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Effect of Poems Read with Fluent Reading Strategies on Reading Comprehension Skills of Primary School Students With and Without Giftedness

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ABSTRACT

The aim of this research is to examine the effect of poems read by using chorus reading, repeated reading and echo (echoing) reading strategies, which are one of the fluent reading strategies, on the reading comprehension ability of primary school third grade students with and without gifted diagnosis. In accordance with this purpose, the study, which was carried out according to the experimental design with pretest-post-test control group, was carried out with a total of 39 students who attended the third grade, who were (18) gifted students and those who were not (21) as gifted. A total of 60 sessions of experimental applications lasting 20 minutes were carried out separately for both students with a diagnosis as gifted and for students without a diagnosis of as gifted. The False Analysis Inventory was used as a data collection tool. The obtained data were analysed in accordance with the Wrong Analysis Inventory evaluation criteria; Wilcoxon Signed Rank Test analysis was performed to decipher the significant difference between the pretest-post-test scores. As a result of the study, it was seen that reading poetry by using choir reading, repetitive reading and echo/echoing reading strategies from fluent reading strategies improved the reading comprehension skills of both students with a gifted and primary school third grade students without a diagnosis as gifted. This development was higher in students with a diagnosis as gifted than in students without a diagnosis as gifted.

Key words: Poetry, Reading Comprehension, Student with Gifted, Student Without a Diagnosis Gifted

INTRODUCTION

In a world where science and technology advance rapidly, production and quality compete, and borders disappear, we need to develop certain skills with qualified people in order to follow developments and shape the future. Mental abilities and language skills are among these (Güneş, 2009). In the twenty-first century, one of the most important ways of accessing and retaining information is reading and understanding what is read.

Reading, one of the four basic language skills (reading, writing, listening, and speaking), forms the basis of making meaning (Akyol, 2019). In the Turkish Dictionary of the Turkish Language Association ([TLS], 2023), reading is defined as "vocalizing the letters and signs that make up the text by seeing them or understanding the thought." Akyol (2019, p. 12) defined reading as "the process of creating meaning for a specific purpose based on effective communication between the author and the reader, using the reader's previous knowledge and information in the text together." From this point of view, reading can be explained as the letters or shapes in a text gain meaning after various mental processes while reading written texts.

One of the main purposes of reading is to understand what is read. Reading comprehension is an interactive process involving the text, the reader, and the content. This process occurs through interaction with written language, inference, and meaning-making (Akyol, 2019). Güneş (2000, p. 23) defines reading comprehension as "finding meaning in a text, thinking about these meanings, questioning the reasons, drawing conclusions and evaluating." Presenting beautiful and understandable texts will facilitate reading comprehension. A better understanding of texts depends on the reader's prior knowledge, past experiences, ability to relate to other events in their life, and fluent reading skills.

Fluent reading is the ability to read with the correct emphasis and intonation, making it easier to understand what is read and to exhibit reading skills automatically with appropriate prosody (Hudson et al., 2005). Akyol (2019) states that there are strategies such as creating reading theatres, choral reading, and reading with friends, as well as paired, repetitive, echo, and independent reading strategies to improve fluent reading skills and that fluent reading can be enhanced. These strategies will make significant contributions to the student's reading.

According to Richek et al. (2002, as cited in Kaman, 2012), choral reading, one of the fluent reading strategies used in the experimental applications in this study, is a fluent

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reading strategy that occurs when a group of students reads a part or all of the text they read together. Choral reading is carried out as reading aloud. All students in the class read the text be read at the same time. A good reader is a model for students in terms of reading correctly, reading at the appropriate speed, and prosody (proper emphasis, intonation, and timing in reading aloud) (Kodan, 2015). Choral reading improves students' fluent reading skills and makes them enjoy reading.

Repeated reading, another strategy used in the study, involves individuals reading a text with a teacher or a good reader who demonstrates advanced reading skills and then reading the text on their own quickly and fluently. Repeated reading can be done individually or in a group. Students continue to read the text individually until they reach the reading speed of the person teaching them (İlhan, 2014).

Yüksel (2010, p. 44) describes echo/echoic reading, which is the last fluent reading strategy used in the experimental application of the research, as "the teacher (good reader) reads the text and the student reads the same text immediately after the reader." Echo reading is the reading of words, sentences, and short paragraphs aloud by a teacher or student who knows how to read, and this reading is repeated by the students (Ege, 2019). Echo reading strategy can be done collectively or in groups in the classroom.

According to Baştuğ (2014), fluent reading is related to recognizing words and vocalizing them in an appropriate tone and the dimension of creating meaning. In this sense, it can be said that poetry texts are one of the most effective ways to build meaning by developing fluent reading skills in terms of both word recognition and vocalization.

According to the Turkish Language Society (TLS) (2023), poetry is defined as "a literary expression, poetry, verse, poetry, which manifests itself with rich symbols, rhythmic words, and harmonious words, is equivalent in terms of syllable and stop, and is a coherent whole in itself." Poetry is like a child. You can feel the child's poetry while playing the game while keeping the tempo of the songs. While poetry brings new dimensions to life, it also gives children a new understanding of life (Özhan, 2019). Poetry encourages the beautiful, practical, and correct use of language. Poetry contributes to developing language skills and helps individuals express their thoughts more easily. Turkish lessons aim for students to use Turkish correctly, beautifully, and effectively. Poetry, which appeals to all four areas of language, has an important place in teaching reading and writing. Using poetry-type texts while teaching reading and writing improves vocabulary learning by using the child's voice, punctuation and emphasis, fluency, and verbal power (Kaya, 2013).

In poetry, the poet expresses the message they want to tell with verbal arts or implicitly, so the child who will use higher-order thinking skills to understand the poem can understand other texts more efficiently. One of the groups that use higher-order thinking skills best is gifted students (Sak, 2014). In our country, the definition of giftedness according to the Science and Art Centres (state school in Turkey where gifted students study outside school hours) Directive (2022), which was established to support the education of gifted individuals and continues its educational activities as a public institution affiliated with the Ministry of National Education: "An individual who learns faster than his/her peers, is ahead in creativity, art, leadership capacity, has special academic talent, can understand abstract ideas, likes to act independently in his/her fields of interest and performs at a high level."

Students diagnosed as gifted show different developmental characteristics from infancy to adulthood compared to their peers at average developmental levels (Şirin, 2021). At the same time, gifted students differ from each other, and it is known that gifted students do not constitute a homogeneous group. The cognitive characteristics of gifted children include a strong memory, memorizing details, a rich vocabulary for their age, using different words to express themselves, and a descriptive structure (Ataman, 2003).

Many gifted children learn to read before they go to school. Therefore, their reading skills are more developed than other children in the class, and these students also want to read books above the general level of the course (Ataman et al., 2014). In their study on gifted children, Reis et al. (2004) found that these student's reading skills developed at an earlier age than their peers, they liked reading, their reading skills were two years ahead of their peers, they read, their comprehension levels were high, and their language skills were high. Due to their advanced comprehension and language skills, gifted individuals can quickly solve complex problems (Sağlam et al., 2020).

Although gifted individuals have many positive characteristics, they may also have difficulties with reading, writing, and mathematics. In this context, Fetzer (2000) and Dole (2000) state that although gifted students show advanced skills in some areas, they may have difficulty. The fact that gifted students are outstanding in some areas may lead to neglect of their problems in reading, writing, listening, and speaking (Thevasigamoney & Yunus, 2013). For this reason, it should not be thought that gifted students are already very good at reading and reading comprehension due to their unique abilities; it is an important issue that should be emphasized that these difficulties can be overcome by using various methods and strategies, taking into account that they may also experience some problems in reading and reading comprehension.

Today, the most important issue of reading is constructing meaning from the read text (Akyol, 2008). Individuals with reading and comprehension skills are more likely to adapt to scientific research and technological developments. Individuals need reading skills to adapt to the rapidly changing world order, sustain their daily lives, and succeed academically.

People with fluent reading skills can understand the text they read correctly and make inferences from the text. Many scientific studies have been conducted to reveal the relationship between fluent reading and reading comprehension skills (Ataş, 2021; Baştuğ & Akyol, 2012; Çaycı & Demir, 2006; Dağ, 2010; Duran & Sezgin, 2012; Ege 2019; Kodan, 2015; Kodan & Akyol, 2018; Sağlam et al., 2020; Sezgin & Akyol, 2015; Sirem, 2020; Uyar, 2015; Uzunkol, 2013). These scientific studies have revealed that developing fluent reading skills positively affects and improves reading comprehension skills in individuals.

Poetry, which will be used to improve reading and reading comprehension, is a type of text in which children can play with words and convey many ideas with the help of the shortest text (Akyol, 2019). Individuals are interested in poetry as well as rhythm from an early age. Poems, which attract attention with their rhymed and harmonious pronunciation, are texts that appeal to students' imagination and support the development of creative thinking skills (Yılar, 2015).

Considering that gifted students, who constitute a pillar of the research, have metacognitive thinking skills and can blend what they have learned with the knowledge they have already acquired, it will be important to research to develop the existing characteristics of gifted students further. Research on reading in gifted students (Orhan Karsak 2014; Okur and Özsoy 2017; Ünal 2019) is mainly limited to issues such as reading habits, reading interests, and reading motivation of these students. It is also seen that research on the development of reading comprehension and writing skills of gifted students (Sağlam et al., 2020; Tetik, 2020) has been carried out.

Reading and reading comprehension skills have been prioritized in national and international exams conducted for many years (Sirem, 2020). A person with developed reading and reading comprehension skills is more likely to be successful in oral or written exams. It is thought that improving primary school students' reading skills and enabling them to use Turkish more effectively may positively affect their school performance and their success in national and international exams. Since there is no study in which poetry texts are used to improve the reading comprehension skills of gifted students who have developed creativity and language skills (Sak, 2014), and since it is thought that this study, in which the results will be evaluated by comparing the students identified as gifted and not diagnosed as gifted as a result of the experimental study conducted with poetry texts, will contribute to the literature and individuals, this study is important.

It is also thought that the idea that gifted students are more prone to numerical fields/subjects (science, technology, etc.) is quite common, that verbal fields/lessons/subjects do not attract their interest, or that they are not directed to these fields, and that making oral lessons exciting and fun with different teaching methods and strategies, as in this study, can connect them to the class, attract their attention and increase their participation in the lesson.

Objective and Research Questions

This study aims to examine the effect of poems read using choral reading, repetitive reading, and echo reading, which are fluent reading strategies, on students' reading comprehension skills diagnosed with and without giftedness.

The study's research problem is "Do poems read with fluent reading strategies affect the reading comprehension skills of third-grade primary school students diagnosed with and without giftedness?". Based on this problem statement, answers to the following research questions were sought.

1. What are the reading comprehension levels of third-grade primary school students diagnosed with and without giftedness?
2. What is the effect of poems read using choral reading, repeated reading, and echo/reverberant reading strategies on the reading comprehension level of students after the experimental application?
3. Do the poems read to students diagnosed with and without giftedness using choral reading, repeated reading, and echo/reverberant reading strategies create a significant difference in the scores of students' reading comprehension levels before and after the experimental application?

METHOD

Research Model

This study, which examines the effect of poems read using choral reading, repetitive reading, and echo reading, which are fluent reading strategies, on the reading comprehension skills of students with and without giftedness, was designed in a pretest-post-test control group experimental design. Experimental studies are conducted to "see how effective a certain intervention will be in solving a certain problem under controlled conditions using a systematic method." In experimental studies, the researcher conducts his research in a controlled (artificial) environment and evaluates the effect of the variable he is working on (Karasar, 2018). In this study, an experimental design was preferred since the effect of poems read with fluent reading strategies (choral reading, repetitive reading, and echo/reverberant reading) on the reading comprehension skills of third-grade primary school students diagnosed with and without giftedness was examined.

Study Group

The study group of the research consists of 18 gifted 3rd-grade students attending a Science and Art Centre operating in the Eastern Anatolia Region in the 2022-2023 academic year and 21 third-grade students who continue and continue their education in the same province and who do not have a diagnosis of giftedness. The research was conducted with 39 students in total.

In the Science and Art Center Directive (2022), it is stated that gifted students who are diagnosed for the first time in the field of general ability and who have the right to education in Science and Art Center are called Support Group 1, and the number of students in the groups to be included in this program should be between 7 and 15. In this context, 18 students in the evening group, who were diagnosed and entitled to education at Science and Art Center, were divided into groups of 9 students each by the institution administration in line with the Science and Art Center Directive. Since the number of students in the morning group attending Science and Art Center was 7 and two of the students did not want to participate, it was decided to carry out the study with the students in the evening group.

The group without a diagnosis of giftedness consisted of 21 students studying at a public school and attending a course opened within the Public Education Centre. These students were divided into two groups of 11 and 10 students

by the relevant course teacher, and the planning was done so that each group would come for one day on the weekend. The part of this study, which was carried out to reveal the effect of poems read using fluent reading strategies on reading comprehension, was also carried out with students who were not diagnosed as gifted.

Experimental and control groups were randomly formed with third-grade primary school students with and without a diagnosis of giftedness who were decided to participate in the study. Information about the experimental and control groups is given in Table 1.

When Table 1 is analyzed, it is seen that the experimental and control groups of the students with a diagnosis of giftedness consisted of 9 students each; there were 4 female and 5 male students in the experimental group and 3 female and 6 male students in the control group. The experimental and control groups of students without a diagnosis of giftedness consisted of 11 and 10 students, respectively. It is seen that the students without a diagnosis of giftedness were distributed as 5 girls and 5 boys in the experimental group and 7 girls and 4 boys in the control group.

Data Collection Proces

Firstly, the problem situation, data collection tools, method, and target group were determined; then, ethics committee approval was obtained for the research. In this context, ethics committee permission was obtained from Afyon Kocatepe University Social and Human Sciences Scientific Research and Publication Ethics Committee with the decision dated 01/09/2022 and numbered 08.

In the experimental application, all poems in the 3rd-grade Turkish Textbook, which was approved by the Board of Education and Instruction and was being taught in schools in the 2022-2023 academic year, were included in the study. In addition to the researcher, the opinions of 3 experts were taken, and it was deemed appropriate to carry out the study in 10 sessions with 10 poems, which is the number of all poems in the book. The experts expressed positive opinions about the suitability of the poems for the study and the strategies to be used in the study.

Information about the poems used in the experimental application and the application process are given in Table 2.

Table 2 shows the names of the poems read during the 10 sessions in which the experimental application was carried out. In these sessions, it is seen that for each poem, 20 minutes of choral reading strategy, 20 minutes of repetitive reading strategy, and 20 minutes of echo/echoing reading strategy were applied for a total of 60 minutes.

Table 1. Information about the experimental and control groups

	Students Diagnosed with Giftedness		Students Diagnosed without Giftedness	
Experimental Group				
Girl	4	9	5	10
Boy	5		5	
Control Group				
Girl	3	9	7	11
Boy	6		4	

During the experimental application, the practitioner read aloud using fluent reading strategies (choral, repetitive, and echo/echoing), paying attention to intonation, stress, and punctuation marks. The students were asked to read the part of the poem just like the researcher, paying attention to the appropriate intonation, stress, and punctuation marks. The part of the poem determined by the practitioner was read using fluent reading strategies until the students mastered the text. The next part of the poem was read when the students reached fluent reading. After fluency was achieved, the previous and new sections were read together using fluent reading strategies. The reading mistakes made by the students during reading were corrected immediately. During the implementation process, the words that the students had difficulty with were read repeatedly by both the implementer and the students until the correct reading was reached.

The experimental application, carried out in 10 sessions (each session lasted about 60 minutes), was applied separately for the students in the experimental group with and without a diagnosis of giftedness. In other words, 20 hours of experimental practice were carried out with the experimental groups.

Data Collection Tool

In the study, the Error Analysis Inventory, which was adapted into Turkish by Akyol (2019) in 2003 from Ekwal and Shanker (1988), May (1986), and Harris and Sipay (1990), was used as a data collection tool. Necessary permissions were obtained from the author for the use of the inventory.

Using the Error Analysis Inventory (Akyol, 2019), three types of reading levels are determined:

Anxiety Level: Indicates that the reader makes too many errors while reading and performs very poorly in reading comprehension.

Teaching Level: It means that the learner needs the help of someone better than them to read aloud at the expected level and comprehend what they read.

Independent (Free) Level: The reader reads according to their level and comprehends what they read without needing anyone's support.

The Error Analysis Inventory consists of the Comprehension Scale, the Vocalization Scale, and the Environment Scale. If the sum of a student's scores on these scales is below 180, the student is at the level of concern; if it is between 180-240 points, the student is at the instructional level; and if it is above 240 points, the student is at the independent level. Questions for simple comprehension and in-depth understanding of the text are prepared to determine the student's comprehension level.

The total score that the reader receives from the answers to the questions in the inventory is divided by the total score that the reader should receive from the inventory. Thus, the percentage score of the reader is calculated. The scoring method is as follows (Akyol, 2019): "For simple comprehension questions:

Table 2. Poems read and implementation process

	Name of the Poem	Choral Reading (Duration/min)	Repetitive Reading (Duration)	Echo/Echoing Reading (Duration)	Total Duration/Min
1st Session	Good morning to you	20	20	20	60
2nd Session	Republic Day	20	20	20	60
3rd Session	Elections at School	20	20	20	60
4th Session	Traffic Lights	20	20	20	60
5th Session	Homeland Song	20	20	20	60
6th Session	My friends	20	20	20	60
7th Session	I was so tiny	20	20	20	60
8th Session	School Song	20	20	20	60
9th Session	Ball and Neighbour	20	20	20	60
10th Session	Computer	20	20	20	60

- For fully answered questions 2,
- For half-answered questions 1,
- For questions that are not answered at all, 0 points are awarded.

For in-depth questions:

- 3 for questions answered fully and effectively,
- 2 for those who are a little incomplete but give more than half the expected answer,
- 1 for half-answers,
- For questions that are not answered at all, 0 points are given.

In the vocalization and environment scale, the words that the reader misreads during reading are recorded, and then the percentage score is calculated by dividing the total score received by the reader by the total score obtained from this part of the inventory. The scoring is calculated as follows (Akyol, 2019): "Environment scale scores:

- 0 for never read
- 1 for the word given by the teacher
- 2 for not containing the same words/structures
- 3 for containing the same words/structures
- 4 for the option of self-put words in the same phrase as the author
- 5 for the self-corrected option."

The data collected to determine the reading level of the reader were scored by the researcher and three experts with expertise in literacy and reading comprehension to increase reliability.

The reading texts used in the inventory should be selected in accordance with the students' levels. In this context, the 384-word story text for third graders, The Child and the Balloon Seller (Aksoy, 2013), was determined by taking the opinions of three experts in the field of reading.

In the inventory, the 384-word story text The Child and the Balloon Seller (Aksoy, 2013), which was designed by Erbasan and Sağlam (2020) by taking the necessary expert opinions, was used; the text was applied as a pretest and post-test, and the students were made to read it aloud. The students were asked to answer reading comprehension questions, including simple and in-depth comprehension prepared according to the content of the text. In order to reveal the level of reading comprehension in the designed inventory, there are a total of 10 questions, 5 at the level of simple comprehension and 5 at the level of in-depth comprehension. Questions at the simple comprehension level consist of questions aimed at revealing information that has a direct answer in the text. Questions at the in-depth comprehension level, on the other hand, are questions that aim to reach the answer by using high-level cognitive thinking processes based on the information in the text. In addition to the design phase of Erbasan and Sağlam (2020) for the use of the text in the inventory, the opinions of 2 academicians who are experts in the field of educational sciences and 2 classroom teachers who have been in the profession for more than 15 years were also utilized for this study.

Data Analysis

The data obtained from the Error Analysis Inventory used as a pretest and post-test in the study were analyzed. Fraenkel et al. (2011) and Gay et al. (2011) stated that using nonparametric tests is a more accurate analysis method in data analysis with small groups. Büyüköztürk et al. (2018) also recommended the use of nonparametric tests in studies with fewer than 30 participants. In this study, nonparametric tests were used for the students in the experimental groups. For this reason, the Wilcoxon signed-rank test, the nonparametric equivalent of the dependent sample t-test, and tests the significance of the difference between the scores of two related sets of measurements were used in the pretest and post-test comparison. In order to reveal whether the poems read with fluent reading strategies affect the reading comprehension skills of students with and without a giftedness diagnosis. The Wilcoxon Signed Ranks Test was used to determine whether there was a significant difference between the reading and reading comprehension levels in the pretest conducted before and after the application.

FINDINGS

In this section, findings and interpretations related to the research questions of the study are presented based on the data obtained in the study.

Findings Related to the First Research Question

The first research question is "What is the current status of third-grade primary school students with and without a diagnosis of giftedness in reading comprehension?". In order to answer this question, the text The Child and the Balloon Seller was read aloud and evaluated according to the Error Analysis Inventory.

In order to reveal the current reading and reading comprehension levels of the students, a pretest was administered to all groups in the study. The pretest mean scores of the third-grade students diagnosed with giftedness are given in Table 3.

When Table 3 is examined, it is seen that the experimental group scored 64 points on the environment scale, 86 points on the vocalization scale, and 79 points on the reading comprehension level scale, which are the sub-dimensions of the Error Analysis Inventory and 229 points in total in the pretest scores of the students who were diagnosed as gifted in the study. On the other hand, the students in the control group received an average of 65 points from the environment scale, 84 points from the vocalization scale and 77 points from the reading comprehension level scale, and 226 points in total. It is another information in Table 3 that their reading comprehension levels are at the instructional level. Based on these data, it can be said that the students with a diagnosis of giftedness in the experimental and control groups showed a homogeneous distribution by taking very close values from the Error Analysis Inventory pretest.

The mean pretest scores of third-grade students without a diagnosis of giftedness are given in Table 4.

Table 4 shows the mean pretest scores of the students without a diagnosis of giftedness, revealing their reading comprehension level. According to this, it is seen that the students in the experimental group have reading comprehension skills at the teaching level with a total of 211 points with 58, 80, and 73 points, respectively, from the environment scale, vocalization scale, and reading comprehension level scales. The scores of the students in the control group on the related scales were 61, 78, and 74, respectively, totaling 213 points, and it is seen in the table that they also had reading comprehension skills at the instructional level like the experimental group. From this point of view, it can be interpreted that the students who decided to take part in the study and were not diagnosed with giftedness had similar characteristics in the experimental and control groups by taking very close values from the Error Analysis Inventory pretest.

The analyzes including whether there is a significant difference between the pretest results of the experimental and control groups of the students with and without a special talent diagnosis are given in Table 5.

Looking at Table 5, the pretest scores of the experimental and control groups of the students with special talents were found to be p=.544; It is seen that there is no significant difference between the pretest scores of the experimental and control groups of the students without a special talent diagnosis, with p=.617. This may enable us to interpret that the experimental and control groups are close to each other.

Findings Related to the Second Research Question

The second research question of the study is "What is the effect of poems read to students with and without giftedness diagnosis using choral reading, repetitive reading, and echo/echoing reading strategies on students' reading comprehension level after the experimental application?".

In order to reveal the reading and reading comprehension levels of the students after the experimental application, a post-test was applied to all groups in the study. The mean post-test scores of third-grade students diagnosed with giftedness are given in Table 6.

Table 6 shows the post-test results conducted to reveal the situation in the student's reading comprehension level after the application. It is seen that the average post-test scores of the third-grade students with a diagnosis of giftedness in the experimental group were 76 on the environment scale, 89 on the vocalization scale, and 93 on the reading comprehension level scale. These students scored 257 points in the post-test and were at the free level in terms of reading comprehension. When the post-test mean scores of the control group were examined, it was seen that they scored 68 points on the environment scale, 82 points on the vocalization scale, and 85 points on the reading comprehension level scale, totaling 235 points in total, and they were at the teaching level.

The post-test mean scores of third-grade students without a diagnosis of giftedness are given in Table 7.

Table 7 shows the mean post-test scores of the Error Analysis Inventory for third-grade students without a diagnosis of giftedness. The students in the experimental group scored an average of 67 points on the environment scale, 83

Table 3. Mean pretest scores of reading comprehension level of students diagnosed with giftedness

	Environment Scale Score (%)	Vocalization Scale Score (%)	Reading Comprehension Level Scale Score (%)	Total Score	Reading Comprehension Level
Experimental Group	64	86	79	229	Teaching
Control Group	65	84	77	226	Teaching

Table 4. Mean pretest scores of reading comprehension level of students without giftedness

	Environment Scale Score (%)	Vocalization Scale Score (%)	Reading Comprehension Level Scale Score (%)	Total Score	Reading Comprehension Level
Experimental Group	58	80	73	211	Teaching
Control Group	61	78	74	213	Teaching

Table 5. T-test results including pretest results of students with and without special talent diagnosis

	Students with Gifted Diagnosis						Students without Gifted Diagnosis					
	n	***M***	***SD***	***st***	***t***	***p***	***n***	***M***	***SD***	***st***	***t***	***p***
Experimental Group	9	229	18.75	32	7.2	0.544	10	211	14.46	30	6.7	0.617
Control Group	9	226	17.44				11	213	14.72			

Table 6. Mean scores of students diagnosed with giftedness in the reading comprehension post-test

	Environment Scale Score (%)	Vocalization Scale Score (%)	Reading Comprehension Level Scale Score (%)	Total Score	Reading Comprehension Level
Experimental Group	76	89	93	257	Free
Control Group	68	82	85	235	Teaching

Table 7. Mean post-test scores of students without a diagnosis of giftedness in reading comprehension level

	Environment Scale Score (%)	Vocalization Scale Score (%)	Reading Comprehension Level Scale Score (%)	Total Score	Reading Comprehension Level
Experimental Group	67	83	81	231	Teaching
Control Group	63	81	76	220	Teaching

points on the vocalization scale, and 81 points on the reading comprehension level scale, totaling 231 points, and were at the teaching level regarding reading comprehension skills. On the other hand, the students in the control group scored an average of 63 points on the environment scale, 81 points on the vocalization scale, and 76 points on the reading comprehension level scale, with a total of 220 points, and were at the teaching level regarding reading comprehension skills.

Findings Related to the Third Research Question

The third research question of the study is "Is there a significant difference between the reading comprehension levels of students before and after the experimental application of poems read to students with and without giftedness diagnosis using choral reading, repetitive reading, and echo/echoing reading strategies?".

In the study, Wilcoxon Signed Ranks Test was conducted to determine whether there was a significant difference between the pretest completed before the experimental application and the post-test conducted after the experimental application to determine the reading comprehension level of students diagnosed with giftedness.

The Wilcoxon Signed Rank Test results of the third-grade students in the experimental group with a diagnosis of unique ability are given in Table 8.

Table 8 shows the results of the Wilcoxon signed-rank test for whether the reading comprehension level of students diagnosed with giftedness before and after the experimental application revealed a significant difference. The results in the table show that there is a significant difference between the pre-experimental and post-experimental scores of the students (n= 9) who participated in the study and who were diagnosed with giftedness in the reading comprehension level test; z=-2.44, p<.05. The fact that the rank sum of the resulting score differences is 31.50 and the rank mean is 3.50 shows that this difference is in favor of positive ranks, that is post-test scores. From this point of view, it can be interpreted that the experimental application carried out with poetry reading using fluent reading strategies may positively increase the reading comprehension skills of students diagnosed with giftedness.

Table 8. Wilcoxon signed-rank test results of the reading comprehension level of the students in the experimental group with the giftedness

Pretest - Post-test	*n*	Rank Mean	Rank Total	*z*	*p*
Negative Sequence	0a	0.00	0.00	-2.44b	0.01
Positive Sequence	9b	3.50	31.50		
Equal	0c	-	-		
Total	9				

p<.05, a. Post-test <Pretest, b. Post-test >Pretest, c. Post-test=Pretest

Table 9. Wilcoxon signed-rank test results for the reading comprehension level of students in the experimental group without a diagnosis of giftedness

Pretest - Post-test	*n*	Rank Mean	Rank Total	*z*	*p*
Negative Sequence	0a	0.00	0.00	-2.11b	0.04
Positive Sequence	10b	2.50	25.00		
Equal	0c	-	-		
Total	10				

p<.05, a. Post-test <Pretest, b. Post-test >Pretest, c. Post-test=Pretest

The Wilcoxon Signed Ranks Test results of the third-grade students in the experimental group who were not diagnosed with giftedness are given in Table 9.

Table 9 shows the results of the Wilcoxon signed-rank test for whether the reading comprehension level of students without a diagnosis of giftedness before and after the experimental application revealed a significant difference. The results in the table show that there is a significant difference between the pre-experimental and post-experimental scores

of the students who participated in the study and who were not diagnosed with giftedness (n= 10) from the reading comprehension level test; z=-2.11, p<.05. The fact that the rank sum of the resulting score differences is 25.00 and the rank mean is 2.50 shows that this difference is in favor of positive ranks, that is, post-test scores. From this point of view, it can be said that the experimental practice of poetry reading using fluent reading strategies positively increases students' reading comprehension skills without a diagnosis of giftedness.

DISCUSSION, CONCLUSION AND SUGGESTIONS

This study examined the effects of poems read with choral reading, repetitive reading, and echo/echoing reading strategies, which are fluent, on the reading comprehension skills of third-grade primary school students with and without a diagnosis of giftedness.

Based on the results of the pretest conducted before the experimental application, it can be said that the groups of students with and without a diagnosis of giftedness had relative values, and the groups were homogeneously distributed in the experimental and control groups. The pretest showed that the reading comprehension skills of students with a diagnosis of giftedness were at a higher level than those without a diagnosis of giftedness.

Sağlam et al. (2020), in their study examining the effect of word repetition technique on the fluent reading levels of gifted students, studied 2 gifted students and revealed that one of the students currently had reading comprehension skills at the teaching level and one had reading comprehension skills at the level of anxiety. Ertürk and Küçüktepe (2019) also found that the current reading comprehension levels of gifted students were at the teaching level and that they made the most word/syllable skipping errors while reading. These results indicate that students diagnosed with giftedness should be supported to move to a free level of reading comprehension. Henshon (2005) also stated that gifted students may need help to improve their reading and writing skills.

Ege (2019), in his study investigating the effect of poems read with fluent reading strategies on the reading and reading comprehension skills of students with reading difficulties, stated that students with reading difficulties were initially at an anxiety level. Studies on improving students' reading and reading comprehension skills by using fluent reading strategies generally focus on students with reading difficulties (Baştuğ & Akyol, 2012; Çıkılı et al., 2014; Doğuyurt & Doğuyurt, 2016; Duran & Sezgin, 2012; Pircioğlu, 2016; Therrien & Hughes, 2008). Unlike our study, the students in these studies are currently at the anxiety level regarding reading and reading comprehension levels.

The mean post-test scores of the students with a diagnosis of giftedness increased by 28 points in the experimental group and 9 points in the control group, while the students without a diagnosis of giftedness increased by 20 points in the experimental group and 7 points in the control group. Here, it was concluded that the experimental application with poems read using fluent reading strategies caused a more significant increase (+28) in the reading comprehension skills of students with a diagnosis of giftedness compared to students without a diagnosis of giftedness (+20). The increase in the control groups of both groups is thought to be due to the effect of time and pretest. While the third-grade students without a diagnosis of giftedness were at the teaching level before the application, they were still at the teaching level after it. However, a (+20) increase in scores was observed. On the other hand, students diagnosed with giftedness were at the teaching level at the beginning, with an increase of 28 points in reading comprehension skills.

According to the post-test scores at the end of the study, it was concluded that the experimental application with poems read using choral, repetitive, and echo/echoing reading strategies improved the reading comprehension levels of third-grade primary school students with and without a diagnosis of giftedness. This improvement is higher in students with a diagnosis of giftedness. Abilock (1999), Ataş (2021), Baş (2013), Bulut and Ertem (2021), Güldenoğlu et al. (2013), Ökcü (2019), and Williams (2002) supported the results of this study in their studies using various strategies and concluded that gifted students' reading and reading comprehension skills improved more than normal students. In contrast to this study, Reis et al. (2004) found no difference between the reading skills of gifted students and students with normal development at the expected level. Çaycı and Demir's (2006) study that echoing and repetitive reading eliminates reading and comprehension difficulties and improves them positively supports this study.

In terms of the effect of poetry-type texts on students' reading comprehension skills, it is seen that the results of Ege's (2019) study using repetitive and echo/echoing reading strategies improved students' reading and reading comprehension skills similar to this study. Again, Sirem (2020) found that experimental applications positively affected students' reading and reading comprehension skills in his research using various fluent reading strategies and different text types, including poetry. Harrison (2021) stated that poetry can be used as teaching material starting from kindergarten and that using poetry in this way will provide more effective and continuous learning. Rasinski et al. (2016) also stated that poems are text types that improve reading fluency. Demir (2020) conducted a study with pre-service Turkish teachers using poetry as a text type and found that poetry positively affects reading comprehension, similar to this study.

In addition, poetry positively affects student achievement in different courses. In her study titled "The Effect of the Use of Letters and Poems from writing activities for learning purposes in the social studies curriculum on student achievement," conducted in 2018, Ay concluded that using poetry increased the success of secondary school students. Similarly, Uzoğlu (2010) found that expressing the science lesson force and matter unit using poetry increased student achievement. These results support our study and show that poems read using various strategies or poetry in lessons improve students' reading and reading comprehension skills and increase academic achievement. Considering the significant difference between the pretest and post-test mean scores obtained from the experimental groups in the study,

as a result of the Wilcoxon Signed Ranks test analysis, it was concluded that there was a highly significant difference in favor of post-test scores in both students with and without giftedness diagnosis.

Although a limited number of studies use poetry as a text, Ege (2019) found a significant positive difference between the pretest and post-test in favor of the post-test in parallel with this study in his study on students with reading difficulties using repetitive and echo/echoing reading strategies. Kodan and Akyol (2018) found that activities using repetitive, choral, and assisted reading strategies significantly and positively affected poor readers' reading and reading comprehension skills.

In summary, as a result of the study, it was seen that reading poems using choral reading, repetitive reading, and echo/echoing reading strategies, which are fluent reading strategies based on the problem situation, improved the reading comprehension skills of both students diagnosed with giftedness and students without a diagnosis of giftedness. This improvement was realized more in students with a diagnosis of giftedness than in students without a diagnosis of giftedness.

Based on the results of the study, the following recommendations can be made.

- From this point of view, it can be suggested that these strategies can be used by teachers in fluent reading and reading comprehension studies.
- Similar studies can be carried out by reading poetry with different fluent reading strategies.
- Similar studies can be carried out with different study groups and students at different grade levels.
- Similar studies can be carried out by using the strategies used in this study in different text types.

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