The Effect of Creative Reading Studies on Reading Comprehension Performance

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Abstract

It is very significant in developing reading skills to enable students to have different reading experiences by using new approaches in reading studies in Turkish lessons. Creative reading studies not only allow the students to have fun reading, but also allow them to incorporate meaning from various perspectives to their reading by using their imagination. The purpose of this research is to determine the effect of creative reading studies on reading comprehension performance of the students in the primary school 4th grade. In this research, in which the quantitative research method is adopted, models with pre-test and post-test unequal control group among the quasi-experimental designs have been implemented. Within the scope of the research, while two hours per week of creative reading practices have been carried out in the experimental group during the 14 weeks, the studies on reading in the Turkish teaching program have continued in the control group. The "Reading Comprehension Test" developed by the researchers has been used to obtain the data. The "SPSS 17 for Windows" package program has been used to analyze the data. The study has been conducted with 40 students (experimental group: 20 control group: 20) in the 4th grade of a primary school with a middle socio-economic level in Denizli. It has been determined that there is no significant difference between the arithmetic mean of the pre-test measures related to the reading comprehension performance of the experimental and control group [t = 1.67; p > 0.05]. The findings at the end of the research indicate a significant difference between pre-test and post-test measures of the control group [t = 33.94; P < 0.01]. According to the findings obtained from the pre-test (X̄ = 12.43) and post-test (X̄ = 37.43) of the reading comprehension performance of the experimental group, it is seen that there is a significant difference between the pre-test and post-test measures of the experimental group [t = 0.48; p < 0.05]. Reading comprehension performance of the students in the experimental group is higher than the reading comprehension performance of the students in the control group [t = 2.56; p <0.05]. In increasing the reading comprehension performance of the students, it has been concluded that the creative reading studies applied in the experimental group have become much more effective than the reading activities in the Turkish teaching program.

Key Words: Creative reading, reading comprehension