

Investigation reading comprehension processes of fourth-grade primary school students

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Abstract

Reading comprehension is a complex process that requires using many skills together. To increase the quality of this process, many strategies, methods, and techniques are applied, and the operability of the applications is the subject of research. When the studies are investigated, it is seen that the effects of strategies, methods, and techniques on students' reading comprehension skills have been examined many times. However, it is not possible to deal with the reading comprehension process only with strategy effectiveness. When the studies conducted at the international and national levels are examined, it is seen that the studies in which primary school students describe their own mental processes in the reading comprehension process are limited. Therefore, this research, it is aimed to examine which strategies, methods and techniques are used by primary school 4th grade students to understand a text they read. The study was carried out with 25 primary school students studying in two public primary schools in Ardahan city center in the 2020-2021 academic year. The case study model, one of the qualitative research designs, was used in the study. A data collection tool, a semi-structured interview form consisting of open-ended questions was used to determine the methods and techniques used by primary school 4th grade students in the reading comprehension process. While preparing the interview form, first, the relevant literature was reviewed and items were created in order to reveal the activities performed by the students before, during and after reading. The semi-structured interview form consisting of 5 open-ended questions was finalized by consulting the expert opinion for the items created. The data obtained in the study were analyzed by the content analysis method. According to the results of the research, it was seen that primary school students most frequently used the methods of examining text images, visualizing what they read, summarizing the text, finding the message the author wanted to convey, and mapping the story in the process of reading comprehension.

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1 Introduction

Reading, in addition to expressing many different meanings, sometimes appears as a purpose and sometimes as a tool. One of the purposes of reading is comprehension, the individual wants to understand to learn. The individual realizes comprehension by activating his mental processes, and when comprehension occurs, the reading comprehension process is completed. In the reading comprehension process, educators use many strategies, methods, and techniques to increase the quality of the process. However, the center of this process, which is completed in the awareness of the individual and the management of his mental processes, is the individual.

In line with the needs of societies for thinking individuals, education systems have also started to need new approaches. In line with this need, the focus is on raising individuals who criticize, question, and solve problems through education. Therefore, reading is seen as the way to achieve this (İnce, 2012). Most developed countries aim to develop themselves throughout life with skills such as reading, writing, thinking, and questioning through applied educational approaches (Güneş, 2013). Reading is one of the most critical activities that allow individuals to express themselves clearly and effectively in addition to being knowledgeable and cultured, which are the requirements of individuals to adapt to social and cultural life (Başbuğ & Kızılgın, 2020). Güneşli (2003) defined the act of reading as making our life meaningful by presenting different views. According to Akyol (2003), the main purpose of reading is to establish meaning, and how and where meaning is constructed is an important issue that needs to be investigated. Reading comprehension, which is the main goal of the reading process is described as a complex process that requires the reader's active and conscious cognitive effort.

Reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation (Meneghetti, Carretti & De Beni, 2006). Comprehension involves engaging in higher-order thinking skills, constructing a mental picture of text, and understanding text structure (van den Broek & Kremer, 2000). Although single-strategy teaching increases certain learners' skills (e.g., main idea, question generation) but growing evidence indicates that complex text comprehension requires combinations of strategies (Baxter & Reddy, 2007).

Developing students' reading comprehension skills directly affect their future education life. Yağcıoğlu and Değer (2002) stated that research on reading comprehension skills aims to raise awareness of what students do to understand what they read while reading. In addition, they pointed out that by raising students' awareness of their reading comprehension processes, it will contribute to them becoming a competent reader who can control what they understand by reading comprehension and acquiring metacognitive skills. In line with this information, we can deduce that individuals who can manage their own reading comprehension processes have metacognitive skills.

Güzel Özmen (2001) stated in his study that the process of acquiring the reading comprehension skill includes reading the text by the student, then asking the reading comprehension questions about the text, and explaining the text to the student. In addition, it was stated that no education was given to the students about answering the questions. Children who understand the text can answer the questions or explain the text. Children who do not understand the text and cannot answer the questions about the text are not taught. However, when none of the students can answer the questions, the teacher becomes a model by giving the correct answer. He said that the model created by the teacher did not give the students enough systematization,

and it was not enough for the students to understand the text independently. In addition, he stated that not providing enough education on reading comprehension causes students to spend a long time understanding the text on their own, and the lack of individualization in reading comprehension poses a problem for students and affects their success in other courses. As a solution, he suggested creating sample applications in Turkish books according to the performance level of the student and the skill to be taught, diversifying the teaching strategies and methods to be applied, and choosing an effective teaching strategy and method related to the skill to be gained by the teacher (Şengül & Yalçın, 2004).

Reading comprehension processes are defined by Irwin (1991, p.6) as follows:

1. *Micro Processes*: It includes making sense of the unit by dividing it into parts or sentences. Here, it is essential to establish new meanings with keywords or sentences in a new order that we have created and weed out the unimportant parts of the text. Because weeding out insignificant details makes it easy on ourselves and allows us to remember the text as a whole.

2. *Integrative Processes*: Understanding the relationship between clues in reading texts and the relationship between clues and texts is defined as an integrative process.

3. *Macro Processes*: Remembering the information obtained from the reading texts in order and appearing in the mind as a summary requires macro comprehension processes.

4. *Process of Determining Details*: This process enables us to reveal what we know, what we want to do, our power to apply what we have learned, and our experiences, attitudes, beliefs, and values. In these processes, anticipation and schema (map) extraction is important steps for higher-order thinking processes. The event, person, object, etc., can be used in this map and the unimportant parts are discarded. This improves individual learning, thinking, and remembering.

5. *Cognitive Awareness Processes of Comprehension*: Whether they realize it or not, many people use cognitive awareness skills, such as monitoring their reading comprehension, monitoring their own ways of thinking and learning, and identifying study skills. In the beginning, the person needs to pay attention, develop an attitude, check what he knows and focus on that thing to achieve what he will learn. Next, he must plan a thinking strategy and predetermine what he will do. When using this strategy, one should control the degree of achievement of one's goal, compare the information obtained most recently with the initial information, and, if necessary, adjust the plan. When a student uses cognitive awareness strategies systematically, that person's reading comprehension skills develop (as cited in Gelen, 2003, p.62).

It is important for a good reader to be able to use many strategies effectively before, during, and after reading, and good readers exhibit the following behaviors (Epçaçan, 2008):

- A good reader has a purpose.
- Good readers examine the main lines by reviewing the text.
- Then, they make predictions.
- They read the text in a way that repeats when necessary while reading.
- They take notes and check their predictions.
- They make summaries of the text.
- They compare it with their own prior knowledge.
- They define the problems encountered in the text.
- They do repeated readings.
- They evaluate the text during reading.
- They make decisions about the text.
- They suggest an opinion about whether the text is written well or badly.

- They try to determine whether there is a work that will attract the attention of the readers.

Perhaps the best way to ensure that students understand the text is to be taught by the teacher how they can use reading comprehension strategies on the text (National Reading Panel [NRP], 2000). It is important to carry out the necessary activities for individuals to have sufficient reading comprehension skills and to activate their mental processes (Karaarslan, 2015). It should be ensured that students take an active role in the lessons by giving reading comprehension training, including teaching different strategies suitable for their development levels (Batmaz, 2017). In this process, teachers need to know how to improve students' metacognitive skills in various ways and productively (Akyol, Yıldırım, Ateş, & Çetinkaya, 2013). The process of reading comprehension is ultimately a cognitive process. Students are required to use effective strategies, methods, and techniques by being aware of their mental processes in the process of reading comprehension.

1.2 The aim of the research

When we consider that students make sense of what they read by integrating them with their prior knowledge in reading comprehension studies, we can say that reading comprehension represents an individual process for each student. In this process, in which each student is independent, it is important to determine which paths they follow to determine how comprehension occurs in a mental context. Increasing the quality of students' reading comprehension process, will be easier and faster to construct information in their minds. When the relevant literature is examined, there are studies that generally investigate the effects of reading strategies on reading comprehension. Studies examining the mental processes of reading comprehension through the student's eyes are quite limited. This study it is aimed to examine which strategies, methods, and techniques are used by primary school 4th-grade students in the process of reading comprehension. The answers to the following sub-objectives have been sought in line with this main objective.

1. What strategies, methods, and techniques are used by primary school 4th-grade students in the process of reading comprehension before, during, and after reading?
2. What strategies, methods, and techniques do primary school 4th-grade students use to find the main idea of the text and summarize the text?

2 Method

2.1 Research method

In the study conducted to examine the reading comprehension processes of primary school fourth-grade students, the case study design, one of the qualitative research methods, was used. Using the case design, it aims to determine in depth which ways students follow in their reading comprehension processes. Case studies describe how events occur by investigating events in the real environment and revealing the results (Aytaçlı, 2012). The case study gives the opportunity to develop a holistic perspective by showing the cause-and-effect relationships of the situation in question (Leymun, Odabaş, & Kabakçı Yurdakul, 2017). The case study design was preferred in this study since it aimed to examine the students' mental processes in reading comprehension with a relational dimension.

2.2 Participants

The research participants are 25 fourth-grade students studying in two different public primary schools in the central Ardahan province in the fall semester of the 2020-2021 academic year. The reason why the study was conducted with fourth-year students is that the students mainly focus on basic reading skills in the first three years, and it is important for the following education levels

that the fourth-grade students are aware of the comprehension process and can control this process (Kıroğlu & Özdemir, 2017). Fourth grade is considered a 'watershed' grade because expectations for comprehension presume that students will be able to read increasingly complex text proficiently and independently (Simmons, etc., 2010). In the study, the participants were selected by purposive sampling method since the schools interrupted face-to-face education under pandemic conditions and because it was possible to communicate with the participants with technological tools. The aim of purposive random sampling is to ensure the credibility of the research by reducing doubts about why certain situations were chosen for the research (Creswell, 2013). The distribution of the study group participating in the research by school and gender is given in Table 1.

Table 1 Distribution of 4th-grade students participating in the research by school and gender

School	Gender	N	Total
S1	Girl	6	11
	Boy	5	
S2	Girl	7	14
	Boy	7	
Total			25

2.3 Data collection tools

For the purposes of the research, a semi-structured interview form prepared by the researcher was used as a data collection tool to examine the participants' reading comprehension processes. While designing the data collection tools, national and international literature was reviewed, and expert opinion was sought.

According to Susar (2006), reading comprehension strategies are generally divided into three groups as follows.

1. Pre-Reading Strategies
2. Reading Order Strategies (Strategies for Constructing Meaning)
3. Post-Reading Strategies (Correction and Interpretation Strategies)

The data collection tool prepared in line with this information aims to examine how primary school fourth-grade students structure their reading comprehension processes. First, the "Personal Information Form" was applied to the study group participating in the research, and then the "Semi-Structured Interview Form" was applied.

- Personal Information Form (PIF)
- Reading Comprehension Process Examination Scale (RCPES)

Information about the characteristics of the participants was collected with the information form (PIF) developed by the researcher. In this form, there is information about the gender of the students, the number of books they read in a month, what kind of books they enjoy reading, how often they read, and with the help of which tools they perform their reading. The questions asked to the students in the personal information form are given in Table 2.

Table 2 Questions of personal information form

- | |
|---|
| <ul style="list-style-type: none"> • What is your gender? • How often do you read books? • What kind of books do you read the most? • How do you do your readings in general? |
|---|

It aims to determine what the students do for reading comprehension before, during, and after reading with the semi-structured interview form ‘Reading Comprehension Process Examination Scale (RCPES)’ prepared by the researchers to examine the reading comprehension processes of primary school fourth-grade students. For this purpose, open-ended questions asked to the students are given in Table 3.

Table 3 Open-ended questions asked to students to examine the reading comprehension process

- What do you do to understand what you read before reading a text?
- What do you do to understand what you read while reading?
- What do you do to understand what you read after reading?
- How do you find the main idea of the text you read?
- How do you summarize the text you read?

2.4 Analysis of data

The data collection process and analysis of the study, which was carried out as a case study from qualitative research methods, are as follows.

1. In order to carry out this research, firstly, the Ardahan Provincial Directorate of National Education was informed, and the application permission was obtained. In line with the permission received, the school directorates, primary school teachers, and parents were informed about the study. The application started in the fall semester of the 2020-2021 academic year.
2. The students who will participate in the application were informed about the subject of the research and the method of the application.
3. After filling out the personal information form in the application, a semi-structured interview form was used. Open-ended questions in the semi-structured interview form were directed to the students, and how the students managed their reading comprehension processes and what practices they used in this process were recorded in the data collection tool.
4. The data obtained in the study were analyzed using ‘Content Analysis’.

Content analysis is a research technique especially used in social sciences and is suitable for case studies (Taylan, 2011). Although there are different definitions for content analysis, two important issues that they all emphasize are that the method should be ‘systematic’ and ‘impartial’ (Arun & Koçak, 2013). For reliability, participant names were kept confidential and coded as P1, P2, and P3.

3 Findings

This section presents the results of the data obtained by the semi-structured interview technique under seven headings in line with the sub-purposes. These are information on the data obtained through the Personal Information Form (PIF) of the participants, data on what participants do to understand what they read before, during, and after reading a text, and the methods used by the participants to find the main idea of a text and the methods they use to summarize a text. The answers given by the participants to the questions asked to them were analyzed by content analysis, and as a result of the analysis, some themes and codes were reached. In this regard, the results obtained from the research are presented below within the framework of sub-problems.

Table 4 Information on the data obtained from the participants through the personal information form

Themes	Codes	n	%	Participants
Frequency of reading books	Always	14	52	P1, P2, P3, P7, P10, P11, P14, P15, P16, P17, P18, P19, P20, P24
	Too often	4	16	P5, P9, P13, P23
	Rarely	2	8	P4, P25

	Sometimes	5	20	P6, P8, P12, P21, P22
Type of book read	Novel	3	8	P2, P16, P19
	Story	19	51	P1, P3, P4, P5, P7, P8, P9, P10, P11, P13, P14, P16, P17, P18, P19, P20, P21, P22, P24
	Tale	13	35	P3, P5, P6, P9, P10, P11, P12, P14, P17, P18, P21, P24, P25
	Poem	2	5	P2, P9
Screen reading tool	Desktop computer	6	24	P6, P8, P9, P14, P17, P18,
	Tablet	2	8	P1, P13
	Phone	13	52	P1, P2, P4, P7, P8, P9, P11, P15, P16, P17, P18, P19, P24
	Laptop	4	16	P5, P11, P15, P19
Paper reading tool	Reading book	16	54	P1, P3, P4, P5, P7, P8, P9, P10, P11, P13, P17, P18, P19, P20, P22, P24
	Textbook	12	41	P2, P3, P4, P5, P7, P8, P9, P10, P11, P13, P17, P23
	Newspaper	0	0	
	Magazine	1	5	P11

When Table 4 is examined, it is seen that the data obtained from the personal information form of the participants are gathered under four themes. These include how often the participants read, what kind of books they read, and by what tools (screen or paper) they carried out their reading. It was observed that 52% of the participants read always, 20% sometimes, 16% too often, and 2% rarely. It is seen that the highest rate of what kind of books the participants read is the story (51%). The story is followed by a tale (35%), novel (8%), and poem (5%). It was observed that the participants mostly performed their screen readings on the phone (52%), followed by a desktop computer (24%), a laptop (16%), and a tablet (8%). It was observed that the participants mostly read from the reading book (54%), followed by the textbook (41%) and the magazine (5%), and they did not read any newspapers.

Table 5 The obtained data on what the participants do before reading a text in order to understand what they read

Theme	Code	n	%	Participants
Methods used by participants to understand what they read before reading.	I examine the images of the text	8	24	P1, P5, P8, P16, P17, P19, P21, P25
	I create a quiet environment to avoid distractions and focus on my reading purpose	7	21	P4, P5, P6, P8, P11, P12, P15
	I pay attention to the text	6	18	P2, P4, P5, P9, P10, P13,
	I examine the title of the text	5	15	P7, P20, P21, P22, P23
	I skim the text.	5	15	P6, P10, P12, P14, P16
	I guess the subject of the text.	2	6	P3, P9

In Table 5, the data obtained about what the participants did to understand what they read before reading a text were collected under six codes. The participants stated that they primarily examined the images in the texts (24%) before they started the reading. Then, creating a quiet environment to avoid distractions and focusing on the purpose of reading (21%) was the second most prominent code.

P17 "I examine the images on the text and make guesses about the text."

P6 “Before I start the reading, I go to a quiet place so that nothing is distracting me, and focus on what I am reading.”

P11 “I need to be in a quiet place to understand what I'm reading, and I think for which purpose I'm reading.”

According to the results, I pay attention to the text (23%) as the third most used expression.

P9 “I pay attention to the text by focusing on the reading.”

It was observed that the participants expressed the codes examined the text's title (15%) and skimmed the text (15%) at the same rate.

P20 “I read the title of the text.”

P14 “I skim the text before reading the text.”

It is seen that the participants use the expression I guess the subject of the text (6%) the least in order to understand what they are reading before they start reading.

Table 6 The obtained data on what the participants do during reading a text in order to understand what they read

Theme	Code	n	%	Participants
Participants use methods to understand what they are reading while reading a text.	I visualize what I'm reading.	6	20	P1, P6, P8, P11, P14, P21
	I try not to be distracted.	5	18	P5, P6, P9, P15, P22
	I re-read the text.	4	14	P8, P13, P16, P24
	I read the text aloud.	2	7	P2, P3
	I try to read the text by understanding it.	2	7	P4, P25
	I re-read where I don't understand.	2	7	P16, P20
	I put myself into the hero's shoes.	2	7	P12, P23
	I ask questions about the text.	2	7	P7, P15
	I read by noticing punctuation marks.	2	7	P10, P14
	I find the meanings of words whose meanings I don't know.	1	4	P17

When Table 6 is examined, the data obtained on what the participants do to understand what they read while reading a text are gathered under ten codes. It was determined that the participants mostly visualized what they read (20%) and tried not to be distracted (18%) during reading. A few participant opinions about the codes used with the highest rate are as follows.

P8 “I visualize what I'm reading in order to understand what I read.”

P9 “I must not be distracted while reading; otherwise, I will not be able to understand what I am reading. Therefore, I concentrate myself on the book.”

P11 “I only focus on what I'm reading.”

P22 “I try not to be distracted and think over what I read.”

P21 “I don't think about anything else except the text I've read.”

When the results were examined, the statement of the participants that I re-read the text (14%) was the third code. The opinions of several participants are as follows.

P13 “I read the text over and over until I understand it.”

Regarding the reading comprehension methods, while the participants are reading, it is seen that they expressed expressions, I read the text aloud (%7), I try to read the text by understanding it (%7), I re-read where I don't understand (%7), I put myself into the hero's shoes (%7), I ask questions about the text (%7), I read by noticing to punctuation marks (%7), equally. The opinions of the participants about the codes they expressed are as follows.

P14 “I read emphatically by noticing punctuation marks.”

P16 “I repeat the parts I do not understand while reading.”

P4 “I try to read by understanding the text I read.”

P12 “I put myself into the hero of the story. When I think like that, I understand better.”

P2 "I understand better when reading aloud."

According to the results, finding the meaning of words whose meaning is unknown (4%) is the code with the lowest rate.

Table 7 The obtained data on what the participants do after reading a text in order to understand what they read

Theme	Code	n	%	Participants
Methods used by participants to understand what they read after reading a text.	I summarize the text	9	28	P1, P2, P5, P8, P11, P19, P20, P21, P24
	I read the text again	6	19	P7, P10, P14, P16, P22, P23
	I tell the text	5	16	P3, P4, P10, P13, P17
	I keep in mind the important places I read	5	16	P1, P2, P4, P9, P15
	I solve questions about the text	4	12	P5, P6, P10, P19
	I figure out the main idea of the text	2	7	P12, P25
	I take notes about the text	1	3	P18

When Table 7 is examined, the data obtained about what the participants do to understand what they read after reading were gathered under seven codes. 28% of the participants state that they summarize the text, 19% re-read the text, 16% keep important places in mind, 16% tell the text, 12% solve questions about the text, 7% figure out the main idea of the text, and 3% take notes about the text. The participant opinions of the codes are as follows.

P11 "I summarize the story after reading it to understand better what I have read."

P15 "If I don't understand what I read, I read it again until I understand it."

P5 "I understand better when I solve questions about what I read."

P3, P13 "I tell my family and friends what I read."

P18 "I take notes on important points while reading."

P5, P12 "After reading, I figure out the text's main idea."

P22 "I keep in mind the important parts of the story I read, and repeat them in my mind when the reading is finished."

Table 8 The obtained data on what participants do to figure out the main idea of a text

Theme	Code	n	%	Participants
The methods that participants use to figure out the main idea of a text.	I think about the message that the author wants to give.	10	32	P3, P5, P8, P10, P11, P12, P14, P7, P18, P24
	I find the advice that the text wants to convey.	9	29	P1, P2, P6, P7, P9, P13, P19, P22, P25
	I summarize the text.	4	13	P4, P8, P15, P21
	I think about the knowledge that the text has taught me.	3	10	P3, P10, P20
	I find out what the text is trying to tell.	2	6	P3, P23
	I keep important parts of the text in mind.	2	6	P16, P24
	I contact when I tell the text.	1	3	P25

In Table 8, the obtained data on what the participants do to figure out the main idea of a text were collected under seven codes. 32% of the participants state that they think about the message that the author wants to give, 29% find the advice that the text intends to tell, 13% summarize the text, 10% think that the text taught them, 6% find out what the text is trying to tell, 6% keep important parts of the text in mind, and 3% made connections when telling.

P7 "Whatever the story advises us, it is its main idea."

P5 "I focus on what lesson can be learned from the text."

P3 "Trying to understand what the story I read tells..."

P21 "I briefly and succinctly summarize the main idea of the book I am reading."

P24 "If I read it carefully, I will understand what the author wants to tell."

P10 "Thanks to the knowledge he taught me when the story was over..."

P25 "I make connections between the events described in the story."

Table 9 The obtained data on what participants do to summarize a text

Theme	Code	n	%	Participants
Methods that participants use to summarize a text.	I tell the story's hero, place, event, and time.	8	27	P1, P3, P8, P10, P13, P18, P21, P22
	I extract the introduction, rising action, and conclusion parts of the text	5	17	P11, P15
	I remember the text and put it together in my mind	4	14	P1, P4, P17, P20
	I tell what's on my mind after I read the text.	4	14	P3, P6, P23, P25
	I describe the events in the text	4	14	P3, P5, P14, P24
	I re-read the text	3	10	P7, P12, P19
	I tell/write what I understand from the text	2	7	P2, P16
	I keep the important parts of the text in mind.	1	3	P5
	I tell the main idea of the text I read.	1	3	P9

When Table 9 is examined, the obtained data about what the participants do while summarizing a text are gathered under nine codes. In summarizing the text, 27% of the participants state that they tell the hero, place, event, and time of the story, 17% extract the introduction, rising action, and conclusion parts of the text, and 14% describe the events in the text, 14% tell what's on their mind after reading, 14% keep the important parts of the text in mind, 7% write what they understand from the text, and 3% tell the main idea of the text. The opinions of the participants on the summarizing the text are as follows:

P1 "I remember the text and collect it in my head."

P8 "After reading, I tell the text, write what I have told, and summarize it."

P12 "I write an introduction, rising action, and conclusion."

P10 "I briefly gather together the events and stories in the text."

P16 "I write what I understand from the story in my notebook."

P23 "I write what I remember."

P22 "After I read the text, I tell my mother, and when I forget, I reread it. I tell it again and write it in the notebook."

4 Discussion, conclusion, and recommendations

As a result of the research, it was determined that the participants used different practices related to reading comprehension during reading. Reading processes were examined in three stages before, during, and after. It was also observed that the techniques of the participants for finding the main idea and summarizing it varied.

The study concluded that the participants mainly examined the visuals in the text and focused on the purpose of reading before reading regarding the strategies, methods, and techniques of reading comprehension. In addition, among the techniques used by the participants, it is seen that they use the least guessing technique. In the study examining the level of using reading comprehension strategies of fourth-grade students, Batmaz (2017) emphasized the importance of studies such as examining and reviewing text-related visuals to increase the use of visualization and linking, reviewing, and estimation strategies and said that these studies should be given more space in the reading comprehension process. In the study, which aims to determine which reading comprehension strategy primary school teachers use most, İnce (2012) found that primary school teachers mostly use the strategies of activating prior knowledge and creating schemas

(interpreting text-related visuals, examining tables, graphics, and diagrams) before reading. When the studies reached were concerned, it was seen that they had similar results to this study. It is said that structuring the visuals used in reading texts according to the level of the student will contribute to reading skills by providing concretization (Arslan, 2005; Şen Baz ve Baz, 2018). Yılmaz (2008) states that interpreting text pictures and examining tables, graphics, and schemas before reading helps students establish a connection between their prior knowledge of the text and the text content. Examining text pictures is a strategy suitable for the primary school level. According to Kara (2012), text images have a narrative language and should reflect the text plan and main idea. In a similar study, primary classroom teachers agreed on the effectiveness of visual reading activities in providing students with understanding, permanence, metacognition learning, creative thinking, and speed reading (Akpınar, 2009).

The study concluded that the participants mostly visualize what they are reading to understand what they read during reading. In the study by Baydık (2011), visualization was the least used strategy in reading comprehension. This result contradicts the result of the present study. According to Başaran (2013)'s study, students use visualizing the text most frequently among the metacognitive strategies to understand what they read. Students read the text more slowly and carefully in situations that cause distraction, such as immersion in other thoughts. This result is in parallel with the results of our research.

It was concluded that the participants mostly used the strategies of summarizing and re-reading the text after reading in the reading comprehension process. In the study of Belet and Yaşar (2007), a significant difference was found between the experimental group, in which note-taking, using concept maps, and summarizing, which are among the Turkish lesson learning strategies, and the control group, in which traditional teaching was applied, according to their reading comprehension skills. Epçaçan (2008) stated that a good reader summarizes the thoughts of the text with selective repeated readings after reading. It is seen that repeated reading and summarizing are among the primary strategies used by students (Aydoğan, 2008; Başaran, 2013; İnce, 2012; Kahveci, 2019; Kaman & Şahin, 2013). According to the studies reviewed, it can be said that using different strategies together at each stage of reading contributes to reading comprehension (Batmaz, 2017; Belet ve Yaşar, 2007; Epçaçan, 2008; Kudret, 2016; Usta, 2019). In addition, Yılmaz (2009) noted that thanks to the repeated reading method, there was a significant difference in the reading errors of the students who had oral reading errors, and it contributed to the fluent reading of the students. In the research conducted, repeated reading appears as a tool frequently used by students in figuring out the main idea (Ateş, Çetinkaya, & Yıldırım, 2013).

According to the research results, it is seen that practices such as thinking about the message the author wants to give and finding the advice that the text wants to convey are preferred mainly by the participants to see the main idea. It was observed that the participants chose to make connections the least while finding the main idea. According to Kuşdemir and Güneş (2014), the main idea is the primary thought to be given in a text, and all the elements in the text are shaped around the main idea. Pilten (2007) pointed out a significant difference in reading comprehension between the group that is taught the main idea finding strategy supported by metacognitive strategies and the group that is taught traditionally and stated that forming the main idea is at the center of reading comprehension skills. In a study examining the effect of organizing strategies on finding the main idea, Kırnık (2017) found that the students feel successful when they figure out the main idea. At the end of the application, the students defined the main idea as the lesson advice the text wanted to give.

According to the results of summarizing the text of the participants, it was seen that the hero, event, place, and time of the story are used the most. Secondly, the text's introduction, rising action, and conclusion parts are used. When the related studies are examined, according to Susar Kırmızı and Akkaya (2011), an effective reader should be able to summarize the information to understand it. Çıkrıkçı (2004) stated that since the summarization process is one of the essential components of reading comprehension, reading comprehension strategies should be taught as the first step of learning with texts. Strategies can be used with different text structures in different lessons to support reading comprehension and summarizing (Bahap Kudret, 2016; Sulak, 2019). Arslan (2017) reported that the story map method has positive effects on summarizing and stated that this method would be beneficial for developing summarizing skills. Kuruyer and Özsoy (2015) said that readers could use their cognitive resources in different situations by applying them in the reading environment and becoming independent in their metacognitive skills. Individuals who know where and when they can transfer their metacognitive skills to the reading environment will increase their self-efficacy belief and reading comprehension performance.

This study's following recommendations can be made, which examined the reading comprehension processes of primary school fourth-grade students.

- According to the results of the research, it was seen that students applied different methods, techniques, and strategies at every stage of reading comprehension (pre-reading, during reading, post-reading, finding the main idea, summarizing). In this context, reading strategies training can be given to the students.
- Studies can be conducted on which reading comprehension strategies are more effective at which stage.
- Learning environments can be organized where students can use many reading comprehension strategies together.

4.1 Limitations and Future Directions

The research was conducted with twenty-five students studying in the center of only one province. In future studies, comparative studies can be carried out by increasing the number of participants.

5 Statement of Researchers

5.1 Researchers contribution rate statement: Researchers contributed equally to the study. Decisions were taken together at every stage of the research, and the study was carried out.

5.2 Conflict statement: Authors declare no conflict of interests for this article. The publication rights of the article have been transferred to the Pedagogical Perspective Journal.

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