly and appropriately. Teaching reading comprehension strategies to students in a scientific flow will increase their level of reading comprehension (Epçaçan, 2018). A good reader scans the text before reading, makes predictions about what the text is about and has a reading purpose. By ensuring a certain order of cognitive processing with the use of reading comprehension strategies, higher levels of understanding can be achieved (Epçaçan, 2008).

Strategies that develop reading comprehension may be gathered under four subheadings (Daly III et al., 2005):

Table1. Strategies to Develop Reading Comprehension

| Pre-reading strategies | While-reading strategies | Post-reading strategies | Strategies for the entire reading process |
|--|--|--|---|
| Explaining Goal for Reading | Fluent and Continued Reading | Summarizing All Genres | Strategic Note-taking |
| Helping the Student Predict the Topic by Looking at the Title, Date of Publication, Author and by Scanning | Considering the Story Map for Narrative Texts | Using the Question-Answer Relationship | Survey, Question, Read, Reflect (SQ4R) |
| Title- Examine- Look at Keywords- Look Back at the Text-Story /Concept Map (TELLS) | Using Outlines and Study Guides for Expository Reading Texts | | Answering without Looking, Reconsidering |
| Pre-instruction Vocabulary | Using strategic Note-Taking for Descriptive Texts | | Multiple Transitions Strategy |
| Pre-teaching Concepts with Concept Maps and Story Maps | Using Timetables and Flowcharts for Explanatory Texts | | Mutual Teaching Know - Want to Know - Learn (K-W-L) |
| | Making Complex Plans, Tables | | Cooperative Strategic Reading Concept Maps and Graphic Organizers |
| | Using Visuals for Narrative Texts | | Reading Comprehension Strategy (TS) |
| | | | POSSE Reading Comprehension Strategy |

(as cited in Epçaçan, 2009).

Even though the academic literature includes many studies on students with specific learning difficulties, there are not enough studies on the use of multi-component cognitive strategies to improve the reading comprehension skills of students with learning difficulties. In this study, it is aimed to

determine the effectiveness of the POSSE (Predict-Organize-Search-Summarize-Evalute) reading comprehension strategy, which is a multi-component cognitive strategy aimed at improving reading comprehension skills, on an elementary school 4th grade student with special learning difficulties, by planning the teaching process according to the student's characteristics and abilities and by using activities that are suitable for the steps of the POSSE reading comprehension strategy to help the student become an independent reader and improve their reading comprehension skills. This study included instruction considering the characteristics and abilities of the special student selected, and used activities in accordance with the stages of the POSSE reading comprehension strategy to improve this student's reading comprehension and make them an increasingly independent reader. It aimed to determine the effectiveness of the POSSE reading comprehension strategy on the development of the reading comprehension skills of students with special learning difficulties and on the transfer of these skills into texts of a different nature and subject in the same genre. The following questions were addressed in this study in order to determine the effectiveness of the multi-component POSSE reading comprehension strategy in improving the reading comprehension level of a 4th grader with special learning difficulties who was enrolled in a full-time inclusion program:

After instruction enriched with the POSSE reading comprehension strategy for a full-time 4th grader with learning and reading comprehension difficulties in inclusive education, what is the student's:

- a) Word recognition level?
- b) Reading comprehension level?
- c) Reading level?

2. METHOD

2.1. Study Model

This is a qualitative action research study. Bogdan and Biklen (2003) define action research as the systematic acquisition and compilation of necessary information in a social area where change and development are required, and provision of development. It is a cyclical process that involves a critical approach to professional competencies, the making of necessary adjustments and changes, sharing this change and development with others, and ongoing feedback. In the field of education, action research is used as a research model to address problems at schools whereby practitioners may examine their own practices to solve specific problems, educators and researchers may conduct research to improve the quality of practices and results obtained in schools, and educators may critically review their educational practices and develop solutions to their problems based on these criticisms. Action research empowers teachers with active participation, enables students to learn better through improved instructional activities, and thus brings social change. It also provides education practitioners with a

professional perspective. When used appropriately, action research is a beneficial model for teachers, students, the instructional process, and society in general (Başarı, 2019).

2.2. Study Group

The researcher, who works as a teacher in a primary school located in a Western Black Sea city, obtained information about the students at her school through colleagues, observed the students, made a diagnosis of special learning difficulty after the observation process, and decided to study a specific fourth-grade student in full-time inclusive education who was experiencing difficulties in reading and reading comprehension. After obtaining the necessary permissions from the student's family and the Ministry of Education, the family was informed about the study schedule, the location where the study would be conducted, and the strategies that would be used in the study process. The family was then referred to a health institution to determine if the student had any physical problems with sight or hearing. It was reported at the hospital that the student had no physical problems but 20% learning difficulty. After necessary arrangements for the study process, the researcher initiated the study. The name of the student and the primary school are referred to as 'a student' and 'a primary school' in the study, in accordance with ethical reasons and the principle of confidentiality in special education. Born in a Western Black Sea city in November 2008, the student was studying at fourth grade in a primary school in the same region, experiencing specific learning difficulties in reading and reading comprehension, and receiving full-time inclusive education. The student was living with their parents in a rented house in a city in the Western Black Sea region, with no designated study room. The student's mother was literate and a housewife, while the father was a primary school graduate working as a laborer in the construction sector. The sole income of the family was the father's daily wages from construction. The family's socioeconomic status was low, and their attitude towards reading and learning was not very positive. The student did not receive support for their education from their family and had to manage their studies on their own outside of school, without access to necessary educational tools, materials, or resources. Due to difficulties in reading and reading comprehension, the student also had lower academic achievement in other subjects compared to other peers. The student made the mistakes of incorrect reading, addition, omission, and repetition during oral reading. Due to a lack of sufficient word recognition skills, the student could not read fluently, which resulted in pronunciation and reading comprehension difficulties. They needed support when answering both surface-level and in-depth comprehension questions and could not answer the questions independently.

2.3. Data Collection Tools

The following tools were used in the study during different stages of the data collection process.

2.3.1. Illustrated Narrative Texts

In the current study, where the POSSE reading comprehension strategy was used, illustrated narrative texts were selected with the help of expert opinions from Turkish language textbooks approved by the Ministry of National Education's Board of Education. A total of 59 illustrated narrative texts were used in the pre-implementation, pilot trial, main implementation, and post-implementation stages for grades 1, 2, 3, and 4 of primary school. In the pre-implementation stage, a fourth-grade student who had been diagnosed with learning difficulties and was receiving full-time inclusive education and had reading and reading comprehension difficulties had their reading level determined by using a total of 4 illustrated narrative texts, one from each grade level (4th to 1st grades) by using the error analysis inventory, which continued from the student's current grade level to their best reading level. In the piloting period of the methods, techniques, activities, and materials to be used in the study, which was planned in accordance with the student's reading level determined in the pre-implementation stage, 12 illustrated narrative texts were selected from Grade 1 Turkish language course book. In the main implementation process, which started with necessary adjustments upon the data obtained from the pilot trial, a total of 40 illustrated narrative texts selected from the 2nd, 3rd, and 4th grade Turkish language course books were used, 20 at the 2nd grade level, 10 at the 3rd grade level, and 10 at the 4th grade level. In the final stage of the study, which involved evaluation, 3 illustrated narrative texts each from 2nd, 3rd and 4th grade levels were used to determine the student's final reading level. No text was needed from Grade 1 as the student was not a poor reader in this grade level based on the findings obtained from the study.

During the evaluation stage, the student evaluated their understanding of the text by comparing their predictions with the summary they created based on their prior knowledge and new information, by writing and answering questions about unclear parts when summarizing, and by explaining their predictions, interpretations, and ideas (Coşgun Başar, 2019, Epçaçan, 2009). The researcher assisted the student in the final stage of the strategy, the evaluation stage, as the student compared their pre-reading predictions about the topic, characters, plot, setting, problem and solutions in the story with the ideas they obtained after reading. The student then evaluated the accuracy of their predictions by using the letters "A" and "I" in the relevant section of the comparison chart prepared by the researcher for the evaluation stage.

2.3.2. Error Analysis Inventory

Through the Error Analysis Inventory, individuals' reading levels are determined by analyzing their errors in word recognition and reading comprehension, and identifying word recognition and reading comprehension percentages. The Error Analysis Inventory can be used to evaluate students' reading levels in terms of word recognition and reading comprehension, and to plan and develop individual reading instruction programs (Ateş, 2011). The student's word recognition level and percentage were determined by checking the oral reading errors made during the last reading practice

with Akyol's (2016) table of oral reading errors. The student's reading comprehension level was determined via the implementation and error analysis of a total of 10 reading comprehension questions, six of which were surface-level and four of which were in-depth, suitable for the cognitive processes required by the questions prepared by the researcher and finalized with expert opinions. Questions that measured mere information recall whose answers were located directly in a word, sentence, or paragraph in the text were considered surface-level comprehension questions, while questions with indirect or implied answers that required the use of cognitive strategies such as analysis, synthesis, evaluation, or the association of information in the text with existing information were called in-depth comprehension questions (Başaran, 2019:307-308). The data obtained from the reading comprehension questions were evaluated using the Error Analysis Inventory adapted by Akyol (2016) from Haris and Sipay (1990), Ekwall and Shanker (1988), and May (1986). The inventory has three reading levels:

- Independent Level: This is the level at which the student is an independent reader. The student does not need the help of a teacher or adult and is able to read and comprehend materials that are appropriate for their level.
- Instructional level: This level signifies that the student is able to read and understand with the help of a teacher or adult. The student requires assistance to reach the desired level of reading and comprehension.
- Frustration Level: This level indicates that the student makes a lot of reading errors and understands very little or none of the material they read. The student is a weak reader and constantly needs the help of a teacher or adult to read and understand (Akyol, 2016).

2.3.3. Activities in Line with the POSSE Reading Comprehension Strategy and Its Stages

In the first stage of the strategy, which is predicting, schematic organizers were used. Schematic organizers are visual materials that take various forms and are used for different purposes in reading and reading comprehension instruction. They make the concepts and relationships between them concrete by visualizing them. Students use schematic organizers to recognize the connections by seeing the relationship between concepts and information (Özak, 2017). Schematic organizers enable separate elements to be seen as a whole in meaningful relationships through spatial arrangements, geometric shapes, arrows, and lines (Güzel Özmen, 2009). There are schematic organizers that show cause and effect relationships, comparisons or common elements, and highlight the structure of a given text (Özak, 2017).

In the review phase, the graphic organizer method of story mapping was used. Graphic organizers help students learn information, understand concepts, and comprehend what they read (Özdemir, 2019). Using the story mapping method, the student analyzed the story based on the scenes, main and supporting characters, problem introduction, problem, attempts to solve the problem, outcome, main idea, and reaction headings, and recorded their thoughts in the story map. In this way, the text was

analyzed according to the story mapping method. Story maps are important visual tools that present all the elements related to a story to the student in one place and draw their attention to the story elements. As the main headings related to the story are processed within a certain structure, within a whole framework, retention of information and better comprehension is ensured (Akyol, 2016). In addition to the story mapping method, character networks (character analysis schematic organizers) were also used in the review phase. Character networks/diagrams are schematic organizers that summarize the personal characteristics, emotions, or actions of a main or supporting character in a narrative text by placing their name in the center of the network. Character networks allow the student to make comments and interpretations about the character (Doğanay Bilgi, 2017). In the final part of the review phase, a timeline was used. The student was asked to write the events of the story in chronological order on the timeline. Timelines are tools that enable the student to visualize the sequence of events in the story. The student used the timeline while organizing the events of the story chronologically (Doğanay Bilgi, 2017). With the timeline, the student summarized the events in the story in a simple, sequential, relative, understandable, and memorable way, within a certain order (Güzel Özmen, 2009).

In the summarizing stage, the student was asked to fill in the blanks in the summary frame with words that satisfy sentence unity and fit the content of the text. The summary frame is a pre-designed summary text containing the main points of the text with some missing information. The student completes the missing information in the summary text after reading it. Summary frames can be applied during or after reading (Doğanay Bilgi, 2017). Considering the general framework of a text, the summary should include the important information in the text and emphasize the importance of the author's thoughts (Akyol, 2016). As summarizing is a mental meaning making process, the summary is a tool for students to reword the text in short and understandable expressions using their own words (Epçazan, 2018). In addition to the summary, the maze technique was also used. According to Fuchs & Fuchs (1992), maze (multiple-choice gap-filling) is a technique designed to assess the reading comprehension skills of elementary, middle, and high school students. In texts where this technique is applied, every fifth word is removed after the introductory sentence to create a gap, a list of three options is provided for each gap, and the student is asked to circle the correct one.

In the organizing stage, the student organizes their understanding of the text by creating figures, tables, or concept maps by using content information. In this stage, students are encouraged to ask and answer questions (Epçazan, 2009). They put together and organize the information related to the contents of the text (Coşgun Başar, 2019). In this stage in the study, the student created questions related to the texts with the help of the researcher. The student wrote the 5 questions that they prepared and their answers into the schema material prepared by the researcher for the organizing stage.

2.4. Data Analysis

The data in the study were collected through audio and video recordings after obtaining necessary permissions from the student's family and the Ministry of Education. The collected data (audio and video recordings) were analyzed with the help of three experts. The student's oral reading errors were evaluated based on the word recognition level table in the error analysis inventory to determine the student's word recognition percentage and level. The answers given by the student to surface-level and in-depth comprehension questions were evaluated based on the criteria in the error analysis inventory, and the sum was divided into the highest total score possible and then multiplied with 100 (reading comprehension total score/reading comprehension total score when all questions are answered correctly (24))*100) in order to find reading comprehension percentage and level. According to the error analysis inventory, the scoring of surface and in-depth reading comprehension questions is shown below (Akyol, 2016).

For surface level questions:

- For completely answered questions“ 2” points,
- For partially answered questions“ 1” points,
- For unanswered questions“ 0” points.

For in-depth comprehension questions:

- For completely and effectively answered questions“ 3” points,
- For somewhat deficient answers that provide more than half of the expected answer“ 2” points,
- For partially answered questions“ 1” point.

The student's reading level was determined by the level at which data from the word recognition and reading comprehension levels intersect in the "Reading and Comprehension Levels and Percentiles" table in the error analysis inventory.

3. FINDINGS

When the pre-implementation findings related to word recognition, reading comprehension, and reading levels of the student at Grade 1, 2, 3, and 4 levels are examined, it can be observed that the student's Grade 4 word recognition skills are at the frustration level with a value of 0.89, and so are the reading comprehension skills with a value of 0.45. According to these findings, the student's reading skills at Grade 4 is also at the frustration level. At the 3rd-grade level, the student's word recognition skills are at the frustration level with a value of 0.89, and their comprehension is also at the frustration level with a value of 0.19. Based on these findings, the student's reading skills at Grade 3 are at the frustration level. At Grade 2 level, the student's word recognition skills are at the instructional level

with a value of 0.91, and their comprehension skills are also at the instructional level with a value of 0.73. Based on these findings, the student's reading skills at Grade 2 are at the frustration level. At Grade 1 level, the student's word recognition skills are at the instructional level with a value of 0.93, and comprehension skills are at the instructional level with a value of 0.65. Based on these findings, the student's reading skills at Grade 1 is at the frustration level.

In the pilot trial, prior to implementing the strategy, methods and techniques, the post-reading word recognition level in 3 out of 12 texts was at the frustration level (0,89-0,90), and the remaining 9 at the instructional level (0,92-0,94-0,96-0,98). After implementing the strategy, methods and techniques, the post-reading word recognition level was at the instructional level in all 12 texts (0,94,-0,95-0,96-0,98) and no text induced the frustration level. Reading comprehension was at the instructional level in 8 texts (0,75-0,79-0,83-0,87), and at the independent level in 4 texts (0,91-0,95). According to these data, it can be stated that the student's reading skills at Grade 1 level was at the instructional level for 11 of the texts, and at independent level for one. Based on these findings, when the percentage values of word recognition levels are calculated, it appears that the pilot trial initial reading word recognition level was 0.93 and at the instructional level, while the final reading word recognition level was 0.96 and at the instructional level, and comprehension was 0.79 and still at the instructional level. Accordingly, when the average word recognition and comprehension levels are examined, the student's Grade 1 reading skills are at the instructional level. As it was found that the student's Grade 1 word recognition increased from 0,93 in prior to the pilot trial to 0,96, and their comprehension increased from 0,65 to 0,79 likewise, the methods used in the pilot trial were extended to the main implementation to be used with Grade 2, 3 and 4 texts.

In the main implementation at Grade 2 level, prior to implementing the strategy, methods and techniques, the student's post-reading word recognition in 11 out of 20 texts was at the frustration level (0,84-0,88-0,89-0,90) and in 9 texts at the instructional level (0,91-0,92-0,93-0,95). After implementing the strategy, methods and techniques, their post-reading word recognition was at the instructional level in 18 texts (0,91-0,93-0,94-0,95-0,96-0,97-0,98) and at the frustration level in 2 texts (0,84-0,90), and their reading comprehension was at the instructional level in 7 texts (0,87) and at the independent level in 13 (0,90-0,91-0,94-0,95-0,96-0,97-0,98). According to these findings, the student's reading level at Grade 2 was at the instructional level for 10 texts and at the independent level for 10 texts. Based on these findings, when the mean percentage values of word recognition levels are calculated, it can be seen that the initial reading word recognition level was 0.91 at the instructional level in the main implementation at Grade 2 level; the post-reading word recognition level was 0.95 at the instructional level, and the comprehension level was 0.93 also at the instructional level. Accordingly, when the average word recognition and comprehension levels are considered, it can be judged that the student's Grade 2 reading was at the independent level. It was observed that the student's word recognition which was at the instructional level with a value of 0.91 in the preliminary implementation at Grade 2 level

increased to 0.96 at the instructional level in the main study, and their comprehension which was at the instructional level with a value of 0.73 in the preliminary implementation at Grade 2 level increased to 0.93 at the independent level in the main study.

In the main implementation at Grade 3 level, prior to implementing the strategy, methods and techniques, the student's post-reading word recognition in all 10 texts was at the frustration level (0,77-0,78-0,81-0,83-0,84-0,85-0,86-0,87-0,89). After implementing the strategy, methods and techniques, their post-reading word recognition was at the frustration level in 6 texts (0,85-0,87-0,89-0,90) and at the instructional level in 4 (0,91-0,92-0,95-0,960), and their reading comprehension was at the instructional level in 1 text (0,87) and at the independent level in 9 texts (0,91-1,00). According to these findings, the student's reading level at Grade 3 was at the instructional level for 10 texts and at the independent level for the remaining 10 texts. Based on these findings, when the mean percentage values of word recognition levels are calculated, it can be seen that the initial reading word recognition level was 0.83 at the frustration level in the main implementation at Grade 3 level, and the post-reading word recognition level was 0.91 at the instructional level, while the comprehension level was 0.94 at the independent level. Accordingly, when the average word recognition and comprehension levels are considered, it can be argued that the student's Grade 3 reading was at the instructional level. It was observed that the student's word recognition which was at the frustration level with a value of 0.89 in the preliminary implementation at Grade 3 level increased to 0.95 at the instructional level in the main study, and their comprehension which was at the frustration level with a value of 0.19 in the preliminary implementation at Grade 3 level increased to 0.93 at the independent level in the main study.

In the main implementation at Grade 4 level, prior to implementing the strategy, methods and techniques, the student's post-reading word recognition in 9 out of 10 texts was at the frustration level (0,76-0,80-0,82-0,88-0,90) and at the instructional level in the remaining text (0,95). After implementing the strategy, methods and techniques, their post-reading word recognition was at the frustration level in 4 texts (0,88-0,89-0,90) and at the instructional level in 6 (0,92-0,93-0,94-0,96), and their reading comprehension was at the independent level in all texts (0,91-0,95-1,00). According to these findings, the student's reading level at Grade 4 was at the instructional level for 5 texts and at the independent level for the remaining 5 texts. Based on these findings, when the mean percentage values of word recognition levels are calculated, it can be seen that the initial reading word recognition level was 0.87 at the frustration level in the main implementation at Grade 4 level, and the post-reading word recognition level was 0.92 at the instructional level, while the comprehension level was 0.97 at the independent level. Accordingly, when the average word recognition and comprehension levels are considered, it can be seen that the student's Grade 4 reading was at the independent level. It was found that the student's word recognition which was at the frustration level with a value of 0.89 in the preliminary implementation at Grade 4 level increased to 0.92 at the instructional level in the main

study, and their comprehension which was at the frustration level with a value of 0.45 in the preliminary implementation at Grade 4 level increased to 0.97 at the independent level in the main study.

In the post-implementation, the student's word recognition with Grade 2 materials was 0,99 at the independent level and their reading comprehension was 1,00 also at the independent level, indicating an independent reading level with Grade 2 materials. At Grade 3 level, the student's word recognition level was 0,98 at the instructional level, and their reading comprehension was 1,00 at the independent level, indicating an independent reading level also with Grade 3 materials. With Grade 4 materials, the student's word recognition was 0,94 at the instructional level, and their reading comprehension was 1,00 at the independent level, indicating an independent reading level also with Grade 4 materials. Based on these findings, the student's Grade 2 word recognition level increased from 0,91 at the instructional level prior to the study increased to 0,99 or the independent level in the post-implementation after using the POSSE Reading Comprehension Strategy activities. With Grade 3 materials, the student's word recognition level increased from 0,89 at the frustration level to 0,98 or the instructional level in the post-implementation after using the POSSE Reading Comprehension Strategy activities. When Grade 4 materials are considered, the student's word recognition level increased from 0,89 at the frustration level to 0,94 at the instructional level in the post-implementation after using the POSSE Reading Comprehension Strategy activities. When it comes to comprehension levels for Grade 2, the student went from 0,73 at the instructional level to 1,00 at the independent level after the POSSE Reading Comprehension Strategy activities. With Grade 3 materials, the student's comprehension level increased from 0,19 at the frustration level in the pre-implementation stage to 1,00 at the independent level after the POSSE Reading Comprehension Strategy activities, and with Grade 4 materials, their score increased from 0,45 at the frustration level in the pre-implementation stage to 1,00 at the independent level after the POSSE Reading Comprehension Strategy activities.

4. RESULTS AND DISCUSSION

In the level determination stage of the pre-implementation conducted at Grade 1, 2, 3, and 4 levels with the 4th grade student in the study group, it was seen that their word recognition levels for the 1st and 2nd grades were 0.91 and 0.93, respectively, and their reading comprehension levels were determined to be 0.65 and 0.73, respectively, at the instructional level. The student's Grade 3 and 4 word recognition levels were 0,89, and their reading comprehension levels were 0,19 and 0,45, respectively, at the frustration level. The student's reading level at all grades was at the frustration level.

In the pilot study conducted with 12 narrative texts at Grade 1 level, it was found that the pre-strategy training word recognition level of the fourth-grade student in the study group was between 0.89-0.90 at the frustration level in 3 texts, and between 0.92-0.94-0.96-0.98 at the instructional level in 9 texts. After strategy training, the post-reading word recognition level ranged between 0.94-0.95-0.96-

0.98 at the instructional level in all 12 texts, and there was no frustration level with any text. When the mean word recognition values in the pre-and post-strategy training in the pilot implementation are examined, it was found that the student's word recognition level increased from 0.93 to 0.96 at the instructional level. When Grade 1 reading comprehension levels after the pre-implementation and strategy training are reviewed, it can be seen that the student's reading comprehension level increased from 0.65 to 0.79 at the instructional level. It was observed that the student's reading level, which was at the frustration level in Grade 1 during the pre-implementation stage, increased to the instructional level after strategy training. Based on these results obtained from the pilot trial with Grade 1 materials, it can be concluded that strategy training has a positive effect on word recognition, reading comprehension, and reading levels.

In the main study conducted with 20 narrative texts at Grade 2 level, the pre-strategy training post-reading word recognition level of the student in the study group ranged between 0,84-0,88-0,89-0,90 at the frustration level in 11 texts, and between 0,91-0,92-0,93-0,95 at the instructional level in 9 texts. After strategy training, post-reading word recognition level ranged between 0,84-0,90 at the frustration level in 2 texts, and between 0,91-0,93-0,94-0,95-0,96-0,97-0,98 at the instructional level in 18. After strategy training the number of texts where the student was at the frustration level in word recognition decreased from 11 to 2. In the main study conducted at Grade 2 level, the mean word recognition values before and after strategy training show that the student's word recognition level increased from 0.91 to 0.95 at the instructional level. When Grade 2 reading comprehension levels after the pre-implementation and strategy training are examined, it can be seen that the student's reading comprehension level increased from 0.65 at the instructional level to 0.93 at the independent level. It was observed that the student's reading level, which was at frustration level in Grade 2 during the pre-implementation stage, increased to the independent level after strategy training. Based on these results obtained after the main study, it can be concluded that strategy training has a positive effect on word recognition, reading comprehension, and reading at Grade 2 level.

In the main study conducted with 10 narrative texts at Grade 3 level, the pre-strategy training post-reading word recognition level of the student in the study group ranged between 0,77-0,78-0,81-0,83-0,84-0,85-0,86-0,87-0,89 at the frustration level in all 10 texts. After strategy training, post-reading word recognition level ranged between 0,85-0,87-0,89-0,90 still at the frustration level in 6 texts, and between 0,91-0,92-0,95-0,96 at the instructional level in 4. With strategy training the number of texts where the student was at the frustration level in word recognition decreased from 10 to 6. In the main study conducted at Grade 3 level, the mean word recognition values before and after strategy training show that the student's word recognition level increased from 0.83 at the frustration level to 0.91 at the instructional level. When Grade 3 reading comprehension levels after the pre-implementation and strategy training are examined, it can be seen that the student's reading comprehension level increased from 0.19 at the frustration level to 0.94 at the independent level. It was observed that the student's

reading level, which was at the frustration level in Grade 3 during the pre-implementation stage, increased to the independent level after strategy training. Based on these results obtained after the main study at Grade 3 level, it can be concluded that strategy training has a positive effect on word recognition, reading comprehension, and reading.

In the main study conducted with 10 narrative texts at Grade 4 level, the pre-strategy training post-reading word recognition level of the student in the study group ranged between 0,76-0,80-0,82-0,88-0,90 at the frustration level in 9 texts, while it was 0,95 at the instructional level in the remaining text. After strategy training, post-reading word recognition level ranged between 0,88-0,89-0,90 still at the frustration level in 4 texts, and between 0,92-0,93-0,94-0,96 at the instructional level in 6 texts. With strategy training the number of texts where the student was at the frustration level in word recognition decreased from 9 to 4. In the main study conducted at Grade 4 level, the mean word recognition values before and after strategy training show that the student's word recognition level increased from 0.89 at the frustration level to 0.92 at the instructional level. When Grade 4 reading comprehension levels after the pre-implementation and strategy training are examined, it can be seen that the student's reading comprehension level increased from 0.45 at the frustration level to 0.97 at the independent level. It was observed that the student's reading level, which was at frustration level in Grade 4 during the pre-implementation stage, increased to the independent level after strategy training. Based on these results obtained after the main study at Grade 4 level, it can be stated that strategy training has a positive effect on word recognition, reading comprehension, and reading.

In the post-implementation level determination stage conducted at Grade 2, 3, and 4 levels with fourth grader in the study group, it was concluded that the student's Grade 2 word recognition level was 0.99 at the independent level, while Grade 3 and 4 levels were 0.98 and 0.94, respectively, at the instructional level. The student's reading comprehension level was found to be 1,00 at the independent level at all Grade levels. Similarly, their reading was at the independent level across all examined Grade levels. Based on these results from the post-implementations, it can be argued that strategy training has a positive effect on word recognition, reading comprehension, and reading level.

According to the results obtained from the preliminary, pilot, main, and final implementations, it has been determined that the POSSE Reading Comprehension Strategy training enriched with fluent reading strategies and the story mapping method was effective in alleviating and improving the reading comprehension difficulties of the 4th grade student with special learning difficulties.

The results obtained from the current study which was conducted to improve the reading comprehension skills of a 4th grade student with special learning difficulties by using the POSSE Reading Comprehension Strategy enriched with fluent reading strategies and story mapping echo results of previous studies.

In Ekiz et al.'s (2012) action research, similar to the current study, it was concluded that the POSSE reading comprehension strategy was effective in improving the comprehension skills of students with reading and comprehension difficulties. The study also showed that the word recognition levels of the students in the study increased from the frustration level to the independent level, and their comprehension levels increased from the frustration level to the instructional level.

In a study on the impact of reading comprehension strategies on cognitive and affective learning, the effects of the POSSE reading comprehension strategies on 5th graders' reading comprehension levels, attitudes towards Turkish class, reading comprehension self-efficacy perceptions, and writing skills were examined. Epçaçan's (2008) study found that the POSSE reading comprehension strategy was effective in improving the reading comprehension levels and self-efficacy perceptions related to the comprehension skills of fifth-graders. Özak's (2017) study showed that cognitive strategy instruction was effective in improving the reading comprehension skills of students with intellectual disabilities and found that three students with these disabilities in grades 3 and 4 were able to focus their attention and improved their reading comprehension through the use of the strategy. The researcher emphasized the importance of cognitive strategies in the process of reading instruction, and the need for multi-component cognitive strategy training. Despite their seemingly complex nature, multi-component cognitive strategies are easy to apply and can increase motivation. This supports the effectiveness of the POSSE reading comprehension strategy in improving comprehension levels. In their study reviewing experimental theses related to specific learning difficulties in Turkey, Arı et al. (2019) state that multiple teachings on the same topics are necessary to overcome the difficulties experienced by individuals with specific learning difficulties in reading, and that there are limitations in the use of multi-component strategies. Despite these limitations, in a study by Bayram and Aktaş (2018) which aimed to identify the reading comprehension strategies used by Turkish language and elementary teachers during Turkish language instruction, it was found that teachers used prediction, goal setting, visual interpretation, activating prior knowledge; fluent reading, note taking, underlining, silent and oral reading, mental imagery, finding the meaning of words; summarizing, identifying main/ supporting ideas, and question-answer strategies within the POSSE reading comprehension strategy.

The results of the study suggest that the POSSE reading comprehension strategy structures reading and comprehension activities by encompassing all the mentioned strategies, and improves reading and comprehension levels. This is also supported by Şahin and Kaman's (2013) study titled "The Effect of Using Fluent Reading Strategies on Improving the Reading Levels of Primary School Third Grade Students," where it was found that reading practice implemented in line with the POSSE reading comprehension strategy improves students' reading and reading comprehension levels. In a study conducted by Aktaş and Çankal (2019), where they investigated the effects of fluent reading strategies on reading comprehension skills and reading motivation in Turkish classes of fourth-grade students, it was found that fluent reading strategies had a positive effect on both reading comprehension skills and

reading motivation, which is similar to the results of the current study. Similarly, Akyol and Kodan's (2018) study found that using choir, repeated, and assisted reading methods together had a positive effect on weak readers' reading and comprehension skills. Another study conducted by Gül (2019), using the word box strategy, showed that the reading difficulty of a 4th grade student with reading difficulties was alleviated with enriched teaching methods suitable for the student's learning style, and their word recognition level improved from the level of frustration to the independent level. In addition, the story mapping method was used to improve the student's reading comprehension skills, and they also improved from the level of frustration to the independent level. As in the current study, the previous one emphasized the positive effects of strategy instruction and the story mapping method in alleviating reading difficulties and improving reading comprehension. In the current study, the story mapping method was used to improve a student's reading comprehension skills. Similar results to the current one were found in studies by Idol et al. (1987) and Boulineau et al. (2004), in which story mapping was used to alleviate reading comprehension difficulties and improve reading comprehension skills in individuals with reading difficulties.

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GENİŞLETİLMİŞ TÜRKÇE ÖZET

ÖZEL ÖĞRENME GÜÇLÜĞÜ OLAN BİR ÖĞRENCİNİN OKUDUĞUNU ANLAMA BECERİSİNİN TAHMİN-İNCELEME-ÖZETLEME ÖRGÜTLEME- DEĞERLENDİRME (TİÖD) OKUDUĞUNU ANLAMA STRATEJİSİYLE GELİŞTİRİLMESİ

GİRİŞ

Akademik beceriler incelendiğinde okuma ve okumanın asıl amacı olan okuduğunu anlama temel akademik beceriler olarak karşımıza çıkmaktadır. Çünkü okuma ve okuduğunu anlama becerisinin geliştirilemediği durumlarda öğrenci yalnızca Türkçe dersi kapsamında değil, bütün derslerinde akademik başarısızlık yaşamaktadır. Bundan dolayı okuma ve okuduğunu anlamının öğretimi kasıtlı bir şekilde bir programa bağlı olarak gerçekleştirilmesi gerekmektedir. Öğrencilerin hiçbir özel durumu olmamasına rağmen bu süreçte okuma ve okuduğunu anlama güçlükleri yaşadıkları gözlenmektedir. Güçlük yaşayan bireylerin okuma ve okuduğunu anlama öğretiminin gerçekleştirilmesi için farklı stratejilerin işe koşulması şarttır. Bu stratejiler öğrencilerin problem durumuna göre değişiklik göstermeli, bireysel özelliklerine göre belirlenmelidir. Bundan dolayı alan araştırmalarında strateji uygulamalarına yer verilmesi oldukça önem taşımaktadır. Alan taraması yapıldığında özel öğrenme güçlüğü yaşayan öğrencilere okuma ve okuduğunu anlama becerisinin öğretiminde kullanılan pek çok stratejiye yer verilmesine rağmen çok ögeli bilişsel stratejinin uygulandığı araştırma sayısının az olduğu dikkat çekmektedir. Bundan dolayı bu araştırmada Tahmin, İnceleme, Özetleme, Örgütleme, Değerlendirme (TİÖD) okuduğunu anlama stratejisinin uygulamasının gerçekleştirildiği, çalışma grubunda yer alan özel öğrenme güçlüğü tanısı almış öğrencinin okuma ve okuduğunu anlama becerisinin geliştirilebilmesi için öğrencinin öncelikle yeteneklerine odaklanılarak yürütülen uygulama süresince TİÖD okuduğunu anlama stratejisinin aşamalarına uygun şekilde planlanan ve uygulanan etkinlikler ve çalışmalar yoluyla öğrencinin bağımsız bir okur olması ve okuduğunu anlama becerisinin geliştirilmesi, yapılan strateji uygulamasının bu sürece etkisinin incelenmesi amaçlanmıştır. Bu amaç doğrultusunda özel öğrenme güçlüğü tanısı almış, tam zamanlı kaynaştırma kapsamında destek eğitim gören ilkokul 4.sınıf öğrencisinin okuduğunu anlama güçlüğünün giderilmesinde çok ögeli bilişsel stratejilerden biri olan TİÖD okuduğunu anlama stratejisinin özel öğrenme güçlüğü olan öğrencinin okuduğunu anlama düzeyini geliştirmede etkililiği belirlemek için aşağıdaki sorulara cevap aranmıştır:

Tam zamanlı kaynaştırma kapsamında öğrenim gören ve okuduğunu anlama güçlüğü olan, bir ilkokul 4.sınıf öğrencisinin okuduğunu anlama güçlüğüne yönelik hazırlanan TİÖD okuduğunu anlama stratejisinin zenginleştirilmiş öğretim uygulaması sonrası;

a) Kelime tanıma düzeyi nedir?

b) Okuduğunu anlama düzeyi nedir?

c) Okuma düzeyi nedir?

LİTERATÜR TARAMASI

Okuma ve okuduğunu anlama güçlüğünün giderilmesine yönelik kullanılan okuma ve okuduğunu anlama stratejilerine ilişkin yurt içi ve yurt dışı yayınlar bilimsel dergi, akademik veri tabanlarından ve bilimsel kitaplardan yararlanılarak incelenmiştir. Alan incelemesi yapıldığında kullanılan stratejilerin daha çok deneysel desen kapsamında uygulandığı, eylem araştırmasına ve kapsamlı uygulamayı içeren çok ögeli bilişsel stratejiye yönelik araştırma sayısının çok daha az olduğu belirlenmiştir. Bundan yola çıkarak amaçlı örnekleme yöntemiyle belirlenen çalışma grubundaki öğrencinin özelliklerine ve yeteneklerine uygun şekilde çok ögeli bilişsel stratejilerden TİÖD okuduğunu anlama stratejisi belirlenerek araştırma kapsamı bu strateji üzerine yoğunlaştırılmıştır.

Yöntem

Çalışma grubu amaçlı örnekleme yöntemiyle belirlenmiş araştırma, Batı Karadeniz bölgesinde bir ilkokulda araştırmanın amacına uygun olarak seçilmiş, herhangi bir sağlık problemi olmayan, özel öğrenme güçlüğü tanısı almış, okuma ve okuduğunu anlama güçlüğü yaşayan ve tam zamanlı kaynaştırma kapsamında destek öğrenim gören bir ilkokul 4.sınıf öğrenci ile yürütülmüştür.

Araştırma nitel araştırma modellerinden “Eylem Araştırması” ile desenlenmiştir. Veri toplama süreci eylem araştırması aşamalarına uygun şekilde algılama, teşhis ve tedavi süreçlerinden oluşan; eylem araştırması döngüsel sürecine uygun şekilde tanılama, eylem planlama, harekete geçme, değerlendirme ve öğrenmeyi belirleme aşamalarının gerçekleştirildiği; problemin tanımlanarak, veri toplama süreci ile devam eden verilerin analiz edilip, eylem planının hazırlandığı, uygulandığı ve sonuçların değerlendirilerek yeniden sonraki eylem planının hazırlandığı bir sürece uygun şekilde gerçekleştirilmiştir. Eylem araştırması basamaklarına uygun şekilde verilerin toplanması sürecinde; Talim Terbiye Kurulu Başkanlığı tarafından onaylanmış İlkokul 1, 2, 3 ve 4.sınıf Türkçe ders kitaplarında yer alan öyküleyici metinlerden, TİÖD okuduğunu anlama stratejisinin stratejisine uygun hazırlanmış materyaller ve etkinliklerden yararlanılmıştır. Araştırma sürecinde veriler, veli izni alındıktan sonra şematik düzenleyicilere işlenerek bunun yanında ses ve video kaydı aracılığıyla elde edilmiştir.

Araştırma sürecinde okuduğunu anlama becerisinin geliştirilmesi için çok ögeli bilişsel stratejilerden biri olan TİÖD okuduğunu anlama stratejisinin kullanıldığı toplamda 165 saat süren 59 uygulama yapılmıştır. 1.sınıf Türkçe ders kitabında yer alan öyküleyici metinlerle araştırmanın ön test uygulaması yapılarak, öğrencinin okuma düzeyi belirlenmiş ve öğrencinin düzeyine uygun etkinlikler ve materyaller hazırlanarak çalışma planı yapılmıştır. Araştırmada kullanılan TİÖD okuduğunu anlama stratejisi ile okuma ve okuduğunu anlama güçlüğünü gidermede kullanılan yöntem ve tekniklerin uygunluğunu belirlemek amacıyla, 12 öyküleyici metinle çalışma yürütülerek, her oturumu 3 saatten oluşan 12 uygulamanın toplam 36 saat sürdüğü bir pilot uygulama yapılmıştır. Öncelikle pilot

uygulamadan elde edilen bulgulara göre etkinlikler ve materyaller hazırlanarak, İlkokul 2.sınıf Türkçe ders kitaplarında yer alan 20, 3.sınıf Türkçe ders kitaplarında yer alan 10 ve 4.sınıf Türkçe ders kitaplarında yer alan 10 olmak üzere toplamda 40 öyküleyici metinle asıl uygulama süreci yürütülmüştür. Araştırmanın son aşamasında İlkokul 2, 3 ve 4. sınıf Türkçe ders kitaplarında yer alan öyküleyici metinler aracılığıyla son test uygulaması yapılarak öğrencinin okuduğunu anlama becerisini geliştirmede TİÖD okuduğunu anlama stratejisinin okuduğunu anlama stratejisinin etkililiği değerlendirilmiştir. Toplanan veriler Haris ve Sipay (1990), Ekwall ve Shanker (1988) ve May (1986)'den Türkçe'ye Akyol (2014) tarafından uyarlanan "Yanlıı Analiz Envanteri" aracılığıyla analiz edilmiştir.

TARTIŐMA VE SONUÇ

Araştırmanın sonuçlarına göre öğrencinin okuma ve okuduğunu anlama düzeyleri endişe düzeyinden serbest okuma düzeyine yükseldiđi belirlenerek TİÖD okuduğunu anlama stratejisinin öğrenme güçlüğü yaşayan öğrencinin okuduğunu anlama becerisini geliştirmede etkili olduđu ortaya konmuştur. Araştırma bulgularından ortaya çıkan sonuçlara göre; son okuma uygulamalarında öğrencinin kelime tanıma ve okuduğunu anlama düzeyleri endişe düzeyinden serbest okuma düzeyine yükseldiđi belirlenmiştir. Bu bulgulardan yola çıkılarak TİÖD okuduğunu anlama stratejisinin okuduğunu anlama stratejisinin öğrenme güçlüğü yaşayan öğrencinin okuduğunu anlama becerisini geliştirmede etkili olduđu sonucuna ulaşılmıştır.

Mevcut araştırmanın sonuçlarına benzer şekilde Ekiz vd. (2014)'nin eylem araştırması deseninde gerçekleştirdiđi araştırmada TİÖD okuduğunu anlama stratejisinin etkili olduđu, Epçaçan (2008)'in araştırmasında TİÖD okuduğunu anlama stratejisinin ilkokul 5.sınıf öğrencilerinin okuduğunu anlama düzeylerini geliştirdiđi, Özak (2017)'in zihinsel yetersizliđi olan öğrencilerin okuduğunu anlama becerilerini geliştirmede bilişsel strateji öğretiminin etkililiđini ortaya koyduđu araştırmasında zihinsel yetersizliđi olan ilkokul 3. ve 4. sınıfa giden üç öğrencinin strateji sayesinde dikkatlerini topladıđı, okuduklarını anlamalarında stratejinin etkili olduđu, Bayram ve Aktaş (2018)'in araştırmasında öğretmenlerin TİÖD okuduğunu anlama stratejisi kapsamında okuma ve anlama çalışmalarını yapılandırmakta ve okuma-anlama düzeyini geliştirdiđi sonuçlarına ulaşılmıştır.

Mevcut araştırmanın sonuçlarından yola çıkılarak deneysel desende tasarlanan büyük örneklemelerde uygulamalar yapılabilir veya boylamsal araştırmalar planlanarak stratejinin etkililiđine yönelik genellemelere ulaşılabilir. Mevcut araştırmada ve birçok araştırmada olduđu gibi stratejinin ilkokul düzeyi dışında da ilköğretim ve ortaöğretim öğrencilerinin okuduğunu anlama güçlüğü'nün giderilmesi ve geliştirilmesinde etkililiđi üzerine araştırmalar da alana katkı sağlayabileceđi de ifade edilebilir.