



The Impact of Reading Instructions with Poems on Reading Fluency, Reading Comprehension, and Reading Attitudes of Third Grade Students*

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Abstract

The aim of this experimental study is to investigate the impact of reading instructions involving poems on the reading fluency skills, reading comprehension skills, and reading attitude of third grade primary school students reading at a frustration level. The Cloze Test was used to identify the students who participated in this study. Based on the results of this test, 43 students were selected to form the research group. The implementation process of the research was named Instructions with Poems for Reading Fluency (IPRF) and was carried out 8 weeks during the second term of the 2022-2023 academic year. The research indicated a significant improvement in students' reading attitude, reading comprehension, and fluency skills.

Keywords: Poem, reading fluency, attitude towards reading, reading comprehension, primary

Şiirler İçeren Okuma Uygulamalarının İlkokul 3. Sınıf Öğrencilerinin Akıcı Okuma, Okuduğunu Anlama ve Okuma Tutumlarına Etkisi

Öz

Bu deneysel araştırmanın amacı şiirler içeren okuma uygulamalarının 3. sınıf okuma açısından endişe düzeyi öğrencilerin akıcı okuma becerilerine, okuduğunu anlama becerilerine ve okuma tutumlarına etkisini incelemektir. Araştırmaya katılan öğrenciler belirlenirken Boşluk Tamamlama Testi kullanılmıştır. Testin sonucuna göre belirlenen 43 öğrenci bu araştırmanın çalışma grubunu oluşturmaktadır. Araştırmanın uygulama sürecine Şiirler İçeren Akıcılığı Geliştirme Çalışmaları (ŞAGÇ) adı verilmiştir ve 2022-2023 yılı 2. döneminde 8 hafta olarak gerçekleştirilmiştir. Araştırma sonucunda öğrencilerin okuma tutumlarında anlamlı düzeyde bir artış ve anlama becerilerinde gelişme gözlenmiştir. Ayrıca çalışmanın öğrencilerin akıcı okuma becerilerine olumlu etkileri olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: Şiir, akıcı okuma, okuma tutumu, okuduğunu anlama, ilkokul

Introduction

Reading is a fundamental skill that is learned at an early age but used throughout life (Okur, 2013), particularly for acquiring knowledge and achieving academic success later on (Ergül, et al., 2023). For instance, one in six children who demonstrate insufficient reading proficiency by the third grade does not graduate from high school on schedule. This rate is four times higher than that of their peers with proficient reading skills (Harnandez, 2011). Furthermore, 74% of children who do not

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develop adequate reading fluency by the third grade continue to struggle with these difficulties into the ninth grade (Lyon and Moats, 1997). For this reason, the development of reading skills is crucial, especially for students who face difficulties in this area. Poems are a valuable text type for developing reading skills, and they can be used to develop students' phonics skills, reading fluency, and reading motivation (Rasinski, Rupley and Nichols, 2008). A review of the literature reveals that poetry can serve as an important instructional tool for learners who need further development of their reading skills (Kane and Rule, 2004; Sekeres and Gregg, 2008; Shapiro, 1985).

According to Abrams and Harpham (2015), a poem is a literary form that aesthetically expresses emotions and thoughts through its rhythmic and rhyming structure. Poems are tools that support children's affective awareness, empathy skills, and their ability to understand the emotions of others (Douglas and Casesa, 2022). Coats (2013) interprets children's poetry as a genre that reflects children's emotions and creates auditory, tactile, gestural, and visual connections between what the child can say and what they wish to express. In this respect, poems become important resources that provide magical experiences, draw children closer to reading, and motivate them in their world (Andrews, 1988). While Gülerüz (2006) states that poems can positively develop children's language skills, Kaya (2013) describes them as a natural tool for reading instruction. It should also be noted that poems that can be easily used in a single lesson can be used in bilingual classes to support students' language skills (Carlín, 2009). According to Sekeres and Gregg (2008), the benefits of using poetry in classroom activities can be summarized as follows: poetry promotes phonological awareness; through repeated choral readings, it can enhance students' comprehension skills; and its short, repetitive, and rhyming structure supports both reading fluency and the ability to make meaningful connections for struggling readers.

Poems are significant teaching materials for developing reading and comprehension skills. For instance, Zavala and Cuevas (2019) found that instruction using repeated reading of rhymed poems university had a more positive impact on first graders' reading fluency and comprehension skills compared to other repeated reading practices. Likewise, Newsome (2008) observed a significant increase in third-grade students' reading fluency and comprehension resulting from choral reading activities using poems. Similarly, Razgatlıoğlu (2020) found a significantly positive impact on reading fluency, comprehension, writing skills, and attitudes toward poetry through poetry-based reading instruction. In sum, instructions centred around poetry can make meaningful contributions to the development of students' reading and comprehension skills. Furthermore, Rasinski (2000) emphasizes the significant role of poems in developing reading skills and asserts that if instruction is carried out through poetry, no other strategy is necessary. Therefore, it is potentially beneficial to use poems in educational settings.

Theoretical Framework

Poems in Relation to Reading Fluency, Comprehension, and Instructional Strategies

Reading fluency is recognized as a fundamental component of reading (National Reading Panel, 2000). Furthermore, development in reading skills directly affects comprehension (Begeny and Martens, 2006; Rasinski, 1994; Rasinski, Rikli and Johnston, 2009; Young-Suk, Petscher, Schatschneider and Foorman, 2010). Therefore, the development of reading fluency and comprehension are mutually reinforcing skills. Numerous strategies have been proposed to enhance reading fluency (Akyol, 2020a; Baştuğ, 2022; Güneş, 2017). These include repeated reading, prosody modelling, choral reading, reader's theater, and partner reading.

Reader's theaters transform the reading process into a theatrical experience (Baştuğ, 2022). Both long and short poems with dialogue can be easily adapted for reader's theater (Ratliff, 2006). In reader's theater, the priority is not speed reading but prosodic reading (Young and Rasinski, 2009). It also supports active student engagement, increases motivation, and boosts confidence in reading aloud (Rasinski et al., 2009).

Repeated reading is a strategy in which a text is read multiple times to improve reading fluency and enhance comprehension (Samuels, 1979). Research has shown that repeated reading can enhance both reading fluency and comprehension (Cotter, 2012; Gunn, Smolkowski, Biglan, Black and Blair,

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2005; Kuhn, 2004). Rasinski (2000) considers poems suitable for this method due to their short structure and recommends their inclusion in instruction.

Choral reading is a fluency-building technique in which students read a shared text aloud together. This strategy encourages students with reading-aloud difficulties to participate in reading activities without drawing attention to themselves in a group setting (Çayır, 2014). Reading poems chorally enhances students' reading fluency (Newsome, 2008).

In the prosodic modeling process, the teacher or a proficient reader reads the text aloud according to the principles of prosodic reading, paying close attention to pronunciation and punctuation. Daly and Martens (1994) state that teacher modeling -reading aloud as a model for students- is one of the most effective practices for improving students' reading skills. Applications that use videos and traditional prosodic modeling positively influence students' poetry reading skills, and this improvement can be further enhanced when multiple strategies are combined (Rahmawati, 2023).

Partner reading is a reading activity in which students with similar reading levels work together, support one another, and help correct each other's mistakes (Akyol, 2020a). Reading skills are developed through collaboration in a social environment (Flint, 2010).

In addition to studies that examine a single reading fluency strategy (Akyol and Kodan, 2016; Al Jaffal, 2014; Babacan, 2020; Bulut, 2016; Cotter, 2012; Jones, 2014; Marshall, 2017; Yılmaz and Köksal, 2008), there are also studies that incorporate multiple reading fluency strategies (Akyol and Baştuğ, 2015; Akyol and Sever, 2019; Arık, 2021; Aşıkcan, 2019; Balıkçı, 2020; Çankal, 2018; Çayır, 2014; Khasawneh and Fallatah, 2022; Kurban, 2018). In some studies, multiple types of texts have been utilized within reading fluency interventions. Among these studies, some have used not only informational and narrative texts but also poems (Çayır, 2014; Kurban, 2018). However, studies that focus exclusively on poetry as the text type remain relatively scarce (Calo, Woolard-Ferguson and Koitz, 2013; Ege, 2019; Kesik and Polat, 2023; Razgatlıoğlu, 2020).

Poems and Attitude towards Reading

Attitude refers to an individual's tendency to form thoughts, emotions, and behaviors toward an object (Kağıtçıbaşı, 1983). A student's attitude during the educational process can positively or negatively affect learning (Kara, 2010). In light of these considerations, educational research influenced by the constructivist approach should focus not only on cognitive processes but also pay substantial attention to affective and behavioral processes. The affective domain should not be viewed as separate from students' cognitive development, nor should it be considered less important (Jalongo and Hirsh, 2010). This supports the view that attitude is highly significant for the success of educational practices.

Attitudes are not innate; they are learned and can change over time (Tavşancıl, 2014). In this context, McKenna, Conradi, Lawrence, Jang and Meyer (2012) emphasized that reading attitude is not unchangeable. Therefore, the texts that students encounter in educational settings can motivate them to read, and selecting texts that capture their interest may improve their reading attitudes. Fluent reading exercises with poetry texts can make students feel confident and successful (Rasinski, Padak, Linek and Sturtevant, 1994). Reading success positively affects reading attitude (Chapman and Tunmer, 1995).

Students who dislike reading prose aloud often prefer poetry because poetic texts are generally shorter (Siemens, 1996). Similarly, poems can encourage students to read independently without needing additional methods (Faver, 2008). Genç Ersoy and Anılan (2020) state that poetry is the most engaging literary genre for children. Thus, it might be proposed that students hold positive attitudes toward poetry, and that incorporating poems into classroom instruction can enhance both enjoyment and effectiveness of the learning experience.

Current Study

This research aims to contribute an experimental approach to the literature based on the idea that poetry is an important material for reading instruction. In addition to examining the cognitive development that IPRF (Instructions with Poems for Reading Fluency) might bring about in students,

the researchers also sought to explore the affective changes in students' attitudes toward reading. The relevant literature highlights the importance of poems in developing reading fluency and supports their use for this purpose (e.g., Calo et al., 2013; Ege, 2019; Faver, 2008; Kesik and Polat, 2023; Newsome, 2008; Rasinski, 2000; Razgatlıoğlu, 2020; Wilfong, 2008). Additionally, this study included students with a certain level of reading comprehension frustration in the sample group. Students experiencing such frustration can be defined as those who are unable to comprehend most of the texts they read (Akyol, 2020b). Fluency and reading comprehension are related skills (Rasinski, Rikli and Johnston, 2009). Poems serve as particularly valuable tools for students who struggle with reading (Kane and Rule, 2004). In addition, poems support proficient readers in providing enjoyable and high-level reading experiences (Antika, 2016). In summary, poetry is an important text type, especially for young readers and students who struggle with reading (Rasinski, Zimmerman and Bagert, 2015). To this end, the researchers aim to present a different perspective by examining how instructional processes involving poems affect the reading fluency, reading comprehension, and reading attitudes of students at the frustration level. To achieve this purpose, the following research questions guide the study.

1. To what extent did IPRF influence students' reading fluency skills?
2. To what extent did IPRF influence students' comprehension skills?
3. To what extent did IPRF influence students' attitudes towards reading?

Method

Research Model

A quasi-experimental design, one of the quantitative research methods, was used in this study. In a single-group pretest and posttest research design, a pretest is administered to the study group before the experimental procedure, and a posttest is administered to the same group following the intervention (Sönmez and Alacapınar, 2019). The effectiveness of the experimental intervention is determined by comparing the pretest and posttest scores (Gay, Mills, and Airasian, 2012). This study examines the impact of IPRF (Instructions with Poems for Reading Fluency) on the reading speed, reading accuracy, prosody (as a component of reading fluency), reading comprehension skills, and reading attitudes of the 43 participating students.

Study Group

The data for this study were collected from 3rd-grade primary school located in the central district of Siirt, Türkiye. In addition to Turkish, Arabic and Kurdish are widely spoken in the province of Siirt. The school where the research was conducted is situated in a socioeconomically disadvantaged neighbourhood characterized by prevalent bilingualism. Furthermore, prior to implementation, a power analysis was conducted using G*Power 3.1.9.4 which indicated that a minimum of 34 students would be sufficient ($d = 0.5$, $\alpha = 0.05$, $1 - \beta = 0.80$). Considering the school's socioeconomic status and the potential for a decline in student enrollment over the summer, the study started with 78 students. Due to this proactive approach, data were collected from a 43 students.

A cloze test was used to determine the study group. Because students included in the study group must be at the same level, as it is known that bilingual students are at a disadvantage in terms of reading comprehension (Melby-Lervag and Lervag, 2014; European Commission, 2015). Additionally, cloze tests provide a quick assessment of students' reading comprehension performance (Mariotti and Homan, 2005; Uyanık, 2011). Zintz (1972) states that students who correctly answer 50% or more of the blanks in a text are at the independent level; students who correctly answer between 40% and 50% of the blanks are at the instructional level. Students who correctly fill in less than 40% of the blanks in the text are at the frustration level (Akyol, 2020b, as cited in Zintz, 1972, p. 270). According to the results of the cloze test, 12 students were excluded from the study group as they were at the instructional or independent reading level. The IPRF process initially began with 78 students, and was reduced to 43 students after excluding those who were found to be absent during the instructional sessions. All 43 students were at the frustration level (i.e., they had fewer than 14 correct answers on the cloze test) and had regularly attended the IPRF sessions.

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Based on the cloze test results during the study group selection, 24 students completed between 0 and 5 blanks correctly. One student answered only one question correctly. Fifteen students answered between 6 and 10 blanks correctly. One student answered 11 questions correctly, two answered 12, and one answered 13. The study group consists of 18 male and 25 female students. Additionally, 25 students in the study group come from bilingual families, and 14 students are able to speak more than one language. 18 students are monolingual and come from monolingual families. All students in the study are exposed to a multilingual environment. In addition to Turkish as the language of education, Arabic and Kurdish are commonly spoken in their surroundings. The demographic information and cloze test results were used to determine the study group. Gender and bilingualism were not used as variables in the analysis.

Data Collection Tools

This study used various data collection tools to systematically and reliably collect data. These tools are explained in detail below.

Cloze Test

This test was used to determine the study group for the research. In the cloze test, the seventh word of each sentence was omitted. If the seventh word was a proper noun, it was skipped. The test consists of 34 blanks and the text used to develop the test was taken from the thirdgrade Turkish language coursebook edited by Avcı (2021). The text has 270 words and is taken from a textbook currently used for third-grade students, but which is not available in the region where the research was conducted. The title of the text is Gökkuşağıyla Yolculuk (A Trip with the Rainbow), written by Ayla Kutlu. The developed test was reviewed by four primary school teachers. Three found the cloze test appropriate, while one teacher stated that it would be suitable only if there were no strict requirement for students to provide the exact original words. The teacher stated that for the first blank, the answer “görmek” is correct, but “gezmek” is also acceptable. For the second blank, the answer “yaşamı” is accurate, but “hayatı” is also acceptable. This tool has been rated based on this feedback. According to the test results, students who correctly answered fewer than 40% of the blanks were categorized as having a reading frustration level (Akyol, 2020b, as cited in Zintz, 1972). Forty percent of the test corresponds to 13.6 correct answers, rounded up to 14, and students who scored below this threshold were considered as having reading related frustration.

Demographic Information Form

This form was designed to gather information about the study group. Relevant data regarding the participants were collected through this form.

Miscue Analysis Inventory

This non-standardized assessment tool was used to gather information about students' reading and comprehension skills (Akyol, 2020a). This inventory, adapted from Harris and Sipay (1990), is used by Akyol (2020 a) to identify oral reading errors and determine comprehension levels. In the study, error types such as omitting words, adding words, repeating after the teacher, self-correction, mispronunciation, ignoring punctuation marks, reversing words, following the text with a finger, and head movements were defined as reading errors. The instrument was utilized to gather information regarding students' reading skills as well as their comprehension skills. A reading accuracy checklist and reading speed record cards were developed based on the Miscue Analysis Inventory, and such tools have been used in previous studies (Çayır, 2014; Razgatlıoğlu, 2020).

Reading Comprehension Assessment Worksheets

The worksheet consists of 9 questions. The question type is open-ended. Six of these questions are designed to measure literal comprehension. The remaining three questions measure inferential comprehension. For literal comprehension questions, 2 points are awarded for a completely correct answer, 1 point for a partially correct answer, and 0 point for no answer. For inferential comprehension

questions, 3 points are awarded for a completely correct answer, 2 points for an answer close to the expected one, 1 point for a partially correct answer, and 0 point for no answer (Akyol, 2020a, s. 100). The maximum score is 21. The percentage of comprehension was calculated by dividing the score obtained by the total possible score (Akyol, 2020a). The reading texts used in the comprehension worksheets were selected based on Ateşman's (1997) readability formula. The readability score of the text '*Atatürk Olmak*' used in the pretest worksheet was found to be 103.06, while the score for the text '*Ağlayan Bulut*' used in the posttest worksheet was 91.84. According to Ateşman (1997), both texts are classified as *very easy* in terms of readability. The texts used are narrative genre. Furthermore, according to the checklist evaluations, all five teachers unanimously agreed that the selected narrative text was 100% suitable for third grade students.

Attitude Towards Reading Scale

This scale was administered twice to determine the study group's attitudes toward reading before and after the IPRF process. The scale consists of 20 items; the first 10 measure attitudes toward reading for enjoyment while the last 10 items measure attitudes toward academic reading (Kocaarslan, 2016). The scale used in this study is the adapted Turkish version (Kocaarslan, 2016), originally developed by McKenna and Kear (1990). During the adaptation process, the scale was administered to 289 students in grades 1-5 in Bartın and submitted for expert review (Kocaarslan, 2016). The Cronbach's alpha internal consistency coefficient of the adapted form was reported as .88 (Kocaarslan, 2016). The scale uses Garfield images. Students select one of four different images based on their attitudes. The most positive image is scored as 4 points, and the most negative attitude is scored as 1 point. The maximum score on the scale is 80.

Prosodic Reading Checklist

A 12-item Prosodic Reading Checklist was used to assess prosody skills. Reading scores were assigned on a scale from 1 to 5, with 5 being the highest and 1 the lowest. The checklist includes 12 different expected behaviors, such as highlighting, appropriate tone for the message, and clarity (Ulusoy, Ertem and Dedeoğlu, 2011). Data regarding the prosody skills of the study group were collected through pretest and posttest applications.

Data Collection Process

The data collection was conducted during the spring semester of the 2022-2023 academic year. Pretest data were collected prior to the implementation of the IPRF process. The implementation phase lasted for eight weeks, after which posttest data were collected. In collecting the pretest and posttest data, the Attitude Toward Reading Scale, Prosodic Reading Checklist, Reading Comprehension Assessment Worksheet, Reading Speed Record Chart, and Reading Accuracy Record Chart created according to the Miscue Analysis Inventory were used. The data collected before and after the IPRF were then compared and analysed. The researchers carried out each stage. First, the text from the Reading Comprehension Assessment Worksheet was read aloud to students individually, and audio recordings were made. The researchers listened to the audio recordings repeatedly and processed them using the Prosodic Reading Checklist, Reading Speed Record Chart, and Reading Accuracy Record Chart. Then, the next day, the Attitude Toward Reading Scale and the questions on the Reading Comprehension Assessment Worksheet were answered in groups during different class periods. Data were collected in the same order during the pretest and posttest.

IPRF Process

Each lesson within the IPRF process was implemented as a 60-minute session. In the pilot study of the action research by Çayır (2014), it was stated that 40-minute sessions were insufficient for processes using reading strategies, and 60-minute sessions were recommended. For this reason, the research was planned as 40+20 minutes visits to classes on two separate days per week. This allowed the theater process of each group to be observed and gave students time to put on and take off their costumes. In addition, since the application was designed based on students' frustration levels,

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sufficient reading repetition was ensured to meet their needs. Furthermore, to ensure transparency and external validity, the IPRF process was observed for two weeks by two experts, and their evaluations were collected. These evaluations were recorded using a checklist and supported by written comments. The experts indicated that all checklist items were met and gave positive feedback, stating that despite the crowded classrooms, the implementation process was well controlled and consistently applied across all classrooms.

Excluding the pretest and posttest applications, the implementation phase of the IPRF lasted eight weeks. Each week, IPRF processes were held on two separate days, with two 60-minute sessions each day. The IPRF lesson plans were structured into three stages: before reading, during reading, and after reading. The reading strategies were alternated weekly—for example, if prosody modeling, repeated reading, and choral reading strategies were applied in one week, then prosody modeling, partner reading, and reader’s theater were used the following week. The poems and strategies used throughout the process are presented in Table 1.

Table 1.

Implementation Framework

Week	Poems of 1st Session	Poems of 2nd Session	Session Strategies
1st	Son Dinozor (The Last Dinosaur) by Zeynep ALPASLAN	Televizyondaki Reklamcı Amca (Uncle Advertiser on TV) by Yalvaç URAL	Prosody Modeling, Repeated Reading, Choral Reading
2nd	Takım (Team) by Mavisel YENER	Takım (Team) by Mavisel YENER	Prosody Modeling, Partner Reading, Reader’s Theater
3rd	Gülümsedi Kırmızı (Smiled Red) by Münevver OĞAN	Fırçalar (Brushes) by Mavisel YENER	Prosody Modeling, Repeated Reading, Choral Reading
4th	Akıllı Keçiler (Smart Goats) by Ayla ÇINAROĞLU	Akıllı Keçiler (Smart Goats) by Ayla ÇINAROĞLU	Prosody Modeling, Partner Reading, Reader’s Theater
5th	Annelerin En Güzeli (The Most Beautiful of Mothers) by Hasan Latif SARIYÜCE	Ben Engelli Değilim Anne (Mom, I Am Not Disabled) by Ülkü DUYSAK	Prosody Modeling, Repeated Reading, Choral Reading
6th	Çiftçinin Nasihatı (The Farmer’s Advice) by İbrahim Alâaddin GÖVSA	Çiftçinin Nasihatı (The Farmer’s Advice) by İbrahim Alâaddin GÖVSA	Prosody Modeling, Partner Reading, Reader’s Theater
7th	On Dokuz Mayıs (May 19th) by Şevket TERZİ	Özlemek (Longing) by Cahit ÖKMEN	Prosody Modeling, Repeated Reading, Choral Reading
8th	Karga ile Tilki (The Crow and The Fox) by Orhan Veli KANIK	Karga ile Tilki (The Crow and The Fox) by Orhan Veli KANIK	Prosody Modeling, Partner Reading, Reader’s Theater

Poems Used During the IPRF Process

The poems used in the IPRF process were selected according to the national and special days, subjects, or learning objectives covered each week. The poems were presented in order from shorter to longer texts. It was ensured that the selected poems were unfamiliar to the students. Additionally, the poems used in the sessions were taken from textbooks or dedicated poetry collections. Poems selected from private publishers were used with permission from the authors. During the weeks when the Reader’s Theater strategy was employed, poems featuring dialogue and characters were specifically selected to meet the requirements of the strategy. Furthermore, to ensure content validity, the poems and texts used in the research were reviewed by five classroom teachers using the Expert

Review Checklist for Selected Poems and Texts. According to the checklist evaluations, all five teachers unanimously agreed that the 14 selected poems and narrative texts were 100% appropriate for third grade students.

Data Analysis

In this study, the quantitative data collected on reading fluency, reading attitude, and reading comprehension from a single group were analyzed using arithmetic means, percentages, and standard deviations. Data were collected before and after the IPRF implementation. Repeated measures from the same group were analyzed using the IBM SPSS 23.0 software program. The study data show a normal distribution. Detailed information regarding the normal distribution can be found in Table 2 under the heading "Validity and Reliability". Since the study data showed normal distribution, parametric tests were performed. The dependent (paired) samples t-test was used to analyze the data. The paired samples t-test is a statistical method used to compare pretest and posttest scores collected from the same group (Can, 2023). As this study aimed to examine the change in the same group before and after the IPRF process, the use of the paired samples t-test was deemed appropriate.

Validity and Reliability

Several measures were taken to enhance the validity and reliability of the study. The implementation process was documented through video and photo recordings, making it transparent and open to reanalysis. Students' reading performances were recorded as audio files and evaluated by two voluntary and impartial teachers to ensure scoring reliability. The researcher's scores and those of the two teachers were compared, and intraclass correlation coefficients were calculated to assess scoring consistency.

Table 2.

Intraclass Correlation Coefficients (ICC) Between Measurements

		ICC
Prosody	Pretest	0,99
	Posttest	0,89
Error	Pretest	1
	Posttest	0,99
Reading Speed	Pretest	1
	Posttest	1
Reading Accuracy (%)	Pretest	1
	Posttest	1
Inferential Comprehension	Pretest	0,99
	Posttest	1
Literal Comprehension	Pretest	0,94
	Posttest	0,99
Comprehension (%)	Pretest	0,99
	Posttest	0,98
Attitude	Pretest	1
	Posttest	1

The correlation coefficients between the scoring of the two classroom teachers and the first author of this study are presented in Table 2. The coefficients for each component were either 1 or very close to 1, indicating a perfect level of inter-rater agreement. Prior to conducting statistical analysis, the normality of the data distribution was assessed. This was evaluated by examining both skewness-kurtosis values and significance levels from the Shapiro-Wilk test, which confirmed the normal distribution of the data differences (see Table 3).

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Table 3.

Normality Analysis of the Data

	Skewness	Kurtosis	p
Prosody	0,32	-0,90	0,09
Reading Speed	0,38	0,36	0,62
Error	-0,60	-0,43	0,07
Reading Accuracy (%)	0,40	0,70	0,07
Inferential Comprehension	0,39	-0,95	0,17
Literal Comprehension	-0,02	-0,17	0,18
Comprehension (%)	0,60	0,42	0,10
Reading Attitude	0,73	0,28	0,09

An examination of Table 3 shows that the skewness and kurtosis values range between -1 and +1. According to Can (2023), skewness and kurtosis values within this range suggest that a normal distribution. This assumption is further supported by the significance levels from the Shapiro-Wilk normality test, all of which are greater than 0.05 ($p > 0.05$).

Research and Publication Ethics

In the present study, the entire research process was conducted in compliance with the “Regulation on Scientific Research and Publication Ethics for Higher Education Institutions”, and no unethical practices were engaged in.

Ethics Committee Approval

Committee name = Gazi University Ethics Committee

Decision date= 12.04.2023

Document number= E.632991

Findings

The findings of the study are presented under separate headings based on statistical analyses of pretest and posttest data, classified in terms of reading fluency, comprehension, and reading attitude.

Findings Related to Reading Fluency

The findings related to the first sub-problem of the study are presented in Tables 4, 5, 6, and 7.

Table 4.

Paired Samples t Test Results for Students' Prosody Scores as a Component of Reading Fluency Skills

		N	Mean (\bar{x})	S	sd	t	p
Prosody	Pretest	43	38,23	9,61	42	-9,19	,000
	Posttest	43	49,23	9,07			

The results of the paired samples t-test regarding reading fluency revealed a significant difference in prosodic reading scores between the pretest ($\bar{x}_{pre} = 38.23$) and posttest ($\bar{x}_{post} = 49.23$) measurements taken before and after the IPRF implementation ($t(42) = -9.19$, $p < .01$). Based on this result, the effect size was calculated as 1.40, which indicates a large effect. Additionally, the negative t-value in Table 4 shows that the pretest mean was lower than the posttest mean. This suggests an increase in students' prosody scores at the end of the study. In other words, the IPRF process was effective in improving the prosodic reading skills of the 43 students who participated in the study.

Table 5.

Paired Samples t Test Results for Students' Reading Speed Scores as a Component of Reading Fluency Skills

		N	Mean (\bar{x})	S	sd	t	p
Reading Speed	Pretest	43	96,55	16,05	42	4,19	,000
	Posttest	43	88,93	11,77			

An examination of Table 5 shows a significant difference is observed between the pretest reading speed mean ($\bar{x}_{pre} = 96.55$) and the posttest mean ($\bar{x}_{post} = 88.93$) ($t(42) = 4.19$, $p < .01$). Based on this result, the calculated effect size was 0.64, indicating a moderate effect. The positive t-value in Table 5 suggests that the posttest scores were lower than the pretest scores in terms of reading speed. In other words, students, on average, read more words per minute during the pretest than they did in the posttest. The reading speed data presented here refers to the number of words read correctly per minute (WCPM), and the data were collected during the spring semester. Therefore, 96.55 is a score between the low-range group with an average of 25% (78-word band) and the typical performance group with a mean of 50% (107-word band) (Hasbrouck and Tindal, 2006). Similarly, 88.93 is between the low range and the typical performance group. Likewise, as a Turkish source, Akyol, Yıldırım, Ateş, Çetinkaya and Rasinski (2014) stated that the reading rates of third-grade students should be in the 80-140 word range during the spring semester. Reading speeds close to the lower limit of the specified target were observed before and after the research applications.

Table 6.

Paired Samples t Test Results for Students' Reading Error Scores as a Component of Reading Fluency Skills

		N	Mean (\bar{x})	S	Sd	t	p
Reading Error	Pretest	43	7,04	5,01	42	6,78	,000
	Posttest	43	2,60	1,86			

When Table 6 is examined, a significant difference is observed between the pretest mean of reading errors ($\bar{x}_{pre} = 7.04$) and the posttest mean ($\bar{x}_{post} = 2.60$) ($t(42) = 6.78$, $p < .01$). Based on this result, the calculated effect size was 1.03, indicating a large effect. Furthermore, the higher mean in the pretest compared to the posttest demonstrates that the IPRF implementation was effective in reducing students' reading errors.

Table 7.

Paired Samples t Test Results for Students' Reading Accuracy (%) as a Component of Reading Fluency Skills

		N	Mean (\bar{x})	S	sd	t	p
Reading Accuracy (%)	Pretest	43	92,81	5,52	42	-6,17	,000
	Posttest	43	97,13	2,16			

Finally, a significant difference was found between the pretest mean ($\bar{x}_{pre} = 92.81$) and the posttest mean ($\bar{x}_{post} = 97.13$) for reading accuracy percentage ($t(42) = -6.17$, $p < .01$). Based on this result, the effect size was calculated as 0.92, indicating a large effect. This finding demonstrates that the IPRF process had a significant impact on reading accuracy, which is one of the key components of reading fluency.

Based on these findings, it can be concluded that there is a statistically significant difference in the reading fluency skills of third-grade students with frustration levels before and after the IPRF implementation, across all components of fluency measured.

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Findings Related to Reading Comprehension

This section presents the findings related to the second sub-problem of the study. These findings are displayed in Table 8.

Table 8.

Paired Samples t Test Results for Students' Reading Comprehension Skills

		N	Mean (\bar{x})	S	sd	t	p
Comprehension (%)	Pretest	43	38,23	19,78	42	-7,22	,000
	Posttest	43	58,72	16,60			
Inferential Comprehension	Pretest	43	3,88	2,84	42	-5,03	,000
	Posttest	43	5,93	2,05			
Literal Comprehension	Pretest	43	4,25	2,12	42	-6,17	,000
	Posttest	43	6,44	2,20			

When Table 8 is examined, a significant difference is observed between the pretest ($\bar{x}_{pre} = 38.23$) and the posttest ($\bar{x}_{post} = 58.72$) ($t(42) = -7.22$, $p < .01$) mean comprehension scores. Based on this result, the calculated effect size was 1.10, which indicates a large effect. This finding suggests that there was a significant improvement in the reading comprehension skills of third-grade students following the IPRF implementation. Further details regarding inferential and literal comprehension scores are also presented in Table 8. According to the table, there were significant improvements in both the inferential and literal comprehension scores of the students.

Findings Related to Reading Attitude

This section presents the findings related to the third sub-problem of the study.

Table 9.

Paired Samples t Test Results for Students' Attitudes Toward Reading

		N	Mean (\bar{x})	S	sd	t	p
Attitude	Pretest	43	65,83	8,73	42	-6,77	,000
	Posttest	43	72,37	7,52			

In order to determine whether there was a significant difference in the reading attitudes of third-grade students before and after the IPRF implementation, a paired samples t-test was conducted. The results revealed a significant difference between the pretest mean score ($\bar{x}_{pre} = 65.83$) and the posttest mean score ($\bar{x}_{post} = 72.37$) ($t(42) = -6.77$, $p < .01$). Based on this result, the calculated effect size was 1.03, indicating a large effect. These findings suggest that there was a statistically significant difference in favor of the posttest in students' attitudes toward reading, showing that the IPRF process positively influenced the reading attitudes of students with frustration.

Discussion and Results

Based on the research findings, it can be concluded that the IPRF implementation contributed significantly to the improvement of prosodic reading and reading accuracy, both components of reading fluency. Furthermore, the comparison of pretest and posttest data revealed a decrease in reading errors following the intervention. A review of the relevant literature supports these results. For example, Ege (2019) conducted a study with five second- and third-grade students, using repeated reading and echo reading strategies with poetry texts and found that students overcame their reading challenges and demonstrated significant progress in reading fluency. Similarly, Kesik and Polat (2023) designed an intervention for sixty-eight first-grade students that included echo reading, repeated reading, and prosody modeling strategies based on poetry. They observed improvements in students' reading speed and levels, as well as a decrease in reading errors. In another study, Razgatlioğlu (2020) implemented poetry-based activities with third-grade students and reported positive outcomes in

reading fluency. Specifically, the students showed improvements in reading speed, a decrease in reading errors, and increased reading accuracy. These findings are consistent with those of the current study, although there is a divergence regarding the results related to reading speed.

As a result of the IPRF implementation, a decrease in students' reading speed was observed. This finding contrasts with much of the existing literature, which typically reports an increase in reading speed following similar intervention processes (e.g., Aşıkcan, 2019; Bulut, 2016; Çankal, 2018; Çayır, 2014; Kaman, 2012; Khasawneh and Fallatah, 2022; Kurban, 2018; Rasinski et al., 1994; Scheriff, 2012; Yılmaz and Köksal, 2008). However, there are also studies in the literature that have reported a decrease in reading speed following similar implementations. For instance, Arık (2021) found that in a study involving various reading fluency strategies, two out of five participating students showed a decline in reading speed. Akyol and Baştuğ (2015) reported that structured reading fluency interventions did not produce a significant change in students' reading speed. Similarly, Babacan (2020), in an implementation involving reader's theater, observed that while students' reading comprehension improved, their reading speed declined. These findings suggest that teaching prosodic reading skills as part of fluency strategies may lead to a slower reading pace. In other words, when students focus less on speed and more on reading expressively and effectively, a decline in speed may naturally occur. Students who read monotonously tend to rush through texts without paying attention to pauses, leading to a lack of comprehension and an ineffective reading experience (Wilson, 1988 cited in Kaman, 2012). In light of Wilson's (1988) observation, it is possible that students slowed their reading intentionally to avoid monotony and to enhance comprehension.

An improvement was observed in the reading comprehension and prosodic reading skills of the students in the study group, while their reading speed decreased. This result may be interpreted as an indication that the participating students intentionally slowed their reading pace to better understand the text and achieve a more effective reading experience. It is also important to reiterate that the students in the study group live in a bilingual environment. In their study, Kızıldaş and Kozikoğlu (2020) reported that, according to teachers, bilingual students are at a disadvantage in reading comprehension compared to their monolingual peers. Therefore, the decrease in reading speed observed among the participants may have resulted from their effort to improve comprehension. The students may have adopted a slower reading pace as a strategy to better grasp the meaning of the texts.

As a result of the study, it was concluded that the IPRF implementation had a significant and positive impact on students' reading comprehension skills. When the pretest and posttest responses to comprehension questions were examined, the intervention was found to be effective in terms of both literal and inferential comprehension. Similarly, Ege (2019), in a study involving five students with reading difficulties, observed a significant improvement in their comprehension skills following the intervention. Zavala and Cuevas (2019) also suggested that rhymed poems had a positive effect on students' reading fluency and comprehension skills. Likewise, Newsome (2008) used poetry in a study aiming to improve reading fluency and comprehension among third-grade students, and reported that incorporating poetry in repeated choral reading had a modest yet positive effect on reading development. In a similar study involving younger children, Faver (2008) found that repeated reading activities using poetry contributed to improvements in second graders' comprehension skills. Pierce (2012), who conducted a study in four classrooms, two in rural areas and two in urban setting, also reported enhanced comprehension skills as a result of the intervention. The findings of the present study align with these results reported in the literature.

Following the IPRF implementation, it was concluded that students' attitudes toward reading showed a positive increase. Wilfong (2008) developed a program that incorporated poetry into repeated reading activities and, based on qualitative data analysis, found that the program contributed positively to students' attitudes toward reading. This finding is consistent with the results of the present study. Similarly, Calo et al. (2013) observed that reading activities involving poetry fostered positive attitudes toward reading among students. The results of both studies align with the findings of the current research.

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Throughout the IPRF process, only poetry texts were used. Çayır (2014), in a study involving various types of texts, decided to switch to poetry in the eleventh week due to the students' low reading levels. She observed that using poetry increased students' interest and participation in reading activities. Likewise, Çankal (2018) initially used different types of texts but later shifted to poetry after observing his students' reading motivation. He reported that using poetry in fluency activities led to a noticeable improvement in students' motivation to read. Razgatlıoğlu (2020), in an experimental study involving both an experimental and a control group, did not investigate general reading attitudes but specifically focused on students' attitudes toward poetry. His findings indicated a positive shift in the experimental group's attitudes toward poetry after activity-based poetry interventions. These studies frequently emphasize the positive impact of poetry on students in the literature, and the present study reached similar conclusions at the end of the IPRF process.

Although there are few reading fluency studies developed exclusively using poetry texts, several studies in the literature have investigated changes in students' attitudes toward reading. For example, Akkaya (2011) conducted a study with eighth-grade students to examine whether the use of various reading strategies would influence their reading attitudes. The findings revealed a positive shift in the attitudes of the experimental group. Similarly, Yurdakal and Susar Kırmızı (2020) reached similar results. In their study, which involved fourteen weeks of Turkish lessons based on creative reading, they found significant changes in students' reading attitudes in the experimental group before and after the intervention. Akyol and Sever (2019), following the implementation of echo and repeated reading strategies, observed that students became more willing to read aloud. Likewise, the IPRF process in the present study led to a positive change in students' attitudes toward reading.

In summary, the IPRF program was found to have a positive impact on the reading comprehension and fluency skills of students at the frustration level. The study group consisted of third-grade students who, despite having reached this grade level, still demonstrated frustration-level reading skills. The reading fluency of these students improved significantly as a result of the intervention. The use of poetry texts and fluency strategies with students at the frustration level was observed to be beneficial. This finding supports the claims that poetry can enhance reading skills (Sekeres and Gregg, 2008). Furthermore, considering both the outcomes of this research and the essential role of reading skills in school life, the positive change observed in students' attitudes toward reading through the IPRF process highlights its value. The findings demonstrate that this approach can effectively encourage students to engage in reading.

Limitations

This study has several limitations that should be noted. First, the present study is limited to third-grade students identified as frustration level of reading, who were enrolled in a primary school located in the central district of Siirt during the 2022–2023 academic year, as well as to the IPRF (Instructions with Poems for Reading Fluency) implementation conducted within that context. Thus, the results can be generalized to neither other regions and countries nor students at other reading levels. Finally, this study was conducted using a single-group with pretest-posttest experimental design, and there was no control group.

Implications

Based on the findings of this study, several recommendations can be made. Not all students are at the same level of reading fluency, and it is common for teachers to have students in their classrooms who have not yet achieved fluent reading. Therefore, it is recommended that teachers—especially classroom teachers and Turkish language teachers—utilize poetry texts to support the development of students' reading skills. Poetry not only significantly contributes to students' reading fluency but also represents an accessible and cost-effective instructional material for teachers to implement in the classroom. This finding is supported by the results of the current study. Teachers are encouraged to adopt practices similar to the IPRF process in their classrooms. Researchers are recommended to design and offer programs that support teachers in integrating such practices into classroom instruction. For instance, future research could investigate the effects of poetry-based

reading fluency strategies on comprehension and fluency skills. Similar studies may also be conducted with different age groups.

Research and Publication Ethics

The present study complied with “Regulation on Scientific Research and Publication Ethics for Higher Education Institutions”, and no unethical practices were engaged in.

Ethics Committee Approval

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The authors did not use artificial intelligence tools during the article preparation process.

Authors' Contribution

The authors contributed equally to the study.

Declaration of interest statement

The author declares no competing interests.

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Genişletilmiş Özet

Giriş

Okuma belli yaşlarda öğrenilen fakat yaşam boyu kullanılan önemli bir beceridir (Okur, 2013). Bilgi edinmek ve yaşamın ilerleyen dönemlerinde başarılar elde etmek için kritiktir (Ergül, vd., 2023). Bu ifadelere istatistiklerle kanıt sunulabilir. Örneğin üçüncü sınıfa kadar yeterli okuma becerisine sahip olmayan öğrencilerin, yetkin okuma becerisine sahip olan akranlarına oranla ileriki akademik hayatlarında ciddi zorluklar yaşamakta olduğu ve yüksek oranda liseden mezun olamama riski taşıdıkları bilinmektedir (Harnandez, 2011). Benzer şekilde üçüncü sınıfa kadar yeterli okuma akıcılığına sahip olmayan çocukların %74'ü dokuzuncu sınıfa kadar bu problemlerini devam ettirmektedir (Lyon ve Moats, 1997). Öğrencilerin akranlarından geri kalmamaları ve akademik hayatları boyunca sıkıntı yaşamamaları için okuma becerilerinin geliştirilmesi gerekmektedir. Bu bağlamda tasarlanan araştırma öğrencilerin okumalarının geliştirilmesine odaklanılmıştır. Literatür incelendiğinde okuma açısından geliştirilmesi gereken gruplarla çalışırken kullanılabilecek önemli bir araç olarak karşımıza şiirler çıkmaktadır (Kane ve Rule, 2004; Sekeres ve Gregg, 2007; Shapiro, 1985). Rasinski (2000) okuma becerilerinin geliştirilmesinde şiirleri çok önemli bir yere koymakta ve şiirle çalışma yapıldığı takdirde başka bir stratejiye gerek kalmayacağını ifade etmektedir.

Yöntem

Bu araştırmada nicel yöntem araştırmalarından yarı deneysel desen kullanılmıştır. Tek gruplu öntest ve sontest deseninde, deneysel çalışma yapılmadan önce çalışma grubuna bir öntest uygulanır ve deneysel çalışmanın gerçekleştirilmesinin ardından aynı gruba sontest uygulanır (Sönmez ve Alacapınar, 2019). Deneysel uygulamanın başarısı öntest ve sontest puanlarının karşılaştırılması sonucunda belirlenir (Gay, Mills ve Airasian, 2012). Bu araştırmada ŞAGÇ'nin (Şiirler İçeren Akıcılığı Geliştirme Çalışmalarının) çalışmaya katılan 43 öğrencinin okuma hızı, okuma doğruluğu, prozodi gibi akıcı okuma becerilerine, okuduğunu anlama becerilerine ve okuma tutumlarına etkisini incelenmektedir. Araştırmada parametrik testler yapıldığı için katılımcı sayısının 30'un üstünde olmasına (Can, 2023) dikkat edilmiş ve boşluk tamamlama testine göre okuduğunu anlama açısından endişe düzeyi öğrenciler belirlenerek çalışmaya dahil edilmiştir. Ayrıca bu araştırmada 2022-2023 yılları

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arasında 3. sınıfa devam etmekte olan öğrenciler ile çalışılmıştır. Araştırmanın veri toplama araçları, boşluk tamamlama testi, kişisel bilgiler formu, yanlış analiz envanteri, okuduğunu anlama değerlendirme çalışma kağıtları, okumaya yönelik tutum ölçeği, prozodik kontrol listesi kullanılmıştır. Kullanılan ölçme araçları ön test ve son test olarak öğrencilere iki kez uygulanmıştır. Araştırmada ŞAGÇ adı verilen uygulama süreci 8 hafta sürmüştür. Toplamda 12 şiir araştırma boyunca öğrencilere okutulmuştur. Uygulamalarda yapılan okumalarda kullanılan stratejiler prozodi modelleme, arkadaşla okuma, okuyucu tiyatroları, tekrarlayıcı okuma ve koro okumadır. Tablo 1’de haftalara göre kullanılan şiirler ve okuma stratejileri görülmektedir. Araştırma kapsamında toplanan veriler SPSS paket programı üzerinden analiz edilmiştir ve ilişkili örneklem t testi gerçekleştirilmiştir.

Tartışma ve Sonuç

Araştırma sonucunda ŞAGÇ adı verilen şiirlerle akıcılığı geliştirme çalışmalarının endişe düzeyi öğrencilerin okuduğunu anlama, okuma tutumu ve akıcı okuma becerilerine olumlu katkılar sağladığı ortaya koyulmuştur. Araştırmanın çalışma grubu, üçüncü sınıfa gelmesine rağmen okuduğunu anlama açısından endişe düzeyi olarak ifade edilen bir gruptan oluşmaktadır ve bu grubun akıcı okuma becerileri anlamlı derecede gelişmiştir. Şiir metinlerinin ve akıcı okuma stratejilerinin endişe düzeyi öğrencilere katkı sağladığı gözlenmiştir. Bu durum Sekeres ve Gregg’e (2007) göre şiirlerin okuma becerilerini geliştirebileceği iddialarına kanıt oluşturmaktadır.

Her öğrenci akıcı okuma açısından aynı düzeyde değildir. Her öğretmenin sınıfında okuma becerisi akıcılığa ulaşamamış öğrenciler bulunabilir. Bu sebeple araştırma sonuçlarına da dayanarak başta sınıf öğretmenleri ve Türkçe öğretmenleri olmak üzere öğretmenlere öğrencilerin okuma becerilerini geliştirmek için şiir metinlerinden yararlanmaları önerilebilir. Çünkü şiirler öğrencilerin akıcı okuma becerilerini anlamlı derecede geliştirirken aynı zamanda öğretmenin edinmesi ve ders ortamına eklemesi ekonomik ve kolay materyallerdir. Bu araştırmada bu durum bulgularla destekli olarak sonuçlandırılmıştır. Öğretmenlerin ŞAGÇ süreçlerine benzer uygulamaları sınıflarında kullanmaları tavsiye edilebilir.