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# Impact of The Repeated Reading Method on Eliminating Reading Difficulties Among Fourth-Grade Primary School Students

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## Abstract

In this study, the effects of the repeated reading method on improving the reading difficulties of fourth-grade primary school students were investigated. The research was conducted in Bartın, Türkiye with two fourth-grade students in a primary school, both of whom experienced reading difficulties despite having no identified physical, sensory, or intellectual impairments that could interfere with reading. The study used action research. The Miscue Analysis Inventory was used for data collection, and the data were analyzed through descriptive analysis. To determine the students' oral reading errors, reading comprehension performance, and overall reading levels, they were initially asked to read a text selected from the fourth-grade Turkish language textbook. Both students were found to be at the frustration level. As a result, they were assessed using a text selected from the third-grade curriculum. Based on the findings obtained through the Miscue Analysis Inventory, their reading performance was found at the instructional level. Accordingly, the intervention began with narrative texts appropriate for the third-grade level and was implemented using the repeated reading method. The intervention lasted for two months, during which the students read 24 texts repeatedly. At the end of the intervention, both students showed notable

improvements in reading performance. Their reading level advanced from the instructional level to the independent level at the third-grade level, while their performance at the fourth-grade level improved from the frustration level to the instructional level. In addition, the number of students' oral reading errors decreased considerably, and their reading comprehension skills improved significantly.

**Keywords:** Reading, Reading Difficulty, Repeated Reading Method, Student

## 1. Introduction

Reading is the process of constructing meaning from written texts by cognitively processing symbols perceived through the sensory organs while drawing upon one's prior knowledge (Yılmaz, 2023). It is also regarded as a fundamental skill acquired during the early years of primary education that affects every aspect of daily life, shapes individuals' experiences, and continues to play a central role throughout their lives (Çolak & Yılmaz, 2023). As one of the most effective means of language use, reading not only provides opportunities for deep thinking but also helps individuals make informed and reasoned decisions (Odabaş et al., 2008). Successful reading depends first and foremost on accurate word recognition. When readers struggle to recognize words, a considerable amount of cognitive effort is devoted to decoding rather than comprehension. Consequently, reading fluency deteriorates, oral reading errors become more frequent, and difficulties in comprehending the text emerge.

The main goal of reading is comprehension. As Yılmaz (2023) points out, reading without comprehension is little more than the vocalization of written symbols. Readers whose reading skills are not fully developed yet devote most of their attention to decoding individual words, leaving limited cognitive resources available for constructing meaning from the text.

During the first years of primary school, children are frequently asked, "Have you been able to learn to read yet?" Answering this question is often a source of pride and satisfaction for those who have acquired reading skills. However, for children who struggle with reading, answering such a question can be both uncomfortable and discouraging. These early reading difficulties often have direct consequences for academic achievement and, if left unresolved, may eventually lead to feelings of learned helplessness.

From the beginning of primary education, students are expected to read at a level comparable to that of their peers, make relatively few reading errors, and understand what they read. Children experiencing reading difficulties, however, are often unable to meet these expectations. In many cases, both teachers and parents are uncertain about how to respond effectively because they lack sufficient knowledge of appropriate intervention strategies. As a result, these children may have to deal with these difficulties with limited guidance and support.

Children with reading difficulties typically display several common characteristics. For instance, they:

- experience greater difficulty learning to read compared with their peers,
- focus almost exclusively on pronouncing individual words during reading,
- make frequent oral reading errors,
- struggle to understand much of what they read,
- dislike reading, and reading is often perceived as a demanding and unenjoyable activity,
- have difficulty inferring word meanings from context
- generally cannot make effective use of semantic and syntactic cues,
- have lower academic achievement,
- are introvert,
- fall into despair (Yılmaz, 2019).

Reading difficulty refers to a condition in which individuals fail to develop reading skills at a level expected for their age and peers despite having no physical impairments, such as hearing or visual disabilities, or intellectual limitations that would account for their poor performance (Yılmaz, 2023). Children with reading difficulties commonly struggle to learn to read. They concentrate primarily on decoding words rather than understanding them, make numerous reading errors, do not comprehend what they read, show little interest in reading, and are introverts who participate less actively in classroom learning (Yılmaz, 2008).

Unfortunately, these children are often misunderstood by the people around them. Their parents and teachers may mistakenly attribute their poor performance to a lack of effort or unwillingness to study, while their classmates may ridicule or exclude them because of their reading deficiency. Moreover, classroom teachers may not always

have sufficient knowledge about effective methods for identifying and addressing reading difficulties. Under such circumstances, children may be left without the instructional support they need.

There are a variety of intervention methods developed to help teachers and families address reading difficulties, many of which can be implemented with relative ease. One of them is the repeated reading method.

Originally introduced by Jay Samuels and Carol Chomsky in 1977 and subsequently improved by Samuels and Dahl in 1979 (Yılmaz, 2019), repeated reading involves students with reading difficulties reading the same text several times under the guidance of an adult until they achieve fluent and accurate reading (Yılmaz, 2006).

Based on this method, children read each word repeatedly under adult supervision. Every word is practiced three times while children keep their attention focused on the printed text. The adult first models the correct pronunciation, after which the child repeats the word while looking at it. Once each word has been practiced three times, the reading proceeds to the next word, and this process continues until the entire text has been completed. Any unfamiliar vocabulary seen during reading is explained by the adult. Afterward, children read the complete text aloud independently, receiving immediate corrective feedback whenever oral reading errors occur. Upon completing the reading, children answer a set of reading comprehension questions that have been prepared in advance by the instructor (Yılmaz, 2019).

Throughout repeated reading instruction, students receive continuous guidance and immediate feedback on their oral reading performance. The intervention continues until they achieve fluent reading (Therrien, 2004). By increasing automaticity in word recognition, repeated reading allows students to devote more cognitive attention to meaning rather than decoding, thereby supporting reading comprehension (Blum & Koskinen, 1991). A substantial body of research has demonstrated that repeated reading contributes to more accurate and fluent reading while simultaneously improving reading comprehension among struggling readers, students whose reading development lags behind expectations, and even individuals with minimal reading proficiency (Gonzales & Elijah, 1975; Carver & Hoffman, 1981; O'Shea, Sindelar, & O'Shea, 1987).

Similarly, numerous studies have confirmed the effectiveness of repeated reading in eliminating reading difficulties (Yılmaz, 2006; Therrien & Hughes, 2008; Egmon, 2008; Miller & Schwanenflugel, 2008; Ellis, 2009; Musti-Rao et al., 2009; Roundy & Roundy, 2009; Schirmer, Therrien, Schaffer, & Schirmer, 2009; Lo et al., 2011; Bass, 2012; Kaman, 2012; Strickland, 2013; Overstreet, 2014; Dotson Shupe, 2017; Lee & Yoon, 2017).

The present study investigated the effectiveness of the repeated reading method in addressing the reading difficulties of fourth-grade primary school students. It is expected that the findings will provide practical guidance for classroom teachers and parents supporting children with reading difficulties while also contributing to the existing literature on reading intervention strategies.

### 1.1. Aim of the Study

The aim of the study was to examine the effects of the repeated reading method in addressing the reading difficulties experienced by fourth-grade primary school students. Based on this aim, the study sought to answer the following research questions:

1. What were the oral reading errors made by the fourth-grade primary school students with reading difficulties before the intervention?

2. What were the reading comprehension levels of the fourth-grade primary school students with reading difficulties before the intervention?

3. What were the oral reading levels of the fourth-grade primary school students with reading difficulties before the intervention?

4. To what extent did the repeated reading method reduce the oral reading errors of the fourth-grade primary school students with reading difficulties?

5. What were the effects of the repeated reading method on improving the reading comprehension skills of the fourth-grade primary school students with reading difficulties?

6. What were the effects of the repeated reading method on improving overall reading levels of the fourth-grade primary school students with reading difficulties?

## 2. Methodology

### 2.1. Research Model

This study employed an action research design. Action research, which aims to investigate and improve an existing problem or situation within its natural context, is often referred to as teacher research since it enables teachers to systematically examine and refine their own instructional practices (Johnson, 2019). One of the main reasons educators adopt action research in school settings is its flexibility. The design can be adapted to the specific needs of a given educational context, allowing interventions to be implemented and evaluated within a relatively short period of time (Köklü, 1993).

Action research has been defined as a cyclical process in which the researcher identifies a practical problem, implements interventions to address it, systematically analyzes the data collected throughout the process, and uses the findings to improve educational practice (Yıldırım & Şimşek, 2021). Rather than simply describing a phenomenon, this approach seeks to generate meaningful change through informed action. According to Mills (2014), action research consists of four interrelated phases: identifying and defining the problem, collecting relevant data, analyzing the data, and developing and implementing an action plan. These stages form a continuous cycle in which each phase informs subsequent decisions, enabling researchers to refine their interventions based on emerging evidence.

### 2.2. Participants

The study included two fourth-grade students enrolled at a public primary school located in the city center of Bartın, Türkiye in the 2024 academic year. The participants were selected using convenience sampling, a purposive sampling strategy that is frequently employed in educational research as it offers practical advantages in terms of accessibility, time, and cost (Baltacı, 2018).

The students selected for the research had the following traits:

1. Their reading performance was below the level expected of their peers.
2. They had no physical impairments, such as hearing or visual problems, that could interfere with reading.

3. They experienced significant reading difficulties and made frequent oral reading errors.
4. Their reading performance at their grade level was classified as being at the frustration level**.**

Ö.T. and Y.T. were both fourth-grade students enrolled at a primary school in the city center of Bartın. The interviews conducted with their classroom teacher and legal guardians indicated that neither student had been diagnosed with an intellectual disability or any physical condition that might adversely affect reading performance. Consequently, their reading difficulties were not attributable to cognitive or physical impairments but reflected persistent challenges in reading development. Informed consent was legally obtained from the children's parents.

### 2.3. Data Collection Tools

Data were collected using the Miscue Analysis Inventory, an assessment tool designed to identify students' oral reading errors and evaluate their reading comprehension. Rather than serving as a standardized test, the inventory provides diagnostic information about the types of errors students make while reading aloud and indicates if they construct meaning from the text (Akyol, 2005; Yılmaz, 2006). In the present study, the participants' reading levels were determined using the inventory. To assess their reading performance, narrative texts were selected. All of the texts used in the study were from third- and fourth-grade Turkish language textbooks officially approved by the Turkish Board of Education (Talim ve Terbiye Kurulu). The readability of all texts used throughout the study—including the pre-intervention, intervention, and post-intervention assessments—was calculated using the readability formula developed by Ateşman (1997), which is based on the Flesch Reading Ease Formula. All oral reading sessions were audio-recorded to facilitate accurate identification and analysis of reading errors. Prior to recording, informed consent was obtained from both the students and their parents or legal guardians.

To assess the students' reading comprehension levels, a set of six comprehension questions, three of which were literal comprehension questions and three of which were inferential comprehension questions. These questions were created through

consultation with four experienced primary school teachers and one academic staff member.

Literal comprehension questions required students to retrieve information explicitly stated in the text and primarily assessed lower-order thinking skills (Yıldırım, 2012). In contrast, inferential comprehension questions required students to go beyond the explicit content of the text by applying higher-order thinking skills to formulate their responses (Yılmaz, 2022).

### 2.4. Miscue Analysis Inventory

The Miscue Analysis Inventory is a diagnostic assessment tool used to evaluate the oral reading errors, reading comprehension skills, and overall reading levels of students experiencing reading difficulties. It was developed by May (1986) and Ekwall and Shanker (1988) and was later adapted into Turkish by Akyol (2005) and Yılmaz (2006). The inventory comprises three complementary components: the Environment Scale, the Oral Reading Scale, and the Comprehension Question Scale. The Environment and Oral Reading Scales are designed to assess students' word recognition and oral reading accuracy, whereas the Comprehension Question Scale evaluates their ability to understand and interpret the text they have read. The scores obtained from these three components indicate a child's reading level. and are used to determine an individual's overall reading level. A score below 180 indicates the frustration level, a score between 180 and 240 corresponds to the instructional level, and a score of 240 or above represents the independent reading level.

**Scoring of the Miscue Analysis Inventory**

**1. Environment Scale Scoring**

0 points: The student did not read the word at all.

1 point: The teacher provided the word.

2 points: The same word did not preserve the same syntactic structure.

3 points: The same word preserved the same syntactic structure.

4 points: The same word preserved the same syntactic structure, and the student's additional words matched the author's words.

5 points: The student corrected himself/herself.

**2. Oral Reading Scale Scoring**

0 points: The student's substituted word shared no letter similarity.

1 point: The student's substituted word shared one similar letter.

2 points: The student's substituted word shared two similar letters.

N points: The student's substituted word shared N similar letters.

**3. Comprehension Question Scale Scoring**

In this section, the students were asked three literal comprehension questions and three inferential comprehension questions.

***a. Scoring of Literal Comprehension Questions***

0 points: No response.

1 point: Partial response.

2 points: Complete and correct response.

***b. Scoring of Inferential Comprehension Questions***

0 points: No response.

1 point: Partial response.

2 points: The response was generally correct but incomplete.

3 points: Complete and correct response (Yılmaz, 2019).

### 2.5. Determination of the Readability Level of the Texts

The readability levels of the texts read by the students were determined using the Ateşman (1997) Readability Formula, which is the Turkish adaptation of the readability formula originally developed by Flesch.

| |
|---|
| X - 1: Average word length (in syllables) |
| X - 2: Average sentence length (in words) |
| Readability Score = 198.825 - (40.175.[(X)] - 1) - (2.610.X - 2) |

The difficulty levels of the texts administered before and after the intervention were calculated using this formula. Based on the obtained readability scores, all of the texts were classified as easy.

## 2.6. Intervention Procedure

After identifying the students with reading difficulties, the students were initially asked to read fourth-grade texts and then to answer comprehension questions related to the texts. Before the intervention, two reading texts were administered.

The first text, “Eskiciyle Para Babası (The Junk Dealer and the Rich Man) published by Koza Publishing”, was selected from the fourth-grade Turkish language textbook. The text consisted of 327 words and had a readability score of 82, indicating that it was classified as an easy text according to the Ateşman (1997) readability formula. The students Ö.T. and Y.T. obtained total scores of 146 and 164, respectively, on the Environment, Oral Reading, and Comprehension Question Scales of the Miscue Analysis Inventory. A text from the next lower grade level was administered as both students’ reading levels, according to the inventory, were classified at the Frustration Level.

The second text, “Kral ve Tohum (The King and the Seed) published by the Ministry of National Education (MoNE)”, was selected from the third-grade Turkish language textbook. The text consisted of 267 words and had a readability score of 82, which also classified it as an easy text according to the Ateşman (1997) formula. The students Ö.T. and Y.T. obtained total scores of 186 and 180, respectively, on the Environment, Oral Reading, and Comprehension Question Scales of the Miscue Analysis Inventory. Accordingly, both students’ reading levels were classified at the Instructional Level. Consequently, the repeated reading intervention was initiated using third-grade texts.

During the intervention, the students were asked to read narrative texts using the Repeated Reading Method. Reading instruction was conducted individually with each student. The intervention consisted of three instructional hours per week, providing each student with a total of 24 hours of individualized reading instruction over a two-month period. It was paid special attention to select texts with similar readability levels. After reading each text, the students answered both literal and inferential comprehension questions.

During the intervention, every word in each text was read by the researcher through three repeated readings. All reading sessions were audio-recorded. For each word, the researcher first read the word aloud, after which the students repeated the same word while looking at the printed text. This was repeated three times for each word,

and the text was completed after three repeated reading sessions. Then, the students were asked to read the text independently. The researcher provided necessary support when the students encountered difficulty reading particular words. After completing the reading, the students were asked to answer comprehension questions about the text.

The students were asked to read a total of 24 texts during the intervention. Reading sessions were conducted individually in a quiet room at the school. To encourage student participation and motivation, small rewards were provided as positive reinforcement throughout the intervention. The researcher also demonstrated the repeated reading procedure to the students' parents. In addition, every week, each student was given one storybook appropriate to his or her reading level to read at home. Over the course of the intervention, each student read a total of 12 storybooks.

After the intervention, the students were asked to read using two additional third-grade reading texts. The first text, "Tavşan ile Kaplumbağa (The Hare and the Tortoise) published by SDR Dikey Publishing", was selected from the third-grade Turkish language textbook. The text consisted of 363 words and had a readability score of 84, placing it in the easy readability category according to the Ateşman (1997) formula. The students Ö.T. and Y.T. obtained total scores of 246 and 242, respectively, on the Environment, Oral Reading, and Comprehension Question Scales. According to the Miscue Analysis Inventory, both students achieved the Independent Level of reading performance. Consequently, they were asked to read a text from the higher grade level.

The second text, "Kaşağı (The Currycomb) published by the Ministry of National Education (MoNE)", was selected from the fourth-grade Turkish language textbook. The text consisted of 473 words and had a readability index of 89, classifying it as an easy text according to the Ateşman (1997) readability formula. The students Ö.T. and Y.T. obtained total scores of 228 and 222, respectively, on the Environment, Oral Reading, and Comprehension Question Scales. According to the Miscue Analysis Inventory, both students' reading levels were classified at the Instructional Level.

### 2.7. Data Analysis

The data were analyzed using descriptive analysis. Descriptive analysis is a qualitative data analysis method in which data are organized and described in accordance with predetermined research questions. Through this method, the researcher aims to

present the essential characteristics of the collected data. Rather than establishing cause-and-effect relationships, the researcher focuses on describing and interpreting the existing situation. It is commonly employed in qualitative studies involving data collected through interviews, observations, and document analysis (Yıldırım & Şimşek, 2021).

The Miscue Analysis Inventory was used to analyze the data in the present study. The students were asked to read the selected texts aloud, and their oral reading performances were audio-recorded. Following each reading, the students answered a total of six comprehension questions, including three literal comprehension questions and three inferential comprehension questions. The students' oral reading performances and responses to the comprehension questions were scored according to the criteria of the Miscue Analysis Inventory, and their reading levels were subsequently determined. During the analysis, oral reading errors were identified. Percentage calculations were used to summarize the frequency of the observed reading errors. In addition, the students' progress in reading comprehension and reading performance was presented using tables and figures.

## 3. Results

At this stage of the study, the results and interpretations regarding the effectiveness of the Repeated Reading Method in reducing the oral reading errors (miscues) made by Ö.T. and Y.T., two fourth-grade students with reading difficulties, and in improving their reading comprehension and overall reading skills are presented.

### 3.1. Results Regarding the Students' Oral Reading Errors Prior to the Intervention

The results related to the first sub-problem of the study ("What were the oral reading errors made by the fourth-grade primary school students with reading difficulties before the intervention?") are presented in figures.

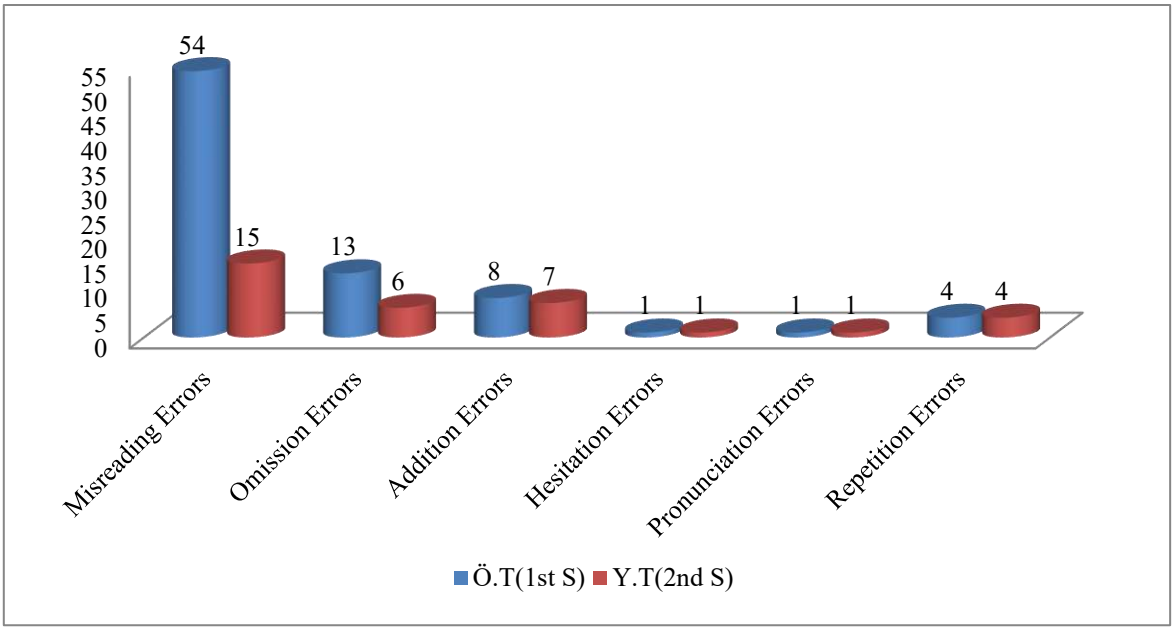



**Figure 1.** The students' oral reading errors at the fourth-grade level before the intervention

According to the results presented in Figure 1, before the intervention at the fourth-grade level, the student Ö.T. (blue) made 54 misreading errors, 13 omission errors, 8 addition errors, 4 repetition errors, 1 pronunciation error, and 1 hesitation error. The other student, Y.T. (red), made 15 misreading errors, 6 omission errors, 7 addition errors, 4 repetition errors, 1 hesitation error, and 1 pronunciation error.

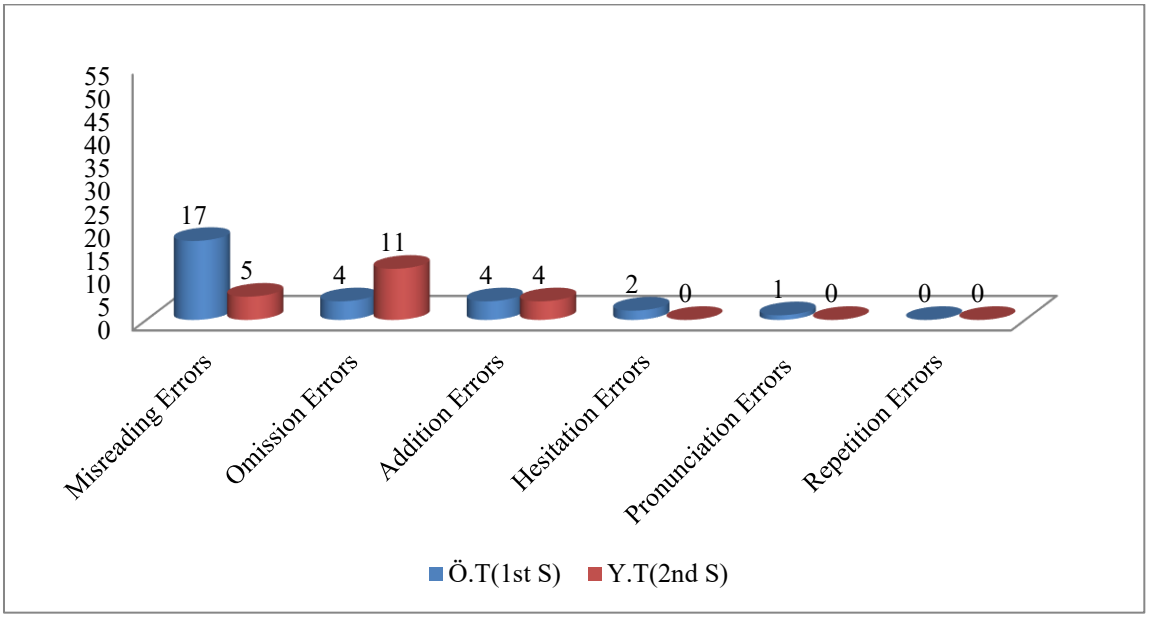



**Figure 2.** The students' oral reading errors at the third-grade level before the intervention

According to Figure 2, before the intervention at the third-grade level, the student Ö.T. (blue) made 17 misreading errors, 4 omission errors, 4 addition errors, 2 repetition errors, and 1 pronunciation error. Student Y.T. (red), on the other hand, made 5 reading errors, 11 omission errors, and 4 addition errors.

### 3.2. Results Regarding Students' Reading Comprehension Levels Before the Intervention

The results related to the second sub-problem of the study ("What were the reading comprehension levels of the fourth-grade primary school students with reading difficulties before the intervention?") are presented in tables.

**Table 1.** The students' reading comprehension levels before the intervention

| Student | Fourth-Grade Reading Comprehension Level | Third-Grade Reading Comprehension Level |
|---|---|---|
| **Ö.T** | 20% | 60% |
| **Y.T** | 27% | 40% |

When Table 1 is examined, it is observed that the reading comprehension level of Ö.T., one of the students with reading difficulties, was 20% at the fourth-grade level before the intervention, while Y.T.'s reading comprehension level was 27%.

At the third-grade level before the intervention, Ö.T.'s reading comprehension level was determined to be 60%, whereas Y.T.'s reading comprehension level was found to be 40%.

### 3.3. Results Regarding Students' Reading Levels Before the Intervention

The results related to the third sub-problem of the study ("What were the oral reading levels of the fourth-grade primary school students with reading difficulties before the intervention?") are presented in figures.

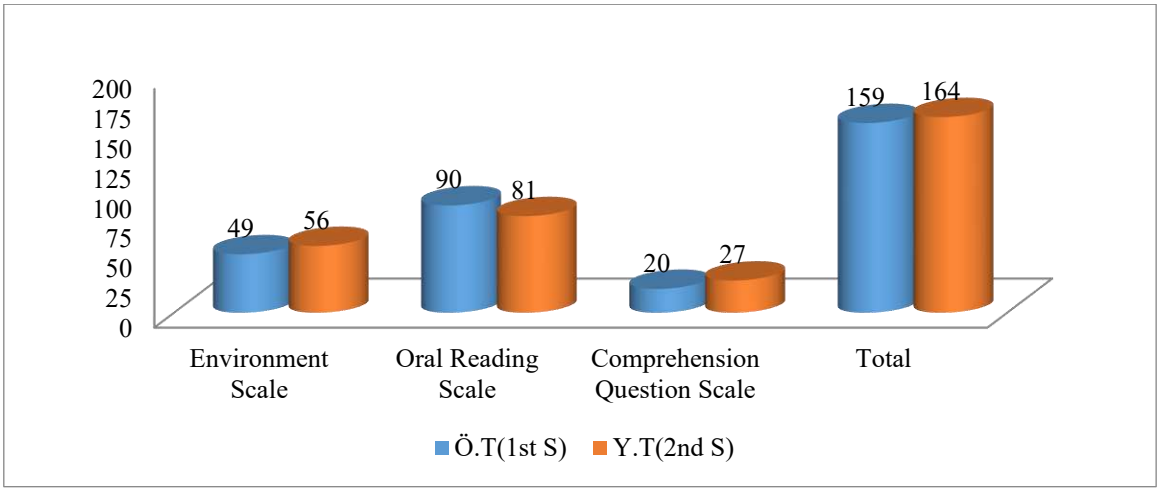



**Figure 3.** Students' reading levels at the fourth-grade level before the intervention

According to Figure 3, before the intervention at the fourth-grade level, Ö.T. scored 49 points on the Environment Scale, 90 points on the Oral Reading Scale, and 20 points on the Comprehension Question Scale, for a total score of 159 points. Since Ö.T.'s total score was below 180, the student's reading level was classified as the Frustration Level.

Student Y.T. scored 56 points on the Environment Scale, 81 points on the Oral Reading Scale, and 27 points on the Comprehension Question Scale, for a total score of 164 points. Since Y.T.'s total score was also below 180, the student's reading level was classified as the Frustration Level.

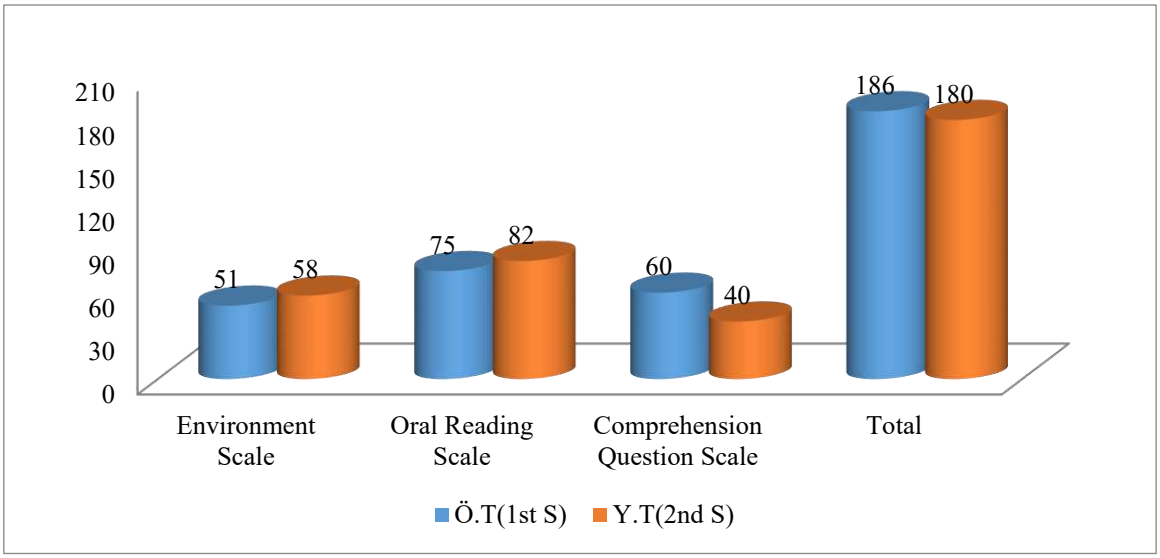



**Figure 4.** Students' reading levels at the third-grade level before the intervention

According to Figure 4, before the intervention at the third-grade level, Ö.T. scored 51 points on the Environment Scale, 75 points on the Oral Reading Scale, and 60 points on the Comprehension Question Scale, for a total score of 186 points. Since Ö.T.'s total score fell within the range of 180–240 points, the student's reading level was classified as the Instructional Level. Student Y.T. scored 58 points on the Environment Scale, 82 points on the Oral Reading Scale, and 40 points on the Comprehension Question Scale, for a total score of 180 points. Since Y.T.'s total score also fell within the range of 180–240 points, the student's reading level was classified as the Instructional Level.

### 3. 4. Results Regarding Students' Oral Reading Errors After the Intervention

The results related to the fourth sub-problem of the study ("To what extent did the repeated reading method reduce the oral reading errors of the fourth-grade primary school students with reading difficulties?") are presented in tables and figures.

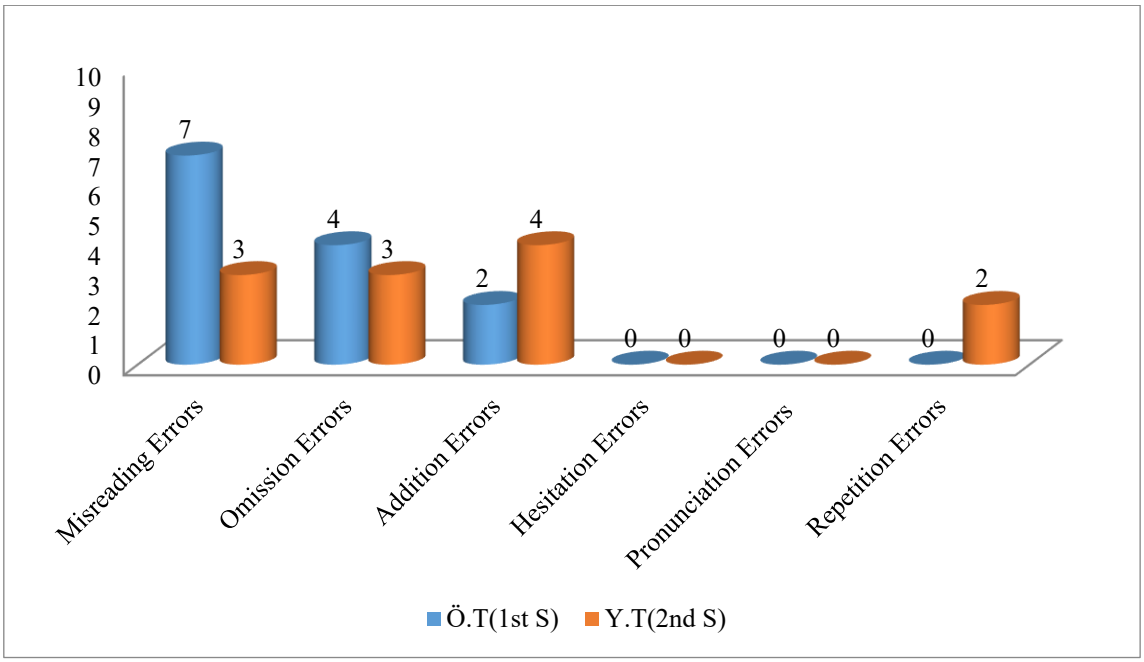



**Figure 5.** The students' oral reading errors at the third-grade level before the intervention

According to Figure 5, after the intervention at the third-grade level, Ö.T. made 7 reading errors, 4 omission errors, and 2 addition errors. Y.T., on the other hand, made 3 reading errors, 3 omission errors, 4 addition errors, and 2 repetition errors.

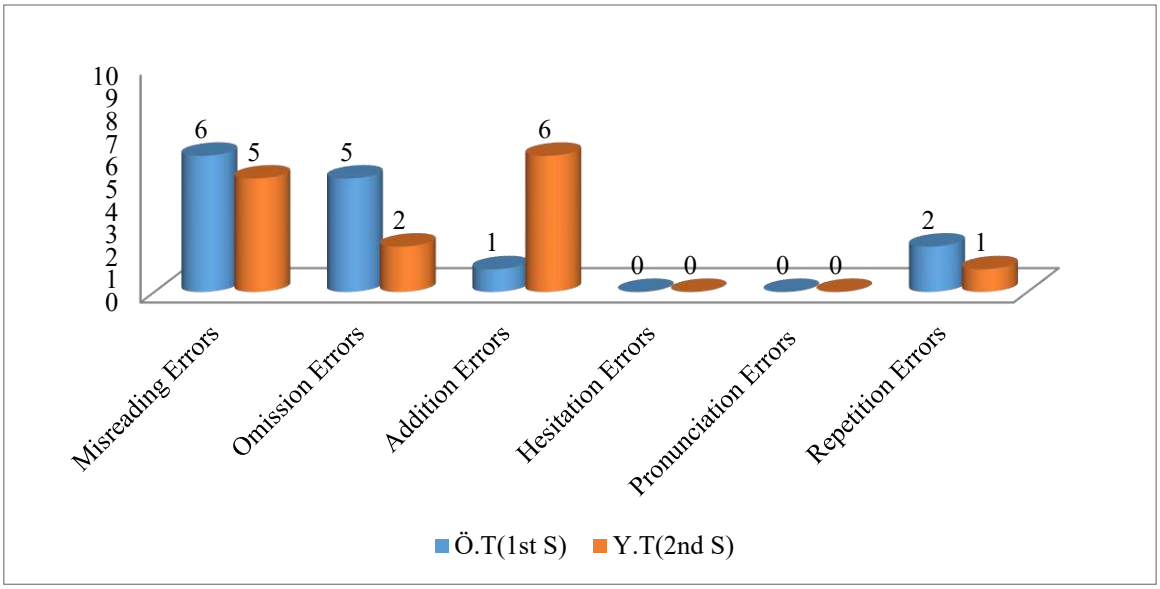



**Figure 6.** The students' oral reading errors at the fourth-grade level before the intervention

According to Figure 6, after the intervention at the fourth-grade level, Ö.T. made 6 reading errors, 5 omission errors, 1 addition error, and 2 repetition errors. Y.T. made 5 reading errors, 2 omission errors, 6 addition errors, and 1 repetition error.

**Table 2.** Comparison of the students' oral reading errors before and after the intervention

| Grade | Student | Oral Reading Errors Before the Intervention | Oral Reading Errors After the Intervention | Reduction Rate in Oral Reading Errors |
|---|---|---|---|---|
| **3rd Grade** | Ö.T | 28 | 13 | 53% decrease |
| | Y.T | 20 | 12 | %40 decrease |
| **4th Grade** | Ö.T | 81 | 14 | %82 decrease |
| | Y.T | 34 | 14 | %59 decrease |

It is observed in Table 2 that there was a significant decrease in the number of oral reading errors made by the students at the third- and fourth-grade levels after the intervention compared to pre-intervention. Accordingly, it can be suggested that the Repeated Reading Method is effective in reducing oral reading errors.

### 3. 5. Results Regarding the Students' Reading Comprehension Skills After the Intervention

The results related to the fifth sub-problem of the study ("What were the effects of the repeated reading method on improving the reading comprehension skills of the fourth-grade primary school students with reading difficulties?") are presented in tables.

**Table 3.** The students' reading comprehension levels after the intervention

| Students | Grade Level | Name of the Text | Reading Comprehension Level |
|---|---|---|---|
| Ö.T | 3 | Tavşan ile Kaplumbağa (The Hare and the Tortoise) | 80% |
| | 4 | Kaşağı (The Currycomb) | 80% |
| Y.T | 3 | Tavşan ile Kaplumbağa (The Hare and the Tortoise) | %86 |
| | 4 | Kaşağı (The Currycomb) | 73% |

Table 3 shows that Ö.T.'s reading comprehension level after the intervention was determined to be 80% at both the third and fourth grade levels. For Y.T., the reading

comprehension rate was determined to be 86% at the third-grade level and 73% at the fourth-grade level.

**Table 4.** Comparison of the students' reading comprehension skills before and after the intervention

| Grade | Student | Reading Comprehension Level Before the Intervention | Reading Comprehension Level After the Intervention | Improvement Rate in Reading Comprehension Level |
|---|---|---|---|---|
| **3** | Ö.T | 60% | 80% | 33% increase |
| | Y.T | 40% | 86% | 115% increase |
| **4** | Ö.T | 20% | 80% | 300% increase |
| | Y.T | 27% | 73% | 170% increase |

According to Table 4, the students' reading comprehension levels increased significantly after the intervention compared to their pre-intervention levels. Thus, it can be concluded that the repeated reading method was effective in improving reading comprehension skills.

### 3.6. Results Regarding the Students' Reading Levels After the Intervention

The results related to the sixth sub-problem of the study ("What were the effects of the repeated reading method on improving overall reading levels of the fourth-grade primary school students with reading difficulties?") are presented in tables and figures.

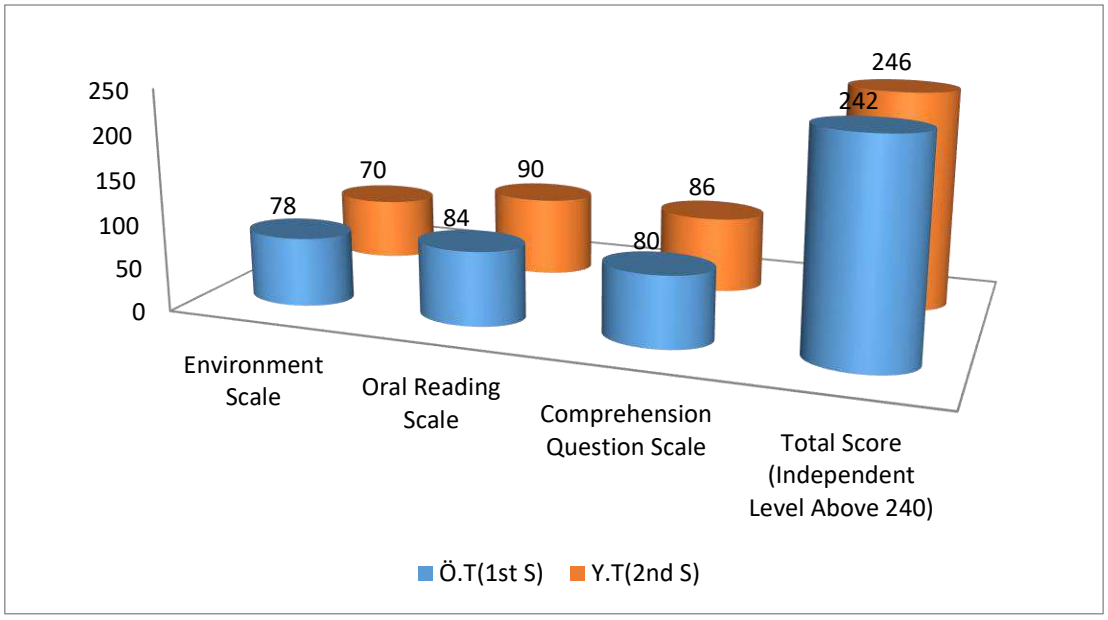



**Figure 7.** The students' third-grade reading levels after the intervention

Figure 7 indicates that Ö.T. scored 78 points on the Environment Scale, 84 points on the Oral Reading Scale, and 80 points on the Comprehension Question Scale, for a total score of 245 points after the intervention at the third-grade level. Since Ö.T.'s total score was above 240 points, it is understood that the student's reading level improved from the instructional level to the independent level.

The student Y.T., on the other hand, scored 70 points on the Environment Scale, 90 points on the Oral Reading Scale, and 86 points on the Comprehension Question Scale at the third-grade level, with a total score of 246 points. Since Y.T.'s total score was above 240 points, it was concluded that the student's reading level improved from the instructional level to the independent level.

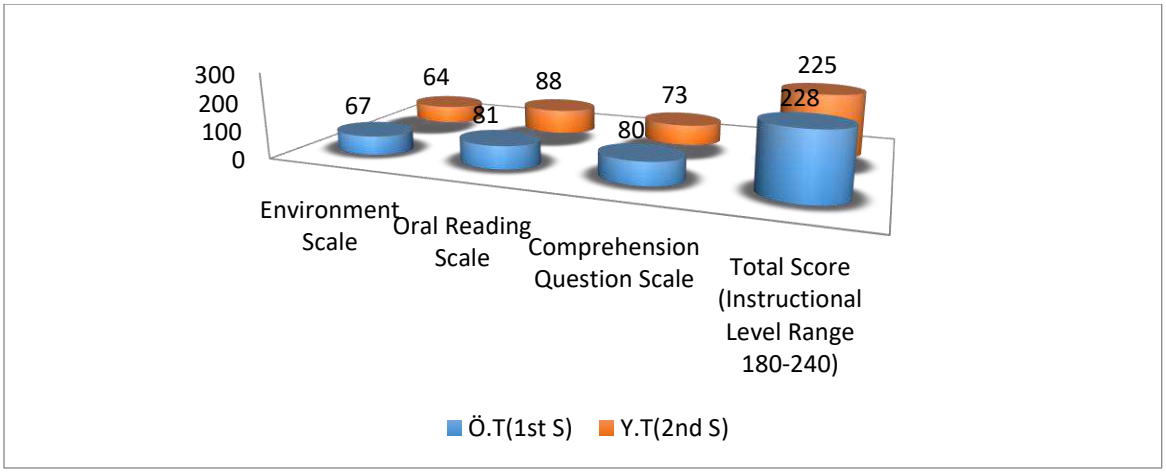


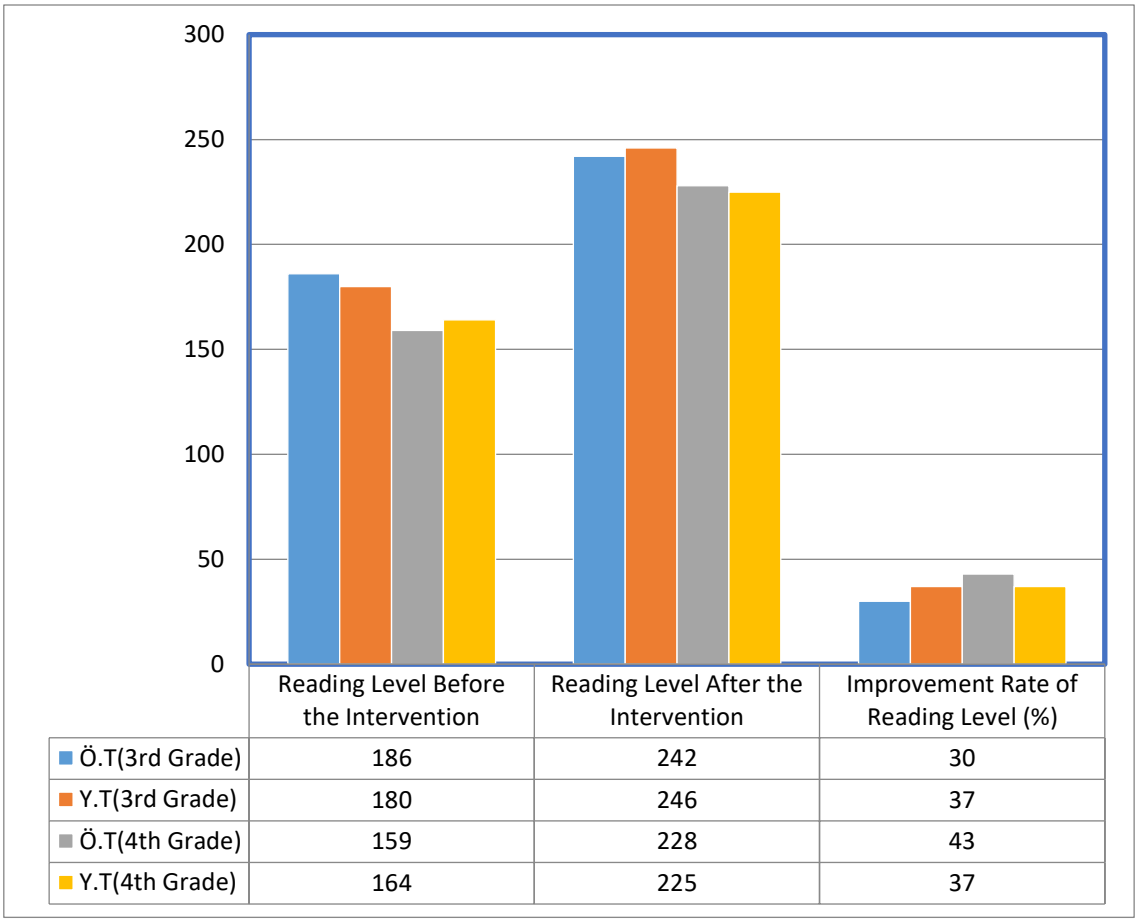

**Figure 8.** The students' fourth-grade reading levels after the intervention

It is understood from Figure 8 that Ö.T. obtained 67 points on the Environment Scale, 81 points on the Oral Reading Scale, and 80 points on the Comprehension Question Scale, reaching a total score of 228 points after the intervention at the fourth-grade level. Since Ö.T.'s total score was between 180 and 240 points, it was concluded that the student's reading level improved from the frustration level to the instructional level. Similarly, Y.T. obtained 64 points on the Environment Scale, 88 points on the Oral Reading Scale, and 73 points on the Comprehension Question Scale, reaching a total score of 225 points. Since Y.T.'s total score was also between 180 and 240 points, it was determined that the student's reading level improved from the frustration level to the instructional level.

**Table 5.** The students' reading levels after the intervention

| Grade | Student | Reading Level |
|---|---|---|
| | Ö.T | 242 points (Independent Level) |
| **3** | Y.T | 246 points (Independent Level) |
| | Ö.T | 228 points (Instructional Level) |
| **4** | Y.T | 225 points (Instructional Level) |

Table 5 shows that both students' reading levels at the third-grade level improved to the independent level, while their reading levels at the fourth-grade level improved to the instructional level.




| | Reading Level Before the Intervention | Reading Level After the Intervention | Improvement Rate of Reading Level (%) |
|---|---|---|---|
| Ö.T(3rd Grade) | 186 | 242 | 30 |
| Y.T(3rd Grade) | 180 | 246 | 37 |
| Ö.T(4th Grade) | 159 | 228 | 43 |
| Y.T(4th Grade) | 164 | 225 | 37 |

**Figure 9.** Comparison of the students' reading levels before and after the intervention

According to Figure 9, both students showed improvement in their reading levels compared to pre-intervention. Therefore, it can be concluded that the repeated reading method was effective in reducing reading difficulties among fourth-grade primary school students experiencing reading difficulties.

## 4. Discussion

The results obtained from the study indicated that the repeated reading method is effective in improving the reading performance of students experiencing reading difficulties. In the present study, it was determined that the students demonstrated various oral reading errors before the intervention, including misreading, omissions, additions, hesitations, pronunciation errors, and repetitions. This finding is consistent with the results of Yılmaz (2006), who reported that primary school students exhibited similar types of errors during oral reading. In Yılmaz's (2006) study, students were

found to make addition, omission, reversal, repetition, hesitation, misreading, and pronunciation errors.

The significant reduction in students' oral reading errors following the implementation of the repeated reading method suggests that this method supports students' accurate and fluent reading skills. Through repeated exposure to the same text, the repeated reading method improves students' word recognition skills, promotes automaticity, and contributes to a decrease in reading errors. These findings are consistent with the results of studies conducted by Simons (1992), Tagguchi (1997), Hocker (2004), Yılmaz (2006), Musti Rao et al. (2009), Roundy and Roundy (2009), Özkara (2010), Lo et al. (2011), Kaman (2012), Bass (2012), Strickland (2013), Swain (2013), Dotson Shupe (2017), Lee and Yoon (2017), Ege (2019), and Sağlam (2019).

Another important finding of the study was that the repeated reading method had a positive impact on the students' reading comprehension skills. The significant improvements observed in the students' reading comprehension levels following the intervention indicate that increased reading accuracy contributes to the process of constructing meaning from texts. Improvements in word recognition and reading fluency allow students to allocate more cognitive resources to comprehending the text. This finding demonstrates that the repeated reading method not only improves oral reading performance but also enhances reading comprehension skills. The results are consistent with previous studies conducted by Yılmaz (2006), Özkara (2010), Therrien, Schaffer, and Schirmer (2009), Lo et al. (2011), Bass (2012), Kaman (2012), Strickland (2013), Overstreet (2014), Dotson Shupe (2017), Lee and Yoon (2017), Kodan and Akyol (2018), Ege (2019), Demirtaş (2021), and Çolak and Yılmaz (2023).

The improvements observed in the students' reading levels further support the effectiveness of repeated reading as an intervention method. The fact that the students' reading levels, which were initially classified at the frustration level in their grade-level texts, improved to the instructional level after the intervention indicates that the method contributed to the students' becoming more independent and effective readers. These findings are supported by studies conducted by Yılmaz (2006), Özkara (2010), Kaman (2012), Ege (2019), Sağlam (2019), Çolak and Yılmaz (2023), Bass (2012), Strickland (2013), Swain (2013), Dotson Shupe (2017), and Lee and Yoon (2017), which demonstrated that the repeated reading method improves students' reading fluency skills.

The differences observed in the students' levels of improvement after the intervention may be attributed to individual traits. In particular, the students' interest in texts before the intervention, their reading motivation, characteristics of the instructional environment, and individual levels of readiness may have influenced variations in performance outcomes. Furthermore, the similarity in the number of words across texts from different grade levels may have limited differences in the students' error rates and performance levels following the intervention.

In conclusion, the findings of the study demonstrated that repeated reading is an effective method for reducing oral reading errors, improving reading comprehension, and increasing reading fluency levels among students experiencing reading difficulties. Therefore, the repeated reading method can be considered one of the effective instructional methods that can be implemented in individualized support programs for students with reading difficulties.

### 4.1. Recommendations

Based on the findings of the study, the following recommendations can be made:

1. Seminars can be provided for classroom teachers and Turkish language teachers on how to implement the repeated reading method effectively.
2. Undergraduate courses on methods for addressing reading difficulties can be included in primary education programs.
3. Parents of children experiencing reading difficulties can be provided with training on the implementation of the repeated reading method.
4. Future studies can examine the effectiveness of the repeated reading method with larger samples and students from different grade levels.

## 5. Conclusion

In this study, the impact of individualized reading instruction conducted through the repeated reading method on the oral reading errors, reading comprehension levels, and reading levels of fourth-grade primary school students with reading difficulties was examined. Based on the findings obtained from the study, it was concluded that the repeated reading is an effective method for improving students' reading skills.

Within the scope of the study, it was found that the students Ö.T. and Y.T. made various oral reading errors, including errors of misreading, omissions, additions, hesitations, pronunciation, and repetitions. Before the intervention, both students

demonstrated various levels of oral reading errors across different grade levels. Following the intervention with the repeated reading method, there was a significant decrease in these errors. Ö.T. showed an 53% reduction in oral reading errors at the third-grade level and an 82% reduction at the fourth-grade level, whereas Y.T. demonstrated a 40% reduction at the third-grade level and a 59% reduction at the fourth-grade level.

The findings also indicated that the instructional intervention based on the repeated reading method had a positive effect on students' reading comprehension skills. After the intervention, both students showed increases in their reading comprehension scores across different grade levels. Ö.T.'s reading comprehension level increased by 33% for third-grade texts and by 300% for fourth-grade texts. Similarly, Y.T.'s reading comprehension level increased by 115% for third-grade texts and by 170% for fourth-grade texts.

Furthermore, the students demonstrated improvements in reading levels following the implementation of the repeated reading method. Before the intervention, both students were classified at the frustration level in their current grade-level reading performance. After the intervention, their reading levels improved to the instructional level at their grade level, while they reached the independent level when reading texts from lower grade levels. Ö.T.'s reading level at his current grade level improved by 43%, while Y.T.'s reading level improved by 37%.

In conclusion, individualized reading instruction based on the repeated reading method was found to be effective in reducing students' oral reading errors, improving their reading comprehension skills, and enhancing their reading fluency levels. Therefore, repeated reading can be considered an effective instructional method for helping students experiencing reading difficulties.

**Authors' contributions**

All authors contributed to the design of the manuscript. The literature review, discussion, and conclusion sections of the manuscript were prepared by MY. The development of the data collection instruments, data analysis, and the presentation of the findings were carried out by CÇ. All authors reviewed the manuscript and approved the final version.

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## Data availability

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

## Declarations

### Conflict of interest

This article is based on the MA Thesis completed by the first author. The authors have no competing interests to declare that are relevant to the content of this article.

### Ethical approval

The study involving human participants was reviewed and approved by the Social Sciences and Humanities Research and Publication Ethics Committee of Bartın University (Ref. No.: 2024-SBB-0263; approval date: 22 April 2024). Accordingly, all methods and procedures were conducted in accordance with the relevant guidelines and regulations of the Social Sciences and Humanities Research and Publication Ethics Committee of Bartın University. This study was conducted in accordance with the Declaration of Helsinki and relevant national ethical guidelines.

### Consent to participate

The participants provided their written informed consent to participate in this study. All identifying information about the participants was removed from the data.

### Consent to publish

Not applicable

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