

# Developing the Reading Technique and Reading Comprehension Skills through Using the Word Drill Technique and the 3P Method

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## Abstract

*This research aimed to develop the reading technique and reading comprehension skills of a student with reading difficulties through using the Word Drill Technique and the 3P Method. An action research approach was used here. The research was conducted with a female second-grade student. Reading exercises were used with her for 30 hours, based on the Word Drill Technique and the 3P Method. Due to them, it was observed that she advanced from the anxiety level to the instructional level. Her word recognition increased from 86% to 94%, while her comprehension percentage increased from 46% to 76%. In addition, the number of mistakes she made during reading diminished and she gave up finger-tracking while reading. The findings reveal that the Word Drill Technique and the 3P Method are effective in eliminating the problems of a student who does not have a mental or physical problem but has reading and comprehension problems.*

**Key words:** *comprehension; reading; reading difficulties; Word Drill Technique; 3P Method.*

## Introduction

Reading is a skill that is very important for education throughout the world since many skills are based on it; it is an indispensable skill enabling us to educate students who can keep up with the times, interpret and think. According to Tobin and Hill (2012), many researchers in this area are still discussing the effectiveness of methods

to be used by students to make them better readers. Some researchers reveal that social and motivational factors contribute to the reading skill development along with such methods (Cambria & Guthrie, 2010; De Naeghel & Van Keer, 2013; Martin & Dowson, 2009; Monteiro, 2013; Troia, Shankland, & Wolbers, 2012; Wentzel, 2009; Wigfield, Gladstone, & Turci, 2016). Apart from these dimensions, many education theories on how children read largely focus on cognitive factors (Luker, 2005) since reading is a complex ability based on many cognitive and linguistic skills (Schmidt, 2003). In other words, it is a skill that requires the coordination of many high-level cognitive skills and active participation of the reader (Cain, Oakhill, & Bryant, 2004; Denton & Al Otaiba, 2011; Garcia-Madruga, Elosúa, Gómez-Veiga, Vila, Orjales, Contreras, Rodríguez, & Duque, 2013; Small & Arnone, 2011).

Reading is defined as a process of meaning construction in which preliminary information is used according to some appropriate method and purpose, and performed in a regular environment (Akyol, 2007). This process of meaning construction is indispensable for the reading skill since the main purpose of reading is to understand what we read (Paynter, Westerveld, & Trembath, 2016). Reading comprehension is an event of inferring from written products. With the inference performed by this means, a new meaning is reached by establishing a relationship between sentences and text, and the previous information is used to support the understanding of the message given in the text (Oakhill, 2017). In short, the reading process is completed with the acquisition of comprehension skills.

When the development of reading is examined, there are 3 different models that divide the acquisition of this skill into different periods. Frith (1985), Chall (1983) and Ehri (1995) suggest that the acquisition of reading is primarily based on acquiring the skills of phonological awareness. In other words, it can be said that students first acquire phonological awareness in the reading process. According to Magnuson (2010), the skills of phonological awareness help students recognize the symbolic system of language. This phonological information helps them discover the structure of language and words.

According to Güneş (2007), after the stages of developing phonological awareness towards the structure of language and discovering the alphabetic relations, another skill that needs to be emphasized is word recognition. This is because readers begin to develop word recognition skills after phonological awareness skills in the process of developing reading skills (Stacy, Kearns, Gilbert, Compton, Cho, Lindstrom, & Collins, 2017). Word recognition is an important stage that enables a reader to infer from the text using his/her previous experiences and to make meaningful relations between words (Fuchs, Fuchs, Hosp, & Jenkins, 2001). The development of this skill is an indispensable criterion for reading since word recognition improves fluency and reading comprehension (Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg, 2001).

Denton and Al Otaiba (2011) state that a reader needs to recognize and distinguish words quickly and accurately and to infer from the text what he/she is reading. This

can be explained by an adequate level of vocabulary. According to Oakhill (2017), recent studies have revealed that there is a strong relationship between vocabulary (especially in-depth) and reading comprehension. It is easier to infer with deep vocabulary knowledge and words that are quickly recognized through this vocabulary. Torgesen (2002) states that readers need to recognize words in the text and, thus, to read fluently in order to better understand what they read.

According to Akyol (2007), fluent reading is reading in which there is attention to punctuation, stress and intonation, in which flashback and word repetition, spelling and unnecessary pauses are not included, and which is done as one's speaking. In other words, fluent reading is a skill that is performed by recognizing and distinguishing words, and means automatic reading with prosody in accordance with the textual expression (Rasinski, 2010). There are three components of fluent reading: accuracy, speed and prosody. The people who read fluently read at a proper speed and with an accurate and proper expression (National Reading Panel, 2000).

Fluency is a key connection between word recognition and reading comprehension (Bashir & Hook, 2009), and this connection should be provided in the primary school years as early as possible (Rasinski, Rikli, & Johnston, 2009). But the children with inadequate reading skills fall quite behind their peers (Reschly, 2010). The students who cannot read fluently lose interest in the lessons that require reading in school, they read for pleasure less frequently and begin to feel negatively about reading. In addition, their learning process is also negatively influenced by this situation (Stanovich, 1986).

When the factors which negatively affect fluent reading in students are examined, it is shown that their cognitive skills, behaviours and attitudes towards reading are important for acquiring the reading skill in a desirable way (Christenson & Anderson, 2002). This is because reading is a complex process based on the past experience, knowledge, development of verbal language skills and many other skills of students (Samuels, 1976). Literature argues that the individual differences related to verbal and cognitive skills have an impact on reading (Schmidt, 2003). The incomplete or incorrect acquisition of these skills brings up some problems in reading.

Making spelling mistakes in the reading process, having problems in decoding unfamiliar words and consequently being unable to read fluently lead to the reading difficulty concept (Snowling, Muter, & Carroll, 2007), that is, having difficulties in establishing a correspondence between letters and sounds, in recognizing simple words despite an average intelligence. The students with reading difficulties can reverse words and letters. Some students may also have articulation problems (Lyon, Shaywitz, & Shaywitz, 2003). Because of these problems, they become less successful readers, unable to develop their word recognition and discrimination skills, and they are, thus, unable to read fluently.

The students with reading difficulties may omit the whole word or some syllables and letters while reading. The syllables and letters skipped generally occur in the middle or the end of words. Also, they may make some letter and syllable additions. Generally,

there are only a few additions and they do not change the meaning much. These students may read some letters (b-d) by reversing them. Besides, they may make repetitions continuously as they have the inadequate word recognition skill (Akyol, 2007).

It is very important to work individually with the students having difficulties when reading as they have special needs (Snowling & Hulme, 2011). In this process, an education programme should be prepared to include their needs (Mokhtari, Hutchison, & Edwards, 2010). There are many cognitive skills that readers should have in the reading process, some of them being: visual perception, word recognition, speed of lexical access, conceptual knowledge, and phonological awareness (Wolf & Katzir-Cohen, 2001). The incomplete or incorrect acquisition of these skills may cause some reading problems. This means that needs may differ in the education process to be provided for the students with reading difficulties (Denton & Al Otaiba, 2011). For this reason, proper reading strategies should be first chosen for them. Education based on the chosen reading strategies positively supports the reading skill development (Fuchs & Fuchs, 2006; Vaughn, Denton, & Fletcher, 2010). Also, it is very important that education based on the students' reading needs is supported not only in the classroom but also at home by their families (McConnell & Kubina, 2016). In short, when it is considered that the students with reading difficulties need more support and care, there is the question how to provide the most effective education in order to improve their fluent reading skill (Hasbrouck, Ihnot, & Rogers, 1999). At this point, in solving reading difficulties and providing fluency, it is very important to choose methods, techniques and strategies according to the reading needs of these students. In this research, for the purpose of solving reading difficulties, the World Drill Technique and the 3P (Pause, Prompt, Praise) Method were used.

The 3P Method includes an operative process that is performed one to one with any of the teachers, parents or peers (Dağ, 2010). The method is based on two key components. The first one is providing proper reading material. The second one is giving feedback in the form of pause, prompt and praise. In the pause stage, enough time is given to a student to be able to find a word suitable for the context and to correct his/her mistake. If the student does not correct his/her mistake in five seconds, the trainer moves to the next, directing stage in which the student is provided with clues and, thus, given the opportunity to correct his/her mistake. The last stage includes support to the student's proper reading behaviour with verbal praise (Burns, 2006).

The Word Drill Technique is one of the techniques used for correcting reading of the students with reading difficulties. It includes exercises in which the words that have been misread are repeatedly read. The technique is quite beneficial in constructing vocabulary knowledge in the reading process (Yılmaz, 2008). In this technique, a teacher has a student read a text, and writes the misread words on cards. He/She gives the misread words to the student by writing them separately on cards. If there are more than twenty words that have been misread by the student, the teacher presents the first twenty words to the student in this study and exercises with these words. The teacher reads the word and the student repeats it. Every word card which has been

read correctly is removed from the table. The misread word cards are put under the desk in order to be read again. The teacher repeats the procedure until the student reads them correctly (Rosenberg, 1986, as cited in Yılmaz, 2008).

Practical studies aimed at solving the difficulty of reading are rarely seen in literature. On the other hand, the needed practices are extremely important. In this research, the aim was to solve the reading difficulty of a student by using the 3P Method and the Word Drill Technique. Due to this, the effectiveness of the 3P Method and the World Drill Technique will be revealed, along with the development of the student in this process supported with these exercises. In addition, the data obtained at the end of the research will guide both teachers and students to solve reading difficulties.

## **Methods**

### ***Model of the Research***

The action research approach was used here. Action research is research conducted directly by the implementer or together with a researcher and includes collecting or analysing data for identifying problems with regard to the application process, or for understanding and solving an existing problem (Yıldırım & Şimşek, 2005). Action research, which is a case study that aims to improve the quality of action in the social situation (Elliott, 1991), includes research that aims to specify precautions that should be taken to improve the situation; it is possible by critically evaluating the existing application, conducted by experts and performed by the parties that are involved in the problem (Karasar, 2016). Also, within the scope of this research, an action research was conducted with the classroom teacher for the purpose of solving the student's reading difficulties. One of the researchers that took an active role in the research was the classroom teacher of the student with reading difficulties.

### ***Participant***

This research was carried out with a student who attended a primary school, 2-B class, in the Dernekpazarı district of the Trabzon province. In accordance with the ethical rules, the name of the student was not given here. Instead, the first letters of the student's name and surname were coded. So, the participant was defined as D. D.

D. D. is a girl, 8 years old, who has no auditory, visual or mental problems. She is the only child of mother and father who are secondary school graduates. Her father does not have a full-time job and, thus, does not have a steady income. Due to her mother's chronic illness, the student was absent from school for many days in the first reading and writing session. D. D. did not have any preschool education, so she had orientation problems in the first grade. As she was the only student with no preschool education among her classmates, D. D. had to make more effort in the reading and writing period. However, she started reading but she could not make much progress afterwards. She was interested in lessons, but she could not get enough support from her family while studying at home. D. D. has a particular interest in the Turkish

lessons. She refrains from oral reading in the Turkish lessons. She is a popular student among her classmates. D. D.'s classroom teacher, who was one of the researchers here, recognized that the student was willing to make efforts in order to read better. This was the main reason to include D. D. in the research after her family had been informed. They gave us their permission for the current research.

### **Reading Problems of the Participant**

When D. D. was interviewed about the reading process, she stated that she got excited while reading and misread for this reason. She said that she sometimes recognized her reading mistakes, but not always. Actually, D. D. is very fond of reading, but she stated that she made much effort to understand the book she read and, therefore, she gave up reading. The absence of a person to help D. D. at home while studying negatively affected her reading development. So, she said that she could not do reading exercises at home. Her reading problems, observed by the classroom teacher before the research, were as follows:

- D. D. spelled out while reading, paused for a long time until she read the sounds that she had a difficulty to read or had a difficulty to remember.
- She paused for a long time while reading the words that she had problems with, she first used sub-vocalization and then read the words.
- She did not pay attention to punctuation marks, stress and intonation while reading.
- While reading the words that she had problems with, she used finger tracking.
- D. D. read the words like “en, ev” by reversing them.
- She had reading comprehension problems.

### **Data Collection Tool**

In this study, The Informal Reading Inventory, adapted by Akyol (2010) from Haris and Sipay (1990), Ekwall and Shanker (1988) and May (1986), was used. The Informal Reading Inventory for determining someone's reading and comprehension level was used here for identifying word and sound knowledge with the mistakes done during oral reading; and for determining the comprehension skill with questions after silent reading. Three types of reading levels are determined with this inventory.

*Independent Level:* A child reads and comprehends the materials that are suitable to his/her level without needing the help of a teacher or an adult. The word recognition level is 99% and the comprehension level is 90% and higher.

*Instructional Level:* A child reads at the desired level with the help of a teacher or an adult. The word recognition level is between 90% and 95% and the comprehension level is 75%.

*Anxiety Level:* A child comprehends very little of what he/she reads and makes many reading mistakes. The word recognition level is 90% and below, and the comprehension level is 50% and below.

According to The Informal Reading Inventory, reading texts should be chosen among the ones that are suitable for the students' level. In this study, after choosing the text, the researcher had the student do oral reading. In the meantime, the student's reading mistakes were marked with symbols. In addition, her word recognition level was revealed by determining the misread words according to all the words in the text. In order to determine her comprehension level, a text was chosen to be suitable for her level, and two simple and three in-depth comprehension questions were asked. The simple questions were scored by using 2, 1 and 0, while the in-depth questions were scored by using 3, 2, 1 and 0. The text comprehension percentage was obtained when the reading comprehension scores were divided by the total score (Akyol, 2010).

The students' reading levels according to their word recognition and comprehension skills are demonstrated in the table below.

Table 1  
*The reading levels and the percentages*

Reading levels	Word Recognition (%)	Comprehension (%)
Independent Level	99+	90+
Instructional Level	95+	75+
Anxiety Level	90-	50-

(Ekwall and Shanker, 1998; as cited in Akyol, 2010)

### **Process**

The 30-hour research was conducted by D. D.'s classroom teacher, who was one of the researchers. The exercises were done in the school library after the class period.

In order to determine the reading and comprehension level for the preliminary measure, a suitable text for the previous grade was chosen. According to Akyol (2011), while specifying the reading level of a student by using The Informal Reading Inventory, the starting point should be the student's previous grade. Thus, texts for the first grade were chosen for D. D. Three academics were asked for their opinions about these texts. Thus, the student read "Yellow Cat" and her reading level was determined. In order to determine her comprehension level, the student was asked to read another text, "Ceren cooked an egg", silently and answer a set of comprehension questions. When her reading processes were analysed, it was determined that D. D. was at the anxiety level.

After identifying D. D.'s reading and comprehension level, the Word Drill Technique and the 3P Method were first implemented with her. For this purpose, the texts to be used in the process were selected. These were narrative and simple informative texts. Short texts were first used in this process, and then, the number of words increased. According to Akyol (2010), there should be 25-100 words in texts chosen for the first and second graders. So, this criterion was taken into consideration for the texts in the present research.

The interests and the reading level of D. D. were considered within the research scope. For this purpose, the texts aimed at D. D.'s interests were first chosen by the researcher. Then, D. D. was asked to make a choice from them in accordance with her interests. Thus, the student was given an opportunity to choose the texts to read. It was observed that this helped the student be more motivated for reading.

After choosing the texts, the study started by using the Word Drill Technique. Firstly, the student read the text aloud and the misread words were marked. In every text, the number of words read by the student and the reading time in minutes were recorded. The misread words were written on the index cards of 5 cm x 7.5 cm and the student read the words on them. When the student read a word correctly, the card was removed from the table. When she misread a word, the teacher read the word correctly and asked the student to read it again. The corrected words were removed to be read by the student again. The misread word cards were put under the desk. Thus, the process continued until the words were read correctly. At the end, the student was asked to reread the words written on the cards. The word reading process continued until D. D. did not make a mistake while reading two cards successively.

After the student read all the words correctly, the application of the 3P Method started. In this study, D. D. was given enough time to correct her own mistake in the pause stage when she misread. When she could not correct it, the next, directing stage started. In this stage, the student was provided with clues and supported to correct her own mistake. Finally, she was praised, when the word was read correctly, and she was motivated even more in the reading process.

The student was asked simple and in-depth comprehension questions related to the texts. She was also asked to summarize what she had read in her own words. Before the study, the importance of acquiring the reading skill was explained to the student, as well as the contribution of the measures in acquiring this skill. However, D. D. was unwilling to read in the first exercise sessions. Before she started to read, she counted the lines and complained "It is very long, I can't read it". But as the study progressed, she took heart and stopped complaining.

In the middle of the 30-hour study, after fifteen hours, a mid-study measurement was done. In this evaluation, D. D. read aloud "Sheltering and shelters" and her word recognition level was determined. Then she silently read "Dilara and Book Love". A set of simple and in-depth comprehension questions was answered, so her comprehension level was determined.

At the end of the 30-hour study, the final measurement was carried out, and when D. D. read "The Sly Fox" her word recognition level was determined. Then, she silently read "The Dove and the Ant". Afterwards, she answered two simple and three in-depth comprehension questions. Her comprehension level was determined when the comprehension score was divided by the total score.

### ***Data Analysis***

In the study, in order to determine the student's word recognition level, the mistakes in the text she had read and the number of words she had read in one minute were



identified. For this purpose, her oral reading sessions were recorded. Later, these sound recordings were analysed by three different researchers. The misread words were determined as a result of their analyses. When the reading mistakes, identified by the researchers, were examined, it was clear that there was a high level of consistence between them. The student's word recognition was found through the ratio between the number of misread words and the total word number per text. For this purpose, The Word Recognition and the Percentage Determining Guide, that Akyol (2010) adapted from Ekwall and Shanker (1988), was used.

The student was asked simple and in-depth comprehension questions related to the texts in order to determine her comprehension level. The answers were analysed by three different researchers. The student's comprehension level was determined according to their scores. When their scores were examined, it was observed that there was a high level of consistency.

## Results

Before the study with D. D., at the end of the fifteenth hour and at the end of the study, three reading and comprehension measurements were carried out. The first one was used as the preliminary, while the final one was used as the last measurement. The findings are listed below.

### *Preliminary Measurement*

In order to determine D. D.'s reading comprehension, a suitable text for the previous grade was chosen. In the preliminary measurement carried out to determine her reading and comprehension level, D. D. read "Yellow Cat". In order to determine her comprehension level, she read "Ceren cooked an egg" and answered a set of simple and in-depth comprehension questions. The results related to D. D.'s reading and comprehension level are shown in Table 2.

Table 2

*The preliminary measurement results related to D. D.'s reading and comprehension level*

The criteria	The Title of the Text	
	Yellow Cat	Ceren Cooked an Egg
The number of words	45	
The number of the words read in one minute	17	
The time to read the whole text	2 min. 50 sec.	
The number of the misread words	7	
The word recognition percentage	84%	
The reading comprehension percentage		46%

When Table 2 is seen, it becomes clear that D. D. made 7 reading mistakes in "Yellow Cat", she read 17 words in one minute and the whole text in 2 minutes and 50 seconds. Her word recognition percentage was 84%. According to this, D. D. was at the

anxiety level. D. D. got 6 points for answering the simple and in-depth comprehension questions. The number of points she was supposed to get from these questions was 13. The score she got to determine her comprehension level was divided by the score she was supposed to get. Thus, the comprehension level of D. D. was found to be 46%. This showed that she was at the anxiety level.

Table 3  
*The types of mistakes that D. D. made while reading "Yellow Cat" and their frequencies*

Types of mistakes	f
Additions	-
Repetitions	-
Reversions	1
Misreads	6
*Self-corrections	6
*Finger tracking	6
Omissions	-

*(\*) Expresses the reading behaviours in which any mistakes are unacceptable.*

The mistakes D. D. made while reading “Yellow Cat” are presented in Table 3. Her most frequent mistake was misreading. She also performed some reading behaviours, like finger-tracking and self-correction that cannot be seen as reading mistakes.

### **Mid-Study Measurement**

The reading measurements started after determining D. D.’s reading level. A mid-study measurement was performed after 15 hours. For this purpose, D. D. read “Shelter and Shelters”; in order to determine her comprehension level, she read “Dilara and Book Love”. The obtained results are shown in Table 4.

Table 4  
*The mid-study measurement results related to D. D.’s reading and comprehension level*

The criteria	The Title of the Text	
	Shelter and Shelters	Dilara and Book Love
The number of words	47	
The number of the words read in one minute	17	
The time to read the whole text	3 min. 0 sec.	
The number of the misread words	5	
The word recognition percentage	89%	
The reading comprehension percentage		69%

According to Table 4, D. D. made 5 reading mistakes in this text of 47 words, read 17 words in one minute, and the whole text in 3 minutes. Her word recognition percentage was 89%. Therefore, D. D. did not reach the instructional level, but she

made an important progress. D. D. got 9 points for answering the simple and in-depth comprehension questions about “Dilara and Book Love”. The number of points she should have got from these questions was 13. Her comprehension score was divided by the score she was supposed to get. The result was 69%, showing that she was at the anxiety level.

Table 5

*The types of mistakes that D. D. made while reading “Shelter and Shelters” and their frequencies*

Types of mistakes	f
Additions	-
Repetitions	-
Reversions	-
Misreads	5
*Self-corrections	1
*Finger tracking	-
Omissions	-

*(\*) Expresses the reading behaviours in which any mistakes are unacceptable.*

D. D.’s reading mistakes in “Shelter and Shelters” are presented in Table 5. So, she made 5 reading mistakes and no other ones. She once showed the self-correction behaviour, which is not considered as a mistake.

### **Last Measurement**

“The Sly Fox” was read in the final measurement session at the end of the 30-hour study with D. D. In order to determine her comprehension level, she read “The Dove and the Ant”. The obtained results are presented in Table 6.

Table 6

*The last measurement results related to D.D.’s reading and comprehension level*

Criteria	The Title of the Text	
	The Sly Fox	The Dove and the Ant
The number of words	47	
The number of the words read in one minute	23	
The time to read the whole text	1 min. 59 sec.	
The number of the misread words	3	
The word recognition percentage	94%	
The reading comprehension percentage		76%

According to Table 6, D. D. made 3 reading mistakes in this text of 46 words, read 23 words in one minute, and read the whole text in 1 minute 59 seconds. Her word recognition percentage was found to be 94%. D. D., thus, reached the instructional level

after 30 hours of the study. She got 10 points for answering the simple and in-depth comprehension questions about “The Dove and the Ant”. The number of points she was supposed to get from these questions was 13. Her reading comprehension score was divided by the supposed score. The result was 76%, indicating the instructional level.

Table 7  
The types of mistakes that D. D. made while reading “The Sly Fox” and their frequencies

Types of mistakes	f
Additions	-
Repetitions	1
Reversions	-
Misreads	2
*Self-corrections	1
*Fingertracking	-
Omissions	-

(\*) Expresses the reading behaviours in which any mistakes are unacceptable.

The mistakes made by D. D. while reading “The Sly Fox” are shown in Table 7. D. D. made them 3 times. These occurred as reading 1 word by repeating and as misreading 2 words. Also, she once did the self-correction, which is not considered as a reading mistake.

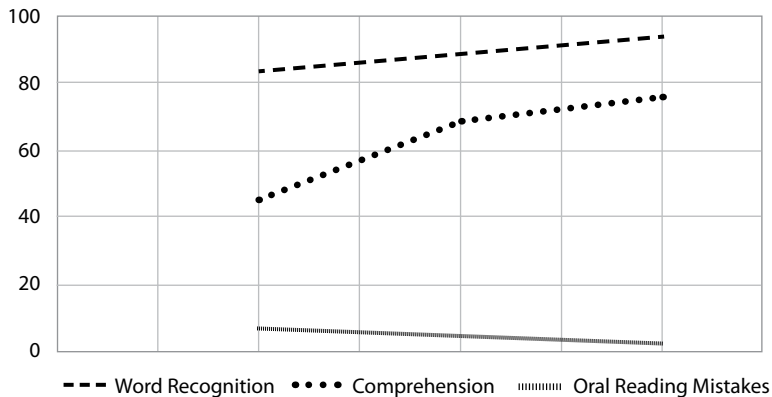


Figure 1. The changes of D. D.'s word recognition, comprehension and reading mistakes in the preliminary, mid- and final studies

Based on Figure 1, D. D. made a progress in her word recognition and comprehension skills. In addition, it is possible to say that there was a decrease in the reading mistakes. This finding can be interpreted in terms of the Word Drill Technique and the 3P Method being effective in solving reading and comprehension problems.

## **Discussion**

In this research, the aim was to develop the reading and comprehension skills of a student with reading difficulties. For this purpose, her reading and comprehension level was first determined. Several reading exercises were carried out with the student at the anxiety level through using the Word Drill Technique and the 3P Method. Thus, the research was aimed at improving the student's ability to read fluently by solving her reading difficulties.

The teachers who see the importance of fluency in the reading process want to make necessary interventions for some better and more fluent reading of their students. However, there comes an important question at this point. "How will the students read fluently?" (Hasbrouck, Innot, & Rogers, 1999). Learning fluent reading is the first academic difficulty for the children who start school. It may be possible that both families and children have some problems (Luker, 2005). The problems encountered in reading result from poor teaching provided without considering children's needs. These are only solved if reading studies are conducted with the methods and techniques suitable for the student (Vandewalle, Boets, Ghesquière, & Zink, 2010). Thus, in this research, several reading exercises were conducted by using the Word Drill Technique and the 3P Method.

According to Yılmaz (2008), the Word Drill Technique is highly efficient in developing fluent reading skills. This technique includes the exercises done by repeating the words that the student has misread. The misread words were read by the student repeatedly using the Word Drill Technique until they were read correctly. Thus, the student was provided with the opportunity to correct the mistakes herself and she got help for correcting the mistakes by her teacher.

The frequent repetition of the misread words until they are read correctly helps readers recognize the words and, thus, read the words fluently (Berg & Lyke, 2012). In addition, including repetitions to read words fluently helps readers solve the symbolic system of the language (Therrien & Kubina, 2006). This procedure enables students to make fewer mistakes while reading and to comprehend what they read (Blum & Koskinen, 1991; Therrien & Kubina, 2006). Based on the repetitive reading exercises within this study, it was observed that D. D.'s reading mistakes decreased. Besides, in the beginning of the study, it was observed that D. D. spelled out many words. She was reading in a certain rhythm, without changing her tone of voice, and without using any stress and inflection. At the end of the study, D. D. left spelling out, reached a level at which she was able to perform intonation appropriate to the meaning and the structure of the sentences, and paid attention to stress and intonation while reading.

Findings from the research reveal that the frequent repetition of words and the active role of the student in this process contributed to the reading development of D. D. Including repetitions in reading studies increases fluency since reading is learnt and reinforced with repetition. Such repetitions are highly important for the students

with reading problems and those who make reading mistakes (Strickland, Boon, & Spencer, 2013; Therrien, 2004).

According to Öz (2001), reading mistakes occur because students do not recognize words well. Akyol (2007) states that the child needs to comprehend the relationship between the sound and the symbol in order to acquire the word recognition skill. In other words, students should acquire the decoding skill in order to acquire the reading skill (Tunmer & Greaney, 2010). Gustafson, Samuelsson, Johansson, and Wallmann (2013) studied both children with reading difficulties and children with a typical reading ability regarding the contribution that decoding and comprehension may have to the reading ability. The results revealed that the decoding skill highly contributed to the reading skill. In this context, in order to improve their decoding skill and to enable students to recognize that the relationship between sounds and symbols is highly effective, repeated reading studies with students are highly effective (Weinstein, 2004).

Hudson, Lane, and Pullen (2005) state that the correct decoding and word recognition positively contribute to fluent reading. The exercises in which words are frequently repeated should be done in order to decode words correctly and to recognize an adequate number of words (Kostewicz, Kubina, Selfridge, & Gallagher, 2016). In this study, the exercises with frequently repeated words were included with the help of the Word Drill Technique. With these repetitions, the student was given the opportunity to understand the structure of the language. In a study by Kostewicz, Kubina, Selfridge, and Gallagher (2016), it was revealed that the exercises with frequent word repetitions contributed to the fluent reading skills of students.

The students whose fluent reading skills do not improve completely and who have reading problems are generally the ones who cannot benefit from the exercises based on word repetitions (Kuhn & Stahl, 2003). It is possible that these students make reading mistakes and, thus, cannot understand what they are reading (Cutting, Materek, Cole, Levine, & Mahone, 2009; Logan, 1997). This happens because reading comprehension firstly requires the recognition of words and the avoidance of reading mistakes (Perfetti, 2007). Prior to this study, it had been also revealed that D. D. made reading mistakes and had comprehension problems. In addition, it was observed that the student's word recognition level and her interpretation level were low. By the help of the reading exercises within this research, it is possible to say that there was a decrease in D. D.'s reading mistakes and their types. Besides, it was observed that her reading mistakes decreased and her reading comprehension increased. According to Perfetti (2007), mechanically, fewer reading mistakes lead to better reading comprehension.

It may be said that D. D. started to read fluently, the words sounded more correctly, she recognized them more quickly, also started to read prosodically and increased her reading rate a little bit. This is because fluent reading results from correct, fast and prosodic reading. This helps the reader understand the meanings of words and, thus, reading comprehension takes place (Hudson, Lane, & Pullen, 2005; Oakhill,

2017). In this study, the classroom teacher observed that D. D.'s comprehension skill had increased and this also affected the other lessons positively. It is possible to say that D. D., who was not able to answer the multiple-choice questions, true or false questions, fill in the blanks questions etc., could read and understand the questions and answer them correctly. This finding is in accordance with the research conducted by Veenendaal, Groen, and Verhoeven (2015), who examined oral reading fluency as a contributor to reading comprehension. The results obtained from the research reveal that fluent reading improves comprehension. In addition, there are many studies in the literature which reveal that fluency improves reading comprehension (Akyol & Baştuğ, 2015; Klauda & Guthrie, 2008; Therrien & Hughes, 2008).

The results of this research reveal that the 3P Method, implemented with the Word Drill Technique, has improved D. D.'s reading and comprehension skills. According to Wearmouth (2004), positive feedback provided to students during their reading studies with the 3P Method helps them both to be motivated and to make positive progress in the reading process. While implementing this method, praising students and providing positive feedback when they read correctly increase their self-confidence, so that they can read correctly. It is possible to say that the 3P Method was effective in decreasing D. D.'s reading mistakes and increasing her reading comprehension skill. This finding is in accordance with the research by Dağ (2010), who examined the contribution of the 3P Method and the cloze technique to the better word recognition and better reading skills of a fifth-grade student, A. B. At the end of the research, it was observed that the student's reading had progressed from the anxiety level to the instructional level.

Students give up reading when they are given reading tasks that are not related to their aims and interests. This decreases their reading motivation (Pitcher et al., 2007). In this research, both her teacher and her family realized that D. D.'s motivation towards reading was very low. Before she started reading, D. D. was trying to avoid reading with several excuses and was not able to focus on the reading process enough.

According to Wigfield (1997), readers with low reading motivation are not willing to deal with reading materials and do not want to read. Also, reading studies that do not provoke their interest and do not excite them decrease their motivation (Jacobs, Lanza, Osgood, Eccles, & Wigfield, 2002). This lack of motivation causes students to have problems in their reading skills (Wigfield, Gladstone, & Turci, 2016). From this point, in the current research, the texts related to D. D.'s interests were chosen by the researchers in the reading process, in order to increase her reading motivation. These were shown to D. D. and she was asked to choose the text herself. It was observed that this study had improved D. D.'s reading motivation. Monteiro (2013) has stated that the students who choose books by themselves are motivated, and this contributes to their reading development through increasing their reading motivation. In addition, studying with the texts that include her favourite characters and subjects excited her very much. It was noticed that the reading motivation of D. D., who read the texts

appropriate to her age and interests, was affected positively. Merisuo-Storm (2006) has revealed that girls and boys are interested in different texts and that the interests of students should be a key factor in choosing the text. Many researchers have stated that choosing books according to the interests and levels of students increases their reading motivation and, thus, improves reading (De Naeghel & Van Keer, 2013; Monteiro, 2013). After the reading study based on the chosen texts, it was noticed that D. D., willingly, told her family at home about these texts. McConnell and Kubina (2016) state that it is very important for the education based on students' reading needs to be supported not only in the classroom, but also in their homes by their families. The study carried out by Logan, Medford, and Hughes (2011) has revealed that the inner motivation positively affects the reading skills development. Andreassen and Bråten (2010) studied 180 fifth-grade students to identify the variables that had an impact on the reading comprehension skill. At the end of their study, they revealed that motivation positively shaped the reading process.

In this research, it was observed that reading the texts related to her interests positively influenced D. D.'s reading motivation. In addition, another variable that improved D. D.'s reading process and motivated her towards reading was the 3P Method. D. D. was introduced with this method to help her feel better. She was, thus, given enough time to correct her own mistake whenever she misread a word and this improved her effort for reading. When she corrected her own mistake, she was supported verbally by praise. It is considered that this contributed to the development of D. D.'s inner motivation towards the reading process. D. D. then began saying, "I want to read", while she said "I can't read" and avoided to participate in the previous reading sessions. This aroused the attention of her classmates and they began to appreciate her. In addition, D. D. either had not read the books taken from the bookshelf in the classroom or she read them for a very long time. During this study period, her interest towards reading increased, every day, she began to read a book, appropriate for her level.

This finding is in accordance with the one obtained by Yılmaz (2008). In his study, Yılmaz (2008) examined the effect of the Word Drill Technique on: (1) correcting oral reading mistakes, (2) developing the reading comprehension skills, and (3) providing fluent reading. It was observed that there was a significant decrease in the reading mistakes of the student, who had previously been at the anxiety level, and her reading skills improved. Similarly, Dündar and Akyol (2012) carried out a study related to solving the reading and comprehension problems of a second-grade student. The student, who had been at the anxiety level during the repetitive reading sessions and on the basis of the preliminary test results, reached the instructional level in the final test. In another study conducted by Akyol and Kodan (2016), there was examined the effect of fluent reading strategies on developing the word recognition and comprehension skills of a student with reading difficulties. A 45-class hour reading programme was applied with a fourth-grade student with reading difficulties. Within the programme,



repetitive, paired, echo and independent reading strategies were used. When it ended, it was observed that the levels of the student's word recognition and reading skills increased.

The pre-test findings revealed that D. D. made reading mistakes, misread frequently, used finger-tracking, read some words by reversing the letters, did not pay attention to punctuation, stress and intonation, and also had reading comprehension problems. Besides, the student, who had been first at the anxiety level, advanced to the instructional level due to the study based on the 3P Method and the Word Drill Technique. At the end of the 30-hour study, her word recognition level advanced to 94% from 86%, while her comprehension level advanced to 76% from 46%. In addition, the mistakes she made during reading diminished and she stopped using her finger to track reading. This reveals that the 3P Method and the Word Drill Technique are effective in overcoming the problems of a student who has no mental or physical problems, but who has reading and comprehension problems.

The obtained results draw attention to the studies that need to be conducted with the students who have reading and reading comprehension problems. If reading is learned and reinforced through repeating, then the effect of the Word Drill Technique, which includes repetitive reading exercises, becomes important. In this way, it is probable that the student's development of word recognition ability improves reading comprehension skills. In addition, the 3P Method, which includes exercises that contribute to the development of intrinsic motivation for reading, also supports the positive development of this process. In short, the exercises discussed in the research will shed light on how primary school teachers will approach the students with reading problems. However, the current results give us important clues regarding the choice of text in order to support the emotional dimension of the reading process. In this context, it is thought that the exercises used here to reduce the student's anxiety about reading and to solve the student's reading problems should guide primary school teachers. Thus, the following suggestions can be made regarding the obtained results:

1. the 3P Method can be implemented together with the Word Drill Technique for the students with reading and comprehension problems;
2. the effect of different fluent reading strategies for the students with reading and comprehension problems can be researched;
3. similar studies can be carried out longitudinally and experimentally.

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# Razvijanje vještina čitanja i razumijevanja s pomoću tehnike mehaničkog ponavljanja riječi i metode 3P

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## Sažetak

*Cilj je ovog istraživanja bio razviti vještine čitanja i razumijevanja kod učenice s poteškoćama u čitanju, koristeći se tehnikom mehaničkog ponavljanja riječi i metodom 3P. Provedeno je po modelu akcijskog istraživanja. U njemu je sudjelovala jedna učenica drugog razreda (D. D.). Vježbe čitanja provodile su se u trajanju od 30 sati uz pomoć tehnike mehaničkog ponavljanja riječi i metode 3P. Primijećeno je da je učenica s anksioznog prešla na čitanje uz nečiju pomoć. Njezina razina prepoznavanja riječi bila je 94% umjesto prijašnjih 86%, a razumijevanja 76% umjesto 46%. Osim toga, činila je manje pogrešaka, a odustala je i od upotrebe prsta tijekom čitanja. To pokazuje da su tehnika mehaničkog ponavljanja riječi i metoda 3P učinkovite pri otklanjanju problema kod učenice bez mentalnih ili fizičkih poteškoća, ali s poteškoćama u čitanju i razumijevanju.*

**Ključne riječi:** čitanje; metoda 3P; poteškoće u čitanju; razumijevanje; tehnika mehaničkog ponavljanja riječi.

## Uvod

Čitanje je kao vještina vrlo važna za obrazovanje širom svijeta, temelj je za mnoge vještine, ključno je umijeće koje nam omogućuje obrazovati učenike koji će znati odgovoriti na zahtjeve određenog vremena, tumačiti ga i promišljati. Tobin i Hill (2012) smatraju da mnogi istraživači u tom području još uvijek raspravljaju o učinkovitosti metoda s pomoću kojih će učenici postati bolji čitatelji. Neki od njih otkrivaju da društveni i motivacijski čimbenici također pridonose razvoju vještine čitanja kao i samih metoda (Cambria i Guthrie, 2010; De Naeghel i Van Keer, 2013; Martin i Dowson, 2009; Monteiro, 2013; Troia, Shankland i Wolbers, 2012; Wentzel, 2009; Wigfield, Gladstone, i Turci, 2016). Osim na njih mnoge se edukacijske teorije u kojima je glavno pitanje kako djeca čitaju usredotočuju uglavnom na kognitivne čimbenike (Luker, 2005). To je zato što je čitanje složeno umijeće koje se zasniva na brojnim kognitivnim i jezičnim vještinama (Schmidt, 2003). Drugim riječima,

umijeće koje zahtijeva koordinaciju niza kognitivnih vještina višeg reda i aktivno sudjelovanje čitatelja (Cain, Oakhill, Bryant, 2004; Denton i Al Otaiba, 2011; Garcia-Madruga, Elosúa, Gómez-Veiga, Vila, Orjales, Contreras, Rodríguez, Duque, 2013; Small i Arnone, 2011).

Čitanje se određuje kao proces tvorbe značenja u kojem se početna informacija koristi u skladu s odgovarajućom metodom i ciljem, a provodi se u nekom regularnom okruženju (Akyol, 2007). Upravo je tvorba značenja neodvojiva od spomenute vještine jer je glavni cilj čitanja razumjeti ono što čitaš (Paynter, Westerveld, i Trembath, 2016). Razumijevanje čitanjem predstavlja donošenje zaključaka s polazištem u pisanom proizvodu. Zahvaljujući takvom zaključivanju, do novog se značenja dolazi povezujući rečenice i tekst, a prethodna se informacija koristi za lakše razumijevanju poruke u tekstu (Oakhill, 2017). Ukratko, proces čitanja je dovršen kada se ovlada vještinom razumijevanja.

Kada se promatra razvojni proces čitanja, razlikuju se tri modela prema kojima se usvajanje tog umijeća dijeli na različita razdoblja. Razvojni modeli čitanja, čiji su autori Frith (1985), Chall (1983) i Ehri (1995), sugeriraju da je usvajanje vještina fonološke svjesnosti temelj za usvajanje umijeća čitanja. Drugim riječima, može se reći da učenici najprije razvijaju fonološku svjesnost tijekom procesa čitanja. Magnuson (2010) smatra da vještine fonološke svjesnosti olakšavaju učenicima da prepoznaju jezik kao sustav simbola. Fonološka im informacija pomaže da otkriju strukturu jezika i riječi.

Prema Güneş (2007), nakon razvijanja fonološke svjesnosti o strukturi jezika i samim tim otkrivanja slovne povezanosti, slijedi vještina koju je potrebno istaknuti, a to je prepoznavanje riječi. Stoga čitatelji, dok uče čitati, počinju razvijati vještinu prepoznavanja riječi nakon što su usvojili vještinu fonološke svjesnosti (Stacy, Kearns, Gilbert, Compton, Cho, Lindstrom, i Collins, 2017). Prepoznavanje je riječi bitna etapa koja čitatelju olakšava donošenje zaključaka iz teksta s pomoću prethodnih iskustava te uspostavljanje značenjskih odnosa među riječima (Fuchs, Fuchs, Hosp, i Jenkins, 2001). Razvijanje te vještine itekako je bitan kriterij čitanja jer poboljšava tečnost i razumijevanje (Rayner, Foorman, Perfetti, Pesetsky, i Seidenberg, 2001).

Denton i Al Otaiba (2011) tvrde da je čitatelju nužno prepoznati i razlikovati riječi brzo i točno te zaključivati na temelju teksta koji čita, što se može objasniti odgovarajućom leksičkom razinom. Prema Oakhill (2017), autori u novije doba ukazuju na veliku povezanost između vokabulara (osobito bogatog) i razumijevanja čitanjem. Jednostavnije je donositi zaključke s pomoću bogatoga leksičkog znanja, a riječi se brzo prepoznaju zahvaljujući upravo takvom vokabularu. Torgesen (2002) smatra da čitatelji trebaju brzo prepoznavati riječi u tekstu i tako čitati tečno da bi bolje razumjeli ono što čitaju.

Akyol (2007) tečnim naziva čitanje kada se pažnja usmjerava na interpunkcijske znakove, naglasak i intonaciju, kada nema povratka na prethodno i ponavljanja riječi, slovanja i nepotrebnih stanki, i kada se odvija kao kada netko govori. Drugim



riječima, tečno je čitanje vještina koja se manifestira prepoznavanjem i razlikovanjem riječi, kao i automatskim čitanjem uz uvažavanje prozodijskih obilježja u skladu s načinom izražavanja u tekstu (Rasinski, 2010). Tri su elementa tečnog čitanja: točnost, brzina i prozodija. Oni koje odlikuje tečnost čitaju odgovarajućom brzinom, točno i ekspresivno onako kako treba (Nacionalni izvještaj o čitanju, 2000).

Tečnost je ključna poveznica između prepoznavanja riječi i razumijevanja čitanjem (Bashir i Hook, 2009), pa ju je potrebno postići u osnovnoškolskoj dobi što je prije moguće (Rasinski, Rikli, i Johnston, 2009). No, djeca čija vještina čitanja nije na odgovarajućoj razini, zaostaju za svojim vršnjacima (Reschly, 2010). Učenici koji ne znaju čitati tečno gube zanimanje za nastavu tijekom koje trebaju čitati, rjeđe čitaju radi svog zadovoljstva, počinju negativno pristupati čitanju. Osim toga, takva situacija negativno utječe na njihov osobni proces učenja (Stanovich, 1986).

Kada se analiziraju čimbenici koji imaju negativan utjecaj na tečno čitanje, uočava se da kognitivne vještine, stavovi o čitanju i čitateljsko ponašanje takvih učenika predstavljaju važne komponente poželjne za usvajanje umijeća čitanja (Christenson i Anderson, 2002). To je zato što je čitanje složen proces utemeljen na prethodnom iskustvu, znanju, razvoju verbalnih vještina i mnogim drugim učeničkim vještinama (Samuels, 1976). U literaturi se navodi da individualne razlike na verbalnoj i kognitivnoj razini utječu na čitanje (Schmidt, 2003). Nepotpuno ili netočno usvajanje tih vještina izaziva probleme s čitanjem.

Nastanak pogrešaka pri slovkanju, suočavanje s problemom dekodiranja nepoznatih riječi i, samim tim, nemogućnost tečnog čitanja, idu u prilog konceptu poteškoća u čitanju (Snowling, Muter, i Carroll, 2007), što pak podrazumijeva probleme pri povezivanju slova i glasova, prepoznavanju jednostavnih riječi, unatoč prosječnoj inteligenciji čitatelja. Učenici s poteškoćama u čitanju mogu premetati riječi i slova ili imati artikulacijske probleme (Lyon, Shaywitz, Shaywitz, 2003). Spomenuti ih problemi čine neuspješnim čitateljima, koji nisu u stanju razviti vještinu prepoznavanja riječi i diskriminacije, stoga ne mogu ni tečno čitati.

Učenici s poteškoćama u čitanju mogu izostavljati riječ u potpunosti, neke slogove i slova. Izostavljeni su slogovi i slova uglavnom u sredini ili na kraju riječi. Isto tako, mogu dodavati određena slova i slogove. Tih je dodataka u pravilu manje i bitno ne mijenjaju značenje riječi. Takvi učenici mogu čitati neka slova (b-d) tako da ih međusobno zamijene, baš kao što mogu stalno ponavljati riječ koju su neodgovarajuće prepoznali (Akyol, 2006).

Vrlo je važno individualno raditi s učenicima koji imaju poteškoće u čitanju jer su njihove potrebe specifične (Snowling i Hulme, 2011). Pritom nastavni proces treba pripremati tako da u obzir uzima potrebe učenika s poteškoćama u čitanju (Mokhtari, Hutchison, i Edwards, 2010). Brojne su kognitivne vještine potrebne čitateljima dok čitaju, a neke od njih su: vizualna percepcija, prepoznavanje riječi, brzina leksičkog pristupa, konceptualno znanje i fonološka svjesnost (Wolf i Katzir-Cohen, 2001). Kada

su nepotpuno ili nepravilno usvojene, dovode do problema s čitanjem, a to znači da je potrebno razlikovati nastavne potrebe učenika s poteškoćama u čitanju (Denton i Al Otaiba, 2011). Stoga je najprije nužno za njih odabrati odgovarajuće strategije. Nastava u koju su uključene odgovarajuće strategije čitanja, ima pozitivan učinak na razvoj vještina čitanja (Fuchs i Fuchs, 2006; Vaughn, Denton, i Fletcher, 2010). Nadalje, itekako je važno da nastava prilagođena čitateljskim potrebama učenika ima potporu ne samo u učionici nego i u obiteljskom okruženju (McConnell i Kubina, 2016). Dakle, kada se utvrdi da je učenicima s poteškoćama u čitanju potrebno više potpore i pažnje, postavlja se pitanje kako im omogućiti najučinkovitiju nastavu da bi unaprijedili vještinu tečnog čitanja (Hasbrouck, Ithnot, i Rogers, 1999). Pri rješavanju njihovih poteškoća u čitanju i mogućem dostizanju razine tečnog čitanja, važno je birati metode, tehnike i strategije prema njihovim potrebama. U ovom su se istraživanju u rješavanje tih problema koristile tehnika mehaničkog ponavljanja riječi (eng. *Word Drill Technique*) i metoda 3P (eng. *Pause, Prompt, Praise*).

Metoda 3P obuhvaća operativni proces koji se provodi jedan na jedan s bilo kojim učiteljem, roditeljem ili vršnjakom (Dağ, 2010), a temelji se na dvjema komponentama. Prva podrazumijeva omogućiti odgovarajući materijal za čitanje, a druga povratnu informaciju u obliku pauze, pomoći i pohvale. U fazi pauze učeniku se daje dovoljno vremena da pronade riječ koja će odgovarati kontekstu te ispravi pogrešku. Ako ne ispravi pogrešku u roku od pet sekundi, prelazi na fazu usmjeravanja kada mu se ponude ključevi točnog odgovora i tako mu se pruži mogućnost da ispravi pogrešku. U posljednjoj fazi učenik dobiva potporu za svoje čitateljsko ponašanje u obliku verbalne pohvale (Burns, 2006).

Mehaničko ponavljanje riječi predstavlja jednu od tehnika kojima se ispravlja čitanje učenika s poteškoćama, a obuhvaća vježbe u kojima učenik ponavljajući čita riječi koje je prethodno pogrešno pročitao. Ta je tehnika sasvim učinkovita za konstrukciju leksičkog znanja u procesu čitanja (Yılmaz, 2008). Učitelj traži od učenika da čita tekst, a on/a zapisuje pogrešno pročitane riječi na kartice, koje zatim odvojeno daje učenicima. Ako je broj pogrešno pročitanih riječi veći od 20, učitelj pokazuje prvih 20 riječi učenicima koji su sudjelovali u istraživanju i mjerenjima provedenima s pomoću tih riječi. Učitelj čita riječ, a učenik je ponavlja. Svaka se točno pročitana riječ izostavlja iz tablice. Kartice se s netočno pročitanim riječima stavljaju ispod klupe da bi se ponovno pročitale. Učitelj ponavlja postupak sve dok ih učenik ne pročita točno (Rosenberg, 1986: citirano u Yılmaz, 2008).

U literaturi se rijetko nailazi na praktična istraživanja čiji je cilj bio rješavanje poteškoća u čitanju. Međutim, praktični su aspekti tog problema iznimno važni. U ovom je istraživanju cilj rješavati poteškoće u čitanju učenika s pomoću metode 3P i tehnike mehaničkog ponavljanja riječi, a njime će se ujedno utvrditi njihova učinkovitost. Tako će se dobiti uvid u razvojni proces učenika, potpomognut upravo ovim mjerenjima. Podatci dobiveni na kraju istraživanja vodit će i učitelje i učenike prema rješenju poteškoća u čitanju.

## Metode

### *Istraživački model*

U ovom se istraživanju koristio model akcijskog istraživanja. Akcijsko je ono istraživanje koje provodi sam učitelj ili u suradnji s nekim istraživačem, obuhvaća prikupljanje i analizu podataka da bi se najprije praktično i konceptualno definirao a zatim riješio određeni problem (Yıldırım i Şimşek, 2005). Akcijsko istraživanje, koje predstavlja istraživanje slučaja s ciljem kvalitetnijeg postupanja u nekoj društvenoj situaciji (Elliott, 1991), podrazumijeva istraživanje čiji je cilj specificirati mjere koje bi trebalo poduzeti da bi se situacija poboljšala putem kritičkog vrednovanja postojeće primjene, a provode ga stručnjaci uz realizaciju dionika određenog problema (Karasar, 2016). U ovom je slučaju akcijsko istraživanje provedeno uz pomoć učitelja da bi se riješio problem jednog učenika – čitatelja. Jedan od aktivnih sudionika u ulozi istraživača upravo je učitelj koji poučava učenika s poteškoćama u čitanju.

### *Ispitanica*

Ovo je istraživanje provedeno s jednom učenicom 2. b razreda osnovne škole u Dernekpazariju, provincija Trabzon. U skladu s etičkim pravilima ime se ne navodi u istraživanju. Umjesto toga kodirano je s pomoću inicijala imena i prezimena kao „D. D.”.

D. D. je djevojčica u dobi od 8 godina. Nema nikakve slušne, vizualne ili mentalne probleme. Jedino je dijete roditelja koji su završili srednju školu. Otac nije stalno zaposlen pa tako nema redovita primanja. Zbog majčine kronične bolesti učenica je danima bila odsutna iz škole na početku usvajanja procesa čitanja i pisanja. Nema nikakvo predškolsko obrazovanje. U prvom je razredu imala orijentacijske probleme. Budući da je jedina u razredu koja nije pohađala predškolsku nastavu, morala se više od svojih vršnjaka truditi u tom razvojnom razdoblju. Počela je ipak čitati, ali nakon toga nije mogla bitno napredovati. Zanima je nastava, ali roditelji joj ne mogu dati veću potporu kada uči kod kuće. Pokazuje posebno zanimanje za nastavu turskog jezika. Suzdržava se od čitanja naglas na nastavi turskog jezika. Omiljena je među prijateljima u razredu. Učitelj, jedan od istraživača u ovom istraživanju, prepoznao je njezinu spremnost na ulaganje većeg truda da bi bolje čitala. Upravo je to bitno utjecalo na naš odabir ispitanice. Da bismo baš tu učenicu s poteškoćama u čitanju uključili u istraživanje, obavijestili smo njezinu obitelj i dobili smo njihov pristanak.

### *Poteškoće u čitanju*

Kada je D. D. intervjuirana o procesu čitanja, navela je da osjeća uzbuđenje kada čita i zato pogriješi. Spomenula je da ponekad prepoznaje svoje čitateljske pogreške, a ponekad baš i ne. D. D. zapravo voli čitati, ali dodala je da se mnogo trudi razumjeti knjigu pa zato odustaje od čitanja. Odsustvo osobe koja bi joj pomogla dok uči kod kuće utjecalo je negativno na njezin razvoj vještine čitanja, pa navodi da tamo nije mogla vježbati. Poteškoće koje ima D. D., a uočio ih je njezin učitelj prije provedbe istraživanja, jesu:

- pri slovkanju pravi duge stanke sve dok ne pročita glasove s kojima ima poteškoća u čitanju ili koje teško pamti
- pravi duge stanke dok čita riječi s kojima ima poteškoće, prvo primjenjuje subvokalizaciju, a zatim pročita riječ
- dok čita ne pridaje pažnju interpunkcijskim znacima, naglascima i intonaciji
- dok čita problematične riječi, prati ih prstom
- čita riječi kao što su “en, ev” tako što ih zamjenjuje
- ima problema s razumijevanjem.

### **Prikupljanje podataka**

U ovom se istraživanju koristio neformalni inventar čitanja koji je prilagodio Akyol (2010) preuzimajući ga od Haris i Sipay (1990), Ekwall i Shanker (1988) i May (1986), da bi se utvrdila razina čitanja i razumijevanja čitanjem – leksičko i fonološko znanje s pomoću pogrešaka nastalih pri čitanju naglas, a vještina razumijevanja s pomoću pitanja postavljenih nakon čitanja u sebi. Koristeći se tim instrumentom određuju se tri razine čitanja:

*Samostalno čitanje:* Dijete čita i razumije materijale koji odgovaraju njegovoj razini čitanja i pritom mu nije potrebna pomoć učitelja ili druge odrasle osobe. Razina prepoznavanja riječi iznosi 99%, a razina razumijevanja 90% i više od toga.

*Čitanje uz nečiju pomoć:* Dijete čita na željenoj razini uz pomoć učitelja ili neke odrasle osobe. Razina prepoznavanja riječi kreće se između 90% i 95%, a razina razumijevanja iznosi 75%.

*Anksiozno čitanje:* Dijete razumije vrlo malo od onog što čita i mnogo griješi. Razina prepoznavanja riječi iznosi 90% i manje, a razina razumijevanja je 50% i niža.

Polazeći od neformalnog inventara čitanja, tekstove je potrebno birati među onima koji odgovaraju učenikovoj razini. U ovom je istraživanju autor, nakon što je odabrao tekst, zamolio učenicu da ga čita naglas. U međuvremenu su pogreške nastale pri čitanju označene simbolima. Razina prepoznavanja riječi utvrđena je s pomoću pogrešno pročitanih riječi s obzirom na ukupan broj riječi u tekstu. Da bi se odredila razina razumijevanja, odabran je tekst prema razini na kojoj se učenica nalazi te su joj postavljena dva jednostavna i tri složenija pitanja. Jednostavna su pitanja, utemeljena na razumijevanju, bodovana kao 2, 1 i 0, a složenija pitanja bodovana su kao 3, 2, 1 i 0. Postotak razumijevanja teksta dobiven je tako da je rezultat proizašao iz odgovora na postavljena pitanja podijeljen s ukupnim brojem bodova (Akyol, 2010).

Razine čitanja D. D. prema prepoznavanju riječi i razumijevanju prikazane su u tablici 1.

Tablica 1

## Proces

Istraživanje je proveo učitelj koji poučava D. D., a jedan je od istraživača. Realizirao ga je sa spomenutom učenicom u trajanju od 30 sati u školskoj knjižnici nakon nastave.

Da bi se utvrdila njezina razina čitanja i razumijevanja, za početno mjerenje odabran je odgovarajući tekst namijenjen nižem razredu jer, kako Akyol (2011) smatra, za utvrđivanje čitateljske razine s pomoću neformalnog inventara čitanja, polazište treba biti u nižem razredu u odnosu na učenikov trenutni status. Tako su za D. D. odabrani tekstovi za rad u prvom razredu. Pritom su konzultirana trojica istraživača. Učenica je pročitala tekst „Žuta mačka”, na temelju čega je određena njezina razina čitanja. Za potrebe utvrđivanja razine razumijevanja, pročitala je u sebi još jedan tekst, „Kuhano jaje”, te odgovorila na pitanja. Kada je analiziran njezin proces čitanja, utvrđeno je da D. D. čita na razini anksioznosti.

Nakon što joj je utvrđena razina čitanja i razumijevanja, počela je primjena tehnike mehaničkog ponavljanja riječi i metode 3P. Najprije su odabrani tekstovi za tu namjenu, bili su to narativni i jednostavni informativni tekstovi. U početku su uzimani kratki tekstovi, a zatim je broj riječi u njima povećavan. Akyol (2010) navodi da tekstovi namijenjeni učenicima prvog i drugog razreda trebaju imati od 25 do 100 riječi. Polazeći od toga, spomenuti je kriterij uzet u obzir u ovom istraživanju.

Razmotreni su također zanimanje i razina čitanja D. D., pa su odabrani tekstovi prema onome što nju zanima. Zatim je učenica zamoljena da sama odabere zanimljive tekstove među onima koje su pripremili autori istraživanja. Na taj joj je način omogućeno da bira tekstove koje će potom čitati. Primijećeno je da se učenicima na taj način pomaže da budu motiviraniji za proces čitanja.

Nakon odabira tekstoiva, primijenjena je tehnika mehaničkog ponavljanja riječi. D. D. je najprije pročitala tekst naglas. Pritom su obilježene pogrešno pročitane riječi. Za svaki su tekst zabilježeni broj pročitanih riječi i vrijeme (minute) čitanja. Pogrešno pročitane riječi napisane su na karticama (5 cm x 7,5 cm), a učenica je čitala riječi na njima. Kada je točno pročitala riječ, kartica je uklonjena sa stola. Kada je pročitala riječ netočno, učitelj ju je pročitao točno i zamolio D. D. da je ponovno pročita. Kartice su s ispravljenim riječima uklonjene, a od učenice se tražilo da iste riječi ponovno pročita. Kartice s netočno pročitanim riječima stavljene su ispod klupe. Proces se nastavio sve dok riječi nisu pročitane točno. Na kraju su ponovno zamolili D. D. da pročita riječi napisane na karticama. Proces čitanja se nastavio sve dok nije pogriješila dva puta zaredom.

Nakon što je učenica sve riječi točno pročitala, počela je primjena metode 3P. D. D. je imala dovoljno vremena da ispravi pogrešno čitanje u fazi stanke. Kada nije mogla ispraviti pogreške, počela bi nova faza usmjeravanja u kojoj je dobila ključeve i potporu za ispravak. Pohvaljena je kada bi riječ točno pročitala, pa je bila još više motivirana za čitanje.

Postavljena su joj jednostavna i složenija pitanja o tekstovima, zamoljena je da svojim riječima sažme ono što je pročitala. Prije početka istraživanja objašnjeni su

joj važnost usvajanja vještine čitanja i naš doprinos takvim istraživanjima. No, D. D. je nevoljko čitala u fazi prvih mjerenja. Prije nego je počela čitati, prebrojala je retke i požalila se „vrlo je dugo, ne mogu to čitati“. Kako je istraživanje napredovalo, ipak se uživjela i nije se više žalila.

Na sredini istraživanja, nakon 15 sati provedbe, prikupljeni su novi podaci. D. D. je naglas pročitala tekst „Skloništa” te joj je određena razina prepoznavanja riječi. Nakon toga je u sebi pročitala tekst „Dilara i ljubav prema knjizi”. Odgovorila je na jednostavna i složenija pitanja, pri čemu je utvrđena njezina razina razumijevanja.

Nakon svih 30 sati istraživanja provedeno je završno mjerenje. Učenica je pročitala tekst „Lukava lisica” pa joj je utvrđena razina prepoznavanja riječi. Nakon toga je u sebi pročitala tekst „Golubica i mrav”. Odgovorila je na dva jednostavna i tri složenija pitanja. Njezina razina razumijevanja utvrđena je tako što je rezultat proizašao iz odgovora na pitanja podijeljen s ukupnim brojem bodova.

### ***Analiza podataka***

Da bi se u ovom istraživanju odredila razina prepoznavanja riječi, najprije su identificirane pogreške do kojih je došlo pri čitanju teksta i broj riječi pročitanih u jednoj minuti. To je bio razlog zbog kojeg je čitanje naglas snimano. Zatim su tri istraživača analizirala dobivene snimke, utvrđujući pogrešno pročitane riječi. Uvid u pogreške ukazao je na visoku podudarnost među istraživačima. Razina prepoznavanja riječi utvrđena je na temelju omjera između broja pogrešno pročitanih riječi i ukupnog broja riječi u tekstu. Za tu se potrebu koristio Priručnik za utvrđivanje postotka prepoznavanja riječi, koji je Akyol (2010) prilagodio, nakon preuzimanja od Ekwall i Shanker (1988).

Učenci su postavljena jednostavna i složenija pitanja o tekstovima da bi se utvrdilo na kojoj je razini njezino razumijevanje. Jednostavna su pitanja bodovana s 2, 1 i 0 bodova, a složenija s 3, 2, 1 i 0 bodova. Postotak razumijevanja tekstova izračunat je tako što je njezin rezultat podijeljen s ukupnim brojem bodova. Dobivene odgovore analizirala su tri istraživača. Razina razumijevanja određena je prema njihovu vrednovanju, koje je pokazalo veliku podudarnost.

### **Rezultati**

Prije samog početka istraživanja s D. D., poslije petnaestog sata istraživanja, i na kraju istraživanja, provedena su tri mjerenja čitanja i razumijevanja. Prvo je poslužilo kao početno, a posljednje kao završno mjerenje. Rezultati u vezi s tim prikazani su u daljnjem tekstu:

#### ***Početno mjerenje***

Da bi se utvrdilo na kojoj su razini njezino čitanje i razumijevanje, odabran je tekst za učenike prvog razreda tako da je D. D. pročitala tekst „Žuta mačka”. Da bi joj se utvrdila razina razumijevanja, pročitala je tekst „Kuhano jaje”, nakon čega

je odgovorila na jednostavna i složenija pitanja o tekstu. Rezultati preliminarnog mjerenja povezani s njezinom razinom čitanja i razumijevanja prikazani su u tablici 2.

#### Tablica 2

Kada se pogleda tablica 2, primjećuje se da je D. D. napravila 7 pogrešaka dok je čitala tekst „Žuta mačka”, pročitala je 17 riječi u minuti, a cijeli tekst u 2 minute i 50 sekundi. Postotak prepoznavanja riječi iznosio je 84%, što znači da je na razini anksioznog čitanja. D. D. je ostvarila 6 bodova (od ukupno predviđenih 13) odgovarajući na jednostavna i složenija pitanja. Bodovi ostvareni pri određivanju razine razumijevanja podijeljeni su s ukupnim brojem bodova te je utvrđeno da njezina razina razumijevanja iznosi 46%, što je ukazalo na anksiozno čitanje u njezinu slučaju.

#### Tablica 3

Pogreške nastale pri čitanju teksta „Žuta mačka” prikazane su u tablici 2. Najčešća se odnosi na pogrešno čitanje. Osim toga, učenica je primijenila neke obrasce ponašanja, kao što su pokazivanje prstom i samoispravljanje, što se ne može smatrati pogreškama u čitanju.

### **Središnje mjerenje**

Nakon što je utvrđeno na kojoj razini D. D. čita, započela su mjerenja. Ono koje se odnosi na središnju fazu provedeno je nakon 15 sati istraživanja, kada je D. D. pročitala tekst „Skloništa”, odnosno „Dilara i ljubav prema knjizi”, da bi se odredila njezina razina razumijevanja. Rezultati za obje razine (čitanje i razumijevanje), dobiveni u spomenutoj fazi, prikazani su u tablici 4.

#### Tablica 4

Prema onom što se vidi u tablici 4, D. D. je 5 puta pogriješila dok je čitala tekst u kojem se nalazi 47 riječi, pročitala je 17 riječi u minuti, a cjeloviti tekst u tri minute. Utvrđeno je da njezina razina prepoznavanja riječi iznosi 89%. Prema tome, D. D. još uvijek nije dostigla razinu čitanja uz nečiju pomoć, ali je znatno napredovala u čitanju. Ostvarila je 9 od ukupno 13 bodova odgovarajući na jednostavna i složenija pitanja o tekstu „Dilara i ljubav prema knjizi”. Kada su ta dva broja podijeljena, dobiven je rezultat od 69%, čime se pokazuje da je D. D. anksiozna čitateljica.

#### Tablica 5

Tablica 5 prikazuje njezine pogreške pri čitanju, pa vidimo da ih je bilo pet. Druge pogreške nisu zabilježene. Jednom se sama ispravila, što uopće nije pogrešan obrazac čitateljskog ponašanja.

### **Završno mjerenje**

Tekst „Lukava lisica” pročitan je u završnici istraživanja nakon 30 sati provedbe, kao i tekst „Golubica i mrav”, s pomoću kojih joj se odredila razina razumijevanja. Pritom dobiveni rezultati prikazani su u tablici 6.

### Tablica 6

Iz tablice 6 vidljivo je kako je D. D. napravila 3 pogreške dok je čitala tekst od 46 riječi, u minuti je pročitala 23 riječi, a za cijeli joj je tekst trebala 1 minuta i 59 sekundi. Njezino prepoznavanje riječi iznosilo je 94%, što pokazuje da je dostigla razinu čitanja uz nečiju pomoć – nakon 30 sati provedbe istraživanja. Ostvarila je 10 od ukupno 13 bodova, odgovarajući na jednostavna i složenija pitanja o tekstu „Golubica i mrav”. Ta su dva broja međusobno podijeljena, a rezultat je iznosio 76%. Dakle, učenica je bila na razini samostalnog čitanja kada je u pitanju razumijevanje.

### Tablica 7

Tablica 7 prikazuje pogreške što ih je D. D. napravila dok je čitala tekst „Lukava lisica”. Bile su 3, a do njih je došla tako da je 1 riječ pročitala ponovno, a 2 riječi je pročitala pogrešno. Osim toga, jednom je ispravila samu sebe, što nije pogreška u čitanju.

### Grafikon 1

Kada se pogleda Grafikon 1, primjećuje se napredak D. D. u razvoju vještine prepoznavanja riječi, odnosno razumijevanja čitanjem. Može se također reći da se broj pogrešaka smanjivao kako je više čitala. Dakle, dobivene rezultate moguće je tumačiti učinkovitošću tehnike mehaničkog ponavljanja riječi i metode 3P u rješavanju problematičnog čitanja i razumijevanja čitanjem.

## Rasprava

U ovom je istraživanju cilj bio razviti vještine čitanja i razumijevanja kod učenice s poteškoćama u čitanju. Stoga je najprije utvrđeno na kojoj razini čita s obzirom na prepoznavanje riječi i razumijevanje. S pomoću tehnike mehaničkog ponavljanja riječi i metode 3P s učenicom čije je čitanje bilo na razini anksioznosti, provedeno je nekoliko vježbi kako bi mogla tečno čitati i tako riješiti svoj problem.

Učitelji koji shvaćaju važnost tečnog čitanja žele uvesti potrebne intervencije da bi učenici mogli bolje i tečnije čitati. No, tada im se postavlja bitno pitanje. „Kako će učenici čitati tečno?” (Hasbrouck, Ilnot, i Rogers, 1999). Naučiti tečno čitati prva je akademska poteškoća za djecu koja su tek krenula u školu. Moguće je da i članovi obitelji i djeca imaju iste probleme (Luker, 2005). Problemi s kojima se suočavaju u čitanju rezultat su loše poduke tijekom koje nisu uzete u obzir njihove potrebe. Moguće ih je riješiti samo ako se u istraživanjima koriste metode i tehnike koje učenicima odgovaraju. (Vandewalle, Boets, Ghesquière, i Zink, 2010). Stoga je u ovom istraživanju provedeno nekoliko vježbi čitanja s pomoću tehnike mehaničkog ponavljanja riječi i metode 3P.

Yılmaz (2008) smatra da je tehnika mehaničkog ponavljanja riječi izrazito učinkovita u razvoju fluentnog čitanja. Obuhvaća postupak ponavljanja riječi koje učenik pogrešno pročita. U ovom je istraživanju učenica takve riječi ponavljajući čitala sve



dok ih nije točno pročitala zahvaljujući upravo ponavljanjima uz primjenu tehnike mehaničkog ponavljanja riječi. Na taj je način imala mogućnost sama ispravljati pogreške, a učitelj joj je pomagao pri tom ispravljanju.

Često ponavljanje pogrešno pročitanih riječi, nastojanje da ih se pročita točno, olakšava prepoznavanje riječi i tako pridonosi tečnom čitanju (Berg i Lyke, 2012). Ponavljanja s ciljem tečnog čitanja također pridonose shvaćanju simboličkog sustava jezika (Therrien i Kubina, 2006). Na taj se način učenicima omogućuje da imaju manje pogrešaka dok čitaju i razumiju što čitaju (Blum i Koskinen, 1991; Therrien i Kubina, 2006). Zahvaljujući ponavljanim čitanjima, u ovom je istraživanju uočeno da se broj pogrešaka smanjio. Nadalje, na početku je istraživanja primijećeno da D. D. točno određuje mnoge riječi. Čitala je određenim ritmom, nije mijenjala ton, nije obraćala pažnju na naglaske i nastavke. Na kraju istraživanja izostavila je subvokalizaciju, dostigla je razinu na kojoj je znala intonaciju prilagoditi značenju i sintaktičkoj strukturi, obraćala je pažnju na naglaske i nastavke dok je čitala.

Rezultati istraživanja otkrivaju da su česta ponavljanja riječi i aktivna uloga učenice D. D. u opisanom procesu pridonijela njezinu razvoju čitanja. Kada se ponavljanje uključi, čitanje postaje tečnije jer se čitanje usvaja i unapređuje ponavljanjem. Ponavljanja koja se na taj način provode vrlo su važna za učenike s problematičnim čitanjem koji prave pogreške dok čitaju (Strickland, Boon, i Spencer, 2013; Therrien, 2004).

Prema Öz (2001), razlog za pogreške nalazimo u lošem prepoznavanju riječi. Akyol (2007) tvrdi kako dijete treba razumjeti odnos između glasa i simbola da bi usvojilo vještinu prepoznavanja riječi. Drugim riječima, učenici trebaju usvojiti vještinu dekodiranja da bi naučili čitati (Tunmer i Greaney, 2010). Gustafson, Samuelsson, Johansson, i Wallmann (2013) istraživali su doprinos dekodiranja i razumijevanja umijeću čitanja na uzorku djece s poteškoćama u čitanju i onih bez njih te su utvrdili bitan prilog vještine dekodiranja. U tom je kontekstu, za bolje dekodiranje i bolje shvaćanje međusobne povezanosti glasova i simbola, vrlo učinkovito ponavljati mjerenja čitanja (Weinstein, 2004).

Hudson, Lane, i Pullen (2005) tvrde da točno dekodiranje i prepoznavanje riječi pozitivno pridonosi tečnom čitanju. Potrebno je provoditi vježbe u kojima se riječi učestalo ponavljaju zbog postizanja točnog dekodiranja i prepoznavanja odgovarajućeg broja riječi (Kostewicz, Kubina, Selfridge, i Gallagher, 2016). U ovom su istraživanju također bile uključene vježbe učestalog ponavljanja uz pomoć tehnike mehaničkog ponavljanja riječi, čime je učenici pružena mogućnost da razumije strukturu jezika. Jedno je istraživanje, koje su proveli Kostewicz, Kubina, Selfridge, i Gallagher (2016) ukazalo na to da česta ponavljanja riječi idu u prilog tečnom čitanju.

Učenici čije se vještine tečnog čitanja ne poboljšavaju u potpunosti i koji imaju probleme s čitanjem općenito ne mogu imati koristi od vježbi ponavljanja (Kuhn i Stahl, 2003). Oni mogu činiti pogreške i tako ne razumjeti što čitaju (Cutting, Materek, Cole, Levine, i Mahone, 2009; Logan, 1997) jer razumijevanje najprije zahtijeva

prepoznavanje riječi i izbjegavanje pogrešaka pri čitanju (Perfetti, 2007). Nadalje, ovim je istraživanjem, prije same provedbe, utvrđeno da D. D. čini pogreške dok čita i ima problema s razumijevanjem te da su njezino leksičko prepoznavanje i tumačenje na niskoj razini. Zahvaljujući mjerenjima provedenim u sklopu ovog istraživanja, može se reći da je došlo do smanjenja broja i vrste pogrešaka u čitanju D. D., kao i to da je njezino čitanje sadržavalo manje pogrešaka, a da joj je razumijevanje bilo bolje. Perfetti (2007) smatra da, mehanički gledano, manje pogrešaka u procesu čitanja znači bolje razumijevanje teksta.

Može se reći da je D. D. počela čitati tečno, izgovarati riječi točnije, brže ih prepoznavati, uvažavati prozodijska obilježja, te je malo brže čitala. Tečno je čitanje, naime, omogućeno točnim, brzim i prozodijskim čitanjem. To olakšava razumijevanje značenja riječi, pa dolazi do šireg razumijevanja (Hudson, Lane, i Pullen, 2005; Oakhill, 2017). U ovom je istraživanju učitelj primijetio da se vještina razumijevanja kod D. D. poboljšala, što je također pozitivno utjecalo na ostatak nastave. Može se reći da D. D., koja nije znala odgovoriti na pitanja višestrukog izbora, točno ili netočno, dopuni praznine i ostala, sada može čitati te razumjeti pitanja i na njih točno odgovoriti. Ti su rezultati u skladu s onima iz istraživanja Veenendaal, Groen i Verhoeven (2015). Veenendaal, Groen i Verhoeven (2015) istraživali su ulogu tečnosti u čitanju teksta naglas kao prilog razumijevanju. Otkrili su da tečno čitanje unapređuje razumijevanje. U literaturi je također mnogo autora koji ukazuju na pozitivan utjecaj tečnosti na razumijevanje u kontekstu čitanja (Akyol i Baştuğ, 2015; Klauda i Guthrie, 2008; Therrien i Hughes, 2008).

Rezultati ovog istraživanja pokazuju da je metoda 3P u kombinaciji s tehnikom mehaničkog ponavljanja riječi unaprijedila čitanje i razumijevanje kod učenice D. D. Prema Wearmouth (2004), pozitivna povratna informacija koja se daje učenicima u toku provedbe istraživanja pomoću metode 3P pozitivno utječe na njihovu motivaciju, kao što dovodi do pozitivnih pomaka u njihovom procesu čitanja. Uz spomenutu metodu učenici, kada ih se hvali i kada im se daje pozitivna povratna informacija dok točno čitaju, osjećaju veće samopouzdanje i čitaju točno. Metoda 3P je dakle učinkovita za smanjenje pogrešaka u čitanju D. D. i njezino bolje razumijevanje, što odgovara istraživanju koje je proveo Dağ (2010). Dağ (2010) je istražio pozitivnu ulogu metode 3P i cloze testa u boljem prepoznavanju riječi i vještinama čitanja kod učenika petog razreda A. B. Na kraju je utvrđeno da je u ovom slučaju došlo do napretka, to jest prijelaza s anksioznog na čitanje uz nečiju pomoć.

Učenici odustaju od čitanja kada dobiju zadatke čitanja koji nisu povezani s njihovim ciljevima i onim što ih zanima, a to im smanjuje motivaciju (Pitcher i sur., 2007). U ovom su istraživanju i učitelj i članovi obitelji prepoznali da D. D. ima slabu motivaciju za čitanje. Prije nego je počela čitati, D. D. je nastojala izbjeci čitanje uz nekoliko isprika i nije se mogla dovoljno usredotočiti na proces čitanja.

Wigfield (1997) smatra da se slabo motivirani čitatelji nerado koriste materijalom za čitanje i da jednostavno ne žele čitati. Također, istraživanja u kojima nije izazvano

njihovo zanimanje i koja ih ne uzbuđuju čitatelje demotiviraju (Jacobs, Lanza, Osgood, Eccles, i Wigfield, 2002). Taj nedostatak motivacije dovodi učenike do problema s čitanjem (Wigfield, Gladstone, i Turci, 2016). Ovdje su stoga odabrani tekstovi prema zanimanju D. D. kako bi se njezina motivacija povećala. Istraživači su ih pripremili, ali su ih dali D. D. na uvid da sama odabere koje će od njih čitati. Pritom je uočeno da joj se motivacija doista povećala. Monteiro (2013) smatra da su učenici koji sami sebi biraju knjige motivirani, što pridonosi razvoju čitateljske sposobnosti. Osim toga, istraživanje s pomoću tekstova koji sadrže njoj omiljene likove i teme doista ju je učinilo uzbuđenom. Motivacija za čitanjem D. D., koja je čitala tekstove prilagođene njezinoj dobi i zanimanju, imala je pozitivan učinak. Merisuo-Storm (2006) je utvrdila da su djevojčice i dječaci zainteresirani za različite tekstove te da zanimanje učenika može biti ključan čimbenik pri odabiru tekstova. Mnogi autori tvrde da odabir knjiga prema zanimanju i razini učenika povećava motivaciju i tako poboljšava čitanje (De Naeghel i Van Keer, 2013; Monteiro, 2013). Nakon istraživanja s pomoću odabranih tekstova, uočeno je da je D. D. kod kuće rado govorila o tekstovima. McConnell i Kubina (2016) smatraju kako je vrlo značajno da nastava usklađena s učeničkim potrebama za čitanjem ima potporu ne samo u razrednom nego i u obiteljskom okruženju. Logan, Medford, i Hughes (2011) u svom su istraživanju pokazali da motivacija pozitivno utječe na razvoj vještina čitanja. Andreassen i Bråten, (2010) istražili su 180 učenika petog razreda da bi utvrdili varijable koje utječu na razumijevanje. Na kraju su otkrili da motivacija pozitivno oblikuje proces čitanja.

U ovom je istraživanju utvrđeno da je čitanje tekstova o onome što D. D. zanima imalo pozitivan utjecaj na njezinu motivaciju za čitanjem. Druga varijabla koja je unaprijedila njezino čitanje i motivirala je za čitanje bila je primjena metode 3P. Osjećala se bolje kada su se vježbe s pomoću te metode počele provoditi. To se dogodilo jer je imala više vremena za ispravljanje pogreške kada bi pogrešno pročitala neku riječ, što je poboljšalo njezin učinak čitanja. Kada bi sama ispravila pogrešku, bila je usmeno pohvaljena, stoga se smatra da je upravo to utjecalo na razvoj njezine intrinzične motivacije za procesom čitanja. Počela je govoriti „želim čitati”, a prije je govorila „ne znam čitati” i izbjegavala sudjelovati u vježbama čitanja. Spomenuto je izazvalo pozornost njezinih vršnjaka u razredu pa su je počeli uvažavati. Osim toga, ili nije uopće uzimala knjigu s police da bi je čitala ili ju je čitala vrlo dugo. U toku provedbe istraživanja svakodnevno se povećavalo njezino zanimanje za čitanjem, počela je čitati knjigu koja je odgovarala njezinoj razini čitanja.

Dobiveni je rezultat u skladu s onim iz istraživanja Yılmaz (2008), koji je istraživao učinak tehnike mehaničkog ponavljanja riječi na ispravljanje pogrešaka nastalih tijekom čitanja naglas, razvijanje vještina razumijevanja i postizanje tečnog čitanja. Tom prigodom uočeno je značajno manje pogrešaka kod učenice koja je prije provedbe bila na razini anksioznog čitanja, ali joj se čitanje poboljšalo. Dündar i Akyol (2012) proveli su slično istraživanje da bi riješili problem čitanja i razumijevanja učenika drugog razreda. Anksiozni čitatelj za vrijeme ponavljajućih vježbi i prema rezultatima

početnih mjerenja na kraju istraživanja dostigao je razinu čitanja uz nečiju pomoć. U jednom drugom istraživanju Akyol i Kodan (2016) istraživali su učinak strategija tečnog čitanja na razvoj vještina prepoznavanja riječi i čitanja uopće kod jednog učenika s poteškoćama u čitanju (četvrti razred). Program je obuhvatio 45 nastavnih sati tijekom kojih su se koristile strategije čitanja s pomoću tehnike ponavljanja za nekim, u paru, oponašajućeg i samostalnog čitanja. Na kraju je utvrđen napredak u prepoznavanju riječi i vještinama čitanja.

Pokazatelji prije provedbe istraživanja otkrivaju da je D. D. činila pogreške dok je čitala, da je često čitala pogrešno, da se u toku čitanja koristila prstom, da je zamjenjivala neke riječi, da nije pazila na interpunkciju, naglasak i intonaciju, te da je imala probleme s razumijevanjem. Uočava se da učenica, na razini anksioznog čitanja, prelazi na čitanje uz nečiju pomoć, zahvaljujući primjeni metode 3P i tehnike mehaničkog ponavljanja riječi. Nakon 30 sati istraživanja, njezina razina prepoznavanja riječi prelazi s 86% na 94%, a razina razumijevanja s 46% na 76%. Osim toga, smanjuje se broj pogrešaka u čitanju, prestaje pokazivanje prstom za vrijeme čitanja. Dakle, metoda 3P i tehnika mehaničkog ponavljanja riječi učinkovite su u rješavanju problema kod učenice koja nema mentalne ili fizičke poteškoće, ali ima poteškoće u čitanju i razumijevanju.

Rezultati istraživanja ukazuju na nužnost postupaka s učenicima koji imaju poteškoće u čitanju i razumijevanju. Ako se ponavljanjem uči čitati i ujedno potiče čitanje, onda učinak tehnike mehaničkog ponavljanja riječi, koja obuhvaća vježbe ponavljanog čitanja, postaje značajan. Razvoj sposobnosti prepoznavanja riječi na taj način vjerojatno poboljšava vještine razumijevanja. Nadalje, metoda 3P, koja obuhvaća vježbe koje pridonose razvoju intrinzične motivacije za čitanje, također potiče pozitivan razvoj tog procesa. Ukratko, postupci o kojima je bilo riječi u istraživanju bacaju svjetlo na to kako će osnovnoškolski nastavnici pristupiti učenicima koji imaju probleme s čitanjem. No, rezultati istraživanja daju važne ključeve za odabir tekstova s ciljem jačanja emotivne dimenzije procesa čitanja. U tom se kontekstu smatra da se trebaju voditi postupcima za smanjenje anksioznosti zbog čitanja i rješavati probleme u vezi s procesom čitanja. S obzirom na dobivene rezultate u ovom istraživanju, moguće je predložiti sljedeće:

1. Metoda 3P može se kombinirati s tehnikom mehaničkog ponavljanja riječi kada su u pitanju učenici s poteškoćama u čitanju i razumijevanju.
2. Moguće je istražiti učinak različitih strategija tečnog čitanja u populaciji učenika s poteškoćama u čitanju i razumijevanju.
3. Slična se istraživanja mogu provesti longitudinalno i eksperimentalno.