Investigating the Effect of Reading Types Used in Turkish Lessons upon 5th Grade Students' Reading Comprehension

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Abstract

Reading that is the activity of identifying and interpreting the symbols in a text is essential in terms of broadening the horizon of individuals through learning new words, acquiring new understandings, and developing the creativity. Because reading is a learning domain that provides significant contribution upon mental development, it takes place in curriculums and teaching process. In order to fulfill a successful reading action, it is necessary to determine which type of reading practiced in a classroom environment is more efficient. Although implementing a type of reading constantly indicates it as successful, this is possible to change in some occasions.

The purpose of this research was to determine the effect of reading types used in Turkish lessons upon 5th grade students' reading comprehension. In accordance with this purpose, each of the seven texts chosen by the researcher was provided to be read by a student group including twenty students through seven different reading types, and the students were also asked to answer comprehension questions prepared also by the researcher. In order for evaluating these questions, "Error Analysis Inventory" developed by Ekwall and Shanker and adapted into Turkish by Akyol was benefited. In the research, experimental design with post-test control group was used. At the end of the study, it was determined that silent reading affected the comprehension of students most with the rate of 81.4%, and reading by taking notes affected students' comprehending what they read least with the rate of 27.3%. The findings obtained in the research were discussed, and subsequently, suggestions were offered in accordance with the results after interpretation.

Keywords: reading education, reading skill, reading types, efficient reading

1. Introduction

The books have protected their place within the accumulation humankind have had as maintaining their presence from past to present. It is an undeniable fact that there is no more way rather than reading for reaching to the information written in these books. Therefore, researches have been carried out on what is the action of reading, ideas have been offered on how it is fulfilled, and various definitions have been made on reading.

Upon the definition of reading that has been accepted as one of the most important skills individuals should have, the researchers have been noticed to agree on the idea that "reading is a mental activity depending upon perceiving the meaningful words through the sense organs and making sense of, comprehending and interpreting these." There are definitions in different sources on the concept of "reading" expressed in the Turkish Dictionary published by TLA (Turkish Language Association) as "understanding a written text analyzing silently or turning these into sound at the same time" (TLA, 2005, 1494).

According to Yalcın (2002), "reading" is the process of perceiving the special symbols people previously define between each other through the sense organs, and evaluating these as interpreted by the brain. According to Gunes (2013), "reading is the learning domain that provides contributions upon mental skills besides the language skills." Gunduz and Simsek (2011) defined reading as "the activity of seeing, perceiving, comprehending and meaning the words, sentences or a text through all elements." According to Dokmen (1994), "reading is not seeing the words or sentences, but some mental activities are necessary beyond seeing in order for being able to read, especially for reading by understanding. Reading is a perceptual activity, a process of thinking."

That which is indicated by the word of "reading" in these definitions is not basic reading, but the functional reading that enhances the world of feelings and thoughts for the individuals. In this sense, reading provides significant contributions upon the enhancement of individual and social life, and development of personality (Gunduz and Simsek, 2011: 13). So

that reading not only establishes a bridge between the past and present, but also provides individuals to grow up and have a place in the social environment they live in (Yakici; Yucel; Dogan and Yelok, 2015).

It is possible to notice in recent years that properties considered to be acquired through reading have been emphasized more. The countries that want to determine the academic success of the students in an international platform have revised their own systems participating into some assessment studies (Berberoglu and Kalender, 2005). In this sense, PISA (Program for International Student Assessment) project is remarkable and important.

Turkey that involved in the PISA project in 2003 ranked the 34th among 40 countries with 441 average score on reading (EARGED, 2005). PISA 2003 results were efficient upon shaping the Curriculums Reform launched in 2004. Elementary and secondary education curriculums developed according to the obtained results were put into practice, and it was explained that assessment of these curriculums would be held according to PISA 2006, and these curriculums would be developed in accordance with these results (EARGED, 2005).

Turkey ranked the best 37th among 56 countries with 447 average score on reading in PISA 2006 in which Korea ranked the first with 556 average score (EARGED, 2010a), and ranked the best 39th with 464 average score in PISA 2009 (EARGED, 2010b). When the results of PISA results organized by OECD in 2012 were considered, Turkey was noticed to take 475 points on reading skills. Turkey was here above the 464 points it took in 2009, and had an 11-point increase (OECD, 2013).

However, the latest PISA 2015 results were underwhelming for Turkey. When the results were analyzed, ranking of Turkey in PISA that had been joined since 2003 was noticed to be decreased. In fact, whereas the reading score of Turkey in 2003 was 441, the score decreased to 428 in 2015 (Ozdemir, 2016).

One of the reasons for carrying out this study was Turkey's not presenting a significant success on the skill of reading comprehension. The first and most efficient environment students acquire reading skill is schools. In this sense, it is necessary to look for the answer for why students do not understand what they read here. Answers of the problems such as whether the problem is related to curriculum or books or methods and techniques should be researched and solutions should be found.

Answers of some of these remarkable questions could be found through investigating the process of Turkish lessons. Understanding what you read accurately covers all lessons definitely. The purpose in education is to provide students understand what is lectured in all lessons in a healthy way. However, Turkish lessons have been known to be more dominant in this sense. In fact, Turkish lesson is the one that is more dominantly lectured rather than the others in elementary curriculum. Therefore, students' understanding what they read accurately can be provided through carrying out studies on reading comprehension (Ozdemir and Sertsoz, 2006: 238).

Reading education in Turkish lessons has become a part of students' life as of the first grade of elementary education. The purpose here is to develop the first reading skill of the students. For that reason, oral reading activities are included more in 1st-3rd grades for providing students to acquire the skill of reading fluently. As of the 4th-5th grades, learning domains are separated into disciplines, and knowledge acquisition and learning processes start. Majority of the reading activities fulfilled especially as of the second stage of the elementary education depends upon reading comprehension (Karatay, 2014: 7).

As could be seen, reading has a remarkable place in both school and daily lives of the students. Therefore, how reading types that have been frequently used in Turkish lessons lectured dominantly at schools rather than the other lessons affected students' comprehending what they read was emphasized in this study.

1.1 Reading Skill

The purpose of reading is determined by the individual's self. Some individuals read for being informed, experienced; some read for having a job to make their living; some read for overcoming their problems; and some read to take pleasure. So that, it is possible to say that individuals choose and read the books in accordance with their own thoughts and purposes (Yakici et al., 2015). In order for providing reading to be permanent, it is necessary to turn it into a habit. Acquiring this habit at school age provides developing positive attitudes and behaviors towards reading in following years.

When an environment where reading skills can be provided is considered, Turkish lesson is the component that comes to mind first. Although reading that has been started to be taught with writing during the first grade of school is fulfilled in any lessons, it is commonly accepted to be belonging mainly to Turkish lessons. For that reason, reading has been included into Turkish Lesson Curriculum as a skill necessary to be acquired in Turkish lessons, and as mentioned in the Curriculum, has been structured in an integrity including knowledge, skills and values in a way providing students to acquire willing writing and reading habits, to establish efficient communication, to acquire oral communication, language skills and mental skills related to reading and writing they could use their whole life, and to develop themselves individually and socially using these skills (MNE, 2015: 3).

In this sense, the sentence of "raising individuals who take pleasure of reading and learning evaluating and synthesizing through a critical viewpoint as comprehending what they read" among the vision items of Turkish Lesson Curriculum is remarkable (MNE, 2015: 3). In accordance with such a vision, what comes to mind first for raising individuals is the necessity of developing students' skills of using the language accurately. In fact, the place of language is important in students' expressing their own thoughts and feelings, establishing communication, developing mental skills, and acquiring knowledge. Development of language and mental skills facilitates students' processes of questioning the events, thinking multi-dimensionally, evaluating, making decisions, socializing and professional development. For that reason, it is necessary to develop language and mental skills of the students as of early ages. And for that reason, the skills on oral communication, reading and writing learning domains should be discussed in correlation with each other in an integrated way (MNE, 2015: 3).

Moreover, an explanation was also mentioned under the "reading" title of Turkish Lesson Curriculum that "Reading skill provides students to meet new information, situation and experiences reaching to different sources. Accordingly, this skill includes a process providing learning, researching, interpreting, discussing and thinking critically. In the curriculum students are aimed through reading learning domain to read written texts accurately and fluently, evaluate what they read, and get into the habit of reading as being conscious of how the texts reflect mentality, cultural, economic, artistic, economic, political, moral, etc. values of the period" (MNE, 2015: 6).

Reading skill starts with the willing for learning and entertaining; and includes a process from researching to interpreting, discussing and thinking critically. This process starts perceiving the lines, letters and symbols. Subsequent to perception, words and sentences are comprehended, and necessary information is selected. After selected information are put through the metal processes such as listing, classifying, questioning, establishing relationships, criticizing, and analyzing-synthesizing, problem solving and evaluating, this information is combined with pre-knowledge, and interpreted benefiting from the illustrations in the text (Gunduz and Simsek, 2011: 14).

Reading skill provides individuals to meet new information, events, occasions and experiences reaching to different sources. The ways for reaching to information have recently varied; however, this has not decreased the value of reading, and the basic factor for learning has remained the same as reading in today's world (Batur and Alevli, 2014: 22).

According to TUİK data (Turkish Statistical Institute) (2016), the time taken for reading in Turkey is 1 (one) minute as average. In this respect, Turkey has been ranked at the latest lines with 0.001 (one per thousand) reading rate. The most important reason for this was indicated with the result obtained in this research: "Reading book ranked the 235th in requirement list of Turkish people." In fact, reading skill is the basic skill for several domains, and it is easy for individuals with reading skill to comprehend what they read accurately.

1.2 Reading Comprehension

Comprehension means "1. To perceive what something means and indicates. 2. To have another knowledge in a quality of result bringing new knowledge with the old together." (TLA, 2005: 101). Karakus (2005) defined comprehension as "perceiving and having knowledge on understanding what something means or indicates making a conclusion, taking a message from something seen, heard or from a word, sentence, behavior, event or fact." In this sense, the main purpose of reading is possible to be mention as understanding.

Analysis and interpretation of the texts have a remarkable place in lecturing of the Turkish lesson. Interpretation of a text depends upon reading and comprehending it accurately. Students' interpreting the text they read should not mean their expressing the text as orally or written adhering to the language the author has used. What is important here is students' expressing the text written with a sound, efficient and aesthetic language using the narration language expected from themselves without adhering to the text with their own sentences (Ozdemir and Sertsoz, 2006: 238).

Reading comprehension is the basic target of reading process; and moreover, this is a complicated process requiring the efficient and conscious cognitive efforts of the reader. The main purpose here is structuring the intellectual development of readers (Block, 2004: 2).

Günes (2004), mainly focused on finding the idea in reading, and grabbed the attention on reading comprehension's including the mental activities such as analysis, making choices, making decisions, translating, interpreting, translating, analyzing-synthesizing and evaluation besides consisting of finding the idea of the text, thinking on the ideas, searching for the reasons, making inferences, and assessment.

According to Kantemir (1995), reading comprehension was readers' comparing their knowledge with the author's knowledge, and making a conclusion on views they could accept among the views of author. Demirel and Sahinel (2006) mentioned that "reading" and comprehension" that seems as two different efforts were indeed correlated with each other with a cause & result relationship,   and indicated that the first stage of reading comprehendingly was reading well, and

the second stage was comprehending the text. According to Balci (2016), "There are finding the meaning, thinking on the meaning, searching for the reasons, making inferences and evaluation during the reading comprehension process. Comprehension consists of the brain activities such as analysis, making choices, decision-making, and evaluation. During the process of interpretation, previous experiences of the readers are integrated with what is read during the comprehension process."

Reading is a mental process without the opportunity of direct observation. Gunes (1997) stated that the most important aspect for reading within the period we live in is making sense of what is read, namely structuring the meaning. Akyol (2011) emphasized that elementary education first grade students read 70 out of a 100-word text, high schools students read 50 out of a 100-word text and university students read 50 out of a 100-word text twice, and mentioned that such a reader would experience difficulties in following the technology era.

In order for comprehending what is read accurately, knowing the words in the text is remarkable. The increase at the number of unknown words in the text negatively affects the process of comprehension (Ozbay and Melanlıoglu, 2008: 32). "Comprehension is the reason for reading. If readers can read the words, but do not understand what they are reading, they are not really reading. To comprehend is not to simply absorb the author's meanings." (Green, 2007: 7)

Furthermore, the importance of reading rate during the process of reading comprehension should not be ignored. Akyol (2011) reported that redundantly slow reading rate negatively affected comprehension and reading amount; and reading fast decreased the rate for comprehension.

During the process of comprehending the text, efficient use of reading strategies facilitates comprehension (Balci, 2016: 18). Palincsar and Brown (1983), used strategies involving summarization, questioning, clarification, and prediction to increase comprehension in their experimental work using mutual teaching method. It has been observed that the students who are raised using this method have developed their ability to use abovementioned strategies strongly. The results indicated that the students in the experimental group had better results in the standard comprehension tests than the control group.

Stevens (1988) investigated the effectiveness of developing strategies on how to determine the main idea of explanatory text in a study. Throughout the course of the strategy teaching, students learned about the main idea of the paragraphs and the cognitive strategies for finding the appropriate heading. Students are taught to classify words, phrases, and sentences under appropriate headings. These essays are compared in the condition that both the classification and the strategy teaching are combined. The results showed that strategy teaching has significant effects on students' ability to determine the main idea about the content.

Also the type of reading benefited during the reading process affects comprehension of the content. For that reason, it is important to determine how reading types used in Turkish lessons affect reading comprehension of the 5th grade students is essential.

1.3 Reading Types

In this research, oral reading, silent reading, shared reading, reading by highlighting, reading by glancing, reading by asking questions, and reading by taking notes as the types of reading used in Turkish lessons were emphasized.

1.3.1 Oral Reading

Revising the definitions related to oral reading used frequently by the teachers especially in the 1st and 2nd grades for developing the reading skills of the students provides understanding this type of reading better. Dokmen (1994) defined oral reading as "reading aloud with mouth and tongue movements." On reading, Koksal (1999) made a definition as "oral reading is the reading of a text aloud at a volume possible to be heard and listened pleasantly." Celik (2006) mentioned that "the first condition of oral reading is telling the words perfectly, and reading accurately, naturally and in a way like speaking in appropriate to our mouth in aesthetics of Turkish language" And Arici (2012) defined oral reading as "Oral reading is turning the text into sound by the help of various organs."

According to Kavcar (1995), "oral reading affects the listeners, and gives pleasure to hem. Listening to a really good reading, we can understand some complicated thoughts and feelings easily Joy and fluency in language of the read text gives us pleasure. Oral reading is efficient upon students' acquiring good listening habits."

Practice: After making a sample reading with a tone of voice everyone can hear clearly, the teacher ask questions to the students for comprehension, and conduct activities. Subsequent to the oral reading of the teacher, the students are grouped, and one students from each group or all students of the each group can read the text aloud (Gunduz and Simsek, 2011: 182).

1.3.2 Silent Reading

Because there is no vocalization in silent reading that is mostly encountered type of reading in life of individuals and

performed only with eye and mind coordination, brain and eye coordination is active.   Because silent reading is only eye reading, eye sees more words rather than the vocalized words (Celik, 2006: 24).

Silent reading means comprehending a text following by eyes. (Arici, 2012: 35). Therefore, silent reading should not be perceived as telling the words inside not making a voice (Demirel, 1999: 66). Silent reading is the type of reading that is preferred more rather than the oral reading.

Practice: Any texts to be read in classroom environment or any books students want to read is read at a period determined by the teacher. During this process, the teacher plays the role model for the whole class reading silently. During the silent reading process, students are required not wriggling their lips. At the end of reading, it is possible to talk on the points that awaken the interest of students or students do not understand; and what students feel during the reading process can be expressed in a written or oral way (Gunduz and Simsek, 2011: 175, 176).

1.3.3 Shared Reading

The purpose in shared reading is to help students' reading a long text fulfilling an interactive reading activity under the guidance of teacher; and to provide them enjoy reading.   This type of reading helps students' reading more fluently, acquiring appropriate reading habits, and students with weaker reading to understand the relationship between spoken and written language (Karadag and Yurdakal, 2016: 134).

Practice: In shared reading activity, reading is fulfilled in three stages as "before reading, during reading and after reading." During the process of before reading, the teachers talks to students on title of the text, sub-titles and illustrations, and asks students to make predictions on the content of the text to be read. During the reading activity, the teacher reads the text to be a role model, and asks students to follow the text with their eyes. In this stage, the teacher sometimes stops reading, and asks students to make predictions on the text by asking questions. At the end of reading, teacher and students have a talk whether the predictions made before reading the text are true or not. Open-ended questions related to the content are addressed to the students. So that, students are asked to structure what is intended to be explained in the text (Karadag and Yurdakal, 2016: 135).

1.3.4 Reading by Highlighting

The purpose in reading by highlighting is to determine key words and concepts that are possible to help for comprehension and considered to be important (Yildiz; Okur; Ari and Yilmaz, 2013: 133).

Practice: Students are asked to highlight the points they consider to be important in the content read by one of their friends or by the teacher on the text. The students create a significant text expressing the points they highlight or mark with a marker according to their own views with their own sentences. So that better comprehension of the content is provided.

1.3.5 Reading by Glancing

The type of reading by glancing is used for general comprehension of a subject or reminding the pre-knowledge related to a subject at the beginning of the reading process, before reading (Karatay, 2014: 60). The purpose in this type of reading is the comprehension of the subjects without entering into details.

Practice: In order to understand the content of a text, title of the text is glanced first. The text is evaluated analyzing the length in shape and genre. For understanding the topic of the text, the glance is shot on the text. The sentences possible to be the answer of the questions that appear on mind are read as a whole, and the main idea is obtained omitting the details (Gunduz and Simsek, 2011: 206).

1.3.6 Reading by Asking Questions

The purpose in this type of reading is providing students to think on the text and understand the text providing them to prepare questions before and during the reading activity (Yildiz et al., 2013: 133).

Practice: Practicing reading by asking questions can be fulfilled in two types. 1. After reading the text orally or silently, students write questions that appear on their minds. They seek answers to these questions in groups. One student from each group or classroom asks a question to one of his/her friends. 2. Before or during reading the text, students write the questions that appear on their mind related to the title or illustrations of the text on the blackboard. Answered questions are crossed out (Gunduz and Simsek, 2011: 216).

1.3.7 Reading by Taking Notes

The purpose in this type of reading is providing students to be active during the reading process and to remind important knowledge, thoughts and events for them (Yildiz et al., 2013: 133).   Reading by taking notes is beneficial for providing students to remind and revise the knowledge they comprehend during the learning process, to learn what they cannot comprehend from different sources, and to acquire the habit of asking (Karatay, 2014: 61).

Practice: The students are asked to take notes from the texts they read during silent or oral reading activity. In this process, different study sheets can be given to the students. If the text will be read aloud, students are informed on genre and topic of the text and points to be taken into consideration are addressed. The teacher grabs the attention of the students reading important sentences or sections twice. At the end of reading, the notes taken by the students are evaluated. If the text will be read silently, students take notes on cards or papers for the points they consider being important (Gunduz and Simsek, 2011: 200).

It is known that the types of reading presented with their explanations and practices are frequently used in Turkish lessons. For that reason, it was aimed to be determined how different types of reading affected reading comprehension of 5th grade students.

1.4 Problem Sentence

What is the effect of different reading types upon accurate reading comprehension of 5th grade students?

1.4.1 Sub-Problems

1- What is the effect of oral reading upon comprehension level?

2- What is the effect of silent reading upon comprehension level?

3- What is the effect of shared reading upon comprehension level?

4- What is the effect of reading by highlighting upon comprehension level?

5- What is the effect of reading by glancing upon comprehension level?

6- What is the effect of reading by asking questions upon comprehension level?

7- What is the effect of reading by taking notes upon comprehension level?

The study is remarkable in terms of eliminating the basic factors preventing the reading of students according to the results to be concluded determining the effect of different reading types upon comprehension of 5th grade students, and offering suggestions for developing these habits.

2. Method

2.1 Research Model

In this study, post-test control-group experimental design was used. The experimental design is defined as the research design used for discovering the cause and result relationships between the variables. The basic condition for a research to be experimental is the experiments' being appointed to the experimental process conditions as random (Büyukozturk, 2014).

2.2 Study Group

The study group of the research included randomly chosen twenty 5th grade students studying at 5th grade classrooms in Sinop provincial center. Students'

- Studying at the 5th grade, and
- Being volunteer were necessary and adequate two criteria for participating into the study.

2.3 Data Collection

The research data were collected by the researcher by seven different texts chosen from the 5th grade Turkish course books by the help of comprehension question related to these texts prepared also by the researcher. Chosen texts were especially regarded to be at the same level in terms of difficulty, easiness and appropriateness to the level of the target group. The information related to the texts was presented in Table 1.

Table 1. Information Related to the Texts Used in the Research.

	Type of Reading	Used Text	Theme	Published by
1.	Silent Reading	Garbage Seagull	Health and Environment	Cem Veb Ofset Publications Ankara 2015 p. 45
2.	Oral Reading	Everybody's Beautiful World	Individual and Society	FCM Publications. İstanbul 2014 p. 14
3.	Reading by Taking Notes	The Legend of Oguz Kagan	Our Values	FCM Publications. İstanbul 2014 p. 57
4.	Shared Reading	Kite	Our Values	MNE Publications, Ankara 2014 p. 60
5.	Reading by Highlighting	My beautiful language	Individual and Society	MNE Publications Ankara 2014 p.10
6.	Reading by Glancing	Phone Invention	Innovations and Developments	FCM Publications. İstanbul 2014 p. 73
7.	Reading by Asking Questions	What else is in the food?	Health and Environment	Cem Veb Ofset Publications Ankara: 2015 p. 21

For the reliability calculation of the research, reliability formula suggested by Miles and Huberman (1994) was used.

Figure 1. Reliability Formula Suggested by Miles and Huberman

$$R\ (Reliability) = \frac{Na\ (Agreement)}{Na\ (Agreement) + Nd\ (Disagreement)}$$

In order to determine the reliability of the questions used in the research, another expert was asked to prepare five each comprehension questions related to seven texts determined by the researcher. Questions' being directly correlational with the texts and helping to measure comprehending the text was especially regarded both by the researcher and the expert. Subsequently, the researcher and expert came together for trying to determine the reliability of the questions they prepared, and they decided the reliability process ended when they had an agreement. In later stage, the studies were compared, and reliability was calculated. At the end of the calculation, the value of p=0,82 was obtained. Reliability calculation's being above 70% is accepted to be reliable for a research (Miles and Huberman, 1994). The result obtained depending upon this was accepted to be reliable for the research.

Comprehension questions determined after the reliability process were asked after making the students read the texts chosen by the researcher according to different reading types with specific intervals to the group including twenty volunteer 5th grade students. A new text was given to the students for each reading type. The texts were submitted to the students with specific intervals (every other day). Here, the comprehension questions prepared by the researcher at the end of each reading activity on each group were asked to the students, and success levels were determined according to this. The students who participated into the research were classified with code names (S1, S2). During the implementation, answers of the students were regarded to be evaluated in groups, not individually. For that reason, no demographical information was asked from the students, and a different code was used for each type of reading.

2.4 Data Analysis

In this research, "Error Analysis Inventory" developed by Ekwall and Shanker (1988) and adapted into Turkish by Akyol (2011) was benefited for scoring the comprehension levels of the 5th grade students. Below, Error Analysis Inventory used for determining the reading comprehension level was explained.

Table 2. Scoring Table Related to the Questions of Comprehension

Type of Question	Score
Simple comprehension questions	0-1-2
In-depth comprehension questions	0-1-2-3

According to this inventory, the questions depend upon being simple and in-depth. The answers related to simple comprehension questions are scored as "0: not answered questions; 1: partly answered questions; 2: fully answered questions." On the other hand, the answers related to the in-depth comprehension are scored as "0: not answered questions; 1: partly answered questions; 2: expected but incomplete answers; 3: complete and efficient answers."

For evaluating the questions, simple and in-depth comprehension questions were regarded. After the texts read by the students according to different types of reading, simple and in-depth comprehension questions measured reading

comprehension of the students. Simple comprehension questions were evaluated as maximum "2" points in correlational with the answers of the students. And in depth comprehension questions were evaluated as maximum "3" points in correlational with the answers of the students.

3. Results and Discussion

In this section, the findings related to the effect of oral reading, silent reading, shared reading, reading by highlighting, reading by glancing, reading by asking questions and reading by taking notes as the types of reading used in Turkish lessons upon reading comprehension of the 5th grade students were included, and obtained results were presented in Table 3. While presenting the data, reading types were ranked from the highest to the lowest in accordance with the obtained findings.

Table 3. General Success Average of the Students According to the Types of Reading

TYPES OF READING	Silent Reading	Shared Reading	Reading by Asking Questions	Oral Reading	Reading by Highlighting	Reading by Glancing	Reading by Taking Notes
STUDENT GENERAL SUCCESS AVERAGE %	81,4	73	65,5	62	52,1	50,5	27,3

When Table 3 was analyzed, level of reading comprehension activity fulfilled with silent reading during the reading studies performed by the group was noticed to be at the highest level with the rate of 81.4%. This type of reading was followed by shared reading (73%); reading by asking questions (65.5%); oral reading (62%); reading by highlighting (52.1%); reading by glancing (50.5%); reading by taking notes (27.3%), respectively. Individual results for comprehension levels according to each type of reading in terms of the participants were presented in tables below, and discussed.

One of the sub-problems of the research was determining the comprehension levels of the 5th grade students during *silent reading*. Comprehension levels determined according to the answers of the students to the comprehension questions prepared for the text that was read silently were presented in Table 4.

Table 4. Comprehension Levels of the Students on *Silent Reading* Type

STUDENT	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
SUCCESS LEVEL %	80	86	73	80	93	100	100	100	86	80	100	66	66	60	86	73	86	73	53	86
GENERAL SUCCESS %											81,4									

When Table 4 was analyzed, three (S6, S7, S8) out of twenty students who performed silent reading activity were noticed to have the highest (100%) comprehension level. Among the participants, there was one student (S19) with the lowest (53%) success level. This success level was followed by the success levels of 60%, 66%, 73%, 80%, 86% and 93%, respectively.

One of the reasons for majority of the students who participated into the study (81.4%) to be successful at silent type of

reading was possible to be explained through silent reading's not being a type of reading fulfilled only at school. It has been known that this type of reading has frequently been used in our daily lives. The most important property that distinguishes silent reading with the purpose of providing students to read fluently and fast (Yildiz et al., 2013: 131) rather than oral reading is not using the speech organs. It is faster because of sensing the words seen with the eyes through the brain and not using the speech organs. Furthermore, the inconveniences that appear in comprehending and understanding in oral reading are not encountered in silent reading. So that the text written during silent reading are comprehended better rather than the oral reading. Despite these positive properties of silent reading, oral reading has been used more frequently rather than silent reading. Although it is known that silent reading has been started rather than the other types of reading at schools, it has been supported in previous studies that silent reading type is more efficient in comprehending what is read, and affect reading rate more positively.

In his research upon 3rd and 4th grade students, Tazebay (1997) analyzed reading mistakes students had during the silent and oral reading, their negative reading habits, and effects of these properties upon students' comprehension skills and reading rate. This research was carried out with 192 elementary education students, and at the end of the research, it was determined that all of the participants made various mistakes during the oral reading. Some of these mistakes were following what they read with their fingers, not finding where they read, having high level of anxiety while reading, and sitting as leaned. These mistakes also negatively affected the comprehension of the students, and caused reading rate to decrease. At the end of the research, negative behaviors such as following with a pencil or finger were noticed during the silent reading. Despite this, whereas reading rate of the students was 80.6 words per minute during oral reading, this reading rate was determined to be 97.1 words per minute during silent reading. So that it was supported that silent reading more positively affected the reading rate.

Significance of developing the silent reading skill is on the basis for the reading fast comprehendingly. Because no time is spent for vocalizing during the silent reading, this type of reading is faster rather than the oral reading. Townsend (1997) emphasized that normal reading rate was 150 words per minute; and even the commentators announcing horse races could possible to vocalize 250 words per minute (cited by Coskun, 2002: 71). Despite this, Coşkun (2002) expressed that a successful reader could multiply this rate to a few more folds in silent reading. In this sense, Coşkun (2002) measured silent reading rate and comprehension levels of 160 high school 2nd grade students from the schools with various socio-economic surroundings in his study. At the end of the research, he obtained such findings: Silent reading rate of high school 2nd grade students was determined to be 155.9 words per minute in a newspaper article, 140.4 words per minute in a scientific text, and 146.8 words per minute in a literary text. Average of the silent reading rates of the students from three texts was specified to be 147.7 words per minute.

As could be seen, not organizing reading rate well was the leading of reading obstacles. This could especially be associated with students' falling behind the reading rate necessary to be obtained in oral and silent reading according to their grade or levels (Aytas, 2005: 5). Previous studies also indicated that the number of words read during silent reading was more than the number of words read during oral reading.

Another sub-problem of the research was determining the level of comprehension during *shared reading* in terms of the 5th grade students. Comprehension levels determined according to the answers of the students to the comprehension questions prepared for the text that was prepared for shared reading type were presented in Table 5.

Table 5. Reading Levels of the Students on *Shared Reading* Type

STUDENT	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
SUCCESS LEVEL %	46	46	80	80	73	53	73	80	93	93	73	86	100	26	86	73	100	26	80	93
GENERAL SUCCESS %											73									

When Table 5 was analyzed, it was determined that the highest comprehension level in the student group performed

shared reading activity was 100%, and the lowest comprehension level was 26%. Only two (S13 and S16) out of twenty students who performed shared reading answered comprehension questions fully and satisfactorily. The number of students with the lowest (26%) comprehension level was two (S14 and S18). The reason for the highest comprehension level in this type of reading could be predicted as students' performing a reading activity without getting bored as having joy that was one of the purposes of shared reading. Because a relationship between the pre-knowledge and knowledge offered in the text could be established in shared reading activities that provided opportunities for students to have a taste of success in the classroom environment, it was considered that students' structuring the knowledge in the text and so comprehending it facilitated.

Another sub-problem of the research was determining the level of comprehension during *the* activity of *reading by asking questions* in terms of the 5th grade students. Comprehension levels determined according to the answers of the students to the comprehension questions prepared for the text that was prepared for reading by asking questions were presented in Table 6.

Table 6. Reading Levels of the Students on *Reading by Asking Questions*

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
STUDENT																				
SUCCESS LEVEL%	100	66	80	66	80	66	40	80	80	60	80	60	60	40	80	66	60	80	66	0
GENERAL SUCCESS %											65,5									

When table 6 was analyzed, it was noticed that the highest comprehension level in the student group performed reading by asking questions activity was 100%, and the lowest comprehension level was 0%. In reading activity performed with reading by asking questions technique that aimed to provide students think on the text and comprehend the topic making them prepare questions (Yildiz et al., 2013: 133), students are provided to question the content, think on the content for comprehending the text, and increasing the comprehension strength asking questions to themselves in reference to the opposite approaches, title, sub-titles, visual elements, and characteristic structure properties (Karatay, 2014: 63). When the findings were analyzed, it was noticed that there was one student (S20) with the lowest (0%) comprehension level who did not answer any comprehension questions related to the text s/he read accurately.

In this study, after making the students read the text chosen for the reading type of asking by questions silently, they were asked to write the questions that appeared on their minds. Subsequently, the students were grouped, and they looked for answers to these questions. One student from each group or classroom asked a question to one of his/her friends, and the text was tried to be comprehended. It was predicted that a few students answered the questions incompletely because they were unaccustomed to a reading activity fulfilled in this way or they did not fully understand the questions.

Another sub-problem of the research was determining the level of comprehension during *the* activity of *oral reading* in terms of the 5th grade students. Comprehension levels determined according to the answers of the students to the comprehension questions prepared for the text were presented in Table 7.

Table 7. Reading Levels of the Students on *Oral Reading* Type

STUDENT	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
SUCCESS LEVEL%	100	66	73	73	40	53	86	73	73	60	46	53	40	66	66	53	53	53	60	53
GENERAL SUCCESS %											62									

When table 7 was analyzed, it was noticed that the highest comprehension level in the student group performed oral reading activity was 100%, and the lowest comprehension level was 40%. It has been known that oral reading is a skill that should be taught before silent reading. Oral reading activity has been performed to the students since they start to school. Despite this, there have been expressions in the literature related to oral reading's developing reading skills of the students and being possible to decrease reading comprehension skill and required to be decreased slowly in upper grades of elementary education, for that reason. Because oral reading decreases reading rate, silent reading should take the place of oral reading as the level of grade increases (Karadag and Yurdakul, 2015: 126). When age levels of the students who participated into the research were considered, the premise related to students' achieving more success in silent reading due to their being prone to silent reading type more became stronger. The study group with twenty students' having the highest comprehension level (81,4%) in silent reading and the lowest comprehension level (62%) in oral reading could be associated with the increase at level of grade.

Another sub-problem of the research was determining the level of comprehension during *the* activity of *reading by highlighting* in terms of the 5th grade students. Comprehension levels determined according to the answers of the students to the comprehension questions prepared for the text were presented in Table 8.

Table 8. Reading Levels of the Students on *Reading by Highlighting*

STUDENT	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
SUCCESS LEVEL%	46	53	46	20	20	66	86	0	46	66	100	80	53	80	73	20	40	80	73	0
GENERAL SUCCESS %											52,1									

When table 8 was analyzed, it was noticed that the highest comprehension level in the student group performed reading by highlighting activity was 100%, and the lowest comprehension level was 0%. What is expected from the students in reading by highlighting is highlighting or putting the words into circle that cannot be comprehended in terms of their meaning from the context of the text or unknown in terms of their meaning in the text that is read aloud by the teacher of one of the friends or read silently. During this activity, students are encouraged to use sources such as dictionary or encyclopedia if they do not know or sense the words with important functions for comprehending the text (Karatay, 2014: 62). In reading by highlighting, because some students cannot listen to a text carefully or read the text carefully they read silently, they have difficulty in sensing the unknown words within the context and experience weakness in acquiring the skills such as comprehending the basic judgments, topic and main idea of the text.

Another sub-problem of the research was determining the level of comprehension during *the* activity of *reading by glancing* in terms of the 5th grade students. Comprehension levels determined according to the answers of the students to the comprehension questions prepared for the text were presented in Table 9.

Table 9. Reading Levels of the Students on *Reading by Glancing*

STUDENT	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
SUCCESS LEVEL%	80	60	26	46	60	86	66	40	73	40	40	80	100	46	20	0	33	40	73	0
GENERAL SUCCESS %											50,5									

When Table 9 was analyzed, it was noticed that the highest comprehension level in the student group performed reading by glancing activity was 100%, and the lowest comprehension level was 0%. It was necessary to investigate the efficiency of this type of reading in which two students (S16 and S20) had the lowest comprehension level in classroom environment. In fact, reading by glancing is used to remind pre-learning and knowledge on the subject and comprehend the subject in general before the process of text reading (Karatay, 2014: 60). In this research, the students were asked to glance the text fast in order to understand what is the topic of the text about and read the sentences possible to be the answer of the question that appeared on their minds according to the impressions they had from the words used in the text. So that comprehension of the text was aimed. Determining the total comprehension levels of the students who answered the comprehension questions prepared on the sample text read by glancing as 50.5% could be associated with their not being so familiar with such kind of reading type and not knowing to what they should pay attention.

The last sub-problem of the research was determining the level of comprehension during the activity of *reading by taking notes* in terms of the 5th grade students. Comprehension levels determined according to the answers of the students to the comprehension questions prepared for the text were presented in Table 10.

Table 10. Reading Levels of the Students on *Reading by Taking Notes* Type

STUDENT	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
SUCCESS LEVEL%	13	20	26	6	26	33	26	26	20	20	53	46	40	6	13	40	40	40	26	26
GENERAL SUCCESS %											27,3									

When Table 10 was analyzed, it was noticed that the highest comprehension level in the student group performed reading by glancing activity was 53%, and the lowest comprehension level was 27.3%. In reading by glancing activity with 27.3% total comprehension level, the students were asked to takes notes on they could and could not comprehend from the text on margins or their notebooks. In these studies, students were provided to remind and revise the knowledge they comprehended during the learning process, to learn what they could not comprehend from different sources, and get the habit of asking. According to the results of this research, lowest level comprehension of the students who performed reading by glancing activity could be associated with students' not knowing to take notes, and not comprehending which sentences or sections were important while reading the text.

4. Conclusion and Suggestions

These results were concluded in this study in which reading comprehension levels of the 5th grade students were tried to be determined: It was determined that the type of reading with the highest success average in reading studies performed to a group including twenty students was silent reading   (81.4%); and this was followed by shared reading (73%); reading by asking questions (65.5%); oral reading (62%); reading by highlighting (52.1%); reading by glancing (50.5%); and reading by taking notes (27.3%), respectively.

In accordance with the results, the suggestions below related to more efficient use of different reading types in Turkish lessons could be offered:

1. In order to obtain more success in silent reading type, teachers should be provided to pay attention on some points. Namely, during the silent reading, lips should not be wiggled, the text should not be followed with fingers or something else; no head and body movements should be acted during the reading activity; and silence should be kept during reading. A good silent reading habit acquired paying attention on these points provides time and energy saving for the students.

2. In order to gain more success in shared reading, students should be given opportunities for having a taste of success in groups, and they should be encouraged to participate into the reading activity. So that weak readers who actively participate into the reading activities are supported to comprehend the relationships between spoken and written language.

3. In order to obtain more success in reading by asking questions, it is necessary to increase comprehension levels of the students asking questions to them, and to learn supervision. For this, developing the students' skill of asking questions should be regarded, and asking the questions not only in knowledge step but also in upper steps such as analysis, synthesis, and evaluation should be supported. In this sense, it is necessary to abolish boringness in reading by asking questions activity and to prepare questions students could enjoy to find the answers for increasing the interest towards the text. The answers to the questions written on the blackboard, notebooks or on the sheet with the text can be provided to be found by the students. During this activity, the students can be grouped, and whether the answers of the some questions they write are in the text or not can be discussed.

4. It has been known that oral reading is remarkable in students' learning reading, increasing the reading rate, and having pleasure and meaning listening to what is read. The purpose for oral reading is to provide students to understand how the words in a text are pronounced and from which context they are used.   For that reason, enhancement of vocabulary, and pronouncing in accordance with the stress and intonation of the words should be regarded for students in order to achieve more success. During the oral reading that serves to this purpose, clean speech abilities of the students develop, as well. Furthermore, during the oral reading, reading level of the students is determined, and mental activities of the listeners improve (Yildiz et al., 2013: 131-132). Because intervening to the students during the reading activity prevents comprehension of the text, the mistakes during the oral reading should be corrected soon after the activity ends (Karadag and Yurdakal, 2016: 129).

It has been known that oral reading has been started at school earlier rather than the other types of reading. Because oral reading that has contribution upon developing the reading skills of the students slows reading skills, it should be decreased slowly as the level of grade increases. In order for increasing the reading rates of the students, silent reading instead of oral reading should be preferred in upper grades (Karadag and Yurdakal, 2016). Aytas (2005) suggested that oral reading at one third rate should be included in early years of elementary education second grade; and this rate should be slowly decreased in second and third grades.

5. For increasing the success of reading by highlighting, students can be provided to highlight the words they cannot make any sense or they do not know the meaning during the activity of oral or silent reading activity, and then they can be made to find other words possible to be associated with these. The words unknown for the students can also be provided to be comprehended making them find the sentences including topic, main idea and auxiliary ideas of the text.

6. In order to increase success of the reading by glancing, it is necessary to provide students to perceive the text they will glance as a whole. For this, studies on broadening the active visual space can be carried out. It has been known that it is essential to focus on several targets at once and increase the reading rate for paying attention to important areas. In reading by glancing activity, it is necessary to provide students focusing primarily on the target, reading the answers of the questions on their mind as a whole, and reaching to the main idea omitting the details. For this, the teachers allow a specific time to the students for finding the main idea of the text. At the end of the time, the students are provided to discuss the answers and tell about the main idea they find.

7. In order to increase the level of comprehension in reading by taking notes, students should make predictions on genre and topic of the text before starting to the activity, the structural properties to be addressed should be emphasized after

reading the text, and subsequently, students should be asked to take notes for determining these properties of the text. When necessary, the teacher should reread the important sentences or sections in the text, and students should be provided to pay attention on these. At the end of reading, students should benefit from the notes they take for answering the questions in terms of comprehending the text. So that students can be provided to acquire note-taking, recording, and coding skills through a writing technique specific to their own. These implementations can be performed both individually and at the same time.

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