

Effects of Story Map Method on Listening and Reading Comprehension of 1st Grade Elementary School Students

Fatma Beyhatın¹ and Olcay Özdemir^{2*}

¹Foça Provincial Directorate of National Education, İzmir, Turkey

²Primary School Teaching Programme, Department of Primary Education, Faculty of Education, Zonguldak Bülent Ecevit University, Zonguldak, Turkey

Corresponding author: Olcay Özdemir, E-mail: olcay67@gmail.com

ARTICLE INFO

Article history

Received: May 17, 2023

Accepted: July 19, 2023

Published: July 31, 2023

Volume: 11 Issue: 3

Conflicts of interest: None

Funding: None

Notes: This study was derived from the first author's master's thesis prepared under the supervision of the second writer.

ABSTRACT

The purpose of this study is to examine the effect of the story map on elementary school first-grade students' listening and reading comprehension levels and their attitudes towards reading in literacy teaching process. It was conducted on 69 students studying in the first-grade in an elementary school in the Western Black Sea region and assigned by matching. In the research, "Quasi-experimental Design", one of the quantitative research methods, was used. During the data collection process, the Reading Attitude Scale with "Garfield Picture" for 1-6th-Grade Students to Turkish was implemented in the experimental and control groups as a pretest and post-test. While the story map was implemented in the lessons in the experimental group, the implementation process was completed by teaching the lesson without any implementation in the control group. The texts in which listening and reading comprehension questions were implemented included 26 narrative texts in the elementary school 1st-grade Turkish book. The data collected with the "Listening and Reading Comprehension Achievement Test" and Reading Attitude Scale with "Garfield Picture for 1-6th-Grade Students to Turkish implemented after the experimental procedure were evaluated with the SPSS 20 statistical software. At the end of the study, it was concluded that the experimental group, in which the story map was implemented before the listening and reading comprehension questions, was more successful in comprehension than the control group. When the effects of the story map on the attitude towards listening and reading comprehension were examined, a positive improvement was found in listening and reading comprehension in the experimental group.

Key words: Listening Comprehension, Reading Comprehension, Story Map

INTRODUCTION

Listening skill is important in terms of knowing when and how to ask for information. In this context, listening skill is the most used language skill even in schools where written materials are more dominant (Robertson, 2004). According to Mackay (1997), listening skill is the key to success. Despite this, listening training in elementary education is one of the most neglected subjects (Edwards, 1991). However, when reading activities are implemented together with listening, the comprehension dimension will emerge better.

The first literacy teaching and comprehension activities that the child uses in his life is listening. Listening comprehension skills acquired in the process of acquisition of the mother tongue will also contribute to the understanding of words, terms and phrases appropriate to their level in foreign language learning (Sever, 2004). Yıldırım et al. (2010) emphasized that the learning tools used in the learning-teaching process, especially language-based resources, are effective in featuring the comprehension skill. They stated that while

the two main sources that comprehension skills benefit from during the teaching process are listening and reading, the most common text types in this process are informative and narrative texts. Students' comprehension skills can be improved by conducting listening comprehension exercises, especially with narrative texts. In the process of listening comprehension studies, strategy implementation should be used to enrich the teaching process. Listening strategies are interactive and internal strategies that occur between individuals (Lynch, 1996). In the listening environment, there are many strategies such as mental preparation, goal setting, estimation, note-taking, determining type, method and technique. In order to ascertain effective listening, these strategies should be used in listening environments (Güneş, 2007). Listening strategies cover all of the methods and techniques that students should use in the listening phases (before, during and after). Tompkins (2003) stated that the intended purpose will be achieved in this way by creating purpose-oriented key questions for the strategies

to be used before. According to Akyol (2014), active listeners make predictions before listening. In this process, they always try to renew their predictions by making use of the information and the clues provided by the speaker. Another pre-listening strategy is to identify the main idea. Active listeners should always ask themselves “What’s the big idea here?” The comprehension skill is strengthened by asking questions about the details after the main idea is determined. For active listening, taking notes during listening, measuring the intelligibility of what is listened to, concretizing the listening content using pictures and shapes, paying attention to emphasis and intonation in the listening content, making an interim summary, reconciling the listeners with their own lives are among the strategies that can be used during listening (Yıldız and Kılınç, 2015). Studies carried out after listening show that students are able to answer questions asked with the help of the topics they talk about before listening and the notes they take while listening, try to summarize the text or make evaluation studies, and the listening practice is utilized at the highest level (Doğan, 2007). According to Doğan (2013) when listening strategies are implemented in organisedly, it contributes to the learner’s performance and self-learning ability. A good listener is successful in identifying the important points of the subject he/she is listening to.

Primary school students begin their Turkish lessons with listening activities, and then they keep going on learning to read. The concept of reading is explained in different ways many times in the literature. According to Akyol (2014), the definition of reading is a mental process that cannot be observed directly, and the exchange of views between the reader and the author, which occurs in a suitable environment, in which the reader tries to understand the text and creates new meanings by combining what he/she understands with his/her prior knowledge. According to Güneş (2014), reading is the process of understanding that consists of the means of acquiring information that a person realizes through language. As a result of the formation of reading, information is converted into mental concepts and stored in our minds for a long time. According to Bamberger (1990), reading consists of a complex process consisting of various stages of development. In the reading process, a perception occurs first, in which symbols are recognized. Then, the process is completed with the stage of transforming them into mental concepts. According to William and Stoller (2002), the purpose of reading is to gain the ability to read and interpret the content of a text by making sense of a written text. They stated that the purposes of reading is to ensure understanding, to research and examine the necessary information, to gather all the information obtained, to learn the information in the text. According to Anderson et al. (1985), creating meaning, reading fluently, reading strategically, reading motivated, and being a life-long activity are important principles of reading for effective and correct reading.

The expected natural outcome of the development of literacy skills is reading comprehension, is a high-level comprehension skill that is simple and amusing for fluent readers, quite complex, and in which many ordinary skills

are in balance and harmony (William and Stoller, 2002). Reading comprehension occurs not only by vocalizing the written symbols, but also by correctly analyzing these symbols and attribution of meaning (Özmen, 2001). According to Akyol (2014), good readers must have purpose for meaningful reading. The purpose of reading is to choose the strategy the reader uses and to determine what he/she wants to learn from the text. The fluent reading and reading comprehension skills that students acquire during their elementary school years affect all their learning positively or negatively throughout their lives. While this effect is reflected positively in the lessons of students with advanced reading comprehension skills, it is seen that it affects negatively in the lessons of students whose reading comprehension skills are not developed (Yılmaz, 2008).

While the literacy teaching process continues, in order to bring out and support reading comprehension, it is necessary to use various comprehension strategies. Reading comprehension strategies are a part of the constructive process activities that ensure the understanding of what is read. The active reader uses various reading comprehension strategies in all reading activities to structure and integrate the meaning of the texts they read (Pressley, 2001). Reading comprehension strategies guide how readers perceive reading and what to do when they understand or do not understand what is read (Block, 1986). Strategies that increase reading comprehension are examined under 4 elements as before during, after reading, and throughout the reading process. These strategies are:

1. Reading comprehension strategies used before reading: Explaining the purpose of reading, students guessing the subject by examining the text, examining the title and looking again, preparing a story map (TELLS).
2. Reading comprehension strategies used during reading: Providing fluent and impressive reading, paying attention to the story map for narrative texts, taking strategic notes, using flow charts and illustrations for stories.
3. Reading comprehension strategies used after reading: Summarizing and implementing by creating questions and answers.
4. Reading comprehension strategies used throughout the reading process: Reciprocal Teaching, What Do I Know? What do I want to learn? What Did I Learn? (K-W-L), Collaborative Strategic Reading, Concept Maps and Graphic Organizers (Daly III et al, 2005, as cited in Epçaçan, 2009).

In the current study, the story map method, one of the strategies mentioned above which can be used with pictures in elementary school 1st-grade listening and reading activities is used. Therefore, in the research, only the story map method is mentioned among the stories and comprehension strategies. Stories are fictions in which there are features that will attract the attention of children, the events are arranged neatly and there are animated narratives in the content (Akyol, 2014). The concept of the story is a factor that enables the development of children in terms of using their personalities and their language. It reveals the effect of the power of using the language with the aspect of the

story that develops the vocabulary of the child. In addition, stories suggest ways to convey messages by using creativity (Akyol, 2014).

According to Altun and Kuruyer (2009), the most basic and powerful way to know and learn about people's experiences is to create stories. When preschool students listen to the stories their families tell, they come to school with the concepts related to the story. Students practice reading and writing stories by using and developing this information.

The story map is a schema technique in which the elements of the story structure and their connection with each other are visualized with graphics. It provides a series of guiding steps to the learner in cases of confusion by providing the function of a map mentally, even though it does not have the feature of a map visually (Smith, 1990). Considering the common elements in the stories, Akyol (2014) lists the elements that make up the stories as follows:

1. Scene and Time: The place and time of the event
2. Main and Supporting Characters: People, animals, plants, inanimate objects, etc. in the story.
3. Initial Event: The beginning of the problem/event
4. Problem: The situation that is expected to be resolved, about which the story is written
5. Attempts to Solve the Problem: Attempts to solve the problem
6. Conclusion: How the connection of the event ends at the end of the story
7. Main idea: Main idea extracted from the story
8. Reaction (Reaction): The reaction of the characters in the story to the event.

The story map technique is described as a graphic organizer that helps students determine the important elements in the text and the relationship of these elements with each other (Akça, 2002). According to Sorrell (1990), the story map is a schema-structure model in which these elements are shown through a schema in order for the reader to learn the relationship of the parts of the story with each other and to draw the reader's attention to the main elements of the story. With the story map method, it is aimed to create a story structure in the minds of the students without using the story map after a certain period, to establish a connection between these stories and to develop their thoughts that will enable the stories to be understood (Sorrell, 1990). On the other hand, Mathes et al. (1997), the purpose of the story map is to show the students how all the information in the story and how the connections between this information are structured.

When the related studies were examined, it was seen that the story map was generally implemented in the upper classes. With this research, the story map method was implemented to the first-grade students and the effect of the story map on the listening and reading comprehension of the students was investigated. One of the strategies that can be used to ensure the continuation of the comprehension process, which starts with listening comprehension, with reading comprehension in the early period, and to solve comprehension problems earlier, is to show the applicability of the story map method in elementary school first-grades and to reveal the results of

its effect on listening and reading comprehension. This research aims to examine the effect of the story map method on elementary school first-grade students' listening and reading comprehension levels and their attitudes towards reading.

Considering that the story map method will have positive effects on the development of listening and reading comprehension skills based on the literature reviews, the problem sentence of the research is formed as follows:

"Is there a significant difference in terms of listening and reading comprehension levels and attitudes towards reading in the experimental and control groups after the experimental process of the activities in which the story map method is implemented in the Turkish lesson of elementary school first-grade students?" search for an answer to the question. Based on this main question, the following research questions are posed:

1. Is there a significant difference between the listening comprehension pretest and post-test scores of the experimental group?
2. After the experimental procedure,;
 - a. Is there a significant difference between the experimental and control groups' reading comprehension post-test scores?
 - b. Is there a significant difference between the experimental and control groups' mean scores from the Attitudes towards Reading Scale?

answers were sought to these questions.

METHOD

In this chapter, the model, population and sample of the research, data collection tools and statistical techniques used are explained. The method of the research is "Quasi-experimental Design", one of the quantitative research methods.

Research Model

The quasi-experimental method is used in research because it is very difficult to form similar or equivalent groups and the possibility of providing control over the people to be researched is limited (Ekiz, 2009). Randomization (objective) assignment is not used in the matched-group design. In this design, two of the existing groups are tried to be matched over certain variables. Matched groups are randomly assigned to experimental groups. Matching does not indicate that the groups included in the study are equivalent, and this is a serious limitation, but it is a good alternative design in cases where randomization cannot be made. Matching is never a substitute for random assignment. The matched-group design can be arranged in two ways, depending on whether the pretest is given or not before the experiment (Büyüköztürk et al., 2015). In this study, "Pretest/Post-test Matched Control Group Design", which is a quasi-experimental design was used to bring out the effect of the story map method on listening and reading comprehension in the experimental and control groups of elementary school first-grade students in Turkish lessons. The pretest/post-test control group design is frequently used as a related design.

Because the data obtained from the same people twice, depending on the dependent variable. At the end of the implementation, this design is unrelated because of the comparison of the obtained data of the experimental and control groups consisting of different designs. Therefore, it can be said that the pretest/post-test control group design is a mixed design. In the research, the independent variable whose effect is asked to be observed on the experimental group is the “Story Map” method. For this reason, story map studies were organized in the experimental group, which enabled the prediction of the independent variable. In the control group, learning activities were carried out without making any changes. The same variables were observed in both groups (demographic characteristics, listening and reading comprehension, and reading attitude scale). Pretest and post-test were implemented in the experimental and control groups before the experimental procedure.

Population and Sample

The population of this research is the 1st-grade elementary school students in a district in the Western Black Sea region, while the sample consists of a total of 69 elementary school 1st-grade students, 33 of whom are in the experimental group and 36 are in the control group. In this study; the “Cluster Sampling Technique” was used based on random sampling. This sampling technique is the sampling applied by selecting clusters from a group with certain characteristics instead of individuals who can represent the population. The numbers and genders of the population are shown in Table 1.

Data Collection Tools

Listening and Reading Comprehension Questions were implemented for all students within the scope of the research to be used in the pretest and post-test. The “Story Map” was implemented for the experimental group students as an experimental procedure in the form of question and answer. At the beginning (pretest) and the end (post-test) of the implementation, the Reading Attitude Scale with “Garfield “Picture for 1-6th-Grade Students to Turkish was implemented in both groups.

Narrative Texts, Listening and Reading Comprehension Questions

The publishing house of the Ministry of National Education, approved by the Board of Education and Discipline, used in the implementation and data collection processes of the experimental and control groups;

A total of 26 text, 13 narrative texts in the Elementary School 1st-Grade Reading and Writing Teaching Course

book for literacy teaching and 13 narrative texts in the Elementary School Turkish 1 Course book for language teaching, were used to prepare listening and reading comprehension questions.

Narrative texts were selected from the listening/watching and reading texts in the Elementary School 1st-Grade Reading and Writing Teaching Course book and Elementary School Turkish 1 Course book and the readability level of these texts was determined according to the Ateşman formula (1997). The texts of which readability scores were calculated were implemented in accordance with the score ranking.

Listening and reading comprehension questions from the determined texts were developed for the experimental and control groups to implement. For the prepared comprehension questions, the opinions of two experts were taken and the questions prepared were arranged according to the levels of surface and in-depth comprehension questions. 13 listening comprehension questions forms, each consisting of 10 questions (4 surface, 6 in-depth), prepared from the listening texts determined in the Turkish Course book, were implemented only to the experimental group. All 13 reading comprehension questions consisting of 10 questions (4 surface, 6 in-depth) prepared from the reading texts were asked to the experimental group, and only 2 of them (Bay Yavaş, Nasıl Kitap Okuyacak?) were asked to the experimental and control groups to be used in the pretest-posttest.

Error Analysis Inventory

In the study, the “Error Analysis Inventory” table adapted from Haris and Sipay (1990), Ekwall and Shanker (1988) and May (1986) by Akyol (2014) was utilized for determining the students’ reading comprehension levels.

With this inventory, it is aimed to identify the individual reading and reading comprehension levels of the readers. It is tried to determine the level of comprehension with the mistakes made in reading aloud, vocabulary and phonetics, and the questions asked after silent reading. This inventory is used to find out what mistakes have been made in recognizing and understanding words. The reading levels determined by this inventory are given below (Akyol, 2014):

1. Independent Level: It indicates the level that occurs as an outcome of the student’s reading and understanding of a text suitable for his/her level without any help from anyone.
2. Instructional Level: It indicates the level that occurs as an outcome of the student’s reading and understanding as desired with the help of an adult or teacher.
3. Frustration Level: It indicates the level that occurs as a result of the student making a lot of reading mistakes or understanding little of what he/she reads.

Considering that five questions are asked in order to determine students’ understanding levels, two of them should consist of questions that require surface meaning and three of which have in-depth meaning. When we adapt this to 10 questions, it should consist of four surface and six in-depth level comprehension questions.

Answering scores for questions that require surface meaning is to be given as 2 points for answers that are

Table 1. Distribution of students in the sample

	Girl (n)	Boy (n)	Total
Experimental Group	18	15	33
Control Group	19	17	36
Total	37	32	69

completely correct, 1 point for half-correct answers, and 0 points for questions that are not answered at all. The student's understanding levels answering scores for the questions with in-depth meaning are calculated by giving 3 points for the answers that are completely correct, 2 points for those who give a slightly deficient but expected answer, 1 point for those who do answer correctly, 0 points for the questions that are not answered at all, and the way of calculating the level of understanding of the student.

While calculating, the final score acquired of the student is divided by the total score to be obtained and the percentage is found. If we consider that there are 5 questions prepared to determine the level of understanding, $2 \times 2 = 4$ points are obtained when 2 of them evaluate surface meaning, $3 \times 3 = 9$ points are obtained when 3 of them evaluate in depth-meaning, and 13 points in total. When the student knows all the questions, he/she gets 13 points and the comprehension level is found as 100% (90%+) "Independent Level". When the student gets 2 and 1 points from surface level questions and 3, 3, and 2 points from in-depth level questions, he/she gets 11 points in total. Since the student's score is 11 and the required score is 13, it is $11/13 = 0.846$. In this case, since the student's comprehension level is 75%+, it is calculated as "Instructional Level". Again, when the student gets 1 and 0 points from surface level questions and 3, 0, and 2 points from in-depth level questions, the result is $6/13 = 0.46$, with a total of 6 points. According to these results, since the student's comprehension level is 50%, there will be a "Frustration Level" (Akyol, 2014).

The Story Map Method

In this study, the Story Map method was implemented for the students in the experimental group. The questions in the story map developed by Akyol (1999) were prepared in accordance with the content of the text in each text and the levels of elementary school 1st-grade students, with pictures. To achieve the students' listening and reading comprehension purposes, total scores were evaluated by giving the questions in the story map one (1) point for each correct answer, and zero (0) points for each wrong answer.

Attitude Scale towards Reading

In this study, the Reading Attitude Scale with "Garfield" Picture for 1-6th-Grade Students to Turkish was used, which Kocaarslan (2016) adapted into Turkish from the Attitude Scale towards Reading for 1-6th-Grade. The scale consists of 20 items. For the construct validity of the scale, Kocaarslan (2016) performed factor analysis and calculated the Cronbach Alpha internal consistency number as .88. Reading Attitude Scale with "Garfield" Picture consists of two sub-dimensions: "reading for fun" and "reading for academic purposes".

According to Kocaarslan (2016), the most distinctive feature of this attitude scale which was adapted from McKenna and Kear (1990) is that it determines students' reactions to attitude items according to pictures showing various emotional states of Garfield, a well-known cartoon character.

While developing the scale, McKenna and Kear (1990) emphasized the importance of children performing this implementation with pleasure.

Data Collection

This research was carried out with the students of 2 first-grade classes forming the experimental and control groups in a elementary school in the Western Black Sea region.

The research covers the fall and spring semesters of the academic year. Since the first-year students could not complete the reading and writing instruction in the fall semester, the pilot study of the implementation was created with the story map method used with the students in the experimental group by using picture story map questions and illustrated listening comprehension questions created by the researcher for 2 lesson hours each week in accordance with the annual study program calendar, through 13 listening/watching texts determined in the "Elementary School First-Grade Reading and Writing Course Book" for literacy teaching. The implementation was carried out, in the first hour of the Turkish lesson, after the determined narrative text was made listened to/read to the students in the experimental group, the story map questions were demonstrated in a PowerPoint presentation, and the paper printouts of these questions were distributed to the students. The students were asked to answer these questions by marking on the paper while teachers give feedback to them. In the second hour of the Turkish lesson, the printout of the listening comprehension questions using visuals related to the text was distributed. The teacher read the questions orally and asked the students to mark the answer choice with a picture of the correct answer. In this process, the control group continued the instruction process in reading and writing without any experimental procedure.

The first 7 texts out of 13 narrative texts used in the evaluation of the "listening text" of the first semester and implemented only to the experimental group were evaluated by being prepared 9 picture story map questions consisting of three choices and 5 multiple choice picture listening comprehension questions consisting of three choices, three of which are surface and two of which have in-depth meaning. The evaluation of the last 6 texts was implemented by being prepared 9 picture story map questions consisting of three choices and 10 multiple choice picture listening comprehension questions consisting of six surface and four in-depth level questions.

In the second semester, the students in the experimental group were studied through the 13 reading texts determined in the "Elementary School Turkish 1 Course book" for language teaching, in accordance with the annual study program calendar, by implementing the reading comprehension questions prepared by the researcher for 2 lesson hours each week, and with story maps without pictures. In the control group, only 2 reading texts were studied to be used in the pretest and post-test. After the pretest and post-test studies, the study was completed by determining the students' attitudes towards reading.

Evaluation of the first 3 texts out of 13 narrative texts used in the "reading text" evaluation of the second semester,

9 multiple-choice story map questions consisting of three choices and 10 multiple-choice reading comprehension questions without pictures consisting of three choices were implemented to the experimental group. The evaluation of the next 4th, 5th and 6th texts was carried out by asking 10 multiple-choice story map questions without pictures with three choices and 10 reading comprehension questions with three pictures and choices, six of which are surface and four of which have in-depth meaning, to the experimental group. The fourth text was evaluated as pre-reading in the experimental and control groups, and the reading comprehension levels of these students were determined as the pretest. As a result of the 10 open-ended questions, it was observed that the children got bored towards the end when reading and answering the questions, and so the evaluation period was not enough. For this reason, the evaluation of the seventh and subsequent reading texts was carried out by withdrawing from the implementation of the story map method and using only 5 open-ended reading comprehension questions without pictures and choices, three of which were surface and two of which had in-depth meaning. Since the study had to be carried out without performing the process (story map method) specified in the "Pretest/Post-test Matched Control Group Design", it was ensured that the reading comprehension questions after the first 6 texts were answered without being asked the story map. Among the reading texts, the 7th text (pretext) was the "pretest" and the 13th text (post-text) was the "post-test" study. The experimental and control groups were first given a reading study and then the study has been completed by implementing the "Reading Comprehension Questions" evaluation and the "Reading Attitude Scale with "Garfield "Picture for 1-6th-Grade Students to Turkish".

Data Analysis

The analysis of the data, in which the effect of the story map method on the listening and reading comprehension of elementary school 1st-grade students and their attitudes towards reading was determined, was analysed with the SPSS 20.

For the first research question, t-test was conducted for dependent groups in order to determine whether there was a significant difference between the reading and listening comprehension levels of the students in the experimental and control groups and their reading attitudes pretest and post-test scores.

For the second research question, t-test was conducted for independent groups to determine whether there was a significant difference between the experimental and control group students' reading and listening comprehension levels and their reading attitudes post-test scores.

FINDINGS

Findings Related to the First Research Question

In order to test the first research question of the research, which was expressed as "Is there a significant difference between the pretest and post-test scores of the experimental group's listening comprehension?" of the students in the

experimental group, the listening comprehension questions were implemented to the experimental group as a pretest and post-test. The obtained data were evaluated with the t-test (for dependent groups) analysis method to determine whether there is a difference between the pretest and post-test scores.

As seen in Table 2, the mean value of listening comprehension pretest scores of the experimental group was 84.00 and the standard deviation was 12.13. The post-test mean value score of the same group was calculated as 95.60 and the standard deviation as 11.46. According to the t value ($p < .05$) determined as a result of the t-test analysis for the dependent groups, it was determined that there was a significant difference between the pretest and post-test scores of the experimental group in terms of listening comprehension.

Findings Related to the Second Research Question

The first part of the second research question was, "After the experimental procedure, the experimental and control group, is there a significant difference between the experimental and control groups' reading comprehension post-test scores?"

Reading comprehension questions were implemented in the experimental and control groups as a post-test to test item a of the second research question. The obtained data were evaluated with the t-test (for independent groups) analysis method to determine whether there was a difference between the groups.

According to Table 3, the arithmetic mean of the students in the experimental group for the reading comprehension questions implemented as the post-test was 2.66, while the arithmetic mean of the students in the control group was 1.33. Also, the standard deviations for both groups were $SD=0.54$ and $SD=0.58$, respectively. In order to determine whether there is a difference between the mean values of the groups, t-test was implemented in independent sample. According to the results of the t-test analysis, it was determined that there was a significant difference between the groups' reading comprehension post-test mean values ($p=.000$; $p>.05$).

The second part of this research question was, "After the experimental procedure, is there a significant difference between the experimental and control groups' mean the average scores of from the Attitudes towards Reading Scale?"

In order to test item b of the second research question of the research, which was expressed as "Is there a significant difference between the mean values of the Attitudes towards Reading Scale?", the attitude scale towards reading was implemented to the experimental and control groups as a post-test. The obtained data were evaluated with the t-test (for independent groups) analysis method to determine whether there was a difference between the groups.

According to Table 4, while the arithmetic mean of the students in the experimental group was 78.21 in the attitude

Table 2. Comparison of Experimental Group's Listening Comprehension Pretest and Post-test Scores

	M	SD	df	t	p
Pretest	84.00	12.13	32	-5.43	0.000
Post-test	95.60	11.46			

Table 3. Comparison of Experimental and Control Groups' Reading Comprehension Post-test Scores

Test	Experimental Group		Control Group		df	t	p
	M	SD	M	SD			
Reading Comprehension	2.66	0.54	1.33	0.58	67	69.80	0.000

Table 4. Comparison of Experimental and Control Groups' Attitudes towards Reading Post-test Scores

Test	Experimental Group		Control Group		df	t	p
	M	SD	M	SD			
Attitude Towards Reading	78.21	3.95	66.08	9.42	67	6.85	0.000

scale towards reading implemented as a post-test, the arithmetic mean of the students in the control group was 66.08. In addition, the standard deviations for both groups were $SD=3.95$ and $SD=9.42$, respectively. In order to determine whether there is a difference between the mean values of the groups, t-test was implemented in independent sample. According to the results of the t-test analysis, it was determined that there was a significant difference between the groups' reading attitude scale post-test mean values ($p=.000$, $p>.05$)

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

According to the findings of the first research question that emerged in accordance with data obtained, the story map method increased the listening comprehension levels of the experimental group. Therefore, it has been concluded that the story map method has a positive effect on listening comprehension. It can be stated results are equivalent to the results of the current research because in the text recall study conducted by Amlund et al. (1985). Their study on 146 elementary school 5th and 6th-grade students with good, instructional level-reader and poor reader characteristics, using a story map, showed that the group listening to the story together with the story map were more successful in remembering the story than the group that only listened to the story. The results of Hwang and Park (2004) also support the results of the current research. They examined the effect of story mapping strategy teaching on reading and listening comprehension of primary school students with reading difficulties. According to the results obtained, it was determined that the experimental group students performed significantly higher than the control group in reading comprehension, there was a significant difference between the listening comprehension pretest and post-test scores, and listening comprehension improved continuously after the application. Based on these results, it can be concluded that teaching a story mapping strategy is an effective method for improving reading and listening comprehension in primary school students.

According to the findings of the second research question, it was determined that the reading comprehension levels of the students in the experimental group were higher than the reading comprehension levels of the students in the control group. Therefore, it can be said that the story map method has a positive effect on the attitude towards

reading. In their research examining the effect of the story map method implemented by Akça (2002) and Işıkdoğan (2009) on students' reading comprehension skill levels, the fact that the story map method is more effective than the standard method and that students' reading comprehension skills increase significantly, contains results similar to the current study. In Yeazell's (1981) study "What happens to teachers who teach philosophy to children?", the "Harry from thinking-through stories activities" program was implemented for 5th-grade students as one-session for one year. According to the findings of the study, it was determined that "Harry thinking-through stories program", had a positive effect on students' reading comprehension levels. In another similar study, Reutzel (1985) conducted a reading activity directed at story maps to 102 randomly selected 5th-grade students, on the effect of students' understanding of story maps. As a result of the research, the fact that the story maps improve the intelligibility of the texts in the course books supports the current research. Idol's (1987) study titled "Group Story Map", which has similar results to the results of the current research, used the story map method to improve the reading comprehension skills of 5th and 4th-grade students with low success levels and learning difficulties and the students learned how to use the story map and answered the reading comprehension questions independently. At the end of the evaluations, it was seen that four-fifths of the participants achieved more than 75% success in reading comprehension studies. In accordance with the findings of the study, it was concluded that the reading comprehension skills of students with normal or low success levels can be improved by using a schema-based approach without skill grouping. As a result of the research conducted by Franciscone (2008), the effect of the use of story maps on the improvement of reading comprehension skills of first-grade students' literacy teaching was examined, the positive contribution of the story map method to students' reading comprehension skills shows results equivalent to the current research. Similar to the results of the current research Jiang and Grabe (2007), on the other hand, found that using graphic organizers had positive effects on improving reading comprehension in their research, in which they clearly emphasized the importance of teaching how to use graphic organizers and used story maps for students with learning disabilities using different texts and repeatedly practiced reading comprehension and also Stenson (2006) stated that students with learning disabilities performed better academically when they used

graphic organizers such as Group Story Mapping Strategy to improve reading comprehension.

Based on the results of the current research, it can be suggested that the story map method should be used starting from the 1st grade of primary school in order to increase the reading comprehension levels of the students. Accordingly, illustrated story map exercises can be included in the primary school 1st grade Turkish course student textbooks and workbooks. Story map studies can be increased in primary school 2-4 grade Turkish lessons and student textbooks and workbooks. In order for these implementations to be carried out appropriately, training can be given to teachers and teacher candidates on story teaching and story maps. In our lives, it is very important for people to be able to express what they think and for this to understand what they listen and read. For future researchs in order to gain these skills, the implementations in the current research can be carried out not only from the 1st grade of primary school, but also from the pre-school period in order to develop listening and reading comprehension skills from an early ages.

REFERENCES

- Akça, G. (2002). *Hikâye Haritası Yönteminin, İlköğretim 4. Sınıf Öğrencilerinin Okuduğunu Anlama Beceri Düzeyleri Üzerine Etkisi* (Publication No. 113229) [Unpublished Master Thesis]. Gazi University. Databases of National Thesis Center of the Council of Higher Education, Turkey.
- Akyol, H. (1999). Hikâye Haritası Yöntemiyle Metin Öğretimi. *Çağdaş Eğitim*, 53, 7-14.
- Akyol, H. (2014). *Programa Uygun Türkçe Öğretim Yöntemleri*. Pegem A Yayıncılık.
- Altun, D. & Kuruyer, H., G. (2009). İkili Kodlama Kuramının Hikâye Haritası Yöntemiyle İlişkisi ve Örnek Bir Uygulama, 8. *Ulusal Sınıf Öğretmenliği Eğitimi Sempozyumu*, Ankara, 21-23 Mayıs (2009).
- Amlund, J., T., Gaffney J. & Kulhavy, R., W. (1985). Map Feature Content ve Text Recall of Good ve Poor Readers. *Journal of Reading Behavior*, 17(4), 317-330.
- Anderson, R., Hiebert, E., Scott, J. & Wilkinson, I. (1985). *Becoming a Nation of Readers: The Report of the Commission on Reading, The National Academy of Education*, Erişim Adresi: <https://files.eric.ed.gov/fulltext/ED253865.pdf>
- Ateşman, E. (1997). Türkçede Okunabilirliğin Ölçülmesi. *A. Ü. Tömer Dil Dergisi*, 58, 71-74.
- Bamberger, R. (1990). *Okuma Alışkanlığını Geliştirme* (Çev.: B. Çapar), Kültür Bakanlığı Yayınları.
- Block, E. (1986). The Comprehension Strategies of Second Language Readers. *Tesol Quarterly*, 20 (3), 463-494. <https://doi.org/10.2307/3586295>.
- Büyüköztürk, Ş., Çakmak, E., K., Akgün, E., Karadeniz, Ş. & Demirel, F. (2015). *Bilimsel Araştırma Yöntemleri*. Pegem Akademi Yayıncılık.
- Doğan, Y. (2007). *İlköğretim İkinci Kademedeki Dil Becerisi Olarak Dinlemeyi Geliştirme Çalışmaları* (Publication No. 205400) [Doctoral Dissertation]. Gazi University. Databases of National Thesis Center of the Council of Higher Education, Turkey.
- Doğan, Y. (2013). *Dinleme Eğitimi: Kuram, Uygulama, Ölçme ve Değerlendirme*. Pegem Akademi Yayıncılık.
- Ekiz, D. (2009). *Bilimsel Araştırma Yöntemleri*. Anı Yayıncılık.
- Ekwall, E., E. & Shanker, L., J. (1988). *Diagnosis and Remediation of the Disabled Reader*. Allyn and Bacon Inc.
- Epçaçan, C. (2009). Okuduğunu anlama stratejilerine genel bir bakış. *Uluslararası Sosyal Araştırmalar Dergisi*, 2(6), 207-223.
- Franciscone, J. (2008). *The Effectiveness of Using Story Mapping as a Supplemental tool to Improve Reading Comprehension* [Unpublished Master Thesis]. Caldwell Collage.
- Güneş, F. (2007). *Türkçe Öğretimi ve Zihinsel Yapılandırma*. Nobel Yayıncılık.
- Güneş, F. (2014). *Türkçe Öğretimi Yaklaşımlar ve Modeller*. Pegem A Yayıncılık.
- Harris, A. J., & Sipay, E. R. (1990). *How to increase reading ability*. Longman.
- Hwang, L. L., & Park, H. S. (2004). The effect of story mapping strategy instruction on reading comprehension and listening comprehension of elementary students with reading disability, *Communication Sciences & Disorders*, 9(2), 156-170.
- Idol, L. (1987). Group Story Mapping: A Comprehension Strategy for Both Skilled ve Unskilled Readers, *Journal of Learning Disabilities*, 20(4), 196-205. <https://doi.org/10.1177/002221948702000401>.
- Işıkoğuşan, N. (2009). *Hikâye Haritası Tekniğinin Zihin Engelli Öğrencilerin Okuduğunu Anlama Becerilerini Kazanmalarındaki Etkililiği* (Publication No. 324833) [Unpublished Master Thesis]. Ankara University. Databases of National Thesis Center of the Council of Higher Education, Turkey.
- Jiang, X., & Grabe, W. (2007). Graphic organizers in reading instruction: Research Findings and Issues, *Reading in a Foreign Language*, 19(1), 34-35.
- Kocaarslan, M. (2016). Garfield görselli 1-6. Sınıflar için okumaya yönelik tutum ölçeğinin Türkçe uyarlama çalışması, *Elementary Education Online*, 15(4), 1217-1233. <https://doi.org/10.17051/eeo.2016.25140>.
- Lynch, T. (1996). Communication in the Language Classroom, *TESL Canada Journal*, 15(1), 80-89.
- Mackay, I. (1997). *Dinleme Becerisi*, (Çev.: A. Bora & O. Cankoçak), İlkaynak Kültür ve Sanat Ürünleri Ltd. Şti.
- May, B., F. (1986). *Reading as Communication: An Interactive Approach*, Prentice Hall.
- McKenna, M.C. & Kear, D.J. (1990). Measuring attitude toward reading: A new tool for teachers. *The Reading Teacher*, 43(8), 626-639.
- Özmen, R., G. (2001). *Okuma Becerisi*. Nobel Yayıncılık.
- Pressley, M. (2001). *Comprehension Instruction Research-Based Best Practices*, The Guilford Press.
- Reutzel, D. R. (1985). Story Maps Improve Comprehension, *Reading Teacher*, 38(4), 400-404.
- Robertson, A., K. (2004). *Etkili Dinleme*, (Çev.: E. S. Yarmalı), Hayat Yayınları.

- Sever, S. (2004). *Türkçe Öğretimi ve Tam Öğrenme*. Anı Yayıncılık.
- Smith, C. B. (1990). Story Map: Setting, Plot, Mood, Theme, *The Reading Teacher*, 44(2), 178.
- Sorrell, A., L. (1990). Three Reading Comprehension Strategies: TELLs, story mapping and QARs, *Akademic Therapy*, 25(3), 359-368. <https://doi.org/10.1177/105345129002500310>.
- Stenson, B. A. (2006). Programs and Methods to Improve Reading Comprehension Levels of Reading Resource Special Needs Students at Austin Road Middle School, *International Journal of Special Education*, 21(2), 37-46.
- Tompkins, G. E. (2003). *50 Literacy Strategies: Step by Step*. Allyn & Bacon.
- William, G. & Stoller, F. (2002). *Teaching and Researching Reading*. Pearson Education.
- Yeazell, M. I. (1981). What Happens to Teachers Who Teach Philosophy to Children?, *Thinking: The Journal of Philosophy for Children*, 2(3), 86-88. <https://doi.org/10.5840/thinking19812326>.
- Yıldırım, K., Yıldız, M., Ateş, S., & Rasinski, T. (2010). İlköğretim Beşinci Sınıf Türk Öğrencilerinin Metin Türlerine Göre Okuduğunu ve Dinlediğini Anlama Düzeyleri, *Kuram ve Uygulamada Eğitim Bilimleri*, 10(3), 1855-1891.
- Yıldız, N., & Kılınç, A. (2015). Dinleme Stratejileri Öğretiminin Beşinci Sınıf Öğrencilerinin Dinlediğini Anlama Becerilerine Etkisi, *Erzincan Üniversitesi Sosyal Bilimler Enstitüsü Dergisi ÖS-II*, 17-34.
- Yılmaz, M. (2008). Türkçede Okuduğunu Anlama Becerilerini Geliştirme Yolları, *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 5(9), 131-139