



The Effect of Creative Writing Activities on Students' Attitudes towards Writing and Their Success*

Research Article

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ABSTRACT

In the research, aiming at determining the effect of creative writing activities on writing attitudes and achievement of students, a quasi-experimental design with control group and quantitative method were utilized. Control group students were taught in conventional methods based on Turkish lesson curriculum whereas creative writing activities were implemented in the experimental group. The research took place during the 2016-2017 academic year with the participation of forty-one 6th grade students. Creative writing activities were administered to the experimental group (n=21) for two lesson periods a week in a 10-week-long schedule while the control group (n=20) students were assigned a writing activity with a topic, on which the experimental group simultaneously worked, to eliminate the effect of writing. Following the experimental procedure, a post-test was administered. Paired and independent samples t-tests were used for the analysis of the data. Upon comparison of the groups after the posttest with regards to their writing attitude and achievement scores, a statistically significant difference was screened, favoring the experimental group. In conclusion, creative writing activities positively affect students' attitudes towards writing and their writing achievement.

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Keywords:

Creative writing, writing skill, attitude towards writing, written product, success.

Introduction

First language is quite important in the development of the individual. First language teaching is divided into four basic language skill areas. These skill areas are reading, writing, speaking, and listening. Reading and listening are under the category of comprehension while speaking and writing skills function in expression category. In the literature, there are a number of definitions regarding writing. Calp (2007) defines writing as transferring emotions, thoughts and dreams, wants and desires, the known and the perceived,

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things read and / or heard onto paper properly and effectively through the language. Writing is one of the four fundamental skills for the first language teaching. The literature often mentions students' unwillingness to writing and their writing failures. The requirement for increasing writing achievement and attitudes toward writing establishes the starting point of the recent paper.

Writing is often associated with old, traditional written expression activities. However, individuals of today are expected to flourish into creative individuals for the sake of both society and self. Khodabakhshzadeh, Hosseinnia, Moghadam and Ahmadi (2018) remark that creativity has been the center of attention in the context of all professions in the last decade since it will transform into an invaluable force provided that it is employed with elements that benefit humankind and the world. Sahin (2007) underlines that for a human as a social being in today's world to adapt to the society, become successful and express emotions and thoughts accurately by developing a solid identity, a good expression skill is required. To achieve this, resilience over oral and written expression attempts is necessary. According to Khodabakhshzadeh et al. (2018), creativity is the use of imagination and new ideas to become more effective and successful. For Ataman (2016), writing is a holistic process in which creativity and thinking actions are harbored. Sharp (2016, p. 79), as cited from Rahman and Wlecke, promote the notion that writing entails a good thinking ability, comparing the "growth of thought and emotions with the words on paper to that of a flower". As can be deduced, writing strikes as a vital component that can guide the individual's creativity. Both writing skills and creativity of the individuals are improved through writing.

According to Ipsiroglu (2006, p. 11), creative minds are sought in our time, and the need for individuals who think, inquire, criticize, solve problems, and express their thoughts both orally and written has constantly been rising. Ipsiroglu (2006) summarizes the main characteristics of creative writing as the following:

- Inducing imagination by sharpening affective perceptions and ensuring the integration of skills such as hearing, perceiving, thinking, sensing and observing. Leading the binaries of thinking and perception and logic and emotion to complement one another in an interchangeable interaction.
- Ability to describe thoughts, experiences and observations on a basis of fictional integrity.
- Improving the capabilities of reception, observation, thinking, inquiry, interpretation and criticism.
- Finding the language of the self, the authentic and the unique to self by overcoming the blocks, biases and barriers in our minds. Locating the Self.

Sahin and Polatcan (2019) remark that creative writing is a cognitive path on which students / individuals express their thoughts, desires, dreams and emotions in a unique and effective way. In addition, Oral (2014) pinpoint that the main objective of creative writing is to encourage students to identify their emotions and thoughts on certain matters and to transfer those emotions and feelings onto the paper courageously in an honest and effective way by through generation of original and fluent ideas. Creative writing activities that take place in classroom not only allow students to freely express their own ideas, but also urge them to respect other people's feelings and opinions and accept them.

Improvement of students' creative writing skills is one of the most fundamental objectives of Turkish language teaching. Turkish language teaching is burdened by the greatest share of responsibility in training students as individuals who are able to transform their feelings, opinions and experiences into expressions of words, sentences and paragraphs in written form (Sever, Kaya & Aslan, 2013, p. 25). Therefore, it is evident that creative writing activities need a broader space in classroom writing practices.

In a general perspective, it is noteworthy that majority of students have certain degrees of unwillingness for writing. According to Belet Boyaci and Guner (2018), even though development of writing skills proves problematic and students fail to reach expected levels of writing skill, these problems are hardly dealt with at

schools due to the difficult nature of improving this skill. Moreover, this hardship results with students having low motivation towards writing. Whether students develop a positive disposition towards writing strictly depends on the techniques employed in classrooms. Savas (2006) states that positive attitudes lead to willingness regarding the learning levels. Berninger and Fan (cited in Liaghat & Biria, 2018, p. 74) put forward that a positive or a negative attitude developed towards writing immensely affect the writing process. This remark is in alignment with what Savas (2006) suggested. Furthermore, Cohen (cited in Sahin & Polatcan, 2019, p. 254) pinpoint that creative writing activities possess a substantial impact on elevating academic achievement in lessons.

These insights indicate that techniques that would make writing practices effective and enjoyable in Turkish language courses. Thus, based on the presented information, the research aims to determine the effect of creative writing activities on students' attitudes towards writing and their achievement.

Research Question

The problem statement of the study is as follows: "Do creative writing activities have any effect on students' attitudes towards writing and their achievement?"

Sub Question

Sub-problems connected to the main problem statement are presented as the following:

1. Is there a statistically significant difference between "Attitude towards Writing" post-test scores of experimental and control groups?
2. Is there a statistically significant difference between "Writing Achievement" post-test scores of experimental and control groups?
3. Is there a statistically significant difference between pre-test and post-test mean scores of the experimental group regarding "Attitude toward Writing and Writing Achievement"?
4. Is there a statistically significant difference between pre-test and post-test mean scores of the control group regarding "Attitude toward Writing and Writing Achievement"?

Purpose of the Study

The main objective of the current study is the measure the effect of creative writing activities on student's writing achievement levels and attitudes towards writing.

Method

Participant Involved in the Research

The research took place at a primary school in Ipekyolu town of Van province with 41 students from the 6th grade during the 2016-2017 academic year. The experimental group of the study comprised of 21 students while the control group included 20 participants. In the assignment of control and experimental groups, a simple random sampling was used out of sampling methods.

Research Model

The research implemented a quasi-experimental design with a control group and quantitative method. As the treatment, creative writing activities included in coursebooks written by Oral (2014) and Ataman (2013) were implemented in the experimental group in two lesson periods each week for ten weeks. The activities in the book was used with the guidance from researcher and students were asked to write about practice topics. To eliminate the effect of writing as a variable from the control group setting, the control group students were given writing assignments based on the topics introduced to the experimental group. Products of critical

writing created by students were analyzed through content analysis technique and evaluated by the scoring of field specialists.

Data Collection Tools

Prior to the intervention and afterwards, Attitude Towards Writing Scale (ATWS) developed by Susar Kirmizi (2009) was administered to both control and experimental group students to measure their attitudes towards writing. In addition, to measure both groups' writing achievement levels, Form of Evaluation Criteria for Creative Writing (FECCW) developed by the same researcher was administered. More details on the measurement tools are presented in following sections.

“Question of Acquiring a Written Product” as a Learning Level Test. To determine the writing achievement, a writing scenario chosen from Ataman's (2013) “Creative Drama for Creative Writing” book was used to induce a free writing among students. The scenario about which students were asked to write was as follows: “In a house, every night, after all family members fall asleep, the furniture of the house come alive and start to live as a family.” In the procedure phase, creative writing activities from the book written by Oral (2014) were used for ten weeks to organize activities of creative writing under the supervision of the researcher. Students were asked to write about the practice topics assigned to them each week.

Form of Evaluation Criteria for Creative Writing (FECCW). FECCW developed by Susar Kirmizi (2009) was administered to students of both groups to measure their writing achievement levels. There are six criteria within the measurement tool to identify achievement.

1ST CRITERION: A content involving unorthodox novelty / novelties (20 points).

2ND CRITERION: Restatement of a known component (20 points).

3RD CRITERION: Use of original analogy / analogies (15 points).

4TH CRITERION: Clear explanation of new ideas (10 points).

5TH CRITERION: Presentation of feelings and opinions effectively and fluently (20 points).

6TH CRITERION: Appropriate title (15 points).

Attitude Towards Writing Scale (ATWS). To measure students' attitudes towards writing, the 34-item ATWS developed by Susar Kirmizi (2009) was administered. The lowest score that can be obtained from the scale is 34 whereas the highest score is 170. Reliability analysis results for the measurement tool was presented in Table 1.

Table 1. Results of Reliability Analysis Regarding ATWS

Test Name	Test	Number of Items	Reliability Coefficient (Cronbach's Alpha)
Attitude	Pre-test	34	0,852
	Post-test	34	0,892

ATWS developed by Susar Kirmizi (2009) pre-test reliability coefficient (Alpha) was 0,852 while the post-test reliability coefficient was screen as 0,892. Based on these results, it can be proclaimed that the measurement tool was highly reliable. In tests that measure psychological aspects, reliability coefficients higher than 0,70 are regarded as adequate for test scores to be reliable (Buyukozturk, 2007, p. 171).

Course Process

Procedural stage of the research is comprised of four phases as preparation, pre-test, the treatment, and post-test. In the lessons, both control and experimental groups were accompanied by the researcher who was normally their teacher.

In the preparation phase, the choice of school and grade level were decided on. Measurement tools to be used in the research was photocopied and readied for the pre-test. Creative writing techniques were arranged and planned to last 10 weeks.

In the pre-test phase, students were initially informed about the process with all the necessary information. Subsequently, they were requested to participate in free-writing about an assigned topic to measure their writing achievements by applying the FECCW and the ATWS was administered to measure their writing attitudes.

In the experimental treatment phase, creative writing activities devised to take place for 10 weeks were employed with the guidance of the researcher, and the students were asked to write about the assigned writing topics. In the control group, regular course activities suggested by the pre-existing Turkish lesson curriculum was followed; however, to eliminate the effect of writing on the setting, each week, students of the control group were assigned writing assignments with the same topics presented to the experimental group.

In the post-test phase, students' writings on the topic given in the pre-test and their attitudes following the procedure were measured.

Analysis of Data

The data gathered from the research were analyzed in SPSS 22 (Statistical Package for Social Sciences) package software.

Creative writing techniques were handled as the independent variable while the ATWS and achievement test scores were taken as dependent variables. In within groups comparisons, paired samples t-test was used whereas an independent samples t-test was run to analyze inter-group comparisons. As the descriptive statistics, arithmetical means, standard deviation, and percental values were illustrated. In the reliability analysis, values of Cronbach's Alpha values were used as reference.

Table 2. Results of independent samples t-test run to determine the difference between groups regarding attitude towards writing and writing achievement level

Variable	Group	n	\bar{x}	S	Sd	t	p
Attitude towards writing	Experimental	21	96,619	17,659	39	-0,319	0,751
	Control	20	98,500	20,030			
Writing achievement level	Experimental	21	45,428	14,851	39	0,474	0,692
	Control	20	43,300	13,879			

It was revealed that there was no statistically significant difference between pre-test scores of groups regarding attitude towards writing and achievement levels ($t_{(39)} = -0,319$, $p > 0,05$; $t_{(39)} = 0,474$, $p > 0,05$). In addition, it was deduced that the groups' scores were equivalent in terms of attitudes towards writing and writing achievement prior to the procedure. The equivalence between groups is the indicator that assignment of the groups was appropriate for the experimental study.

Findings

Findings and interpretations of the statistical analysis, which was run to determine the effect of creative writing techniques implemented in Turkish lesson writing activities on students' attitudes towards writing and their achievements, were presented in the following sections.

Sub-problem: Is there a statistically significant difference between “Writing Attitude” post-test scores of experimental and control groups?

Table 3. Results of the independent samples t-test run to determine the difference between post-tests regarding **Attitude Towards Writing** levels

Group	Test	n	\bar{x}	S	Sd	T	p
Experimental	Post-test	21	144,190	10,842	39	11,034	0,001
Control	Post-test	20	107,300	10,548			

Upon comparison of students’ attitudes towards writing after the completion of creative writing techniques, a significant difference between groups regarding their attitude scores was calculated in the favor of experimental group ($t_{(39)} = 11,034$; $p < 0,05$). According to the results based on the post-test attitude scores, it was detected that the experimental group developed more positive attitude towards writing than the control group did. In other words, creative writing techniques was effective in the experimental group. Attitude, which includes concepts such as interest, willingness, and disposition especially in terms of writing as a motor skill, holds a significant place. Students developing a positive attitude mean that their interest and willingness levels have increased.

Sub-problem: Is there a statistically significant difference between “Writing Achievement” post-test scores of experimental and control groups?

Table 4. Results of the independent samples t-test run to determine the difference between post-tests regarding **Writing Achievement** levels

Group	n	\bar{x}	S	Sd	t	p
Experimental	21	60,571	13,396	39	3,870	0,001
Control	20	46,600	9,224			

Following the creative writing activities employed in the experimental group, a statistically significant difference between the groups’ Turkish achievement mean scores was screened, and the difference was in favor of the experimental group ($t_{(39)} = 3,870$; $p < 0,05$). Based on this result, it can be deduced that the experimental group improved the writing achievement level more than the control group did. From this outcome, it can be interpreted that creative writing techniques had a statistically positive contribution to writing achievement.

Sub-problem: Is there a statistically significant difference between pre-test and post-test mean scores of the experimental group regarding “Attitude toward Writing and Writing Achievement”?

Table 5. Paired samples t-test results of the experimental group students’ pre-test and post-test mean scores in “Attitude toward Writing and Writing Achievement”

Experimental Group	n	\bar{x}	S	Sd	t	p
Attitude toward writing Pre-test	21	96,619	17,659	20	-10,392	0,001
Attitude toward writing Post-test	21	144,190	10,842			
Writing achievement Pre-test	21	45,428	14,851	20	-6,513	0,001
Writing achievement Post-test	21	60,571	13,396			

Writing attitudes ($t_{(20)} = -10,392$; $p < 0,05$) and writing achievement ($t_{(20)} = -6,513$, $p < 0,05$) mean scores of the experimental group students increased on a statistically significant level after the implementation of creative writing techniques. It can be asserted that this outcome resulted from creative writing techniques; in other words, creative writing activities significantly affected the sixth-grade students’ attitudes towards

writing and writing achievements. The significance of this contribution can be better appreciated with a consideration of the role and magnitude of attitude in learning. This result is in alignment with the results with regards to attitude. It is foreseeable that the positive development shown in attitude can be traced in the context of achievement.

Sub-problem: Is there a statistically significant difference between pre-test and post-test mean scores of the control group regarding "Attitude toward Writing and Writing Achievement?"

Table 6. Paired samples t-test results of the control group students' pre-test and post-test mean scores in "Attitude toward Writing and Writing Achievement"

Control Group	n	\bar{x}	S	Sd	t	p
Attitude towards writing Pre-test	20	98,500	20,030	19	-1,548	0,130
Attitude towards writing Post-test	20	107,300	10,548			
Writing achievement Pre-test	20	43,300	13,879	19	-1,903	0,072
Writing achievement Post-test	20	46,600	9,224			

It was detected that students' attitude and achievement mean scores elevated after creative writing activities ($t_{(19)} = -1,548$, $p > 0,05$; $t_{(19)} = -1,903$, $p > 0,05$). However, no statistically significant difference was screened in the control group's mean scores following the critical writing procedure. Even though conventional writing activities made contributions to writing achievement, this contribution was quite limited when compared to the experimental group.

Discussion

Regarding the pre-test achievement and attitude scores of experimental and control groups following the experimental procedure in a comparative manner, the experimental group scores were higher than the control group, and the difference was statistically significant. Thus, it can be argued that creative writing activities positively affected students' both writing attitudes and writing achievement levels. Implications of the study will be discussed below in the light of results of various studies conducted on creative writing activities.

Kapar Kuvanc (2008) established that experimental group students who fulfilled creative writing techniques showed a statistically significant difference from the control group where conventional methods were implemented in terms of attitude post-test scores. In the study, students were observed to develop positive attitude towards Turkish lesson. In addition, it was detected that experimental group students did not significantly differ from control group students regarding Turkish Lesson Achievement Test post-test scores. It was interpreted that creative writing activities did not affect students' Turkish lesson academic achievements in acceptable levels. Furthermore, the study conducted by Kapar Kuvanc (2008) supports the results of this paper concerning the attitude scores, but it does not match with the results related to writing achievement.

The results of Beydemir's (2010) Master's dissertation research suggested that activities based on creative writing approach positively affected students' attitudes towards writing. In the same study, gain scores of students working with creative writing activities showed more increase compared to the students who did the activities offered by Turkish curriculum. Lastly, creative writing products created by the group in which methods and activities appropriate to creative writing approach harbored more creative elements than the group which simply followed the pre-existing Turkish curriculum.

Duran (2010), in his research, determined that first-grade primary school students' creative writing skills were impacted positively through activities prepared in accordance with creative writing techniques.

Tonyali (2010) observed an increase in both experimental and control groups in terms of creative writing skills as the result of the measurements done between their creative writing skills. Although the mentioned increase was higher in the experimental group, no statistically significant difference was screened between groups.

Ak (2011) marked that the experimental group indicated a statistically significant difference when compared with the control group with regards to both attitudes and the writing scores.

In the research conducted by Susar Kirmizi and Beydemir (2012), it was revealed that activities done with the approach of creative writing positively affected attitude.

Korkmaz (2015) deduced that writing self- efficacy attitudes, attitudes towards writing, and writing skill academic achievement of experimental group students significantly increased whereas no significant difference was found in self- efficacy attitudes, attitudes towards writing, and writing skill academic achievement of control group students. It was concluded that creative writing method was more effective in increasing self-efficacy and writing attitudes and writing achievement of the students than the writing activities based on Turkish Curriculum.

Yuksel (2016), despite revealing that creative writing activities had positive influences over students' attitudes towards writing, no statistically significant difference in the favor of the experimental group was found.

In conclusion, expression is a psychomotor skill that is comprised of many variables. Writing, on the other hand, is the type of expression which is more complicated and requires development more in later stages. Writing is not only a psychomotor process; it also has cognitive and affective dimensions. Provided that the writing attitude, which may correspond with the affective aspect, is positive, it can be suggested that at least one of the three constituents has been met. Therefore, development of positive attitude towards writing must be paid attention to. In this sense, creative writing techniques would meet a considerable requirement. Through these activities, students can manifest their potential strengths, intensively use their imagination, create originalities and experience the delights of creativity. Ultimately, they can gain distance to regarding writing as tedious and transform writing into an action they enjoy, even into a habit. Therefore, based on the study, some recommendations are presented as follows:

1. Creative writing techniques and activities should be included in primary school coursebooks additionally, and repetitive activities should be avoided. The techniques used should be different and independent.

2. Pre-service teachers of Turkish education and primary education should be trained equipped with creative writing skills. To serve this purpose, creative writing courses instead of preexisting writing lessons should be recommended for faculties of education.

3. Teachers of Turkish and primary education should be given seminars regarding creative writing.

4. Lessons and extracurricular activities should be enriched by the participation of authors and poets.

5. It is important for teachers who run creativity activities to unleash their own originalities and creativities. Obstacles on these accounts should be eliminated as much as possible.

GENİŞLETİLMİŞ ÖZET

Yaratıcı Yazma Uygulamalarının Öğrencilerin Yazmaya Yönelik Tutum ve Başarılarına Etkisi

Problem Durumu ve Araştırmanın Amacı

Alanyazında öğrencilerin yazmaya yönelik isteksizliklerinden ve yazma başarısızlıklarından sıklıkla söz edilmektedir. Yazma başarısını ve yazmaya yönelik tutumu artırmaya duyulan gereksinim bu çalışmanın çıkış noktasını oluşturmaktadır. Bu doğrultuda araştırmanın amacı, yaratıcı yazma uygulamalarının öğrencilerin yazma başarısı ve yazmaya yönelik tutumları üzerindeki etkisini ölçmektir.

Araştırmanın problem cümlesi; “Yaratıcı yazma uygulamalarının yazmaya yönelik tutum ve başarıya etkisi var mıdır?” şeklindedir.

Yöntem

Araştırmanın Modeli: Araştırmada öntest-sontest kontrol gruplu deneme modeli uygulanmıştır. Deney ve kontrol grubunun bulunduğu araştırmada uygulama başlamadan önce ve uygulama bittikten sonra her iki gruba da Susar Kırmızı (2009) tarafından geliştirilen “Yazmaya Yönelik Tutum Ölçeği” ile yaratıcı yazma öntest ve sontesti uygulanmıştır. Deneysel işlem olan yaratıcı yazma uygulamaları deney grubunda haftada iki ders saati olmak üzere on hafta boyunca uygulanmış, önce, belirlenen yaratıcı yazma uygulamalarına ilişkin araştırmacıların yönlendirmesiyle etkinlikler gerçekleştirilmiş, ardından verilen uygulama konuları ile ilgili yazı yazmaları istenmiştir. Deney grubuna yazdırılan konuda her hafta kontrol grubuna da bahsi geçen uygulamalar yapılmadan yazma çalışması ödevi verilmiştir. Çalışmada nitel ve nicel araştırma yöntemleri birlikte kullanılmıştır. Öğrenciler tarafından yazılan yaratıcı yazma ürünleri içerik analizi yoluyla çözümlenmiş ve Susar Kırmızı (2009) tarafından geliştirilen formun ölçütlerine uygun olarak alan uzmanları tarafından puanlandırılarak değerlendirilmiştir.

Çalışma Grubu: Araştırma, 2016-2017 eğitim-öğretim yılında Van ili İpekyolu ilçesinde bir ilköğretim kurumunda 6. sınıf düzeyinde öğrenim görmekte olan 41 öğrenci ile gerçekleştirilmiştir. Çalışmanın deney grubu 21, kontrol grubu ise 20 öğrenciden oluşmuştur. Deney ve kontrol grubunun oluşturulmasında seçkisiz yola gidilmiştir.

Veri Toplama Aracı ve Verilerin Toplanması: Araştırmaya ait veriler “Öğrenme Düzeyi Testi” ve “Tutum Testi” ile toplanmıştır. Araştırmanın uygulama süreci; hazırlık, ön ölçüm, deneysel işlem ve son ölçüm olmak üzere dört aşamadan oluşmaktadır.

Verilerin Analizi: Bu araştırmada veriler SPSS 22 (Statistical Package for Social Sciences) paket programına girilmiş ve analizler yapılmıştır.

Bağımsız değişken olarak yaratıcı yazma teknikleri ele alınırken, bağımlı değişken olarak “yazmaya yönelik tutum ölçeği” ve “başarı testi puanları” ele alınmıştır. İstatistiki yöntemler olarak grup içinde öntest-sontest değişimlerinde bağımlı t testi kullanılırken, gruplar arası karşılaştırmalarda bağımsız t testi kullanılmıştır. Betimsel istatistik olarak aritmetik ortalama, standart sapma, yüzde değerlerine yer verilmiştir. Güvenirlik analizinde ise Cronbach’s Alpha değerleri kullanılmıştır.

Sonuç ve Öneriler

Araştırmadan elde edilen veriler doğrultusunda denel işlem sonrası deney ve kontrol gruplarının öntest-sontest yazma başarı ve tutum puanlarına karşılaştırmalı olarak bakıldığında her iki alanda da deney grubu lehine anlamlı bir fark olduğu görülmektedir. Buna göre yaratıcı yazma çalışmalarının öğrencilerin hem yazmaya yönelik tutumlarını hem de yazma başarılarını olumlu yönde etkilediği söylenebilir.

Sonuç olarak; anlatma içinde birçok değişkeni barındıran devinişsel bir süreçtir. Yazma ise anlatmanın konuşmaya göre daha karmaşık olan ve sonradan geliştirmeye daha çok gereksinim duyulan şeklidir denebilir. Yazma devinişsel bir süreç olmakla birlikte bilişsel ve duyuşsal boyutları da içermektedir. Yazmanın duyuşsal boyutuna karşılık gelebilecek olan yazma tutumu olumlu olursa üç temel ayaktan biri karşılanmış olur denebilir. Bu nedenle yazmaya yönelik olumlu tutum geliştirmek çok önemlidir. Yaratıcı yazma etkinlikleri bu anlamda önemli bir gereksinimi karşılayacaktır. Öğrenciler bu etkinliklerle, kendi gizilgüçlerini ortaya çıkarabilir, hayal güçlerini daha yoğunluklu olarak kullanabilir, özgünlüklerini yaratabilir, yaratıcılığın hazzını yaşayabilirler. Böylece yazmayı sıkıcı bulmaktan uzaklaşabilir, yazmayı severek yaptıkları hatta alışkanlık haline getirdikleri bir edime dönüştürebilirler. Bu sonuçtan yola çıkarak şu somut önerilerde bulunulabilir:

1. İlköğretim ders kitaplarında yazma etkinliklerinde yaratıcı yazma tekniklerine daha çok yer verilmeli, bu etkinliklerin yinelenmesinden kaçınılmalı, değişik teknikler kullanılmalıdır.

2. Türkçe ve sınıf öğretmen adayları yaratıcı yazma konusunda daha donanımlı yetiştirilmeli, bu amaçla eğitim fakültelerine mevcut yazma dersleri dışında yaratıcı yazma dersleri konmalıdır.

3. Meslekteki Türkçe ve sınıf öğretmenlerine yaratıcı yazma seminerleri verilmelidir.

4. Dersler ve ders dışı etkinlikler yazarların ve şairlerin katılımıyla zenginleştirilmelidir.

5. Yaratıcılık uygulamalarını yürüten öğretmenler için kendi yaratıcılıklarını, özgünlüklerini ve ortaya çıkarmaları, öğretmenler için önemli unsurlardır. Bu noktada engeller mümkün olduğunca ortadan kaldırılmalıdır.

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