The Effect of Strategic Note Taking on the Reading Comprehension Skills of 6th Grade Students

Stratejik Not Almanın 6. Sınıf Öğrencilerinin Okuduğunu Anlama Becerilerine Etkisi

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ABSTRACT

In this study, the effect of the strategic note-taking method on improving the reading comprehension skills of 6th grade students was examined. The research was carried out on 38 students who were selected through impartial assignment at the 6th grade level in a secondary school in the city center of Bartın. The research was carried out with experimental and control groups. There were 19 students in both groups. Reading training was given to the experimental group by using the strategic note-taking method. The control group was given reading training with the traditional method. The study continued for 6 weeks. In the study, pretest and posttest evaluation lasted 2 weeks, and the application of reading training lasted 4 weeks. Experimental group students were given reading training with the strategic note-taking method for a total of 16 hours, 4 hours a week. A quasi-experimental model with pretest-posttest control group was used in the research."Reading Comprehension Evaluation Rubric" was used as data collection tool. 5 reading comprehension questions related to each text were prepared. Expert opinion was taken in the preparation of the questions.All texts used in the research were selected from the 6th grade Turkish textbook approved by the Board of Education. In the research, "Velcro-Cırt Cırt" text selected from the 6th Turkish textbook was used to measure the reading comprehension skills of the students before the application, and "Be My Friend, Be My Teacher" text was used to measure the reading skills of the students after the application. Dependent and independent groups t-test was used in the analysis of the data obtained in the research. As a result of the research, the scores that the experimental and the control group students got in reading comprehension were compared and a significant difference was observed in favor of the experimental group. In this case, it can be said that the strategic note-taking method is effective in improving the reading comprehension skills of 6th grade students.

Keywords: Reading, Reading Comprehension, Skill, Strategic Note Taking Method, Student

ÖZET

Bu araştırmada 6. sınıf öğrencilerinin okuduğunu anlama becerilerini geliştirmede stratejik not alma yönteminin etkisi incelenmiştir. Araştırma Bartın il merkezindeki bir ortaokulda 6. sınıf düzeyinde yansız atama yoluyla seçilen 38 öğrenci üzerinde yapılmıştır. Araştırma deney ve kontrol gruplarıyla yürütülmüştür. Her iki grupta da 19 öğrenci bulunmaktadır. Deney grubuna stratejik not alma yöntemi kullanılarak okuma eğitimi verilmiştir. Kontrol grubuna ise geleneksel yöntemle okuma eğitimi verilmiştir. Araştırmada 6 hafta devam etmiştir. Araştırmada öntest ve son test değerlendirmesi 2 hafta, okuma eğitimi uygulaması ise 4 hafta sürmüştür. Deney gurubu öğrencilerine haftada 4 saat olmak üzere toplam 16 saat stratejik not alma yöntemiyle okuma eğitimi verilmiştir. Araştırmada ön test-son test kontrol gruplu yarı deneysel model kullanılmıştır. Veri toplama aracı olarak "Okuduğunu Anlama Değerlendirme Rubriği" kullanılmıştır. Her metinle ilgili 5 adet okuduğunu anlama sorusu hazırlanmıştır. Soruların hazırlanmasında uzman görüşü alınmıştır. Araştırmada kullanılan tüm metinler Talim Terbiye Kurulu Başkanlığından onaylı 6. sınıf Türkçe Ders kitabından seçilmiştir. Araştırmada öğrencilerin uygulama öncesi okuduğunu anlama becerilerini ölçmek için 6. Türkçe ders kitabından seçilen "Velcro-Cırt Cırt", öğrencilerin uygulama sonrası okuma becerilerini ölçmek için ise "Benim Arkadaşım, Öğretmenim Olun" metinleri kullanılmıştır. Araştırmada elde edilen verilerin analizinde bağımlı ve bağımsız gruplar t-testi kullanılmıştır. Araştırma sonucunda deney ve kontrol gurubu öğrencilerinin okuduğunu anlamadan aldıkları puanlar karşılaştırılmış ve deney grubu lehine anlamlı bir farklılık görülmüştür. Bu durumda 6. sınıf öğrencilerinin okuduğunu anlama becerilerini geliştirmede stratejik not alma yönteminin etkili olduğu söylenebilir.

Anahtar Kelimeler: Okuma, Okuduğunu Anlama, Beceri, Stratejik Not Alma Yöntemi, Öğrenci

INTRODUCTION

Reading is the process of constructing meaning from texts after the symbols received through sense organs are sent to the mind by using their prior knowledge and passed through various stages in the mind. (Yılmaz, 2021, p. 79).

Reading is a difficult skill with physical and memory aspects such as vocalizing, distinguishing and interpreting the feelings and ideas in the text. (Kovacıoğlu, 2006, p. 4). Reading is a skill that allows us to update and increase our knowledge. It is to be in contact with the text. (Tazebay, 2005, p. 4).

Reading is a skill that gives us different perspectives and makes our lives meaningful. (Güneyli, 2008). It is a process that increases students' knowledge, makes their feelings and thoughts meaningful, and helps individuals' personality development. (Epçaçan, 2009, p. 207).

Reading comprehension is the process of obtaining new meanings by comparing the old information of the reader with the new information acquired from the text (Yılmaz, 2021). Reading comprehension is a skill that can be developed. The basis of being individuals who break the mold, question and judge is to understand what the students read and is to express themselves in a free environment. (Göğüş, 1978). There are some important stages in order to understand the text read. These are:

1. Preliminary speeches should be made about the text to be read.
2. The student's interest in the text should be increased.
3. If there are unknown words, their meanings should be given to the students.
4. After reading several times, it should be checked whether it is understood or not (Öz, 2001).

Reading and comprehension cannot be considered independently of each other. Students read to understand and they want to grasp and understand what they read (Demirel, 2002).

Readers with adequate vocabulary knowledge have a great advantage in vocalizing the words and understanding. Such readers read fluently and it becomes easier for them to understand the text as well (Yılmaz, 2008, p. 132).

Reading comprehension is divided into three as simple, interpretive and interrogative: Simple understanding: It includes sub-cognitive processes. What is written is perceived as superficial. Characters are identified and the structural plan of how the author composes the text is laid out. Interpretive understanding: It includes sub-cognitive processes. Interpretive comprehension mostly refers to the stages of comprehension and application from cognitive knowledge processes. In interpretive reading, the reader can describe what he has read in his own words. He can find the main idea of the text and summarize it. Interrogative understanding: It includes metacognitive processes. The reader compares the content of text with his own thoughts and subjects it to the process of interpretation and evaluation (Yılmaz, 2021).

Reading comprehension provides progress in language and thought. Students who do not understand what they read fail not only in language lessons but also in other lessons. (Yılmaz, 2008, p. 133). Difficulty in reading takes place at the root of the inability to understand what one reads. Students who cannot read fluently and often make reading errors while reading, usually have reading difficulties.

Since the word recognition skills of students with reading difficulties are not fully developed, they devote all their energies to vocalizing the word. Reading is a difficult task for them (Yılmaz, 2019).

In order for students to be able to read effectively, they need to apply reading strategies. They can become good readers by using these strategies before, during and after reading. Another condition of being a good reader is to determine the purpose of reading. Before reading, the student skim over the text and makes predictions about what the text wants to tell. While reading, the reader reads the whole text, can take notes and reviews their predictions. After reading, the reader evaluates the text and reaches a conclusion about the text (Epçaçan, 2008).

In the reading comprehension process, reading strategies should be used instead of traditional methods. In this sense, it can be said that the strategic note-taking method is an effective method that develops students' reading comprehension skills.

Strategic note-taking method included in reading comprehension strategies; involved in the entire reading process. It includes an application process that includes pre-reading, reading and also post-reading. In this process, the student makes predictions about the text before reading, takes classifying notes during reading, and thus, the process of establishing a relationship between the sections and making sense is supported. At the end of the reading process, the details of the subject are listed and sorted (Epçaçan, 2009, p. 216). The method of strategic note-taking should not be confused with note-taking in the margin of the text.

Note taking is among the methods used during reading and takes place during reading (Yılmaz, 2021). In this respect, the strategic note-taking method is more comprehensive as it takes place in the whole of the reading comprehension process.

The steps to implement the strategic note-taking method are as follows:

Pre-Reading Guessing: Before reading the text, students talk about the text. This talk can help readers focus their attention on the topic. Students look at the title of the text and related images and can make predictions. These studies are carried out to attract students' attention, arouse curiosity in students and improve understanding (Bayraktar, 2012). The reader's use of some of the attention strategies before starting to read the text can ensure that the attention is kept alive during the reading process and the text is understood (Yılmaz, 2021).

Taking Classifying Notes: Understanding the whole text, making connections, discovering the relationship of paragraphs with each other, finding the main and auxiliary ideas of the paragraphs, finding out what is said in the text, examining the visuals of the text, determining the structure of the text and moving to the summary stage are performed at this stage (Güneş, 2007). In the strategic note-taking method, the student is asked to reorganize the text they read and take notes both on the margins of the text and on a separate paper. It is possible for the student to take notes with his own words in the text that he deems important or to express what is explained in the relevant paragraph in a way that he or she can understand (Yılmaz, 2021). Strategic note taking; It enables students to realize the basic information and make a permanent sense of it. The student's use of note-taking method enables them to focus their attention on basic information, to associate old and new information, and to encode new learnings in the mind (Senemoğlu, 2005).

Summarizing and Evaluating: Before reaching this stage, the students read the text and produced ideas about the text. At this stage, they do summarization and evaluation studies. The important points of the subject, the main idea are listed, the summary of the text is written in articles. Summarizing after reading helps to understand the text in general (Epçaçan, 2009). This stage includes the studies of evaluating, questioning, criticizing, interpreting the information conveyed in the text, and determining the state of reaching the purpose of reading. Making a summary of the text is important in terms of checking whether the text is understood or not. In the summarizing and evaluation stage, students write down what they understand from the text on the activity papers. These summaries are shared with the class. The mistakes and deficiencies made by the students during the summarization stage are corrected by the teacher (Bayraktar, 2012).

Students whose reading skills develop will be individuals who think critically, discover the meanings of texts, and evaluate the ideas presented by the author in the text with their own mentality. The activities used by the student in the strategic note-taking method help him to concentrate his attention on the text he reads during the reading process. The fact that students do reading activities without a purpose in their education life may cause them to have problems in understanding what they read.

When the literature is examined, it is seen that the strategic note-taking method is effective in improving students' reading comprehension skills. Stevens (1988) stated in his research that strategy teaching made significant contributions to students' finding the main idea about the content. As a result of his research, Epçaçan (2008) determined that reading comprehension strategies have positive effects on the development of students' reading comprehension skills, their attitudes towards the Turkish lesson and their reading comprehension self-efficacy perceptions.

Lubawski and Sheehan (2010) stated in their study that reading strategies increase students' motivation, improve their self-confidence, and help students become more successful. For this reason, they emphasized that it would be beneficial for students to apply these strategies in lessons.

In addition, Stevens (1988) concluded in her study that the students to whom strategy teaching was applied were able to analyze the text better, their vocabulary knowledge increased, and they had no difficulty in identifying the main idea.

Palincsar and Brown (1983) and Palincsar and Klenk (1991) found out in their studies that students who use reading strategies got better results in reading comprehension tests. Doğan (2002) conducted a field research on teaching reading comprehension strategies in his study. At the end of the study, he concluded that using the strategy positively affects reading comprehension. In her study, Çöğmen (2008) observed that there is a positive and significant relationship between students' use of reading strategies and their academic success. In his research, Tekin (2018) concluded that Turkish teaching using the reading comprehension strategy is effective on reading comprehension.

When the studies in the literature are examined, it is seen that reading comprehension strategies have a positive effect on improving students' reading comprehension skills. From this point of view, the effect of taking strategic notes on reading comprehension skills of 6th grade students was examined in this study.

Aim of the Research

The aim of the study is to examine the effect of strategic note taking on 6th grade students' reading comprehension skills. In accordance with this general purpose, the answers were sought to the following questions this study:

a) In the 6th grade Turkish lesson, is there a significant difference between the pre-test scores of the experimental group, in which the strategic note-taking method was applied, and the control group, in which

the traditional teaching method (current teaching method) was applied, in the development of reading comprehension skills?

b) In the 6th grade Turkish lesson, is there a significant difference between the post-test scores of the experimental group, in which the strategic note-taking method was applied, and the control group, in which the traditional teaching method was applied, in the development of reading comprehension skills?

c) In the 6th grade Turkish lesson, is there a significant difference between the pre-test and post-test scores within the experimental group, in which the strategic note-taking method was applied, and within the control group, in which the traditional teaching method was applied, in the development of reading comprehension skills?

METHODOLOGY

In this section, information about the research model, study group, data collection tools, data analysis and experimental process is given.

Model of the Research

In this study, which aims the effect of the strategic note-taking method on reading comprehension, one of the real experimental models, "Pretest-posttest quasi-experimental model with control group" was used.

This model tests the effect of the experimental application on the dependent variable. Therefore, it is a powerful design that provides a high statistical power to the researcher (Buyukozturk, 2011).

Study Group of the Research

The study group of the research was formed with the easily accessible sampling method in accordance with the purpose of the research.

The easily accessible sampling method is a sampling method in which the person or persons who are close to the researcher and can be easily reached are selected in terms of speed and time to the research in unfavorable situations in terms of time and cost (Yıldırım and Şimşek, 2013).

The study group of this research consists of 38 students selected through impartial assignment from 6th grade students in a secondary school located in the central district of Bartın. 19 of these students were in the experimental group and 19 of them were in the control group.

Data Collection Tools

The data of the research were obtained through the scores the students which they got from the "Reading Comprehension Assessment Rubric". The reading comprehension assessment rubric was developed by the researcher.

The items of the reading comprehension assessment rubric were created by scanning the 6th grade Turkish curriculum and the relevant literature. Expert opinions in the subject area were taken for these items. In line with expert opinions, 3 of the draft items were removed and new ones were added. 2 items stated by the field experts were corrected with explanatory sentences in accordance with the aim of the rubric. After the corrections, their final form were given to the reading comprehension questions consisting of 5 items. The lowest score that can be obtained from the rubric is 5; the highest score is 15. Reading comprehension assessment questions are graded as follows:

Wrong = 1 point
Partially correct = 2 points
Correct = 3 points

In the research, "Velcro-Cırt Cırt" and "Be My Friend, Be My Teacher" texts selected from the 6th grade Turkish textbook were used to measure the reading comprehension skills of the students before and after the application. Students were asked 5 questions about each text, and their answers were evaluated according to the reading comprehension rubric.

During the application process, Students in the experimental group were given reading comprehension training with texts (The measure of love is to love without measure, Hasan Ali Yücel's Address to Turkish Youth at the Atatürk Teachers Union Convention, How the Sun Works, Magnificent Ants, Ours Turkish Love, Evliya Çelebi, Visiting the Grand Master) selected from the 6th grade Turkish textbook approved by the Head Council of Education and Morality.

Experimental Process

The implementation process of the research lasted for 6 weeks. Of this period, 2 weeks were reserved for the pre-test and post-test evaluation, and 4 weeks for the implementation of the research. The application was made in 2 sessions per week. Each session included 2 lesson hours. A total of 16 lesson hour training was given to the students. While the students in the experimental group were trained with the strategic note-taking method, the students in the control group were trained with the current curriculum. Training was given to the students in the experimental and control groups by the Turkish language teacher.

In practice, each paragraph of the texts that students would read was numbered so that they could classify between the paragraphs. All the steps of the application and the teaching process of the lesson were explained to the Turkish teacher who would take the lesson of the experimental group students by the researcher. The training given to the students was done with activities. The activities carried out during the implementation took place in 3 stages.

In the first activity, the content of the text was estimated by looking at the title and image of the text. In this activity, students were made to talk. Here, while the students are expressing their predictions, they also realize that there are different thoughts apart from their own predictions. The predictions made were written on the activity sheet. Then the students read the relevant texts silently.

The second activity consisted of three steps: In the first step, students were asked to find the keywords in the text. In the second step, students were asked to find the main idea and subject of the text. At this stage, the students wrote their own ideas on the activity tables given. Afterwards, the writings were examined by the teacher and the thoughts directly related to the text were written on the board and the main idea of the text was revealed. In the third step, the students found the related paragraphs with the help of the numbers given to the paragraphs and wrote the paragraph numbers in the activity table. Then the students wrote the common thoughts of the related paragraphs opposite the paragraph number.

In the third activity, students were asked to summarize the text in items. In this activity, students' ideas were also taken. Students were given the opportunity to share ideas among themselves.

In practice, the teacher provided feedback to the students about that activity at the end of each activity. The deficiencies and mistakes of the students were corrected. In addition, active participation of students in the text processing process was ensured.

Analysis of Data

In the study, the students in the experimental group were educated about the strategic note-taking method, and the students in the control group were trained according to the current program. In the analysis of the data, quantitative data analysis techniques were used by using the SPSS 22 package program. In addition, arithmetic mean, percentage, standard deviation, normality test and dependent-independent groups t-test were used in the analysis of the data obtained. The findings were presented and interpreted in tables.

The normality tests of the pre- and post-test scores of the students in the experimental and control groups are given in Table 1 below.

Table 1. Normality Test Results of Experimental and Control Groups Before and After Application

Groups	Dependent Variable	Shapiro-Wilk		
		Statistics	sd	p
Control Group	Pre-Test Scores	.916	19	.096
	Post-Test Scores	.940	19	.148
Experimental group	Pre-Test Scores	.917	19	.075
	Post-Test Scores	.910	19	.098

When the results of the normality test in Table 1 are examined, it is seen that the pre-test and post-test scores which the students obtained from the measurement tools in the experimental and control groups show a normal distribution (p>.05). Accordingly, the analysis of the scores which students took in the pre-test and post-test in the study was carried out using the t-test for unrelated (independent) samples from parametric tests.

FINDINGS

The findings obtained as a result of the research are shown in tables.

Findings and Comments on the First Sub-Problem

"In the development of reading comprehension skills in the 6th grade Turkish lesson is there a significant difference between the pre-test scores of the experimental group in which the strategic note-taking method was

applied and the control group in which the traditional teaching method (current teaching method) was applied?" Regarding this question, a t-test was performed for independent groups to determine whether the pre-test achievement mean scores differed according to the groups, and the analysis results are given in Table 2.

Table 2. Independent Groups t-Test Results According to Pre-Test Results of Experimental and Control Groups Before Application

Group	N	$\overline{X}$	S	Sd	T	p
Experimental	19	1.568	.372	36	-.820	.418
Control	19	1.652	.248			

*p>0.05

According to Table 2, it was determined that there was no significant difference between the pretest scores of the experimental and control groups [t(36)=-,820 p>0.05]. Accordingly, it can be said that the experimental and control groups are equivalent to each other.

Findings and Comments on the Second Sub-Problem

"Is there a significant difference between the post-test scores of the experimental group, in which the strategic note-taking method was applied, and the control group, in which the traditional teaching method was applied, in the development of reading comprehension skills in the 6th grade Turkish lesson?" About this question, t-test was conducted for independent groups to determine whether the post-test achievement mean scores for this question differed according to the groups and the results of the analysis are given in Table 3.

Table 3. Independent Groups t-Test Results According to Post-Test Results of Experimental and Control Groups After Application

Group	N	$\overline{X}$	S	Sd	T	p
Experimental	19	2.357	.487	36	4.959	0.00*
Control	19	1.684	.335			

*p<0.05

According to Table 3, a significant difference was found between the mean of scores which the experimental and control groups got from the post-test [t(36)= 4.959, p<0.01]. It is seen that this difference is in favor of the experimental group (x̄ experiment=2.357 x̄ control=1,684). In this case, it can be said that the strategic note-taking method is effective in improving the reading comprehension skills of the experimental group students.

Findings and Comments on the Third Sub-Problem

"Is there a significant difference between the pre-test and post-test scores of the students in their own experimental group, in which the strategic note-taking method was applied, and in the control group, in which the traditional teaching method was applied, in the development of reading comprehension skills in the 6th grade Turkish lesson?" The dependent groups t-test was applied to the third sub-problem expressed as above. The results are presented in Table 4.

Table 4. Dependent Groups t-Test Results Related to Experimental Group Pre-Test-Post-Test Scores

Experimental group	N	$\overline{X}$	S	Sd	T	p
Pre-Test Score	19	1.536	.394	36	-5.849	0.00*
Post Test Score	19	2.389	.408			

*p<0.05

According to Table 4, it is seen that there is a significant difference between the pre-test and post-test scores of the students in the experimental group, and this difference is in favor of the scores which the students got from the post-test [t(36)=-5.849, p<0.01]. While the average of the scores of the students' reading comprehension skills before the application was x̄ = 1.536, it increased to x̄ = 2.389 after the application. With this finding, it can be said that the strategic note-taking method has a significant effect on improving the reading comprehension skills of the experimental group students.

Table 5. Dependent Groups t-Test Results Related to the Control Group Pre-Test-Post-Test Scores

Control Gruup	N	$\overline{X}$	S	Sd	T	p
Pre- Test Scores	19	1.652	.248	36	-.307	.762
Post Test Scores	19	1.684	.335			

* p>0.05

According to Table 5, no significant difference was found between the pre-test and post-test scores of the students in the control group [t(36) =-.307, p>0.05].

DISCUSSION and CONCLUSION

The results from the research are:

1. In the 6th grade Turkish lesson, no significant difference was found between the pre-test scores of the experimental group, in which the strategic note-taking method was applied, and the control group, in which the traditional teaching method was applied (the current curriculum was applied), in the development of reading comprehension skills. Accordingly, it was concluded that the experimental and control groups were equivalent to each other.

2. A significant difference was found between the mean scores of the experimental and control groups from the posttest [$t(36)= 4.959$, $p<0.05$; $p<0.01$]. It is seen that this difference is in favor of the experimental group ($\bar{x}$ experiment=2.357 $\bar{x}$ control=1,684). In this case, it can be said that the strategic note-taking method is effective in improving students' reading comprehension skills.

3. It is seen that there is a significant difference between the pre-test and post-test scores of the students in the experimental group, and this difference is in favor of the students' scores from the post-test [$t(36)=-5.849$, $p<0.05$; $p<0.01$]. While the average of the scores of the students' reading comprehension skills before the application was $\bar{x} =1.536$, it increased to $\bar{x} =2.389$ after the application. This result shows that the strategic note-taking method has a significant effect on improving students' reading comprehension skills.

The results obtained from the study show similarities and differences with previous studies. As a result of the research, it was seen that the strategic note-taking method improved the reading comprehension skills of the students. As a result of the research, there was a statistically significant difference between the total reading comprehension achievement score of the experimental group students who studied with the reading strategy, and the total reading comprehension achievement score of the control group students who studied with the traditional method.

In studies conducted using different reading comprehension strategies; The reading comprehension strategies for the experimental group and the traditional method for the control group were compared, and a significant difference was found in favor of the experimental group. (Yılmaz & Top, 2015; Tekin, 2018; Kanmaz, 2012; Top, 2008; Akça, 2002; Çakır, 1995; Çerçi, 2005; Çöğmen, 2008; Demirel, 1996; Doğan, 2002; Demirel & Epçaçan, 2012; Ortlieb, 2013; Kanmaz & Saraçoğlu, 2012). In this respect, the results of the research show parallelism with the results of the previous research.

In addition, Stevens (1988) stated in her research that strategy teaching made significant contributions to students' finding the main idea about the content. As a result of his research, Epçaçan (2008) observed that reading comprehension strategies have positive effects on the development of students' reading comprehension skills, their attitudes towards the Turkish lesson and their reading comprehension self-efficacy perceptions.

As result of their research conducted on 69 students form 7th grade; Özyılmaz and Alcı (2011) found that teaching with reading comprehension strategies did not have a significant effect on the reading comprehension achievement of seventh grade students. This result differs from the result obtained from the research.

When a general evaluation is made, the studies show that reading comprehension strategies have a positive effect on improving students' comprehension skills.

SUGGESTIONS

The following suggestions were developed for the findings obtained in this study, in which the effect of the strategic note-taking method on the development of reading comprehension skills was investigated:

1. It was observed that the reading comprehension skills of the students improved in the reading education using the strategic note-taking method. For this reason, strategic note-taking method should be used during the processing of the text in order to develop reading comprehension skills.

2. Informative seminars can be given to teachers on how to apply the strategic note-taking method in Turkish lessons.

3. The texts in Turkish textbooks can be studied by supporting with the help of strategic note-taking method. In this way, it can be ensured that students participate in the reading process both before, during and after reading.

4. Estimation has an important place in the strategic note-taking method. For this reason, students' predictions about the text can be listened during the text processing period. The estimation activity has importance in order to create the reading purpose of the text.

5. Taking small notes on the margins of the text for efficient reading of the text can support comprehension of the text.

6. Brainstorming environments can be created in which ideas are exchanged in the classroom so that students can identify the main and supporting ideas correctly.

7. The strategic note-taking method can be used not only in the text processing period in Turkish lessons, but also in the studying of other lessons.

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