



Investigation of Creative Story Writing Skill Levels of Primary School 4th Grade Students*

Research Article

Nazmiye TOPBASOGLU¹, Erol DURAN²

¹Usak University, Institute of Social Science, Usak, Turkey, ORCID: 0000-0002-9363-6192

²Usak University, Faculty of Education, Department of Basic Education, Usak, Turkey, ORCID: 0000-0001-7581-3821

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ABSTRACT

The aim of this study is to investigate the status of creative story writing skills' taking place in the fourth grade Turkish courses. In this research, firstly the creative story writing attainments which takes place in the fourth grade Turkish Language Curriculum and the activities that contribute to the development of creative story writing in the fourth grade Turkish textbook were scanned. Subsequently, preliminary information about the creative story writing skill of primary school fourth grade teachers was determined. Furthermore, the creative story writing skill levels of the fourth grade students were determined. The study is designed with a qualitative model and it is a case study. The data were obtained through document investigation; content and descriptive analysis techniques were used in the analysis of the obtained data. In the study, it was determined that there was no attainments for creative story writing in Turkish curriculum, the activities in the Turkish textbook were insufficient in terms of content, and the teachers were adhered to the book and the program in developing creative story writing skill. It was found that students failed in writing creative stories.

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Creativity, creative writing, creative story writing

Introduction

The development of writing skills and creativity includes a comprehensive and detailed process. Both skill contribute to the development of each other. Increasing the students' skills to the upper levels depends on revision, motivation, a good teaching technique and a free teaching environment. One of the best ways to reflect and develop self-expression, inner discovery, imagination, and senior thinking skills is creative writing.

* This study prepared based on Nazmiye Topbaşoğlu' Phd thesis consulted by Assoc. Prof. Erol Duran.

¹ Corresponding author's address: Uşak University, Institute of Social Science, Turkey

e-mail: nazmiye.topbasoglu@gmail.com

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As the terms of 'being creative and original' has gained importance, creative writing skill have started to have the value and importance it deserves.

Creativity is producing original ideas, using experiences, bringing different solutions to a problem, putting forward a new thought and creating a new product with intense awareness (Mumford, 2003; Ataman, 2006; Maltepe, 2006; Balay, 2010; Topçuoğlu-Ünal and Sever, 2012). In order to educate successful in humanistic and academical aspects, and solution-oriented individuals, importance should be given to developing creativity and creative thinking skills in primary education.

Creativity is a skill that is common and can be learned and taught (Starbuck, 2017). It involves a multi-dimensional process based on change rather than a stagnant process. This change is affected by the likelihood of a creative result (Harris, 2008). Using creativity in educational environment and presenting in different genres is a value to be emphasized. Creative writing is used for the emergence of this skill that exists in students and to be noticed by teachers. It is possible to concretize the creativity potential of the learners by using senior thinking skills and imagination. Creative writing involves planning, constructing and presenting the elements of creativity.

Creative writing gives the student the opportunity to write his own works with his own specific fiction and method. Writing allows you to explore and generate new idea (Ward, Smith and Fink, 1999; Kırmızı and Beydemir, 2010). Creative writing studies, which are complex and difficult skills in addition to their superiority, should be designed according to students' interest and level. The genre in which primary school students can reflect their feelings, thoughts, ideas and observations is fictional texts. Moreover, stories are the most commonly used texts in Turkish lessons. Therefore, story books or stories are effective sources for teaching and learning creative writing. Because stories can improve students' imagination, desire to create stories (Agus and Winiharti, 2011) and creativity. According to Tompkins (1982), students can be entertained by writing creative stories; develop the ability to express himself, the importance of writing can be grasped; develop research and reading skills. According to Temizkan (2011), the texts, which students of this age are interested in, are stories containing creative thinking. The stories used during primary school and the applications made with these stories should include creative thinking. Developing students' self-expression and creativity skills; participation in creativity-based activities depends on student motivation. Motivate the students and managing it to keep depends on designing and environment that the student can have fun (Bradbury, 2017, p. 16). Students who meet with creative stories and enjoy the activities will be willing to create creative stories.

Life contribute an individual an impression and experience that touches the senses. This impression and the reactions given to the experiences are placed in subconscious and memory. These are the source of creativity. The emergence of creativity and its expression in writing depend on the use of memory (Bradbury, 2017). It is essential to teach students how to use memory and senses for writing a creative story; to choose the material, activity or the most appropriate technique that enables the high-level thinking skills. Also it is necessary to teach metaphor, sampling, affinity in order to ensure the effectiveness of the story.

Students must present their fictions in their creative stories by making logical ordering and livable similar to the writers having creative writing skill. Providing this depends on creating realistic images in your mind. Imaginaton in the mind can be achieved by using powerful verbs, giving details that stimulate the senses, using impressive dialogues that reflect the character's features (Burns, 2003).

Providing the students with the ability to write creative stories and transferring their creativity to writing are related to the creativity of the teacher. Writing creative stories includes sub-skills of creative, associative, divergent, critical thinking; questioning, observation, visualization as a process and mental design, cognitive flexibility, uncertainty tolerance, analysis - synthesis (Güleryüz, 2001; Maltepe, 2006; Kırmızı and Beydemir,

2010; Temizkan, 2011; Barbot et al. , 2012). The sub-skills and elements of creative story writing, mentioned above, should be presented to the students with appropriate methods and techniques. The acquisition of these skills is interrelated. Writing a creative story together with the skills takes a long period of effort. Teachers need to pay attention to the principles of writing and revision that are inherent in writing so that they can develop creative story-writing skill. According to Agus & Winiharti (2011), that the students rarely experience writing practices in educational environment, prevents them from gaining the ability to express their ideas and ideas in their mother tongue.

Students should not limit their thoughts to write creatively and develop creative story writing skill (Sharples, 1996; Güneş, 2016). Because imagination and originality, which are the necessity of creative writing skill, is much more important than transforming ideas into one form (Brookes and Marshall, 2004).

As mentioned above, creative story writing enters the field of interest of elementary school students, and gives students the opportunity to use their imagination, high-level thinking skills, to express their feelings and thoughts and to express themselves freely. It enables students to produce original writing products and discover them in this process. Because of the aforementioned benefits of creative story writing skill, writing of creative stories in Turkish lessons which are directly related to writing should be given importance.

Studies on the development and the importance of creative writing skills (Smith, 2006; Öztürk, 2007; Agus and Winiharti, 2011; ; Murugiah, 2013; Doğan and Müldür, 2014; Duru and İşeri, 2015; Bal İncebacak, 2016; Akyol and Yıldız, 2018; Göçen, 2018; Özdemir and Çevik, 2018); and the assesment of creative writing skills are included in the literature.

The aim of this study is to investigate the status of finding creative story writing skill in the fourth grade Turkish courses. This study aims to answer the following research questions:

- What are the attainments related to creative story writing skill in the fourth grade Turkish Language Teaching Program?
- To what extent is there creative story writing skill in the fourth grade Turkish textbook activities?
- What are the knowledge information of the elementary school fourth grade teachers about the creative story writing skill?
- What are the creative story writing skill levels of the fourth grade elementary school students?

Method

Research Model

This research is a qualitative research and is designed in the case study pattern. The researchers wanted to take a broad picture of the presence of the situation that was intended to be investigated. It was decided that the most appropriate design for this purpose was the case study. Case study research is conducted to investigate a situation or situations in which it is possible to define or limit in the current and actual environment. In the case study, it is aimed to reach the general meaning appropriate to the purpose of the study. In-depth research should be conducted to improve the quality of the case study. Therefore, observations, interviews, documents and so on. Many detailed data needs to be collected with. In the light of the information collected, the themes / issues that arise in relation to the situation or situations examined are accessed and described (Creswell, 2013).

In this research, four situations (curriculum, textbook, teacher knowledge level, student skill level) have been examined in depth and explained as they exist. Data were collected by document analysis, semi-

structured interview form. Content and descriptive analysis techniques were used in the analysis of the data. In this respect, multiple case study was preferred.

Study Group

The study was conducted with two different study groups. The first study group, negotiated in order to determine their knowledge about creative story writing, consisted of 25 teachers. The second study group, interviewed with the aim of determining story writing skill level, consisted of 77 students.

Both study groups were selected with purposive sampling technique. The first working group was chosen from teachers who worked or are in the fourth grade of primary school. The second study group was chosen from the students who had acquired literacy skills in the fourth grade of primary school.

The researcher interviewed eight teachers at a primary school in the city center where the study was conducted. Seventeen teachers working in the city were reached through the interviewed teachers. In the first study group, eleven teachers were fourth grade teachers. Fourteen teachers had previously been a fourth grade teacher.

The second study group was selected from the fourth grade of primary school where the teachers interviewed. This selection is based on volunteering. The second working group consists of four classes.

Data Collection Tools and Data Collection Process

In the research, *‘Turkish Language Curriculum (MEB, 2018)’*, *‘Primary School Fourth Grade Turkish Textbook (MEB, 2018)’* and *‘Form of Determining the Knowledge of Primary School Teachers on Creative Story Writing Skill’* were used as data collection tools.

In order to collect data, first of all, the creative story writing attainments in the fourth grade Turkish Curriculum were determined. The Turkish Language Curriculum was accessed from the website of the Ministry of National Education (<http://mufredat.meb.gov.tr/>). Three groups of keywords were used to determine the attainments: creative story writing, creative writing, story writing. The aim of determining the keyword groups is to determine the writing attainments that directly and indirectly address the creative story writing skills.

Then, the activities in the fourth grade Turkish textbook used in the 2018-2019 academic year were searched and data were obtained for the second sub-problem of the research. The Turkish textbook was accessed from the website of the Ministry of National Education (<http://www.eba.gov.tr/>). Story writing, creative writing activities / techniques / strategies, creative story writing activities / techniques / strategies were determined for the determination of activities: story completion, story building, story writing from the picture, discussion, comparison of similarities/differences, etc. Activities were determined in accordance with the determined techniques.

In the third stage, semi-structured interview was applied to determine the knowledge of teachers about creative story writing skills. In this study, semi-structured interview was preferred for teachers to express themselves and to get clear and in-depth answers to the questions (Büyüköztürk at al, 2011) . The answers of the teachers were collected in open-ended format. The interview was conducted one on one with the teachers.

When preparing the questions in the interview form, a structure from the general to the specific was preferred. Three main topics were identified to form the questions: Teachers' perceptions of creative story writing skills, opinions about the status of this skill in the curriculum, and the status of the skill in classrooms.

Interview questions were prepared according to the main topics. The purpose of the first main topic covering the first and second questions in the interview form; to determine teachers' opinions of creative story writing skill. In addition, the purpose of developing this skill is to determine. The purpose of the second main

title covering the third and fourth questions in the interview form; to determine teachers' opinions about the creative story writing skill in Turkish Language Curriculum and textbook. In the last main title covering the fifth, sixth and seventh questions; to determine teachers' use of creative story writing skills in classroom and the importance they attach to this skill.

Finally, in order to determine the creative story writing skill level of the fourth grade students, students were given a blank paper and asked to write a story. Students were given one-week time. The collected creative story products were scored by three classroom teachers with the "Creative Story Writing Grading Key" developed by the researcher and the average of the scores were taken into consideration.

Data Analysis, Validity and Reliability

In this section, data analysis and validity-reliability studies are given together to avoid repetition. Detailed explanation of the data collection process, one-to-one participation of participant opinions, the competence of the researchers and the expert opinion (Yıldırım ve Şimşek, 2008) contribute to the validity and reliability. In the process of data collection and analysis, expert opinions were used and in the findings, participants' opinions were included. Also research was conducted by an expert in Turkish Language Education, who has studies on writing skills education, and a primary school teacher who is continuing his doctoral education in Turkish Language Education.

The data obtained for the first and second sub-problems of the research were analyzed by descriptive and content analysis; the data obtained for the third sub-problem were obtained by thematic coding; the data of the fourth sub-problem were analyzed by arithmetic mean.

The attainments and the activities identified by three experts. The attainments are classified on the basis of three main topic identified. The activities / techniques / strategies identified have been made into a list. Based on this list, experts carefully examined the textbook.

After the interview form has been prepared to ensure the validity and reliability of the interview form, it has been submitted to the opinion of four domain experts. The three experts have academic study on creative writing and story writing. The other expert have academic study on creativity skill. The questions prepared were evaluated based on the determined topics. The questions are arranged in line with expert opinions. In the data analysis, the written records obtained from the interviews were examined on a question-based basis. As a result of the reviews, the data were separated and associated with code, category, theme titles. The teachers comments are included to contribute to the reliability of this study.

For the preparation of the creative story writing grading key used as a data analysis tool, academic studies and previously prepared grading keys were examined. In line with the reviews, sub-skills and elements of creative story writing have been determined. In this context, the criteria for scoring the creative story writing product have been established. Care has been taken to make the grading key clear and understandable. The grading key has been assessed by eight experts. The two experts have studies in the field of assessment and evaluation. The three experts have studies in the field of Turkish language education. The six experts have studies in the field of Turkish language education. The criteria and maximum points included in the grading key are listed below.

Table 1. Grading key

Creating a character	Developments an original character.	8
	Gives particulars about the character.	8
	The character learns something at the end of the story.	4
Setting	Explains the effects of setting on events.	20
Plot	Establishes a strong plot.	10
	There is a cause and effect relationship between events.	9
	The ideas contained in the story have been effectively developed.	9
	The links between events are given by a relationship that cannot be established in daily life.	12
Visualization	Gives particulars that enable visualization using dialogue, pathetic fallacy, metaphor.	20

The assessment is based on the Ministry of National Education teacher's transcript of records. The teacher's transcript of records is as follows: 85-100 very good, 70-84 good, 55-69 medium, 45-54 enough, 0-44 fail.

Findings

Findings Concerning The First Sub-Problem

The findings related with the sub-problem '*What are the attainments related to creative story writing skill in the fourth grade Turkish Language Teaching Program?*' are demonstrated in Table 2.

Table 2. The attainments related to creative story writing skill in Turkish Language Curriculum

The Attainments

1. Writes a narrating text.
 - a) *They are reminded to write according to the chronological order of the events.*
 - b) *Explaining the elements of people, events and places.*
2. Writes short texts with imaginary elements.
3. Describes an event by associating visuals.
4. Determines the title appropriate to the content of the article.

In the fourth grade Turkish Language Curriculum (MEB, 2018), there are 22 attainments in the field of writing skill. There is no attainment that directly corresponds to the creative story writing skill. The attainments are those which contribute to creative story writing skill indirectly. Writing stories, using imaginary elements, associating visuals, and capturing titles are included in the attainments; other thinking skills for creative story writing are not included.

Findings Concerning The Second Sub-Problem

The findings related with the sub-problem '*To what extent is there creative story writing skill in the fourth grade Turkish textbook activities?*' are demonstrated in Table 3.

Table 3. Activities related to creative story writing skill in the fourth grade Turkish textbook

Theme	Text	Activities Related to Creative Stories Write									Number of activities in text	Number of activities related to creative story writing
		Estimating the Word Meaning and Using in Sentence	Determining title	Finding a solution from a given problem	Estimating the Subject from Visuals	Expressing / Interpreting the Visuals	Comparison	Writing Story				
Reading Culture	Magic of Poem	✓									8	1
	Asim's Generation of Booklover.	✓									11	1
	Speaking Book	✓	✓	✓							11	3
	Peppermint and Lemon Library	✓	✓		✓						10	3
Struggle	He/She Used to Read a lot of Books	✓				✓					8	2
	Atatürk Was Among Them	✓									9	1
National	Efe	✓									10	1
	Şerife Sister's Documentary	✓				✓					8	2
and Grace	The Man Who has Repaired Even The Sun	✓						✓	✓		11	3
	Mother, I am not Handicapped	✓	✓	✓							9	3
	Love is happiness	✓		✓							9	2
	Smart Pigeon Matuka	✓									11	1
	Little Inviters	✓									8	1
	How is the Invention Made?	✓		✓							11	2
Science	Robot's Master's: Cezeri	✓									10	1
	How to Be A Scientist?	✓	✓	✓							11	3
Nature and Universe	Missing Paradise	✓		✓		✓					12	3
	The Resource in the Mountain	✓							✓		10	2
	The Juniper Seed Which Looks For Its Home	✓						✓			11	2
Our National	The Interview with Akdeniz	✓									12	1
	Great Legend	✓	✓	✓							11	3
	Bloody Poplar	✓		✓		✓	✓				10	4
	A Cup Of Coffee	✓					✓				10	2
Health and	Poem Poem Turkey	✓	✓								12	2
	Mysterious Creatures	✓				✓					10	2
	Big Yusuf	✓									9	1
	For Healing	✓	✓	✓				✓			10	4
Art	A Drug Tale	✓	✓								12	2
	What is the art?	✓				✓					10	2
	Lets Keep Alive The Handicrafts	✓									10	1

Aras and Özdemir Asaf's Meeting	✓	✓						10	2
Birds in the Picture	✓	✓						10	2
Total	32	10	9	1	7	4	2	324	

In the fourth grade Turkish textbook, there are 32 texts, except from free reading and end of theme evaluation text, examined in this study. There are 324 activities in 32 texts and there are 65 activities contributing to creative story writing skill. In each text there are activities related with estimating the meaning of unknown words, and using them in sentences. There are 10 activities for determining titles, 9 activities for finding solutions from a given problem, 7 activities for sharing ideas using visuals, 4 activities for reading comprehension and asking-answering questions, 4 activities for making comparisons, 2 activities for story writing and 1 activity for guessing the topic from visuals.

Findings Concerning The Third Sub-Problem

The findings related with the sub-problem '*What are the knowledge information of the elementary school fourth grade teachers about the creative story writing skill?*' are demonstrated in Table 4-7.

The findings for the third sub-problem of the study are presented in four categories: 1-The Level and Reasons of Creative Story Writing Activities, 2-The Competency Level of Creative Story Writing Activities (Number and Content), 3-Proficiency Level Of The Attainments Related To Creative Story Writing Skill, 4-The frequency of teachers' Using Creative Story Writing Activities, Creative Story Writing Techniques and Difficulties in Finding, Creating and Implementing Creative Story Writing Activities.

Necessity of creative story writing activities

The findings of the category '*The necessity of creative story writing activities*' has been obtained from the answers to these questions: 'Is it necessary to develop the students' creative story writing skill?' and 'What are the benefits of creative story writing activities on the students?'. The findings of the first question are clarified in the paragraph below. The findings for the second question are demonstrated in Table 4.

25 percent of the teachers answered 'Yes' to the question 'Is it necessary to develop the students' creative story writing skill?'. Based on this finding, we can comment that teachers think creative story writing activities and creative story writing skill are important in the fourth grade Turkish class.

Table 4. The benefits of creative story writing activities to students

Codes	f	%
Developing the skill of imagination	18	72
Improving self-expression skill	14	56
Developing creative thinking skill	13	52
Developing solution / problem solving skills	11	44
Using the language efficiently	9	36
Improving vocabulary knowledge	9	36
Developing the skill of inquiry (comprehension, comprehension, evaluation)	9	36
Gaining a different perspective	7	28

The benefits of creative story writing activities to the students: 'Developing the skill of imagination (18, % 72)', 'Improving self-expression skill (14, 56%)', 'Developing creative thinking skill (13, 52%)', 'Developing solution/problem solving skills (11, 44%)'. These findings are the most remarkable outcomes in Table 4.

Some of the answers given to the question by the teachers are:

Creative story writing is one of the most effective tools that can enrich people's imagination and at the same time reflect their imagination is creative story (Ö5).

Of course it is necessary. Creative story writing is one of the most beautiful ways we can convey our thoughts. If we do not bring this skill to our students, the students will not be able to transfer their thoughts effectively. The most effective way to teach yourself is to teach how to write creative stories (Ö19).

Creative story writing is the most important factor for the development of creative thinking (Ö12).

Creative thinking forms the basis of solution generation and problem-solving skills, so the development of creative writing skill means the development of the student's cognitive development to a great extent (Ö8).

Qualification level of creative story writing activities (quantity and content)

The findings of the category 'Qualification Level of Creative Story Writing Activities (Quantity and Content)' were obtained from the answer to the question of 'Do you find the creative story writing activities in Turkish textbooks sufficient (in terms of number and content?'. The results are given in Table 5.

The answers to the question are: insufficient in both quantity and content (18, 72%); insufficient for only content (4, 16%); sufficient for both quantity and content (3, 12%).

Table 5 consists of the opinions of the teachers (22, 88%) who do not find creative story writing activities in Turkish textbooks sufficient as content. More than one candidate expressed their opinions for some questions.

Table 5. The reasons of creative story writing activities being insufficient

Codes	f	%
Similar activities / same kind of activities	22	88
Activities neither interesting nor fun	21	84
Activities lack plan to develop creative story writing skill	21	84
Inconvenience of activities for the students' readiness	19	76
Activities do not address the class level	17	68
Activities do not address the theme	9	36

Teachers who participated in the interview expressed their opinions as the reasons of creative story writing activities being inadequate: 'Similar activities/same kind of activities' (22, 88%), 'Activities neither interesting nor fun' (21, 84%), 'Activities lack plan to develop creative story writing skill' (21, 84%), 'Inconvenience of activities for the students' readiness' (19, 76%), 'Activities do not address the class level' (17, 68 %)', 'Activities do not address the theme' (9, 36%).

Some of the answers given by the teachers to the question are as follows:

Creative story writing should be conducted within a plan. We cannot expect the forth grade students to write creative papers by giving them blank papers or using the same activities. Activities, practices and the teaching process should be directed towards creativity, imagination, different thinking and entertainment, which are the basis of creative writing (Ö3).

The activities should be started from the basic level for developing creative story writing and planned according to this criterion (Ö5).

I find creative story writing activities in Turkish textbooks insufficient as content. Some of the activities given in the book are not related to the subject and some of the activities are beyond the class level. That's why I do complementary activities (Ö11).

I don't find them enough. Generally, the vocations of children of low-academic families are limited. The progression to creative writing is difficult. The sentences with a small number of words limit the creative writing. Many of the creative writing activities in the Turkish book have not been arranged so as to contribute to the development of children who are unprepared (Ö9).

In textbooks, there is one creative writing activity within a subject. But these activities are of the same type but not interesting. The most important problem is that the creative writing sections consist of only two lines of writing space. There is no limitation in the nature of creative writing. It is not right to expect students to develop their creative writing skill by giving them two lines of writing space (Ö21).

Qualification level of creative story writing skill

Proficiency Level Of The Attainments Related To Creative Story Writing Skill

The findings of the category '*Qualification level of creative story writing skill*' were obtained from the answers to the question '*Do you think the creative story writing skill in the Primary School fourth grade Turkish Language Teaching Program are sufficient?*'.

Twenty two teachers (88%) answered the question as 'no' while three of them said 'yes' (12%). Teachers stated that creative story writing attainments were superficial. 7 (28%) of the teachers who stated that they were superficial also stated that the attainments being superficial is not a problem and that they could be improved in accordance with the teacher competence. The other 15 (60%) teachers stated that the attainments that corresponded with the creative story writing indirectly took place in the program and were insufficient. Three of the teachers who stated that the indirect attainments of the creative story were included in the program and that they were insufficient, stated that these attainments were not suitable for the students' readiness.

Teachers' answers to the question are as follows:

Not enough. However, the attainments in the program have been reduced in terms of number and description compared to the old program. Creative writing attainments are superficial in the program. But I don't see that as a problem. If we, as teachers, accept that it is necessary to develop creative writing skill, we can practice and work based on any attainments of creative writing skill. What is important in this statement is the requirements and qualification of the teacher. I must also say that this situation has brought us many difficulties and restrictions (Ö25).

The creative writing attainments taking place in learning how to write are insufficient (Ö5).

Not enough. I don't know where the preliminary work is done. However, I think it is not suitable for many students in many regions. Preliminary studies on the readiness of the students should be done before the attainments are determined. Because I have observed that students who do not read many and different types of books have difficulty in creative writing even if their imagination is very good. It may be more useful to consider especially these problems (Ö21).

The frequency of teachers' using creative story writing activities, the techniques and difficulties

The findings of the category '*The frequency of teachers' using creative story writing activities, the techniques and difficulties*' are obtained from the answers given to the questions: '*How often do you use creative story writing activities in Turkish lessons?*', '*Do you use techniques in order to develop creative story writing skill in you lessons? What are these techniques?*', '*What kind of problems or difficulties do you encounter with while finding, organizing and implementing creative story writing activities?*'. Since the answers are interrelated the answers to the three questions were collected in one category.

Four teachers haven't answered to the question '*How often do you use creative story writing activities in Turkish lessons?*'. The teachers participating in the interview reported their ideas as: '*depending on the*

frequency of the activities in the textbook' (8, 32%), 'one hour per week' (6, 24%), 'two hours per week' (4, 16%), 'one activity in two weeks' (3, 12%)

As an answer to the question '*Do you use techniques in order to develop creative story writing skill in your lessons?*' five teachers said 'I don't have any idea related with the techniques'. Based on the answers of 20 teachers, the techniques they use to develop creative story writing skill in Turkish courses are given in Table 6.

Table 6. Techniques used for developing creative story

Codes	f	%
Story completion	20	100
Question - answer	17	85
Writing based on a visual	15	75
Brainstorming	10	50
Writing based on the title	6	30
Connotation	5	25

It was observed that the teachers who participated in the interview mostly used story completion (20, 100%), question answer (17, 85%) and writing based on a visual (15, 75%) techniques to develop creative story writing skill in Turkish lessons. Based on these findings, we can comment that teachers do not go beyond the techniques proposed in the textbook / program book.

As an answer to the question '*What kind of problems or difficulties do you encounter with while finding, organizing and applying creative story writing activities?*': the teachers (23 ,92%) said that they didn't prepare creative story writing activities themselves but that they used the activities which they found from the internet two teachers remarked that they formed creative story writing activities themselves (8%).

Based on the teachers answers, difficulties in finding, creating and implementing creative story writing activities are demonstrated in Table 7.

Table 7. The difficulties in finding, creating and implementing creative story writing activities

Codes	f	%
Activities lack of fun	20	80
Students do not want to write about creative story writing	20	80
It is difficult and inconvenient to create an activity suitable for cognitive processes that develop creative story writing skill.	19	76
Inadequate activities on the net	18	72
Same type of activities	18	72
Unable to reach classroom level	15	60
Not having enough knowledge to develop creative story writing skill	10	40
Time constraint	8	32
Crowded classroom	6	24

According to the data collected 'activities being lack of fun' (20, 80%) and 'students do not want to write about creative story writing' (20,% 80) are the difficulties most mentioned by teachers. 'Time constraint' and 'crowded classroom' are least mentioned answers. Based on this finding, it can be said that the teachers searched on the internet rather than creating creative story writing activities but the activities were found to be insufficient in terms of number, genre, entertainment and class level. For these reasons, it can be said that the students do not want to do creative story writing activities and creative story writing activities are not suitable for the course hours. It can be said that creative story writing activities are avoided due to time

constraints, lack of knowledge to develop creative story writing skill, and difficult and inconvenient to create activities suitable for cognitive processes that develop creative story writing skill.

Some of the answers given by the teachers to the question are as follows:

I use creative storytelling activities, although not often, for writing learning. I am loyal to the activities given in the textbook (Ö23).

'There are 10 hours of Turkish lessons and I devote 2 hours of them to writing. Creative story-writing activities are quite limited on the Internet and there are only one type of activities such as story completion (Ö11).

I organize it twice a week, but there are times when I don't like some of the activities on creative writing in Turkish book. That's why I'm searching on the internet. But these activities are not suitable for the target audience (Ö9).

I'm having trouble finding creative storytelling activities, and it's hard to find interesting intriguing activity that's suitable for the class level. Creating these activities is partly easier. When creating the activities, I prepare various activities using the characters and interests of the students. The hard part of this is that it creates time problems. you need to find extra time outside of the general issues (Ö21).

Findings Concerning The Fourth Sub-Problem

The findings related with the sub-problem 'What are the creative story writing skill levels of the fourth grade elementary school students?' are demonstrated in Table 8. Creative Story Writing Skill Levels of Fourth Grade Students.

Table 8. Creative story writing skill levels of fourth grade students

Student	Score	Result	Student	Score	Result	Student	Score	Result
S1	7	Fail	S27	22,5	Fail	S53	40	Fail
S2	7	Fail	S28	22,5	Fail	S54	40	Fail
S3	7	Fail	S29	22,5	Fail	S55	40	Fail
S4	7	Fail	S30	23	Fail	S56	42	Fail
S5	7	Fail	S31	23	Fail	S57	42	Fail
S6	7	Fail	S32	24	Fail	S58	44	Fail
S7	10	Fail	S33	24,5	Fail	S59	45,5	Enough
S8	10	Fail	S34	25	Fail	S60	48	Enough
S9	11	Fail	S35	26	Fail	S61	50	Enough
S10	11	Fail	S36	27,5	Fail	S62	50	Enough
S11	11,5	Fail	S37	28	Fail	S63	50,5	Enough
S12	11,5	Fail	S38	30	Fail	S64	52	Enough
S13	12	Fail	S39	32	Fail	S65	52	Enough
S14	12	Fail	S40	32	Fail	S66	53	Enough
S15	12,5	Fail	S41	33	Fail	S67	54	Enough
S16	13	Fail	S42	34	Fail	S68	55	Medium
S17	15	Fail	S43	35	Fail	S69	55	Medium
S18	17	Fail	S44	35	Fail	S70	57	Medium
S19	18	Fail	S45	35,5	Fail	S71	58	Medium
S20	18	Fail	S46	36	Fail	S72	60	Medium
S21	18,5	Fail	S47	36	Fail	S73	72	Good
S22	19,5	Fail	S48	37	Fail	S74	80	Good
S23	19,5	Fail	S49	37,5	Fail	S75	80	Good
S24	20	Fail	S50	38	Fail	S76	80	Good

S25	20	Fail	S51	39	Fail	S77	88	Very Good
S26	20	Fail	S52	39	Fail			
Aritmethic Mean \bar{X}=32.83								

According to the data in Table 8, the arithmetic mean of the creative story writing skill score of the study group students is 32,83. 58 students (75%) failed (7-44 points); 9 (12%) pass (45.5-54 points); 5 (7%) medium (55-60 points); 4 of them (5%) were good (72-80 points, 1 of them (1%) were very good (88 points).

Discussions and Conclusions

In this research, it is determined that there is no attainment related to creative story writing skill in the curriculum of the primary school Turkish lesson. The attainments are aimed at gaining story elements. But a creative story must have an original fiction, details that provide revitalization, literary techniques, apart from the use of storytelling elements. In the elementary school period, these features must be acquired in a spiral structure. Then there is a need to attainment aiming to develop creative story writing skill directly. Fifteen of the teachers interviewed stated that the attainments that indirectly met the creative story writing were in the program and were inadequate. Özdemir and Çevik (2018) have stated that there is no attainments related to creative writing skill in the 2016 Turkish Curriculum.

It is seen that importance is given to creating vocabulary with activities taking place in Turkish textbook. Activities on finding titles and finding solutions are more than the number of other activities. There are no activities in which creativity – the essence of creative writing-, imagination, originality, different point of view, using analogy and metaphor, sampling, associating elements that cannot be established in daily life take place. Therefore, activities do not directly contribute to the sub-skills of creative story-writing. Özdemir and Çevik (2018) examined the impact of creative writing studies on creative writing success and attitude. The study group consisted of 50 students in the fifth grade of primary school. Creative writing skill studies were implemented in the experimental group. Turkish courses in the control group were processed in accordance with 2016 Turkish curriculum. In the study, it was determined that the students of experimental group wrote more creative stories. The researchers noted that creative writing studies improve creativity and written products.

Teachers' opinions show that activities are insufficient in terms of content. It was determined that these activities were not suitable for student level and interest, and that the same kind of activities were repeated. It was determined that the teachers were researching the internet rather than preparing the creative story writing activities themselves. In addition, it was found that teachers mostly used creative story writing according to the number of activities in the textbook. The basis of creative writing is to write constantly. For this reason, teachers should use more creative writing activities in practice. Stories can be used to achieve concrete products and increase motivation (Demir, 2012). Doğan ve Müldür (2014) have stated that writing studies should be used frequently in classrooms. They also stated that they should plan the writing process.

We see that the teachers utilize the activities containing story completion, question and answer and writing based on a visual as creative story writing technique. Of the twenty-five teachers participating in the interview, five were found to have no knowledge of the techniques. In the study conducted by Akkaya (2014), it was found that the teachers mostly applied to the story completion technique and that 20 teachers who were interviewed were not informed about the techniques.

It can be said that teachers do not digress the program and textbook. Creative teachers are needed to train creative students. It is the teachers that should be a role model in order to develop the desired skills of the students. The person who knows the characteristics of his / her students is the teacher. Since creativity is a subjective issue, the right person who prepares appropriate activities for his / her students and transforms the

activities he / she has acquired will be the teachers. . Göçen (2018) has stated that creative writing should be done primarily involving teachers. Temizkan (2010) stated that different kinds of activities away from monotony should be applied. Teachers should stay away from ready-made patterns, behaviors and studies that do not mobilize imagination and curiosity. Creative teachers are open and flexible people who do not repeat similar studies with the same content, but give importance to experience, responsibility, risk taking and empathy. As the development of creative writing skill in primary education will be ensured by continuous practice, teachers need to devote more time to activities to develop creative writing skill in Turkish lessons (Demir, 2013).

In the study, the arithmetic mean of creative story writing products is 32,83 ($X= 32,83$). This result is supported by the pre-test results of many studies. The findings of the study by Agus ve Winiharti (2011) support our study. The researchers have studied the condition of developing the creative writing skill of reading a storybook. The study group consisted 14 students in the fourth grade of primary school. Both the pre-test and post-test were scored using the rubric scoring guideline set by the Tunas Muda International School standard. It was determined that the average scores of the students remained below the standard.

The problems encountered in the program, in the textbook and in the practice can be mentioned as reasons for this result. A special effort based on 'creativity' is needed for the development of creative story writing. Relevant studies support this view.

In order to develop creative story writing skill, Susar-Kırmızı and Kasap (2017) examined the impact of creative reading and creative writing on the creative writing skill of the fourth grade students of primary school. Creative reading and creative writing studies were conducted with the experimental group in the research. The study focused on different activities and an interactive process in creative writing studies. The Turkish curriculum of the Turkish Ministry of Education continued to be implemented for the control group. In the study, it has been determined that creative reading and creative writing activities have positive effects on students' creative writing skill. Erdoğan and Yangın (2014) determined the effects of the writing studies in creative writing, collaborative creative writing and Turkish Curriculum on the attitudes of students to writing process and their writing skill. In the research, there are two experimental groups in which creative writing and process-based collaborative creative writing studies are conducted. In the control group, writing studies in Turkish curriculum were applied. Written expression skills and attitudes towards writing of the experimental groups were higher than the control group. In addition, it was concluded that the process-based collaborative creative writing activities containing interactivity were more efficient. In a study conducted by Maden and Durukan (2010), it was found that station technique was more effective on creative writing and attitude than current methods and practices. Akkaya (2011) stated that studies based on creative writing approach affect students' attitudes towards Turkish lesson.

Recommendation

- This research should also be conducted at different grade levels to examine how much academic study affects educational practice.
- The attainments related to creative writing skill should be included in the Turkish Curriculum.
- The Turkish textbook should include activities involving creative story writing techniques.
- Teachers should be taught about the importance, techniques and strategies of creative story writing.

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