



The Evaluation of The Fourth Grades' Writing Story Skill*

Research Article

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ABSTRACT

The purpose of this research is to evaluate writing story skill of primary school 4th grades. It is a mix model research. There are two different study groups in this study: 142 fourth grades students and 22 teachers. For data collecting, firstly an evaluation form of writing story skill' has been developed. Later, the students' writing story skill levels were evaluated. Finally, teachers' opinions about primary school fourth grades students' writing story skill were determined. The datas have been analysed with arithmetic average, thematic coding technique, descriptive and content analysis. Study's results related to the first sub problem are that; primary school fourth grades students' writing story level is over intermediate. The results related to study's second sub problems are that; in the study the students were the most succesful at the subject of using imagination when they wrote stories. Students stated that they didn't like writing story when the plot was limited. Thus, it's seen that they will be more succesful if they're free in terms of the plot. The research's third sub problems' results are these; choosing friendship as a plot in the stories.

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Introduction

Stories develop the children's imaginary world. They help people to establish a bond with others and discover the differencies of life styles. They have a role in children's social, emotional, pschological developments, they contribute to learning and practising ethical rules A lot of skills can be contributed to students via stories.

Stories are texts based on events. They are shorter than novels, the number of characters is few. They are writings that tell truelife stories shortly and strikingly. It's a kind of a writing that the event is told without details and analysis via place, time and characters. The main items of the stories are event, the place of the

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event, the period of time, the characters that live the event (Gülensoy, 2000, p.519; Yardımcı ve Tuncer, 2002, p.195; Sarı, 2011, p.228; Şahin, 2012, p.35; Aktaş ve Gündüz, 2013, p.339).

Story activities help students to use their imagination effectively, solve their problems, reveal their inner world, develop their creativity (Turgut ve Kışla, 2015, p.99-100). They contribute to children's life experiences, make their value judgments clear, they get children to evaluate their free time and help to get reading habit and pleasure (Özler, 2006, p.7). Children learn how to solve the problems and learn the ways of communication with others thanks to characters' life styles. They have children learn to do empathy, self sacrifice and to respect different thoughts (Burke, Crum, Genzler, Shaub & Seets, 2001, p.33-34).

Entertaining, striking pleasurable stories have children's motivation be higher and children live advantage of learning with pleasure. The child understands his/her environment better via stories. In addition, s/he can interpret the daily events correctly. Child can understand the society and the human relationships thanks to stories. A meaningful social environment can enable to reduce the anxiety and raise the learning motivation (Danışoğlu, 2006, p.44-45).

Students must write stories in order to have fun, strengthen the expression, discover their abilities, prompt their imagination, make their thoughts clear, learn literacy (Tomkins, 1982, p.718-721). In addition to this, one of the most pleasurable aspects of writing story is to have children create invisible friends (Cristopher, 1996, p. 3).

Writing story is one of the most used written expression techniques (Cutler & Graham, 2008, p. 912-916). Students enjoy reading and creating story (Franz & Pope, 2005, p.25). Some writing subjects that students always want to write are summer holiday with their family and the story writing activities that are created with the other characters (Roth, 2009, p.19). Writing story activities contribute to children's development. Using stories in the process of education contributes to shape the roots of children's value judgments (Omoegun, Longe, Ahimie & Agboid, 2009, p.63-67). In education environment that the story activities are used in, children's reading, writing, listening skills and the level of organizing thought develop and their vocabulary increases (Speaker, Taylor & Kamen, 2004, p.3).

The aim in the writing story activities is to promote learning in the process of writing. Writing process consists of preparing draft, writing text, checking, editing and publishing stages (Ibnian, 2010, p.181). In order to be successful in the writing story activities, you must have accumulation of knowledge and have enough vocabulary to tell the emotion and thoughts. Also individuals must use Turkish effectively, they must get in contact with events in terms of reason-results, they must express their thoughts in a logical order (Gündüz ve Şimşek, 2011, p.123).

The researches about writing skills of primary school students in Turkey, especially writing story skill are not enough. The fourth grade is important to develop writing skill. Students have basic writing skills and they must endeavour to develop their writing expressions. When the literature was examined, there is not a scale work which is used for evaluation of the primary fourth grades students' story writing skill. In Göçer's study (2005), the evaluation scale of writing skill and written expression evaluation form (6th, 7th, 8th grades) were found. In Göçer's study (2005), written expressions were evaluated according to five criteria. Evaluations were made based on 17 specialities of written expressions in writing evaluation form in MEB (2006) Primary School Turkish lesson curriculum. Thus, the scale of evaluation of writing story skill contributes to evaluate writing story skill objectively.

In this study, a scale that evaluates the stories written by fourth grade students was developed. In addition, the development of students' story writing skill was evaluated with this form. During this assessment, a general assessment was made as well as the parts determining the story elements. Moreover, it is thought that giving feedback to the student with this evaluation form will contribute to the identification of

deficiencies in story writing skill and to learn the characteristics of a good story. And, in the students' stories, the preference of theme, heroes, time and place preferences were analyzed. This research has tried to contribute to the field in these listed issues.

The Purpose of the Research

The purpose of this research is to evaluate writing story skill of primary school 4th grades. For this purpose, these questions were answered: "How is the primary school fourth grades students' writing story level?", "What do primary school teachers think about students' writing story skill?" and "Which preferences do the fourth grades prefer based on plot, main character, time and places in the stories?"

Method

It is a mix model research which was done in order to evaluate primary school 4th grades students' writing story skill.

Study Group

There are two different study groups in this study. The first study group consisted of 142 fourth grade students studying in Manisa province in the 2018-2019 academic year. And the second study group consisted of 22 classroom teachers having experience of teaching fourth grade level in Kula district.

In order to determine the story writing skill level of fourth grade students, story writing was applied with 142 students from five primary schools selected by the easily accessible sampling technique in district center. To define the students' views on story writing skill, the views of 22 classroom teachers who had the experience of reading the fourth grade level were determined.

Data Collecting Process

Firstly 'an evaluation form of writing story skill' has been developed in the study. 14 academician and 9 primary school teachers were consulted and a scale with 34 items was created. This form was used in order to determine the level of students' writing story skill.

The second phase of the study consists of permission process. In the third phase, the students' writing story skill levels were evaluated. Later, teachers' opinions about primary school fourth grades students' writing story skill were determined. Teacher opinions were categorized with control analysis, interpreted with descriptive and content analysis and evaluated.

In the fifth phase; plot, main character, time and place preferences were obtained by scanning the fourth grades students' stories.

Data Collecting Tools

In this study, three different data collecting tools were used. Firstly, 'an evaluation form of writing story skill' was developed. The researchers (Yurdugül, 2005, p.1; Tezbaşaran, 2008; Çüm, 2013; Erkuş, 2014) who studies on developing scale have been consulted for the validity and the reliability works in the process of developing form.

As the second data collecting tool, a semi-structured interview form was used. Primary school teachers' opinions about students' writing story skill were determined with this form.

In addition, the students' stories were scanned in order to determine the plot, main character, time and place preferences in the primary school fourth grades stories.

Validity and Reliability Studies

For validity and reliability studies, the following were done: The validity and reliability studies for data collection tool,

- literature review was conducted, and the studies related to form development and the acquisition related to story writing in Turkish curriculums were reviewed. As a result of this review, 140 writing acquisition were determined.
- Acquisitions related to story writing were identified and a draft form was created. The first draft form consists of 38 items.
- 14 academicians working in the field of Turkish language teaching, classroom teacher training and assessment gave opinions about the draft form. As a result of expert opinions, a draft form with 39 items was created.
- Pilot application was made in order to give the final version of the evaluation form. After the application, the number of substances decreased to 34 and the form became final
- The data obtained for the second and third sub-problems of the study were evaluated by three different field experts and the shared issues were accepted as findings.

Data Analysis

The datas which is obtained for research's first sub problem have been analysed with arithmetic average. The students' writing skill levels were evaluated out of 5 points. The datas that were collected for the second sub problems were analysed with thematic coding technique. Teacher opinions were categorized 6 items as 'strengths, lovable aspects, blind sides, unlovable aspects, the activities that make stories develop and evaluation scale' The datas which were given in the third sub problems were analysed with descriptive and content analysis.

Findings

Findings in this study have been presented in consideration the sub problem array.

The First Sub Problem Oriented Findings

Findings on the primary school fourth grades students' writing story level have been given at table 1.

Table 1. The fourth grades students' writing story levels

	Items	Total Points	
PRE- WRITING	1. They made preparation mentally for writing	3.49	
	2. They made preparation physically for writing.	3.78	
	3. They planned writing.	3.08	
	4. They determined the plot of writing.	4.03	
	5. They determined the aim of writing.	2.82	
WRITING PROCESS	6. They used the words correctly.	3.32	
	7. They used the words related to their meaning.	3.56	
	8. They wrote events in an order.	3.82	
	9. They used suitable transition expressions between paragraphs.	2.30	
	10. They stated the place.	3.77	
	11. They stated the time.	3.33	
	12. They stated the characters of story.	4.56	
	13. They stated the event of the story.	4.03	
	CONTENT	14. They wrote a narrative text with meaningful sentences.	3.54
		15. They wrote a narrative text with meaningful sentences.	3.20
		16. They chose the introduction sentence very carefully	3.13
		17. They made use of vocabulary in their writing.	3.26
		18. They included main idea in their writing.	2.51
		19. They included supporting ideas in their writing.	2.11
		20. They gave supporting and explaining ideas in their writings.	3.02
		21. They used reason-result relationship in their writing.	3.11
		22. They used important expressions in their writing.	1.97
		23. They used comparisons to make the expression better	1.53
		24. They used personalisations to make the expression better.	1.61
		25. They gave examples to make the expression better.	2.95
		26. They was careful about the story's result section.	2.90
		27. They made a draft about their plot.	3.76
	SHAPE	28. They used punctual marks correctly.	3.76
		29. They looked up dictionaries and spelling books while writing.	2.58
		30. They obeyed the paragraph rules.	2.30
	POST WRITING	31. They determined a proper title for the text.	3.73
		32. They evaluated their writing based on the meaning.	3.03
33. They completed the text by adding the last edit.		3.80	
34. They shared their writings.		3.64	

When the datas at table 1 were taken into consideration, the highest items are; 'They stated the story's character' (4,56), 'They stated the story's event' (4,03), 'They stated the story's plot' (4,03), 'They stated the story's place' (3,77).

In the study, students didn't have problems about determining characters, event, place, plot in the writing story process. But 'they stated the story's time' item was 15th with (3,33) points. It's concluded that the time term wasn't learned exactly by students.

Students didn't have difficulty in creating the draft, they had difficulty in introduction, development and result sections' discriminations and they had difficulty about which item they use in these sections in the story.

The Second Sub Problem Oriented Findings

The teachers' opinions about the fourth grades' writing story skill are given at table 2.

Table 2. Teacher Opinions About the Fourth Grades Students' Writing Story Skill

Category	Sub Category	Frequency Percentage	Example Statement
Strong Aspects	1. Being able to imagination.	1. 11(50)	*The students' strong aspects, imaginations and creativities occur.
	2. Being able to use the living and observed events.	2. 3 (13)	*They are more successful on unfinished stories.
	3. Being able to determine the title.	3. 1 (4)	
	4. Being able to determine the event	4. 1 (4)	
	5. Being able to use cartoon characters.	5. 1 (4)	
Lovable Aspects	1. Being able to portraying the story.	1. 1(4)	*They like determining the plot
	2. Being able to use the animal characters.	2. 1(4)	*Sharing their stories with their friends is a lovable aspect.
	3. Being able to determine the plot.	3. 2(9)	*They like using cartoon characters in their story.
	4. Being able to share story with friends.	4. 1(4)	
	5. Being able to use cartoon characters.	5. 2(9)	
Challenging Aspects	1. Being able to use punctuation.	1. 4 (18)	*They don't obey the writing rules.
	2. Being able to discriminate introduction, development and result sections.	2. 4 (18)	*They have difficulty in telling events an order.
	3. Being insufficient of vocabulary.	3. 2 (9)	*They can't discriminate the introduction, development and result section.
	4. Completing the story.	4. 4 (18)	*They have difficulty in the subjects that were instructed.
	5. Writing the story that was instructed.	5. 4 (18)	
	6. Being able to tell the events in an order.	6. 5 (22)	
	7. Being able to compose a paragraph.	7. 2 (9)	
	8. Being able to use upper, lower case letter correctly.	8. 1 (4)	
	9. Being able to practise writing rules.	9. 4 (18)	
	10. Being able to write the plots that are not in their interests.	10. 1 (4)	
	11. Being able to compose meaningful sentences.	11. 2 (8)	
	12. Being able to provide integrity between paragraphs.	12. 1 (4)	
Unlovable Aspects	1. Limiting the plot.	1. 1(4)	*They don't like the limited subjects .

Activities to Develop Writing the Story	1.	Doing activities about writing story.	1. 9 (40)	*We often do writing activities to develop writing skill.
	2.	Completing a story.	2. 7 (31)	
	3.	Drawing a Picture.	3. 1 (4)	*I make writing easier by composing conception maps.
	4.	Making speeches that fosters imagination.	4. 1 (4)	*I do activities about completing story.
	5.	Telling the memories.	5. 1 (4)	*I make them tell the imaginary stories in the class.
	6.	Reading a book.	6. 2 (9)	
	7.	Examining short stories.	7. 2 (9)	
	8.	Telling the stories activities.	8. 2(9)	*We write the pictures as stories.
	9.	Using Story conception map.	9. 3 (13)	
	10.	Reading stories by different students.	10. 1 (4)	
	11.	Writing summary.	11. 1 (4)	
Criterion for Evaluation	1.	Discriminating paragraph's sections.	1. 4 (18)	*We evaluate based on the sentence structure, vocabulary, writing and spelling rules, being meaningful and title.
	2.	Writing beautifully.	2. 1 (4)	
	3.	Using the words correctly.	3. 1 (4)	*I don't have an evaluation criterion.
	4.	Feeling event and main idea.	4. 1 (4)	*I make them read their story and show them what they did wrongly.
	5.	Using meaningful sentence.	5. 4 (18)	*I evaluate writing and spelling rules out of 100 points.
	6.	Using title.	6. 2 (9)	*Are there introduction, development and result sections?
	7.	Answering questions.	7. 1 (4)	
	8.	Practising spelling rules.	8. 6 (27)	
	9.	Being clear.	9. 1 (4)	
	10.	Evaluating with story conception map.	10. 1 (4)	
	11.	Using punctual.	10. 1 (4)	
	12.	Using paragraph.	11. 8 (36)	
	13.	Providing meaning coherence.	12. 2 (9)	
	14.	Telling the events in an order.	13. 3(13)	
	15.	Using story items.	14. 2(9)	
	16.	Using evaluation scale.	15. 1(4)	
	17.	Controlling imagination based on level.	16. 1(4)	
	18.	Using vocabulary.	17. 1(4)	
	19.	Scribbling the wrong things.	18. 1(4)	
	20.	Not doing evaluation.	19. 1(4)	
		20. 5 (22)		

Taken into consideration the datas of the table 2, teachers have stated about the students' writing story skill that 50 % of teachers (n=11) using their imagination, 13 % (n=3) using their living and observed events, 4 % (n=1) determining title, determining event, being strong about using cartoon characters, 9% (n=2) using cartoon characters, determining story plot, 4 % (n=1) portraying story, using animal character in story and they stated that they like sharing stories with their friends.

The teachers have stated that they had difficulty in these following activities; 22 % (n=5) telling events in order, 18 % (n=4) using punctuation marks, 18 % (n=4) discriminating introduction, development, result sections, 9 % (n=2) having vocabulary, 18 % (n=4) writing story which is instructed, 18 % (n=4) applying spelling rules, 9 % creating meaningful sentences, 4 % (n=1) writing story that is not related to their interest, 4 % (n=1) using upper and lower cases correctly, 4 % (n=1) providing cohesion between paragraphs, 4 % (n=1) has stated that determining story's plot was difficult for them and they stated that when the plot was limited, they didn't like writing story.

Teachers have stated that they did these following activities in order to develop students' writing story skill; 40 % (n=9) doing activities on writing stories, 31 % (n=7) completing a story, 13% (n=3) using story concept

map, 9 % (n=2) reading a book, 9 % (n=2) reading short story, 9 % telling a story, 4 % (n=1) drawing a picture, 4 % (n=1) writing a summary.

Teachers have stated that while evaluating the students' stories they took into consideration these following criteria; 36 % (n=8) punctuation marks, 27 % (n=6) writing rules, 18 % (n=4) introduction, development, result sections, 13 % (n=3) events' order, 9 % item of the stories, 9 % (n=2) usage of paragraph, 4 % (n=1) beautiful writing, 4 % (n=1) usage of word correctly, 4 % (n=1) presence of event, main idea and plot, 18 % (n=4) writing sentence meaningfully, 9 % (n=2) writing title, 4% (n=1) presence of W-H questions, 4% (n=1) being clear, 4% (n=1) suitability with the level of their imagination, 4% (n=1) vocabulary. 4% (n=1) of teachers stated that the wrong things were scribbled, 4 % (n=1) of them evaluated based on story conception map, 4% (n=1) of them used evaluation scale. It's determined that 22% of teachers (n=5) didn't do evaluation.

The Third Sub Problem Oriented Findings

Findings on the students' preferences about plot, character, time and place items are given at table 3.

Table 3. The fourth grades students' plot, character, time and place preferences

Preference	Preferences / frequency, percentage
Plot	1. Friendship Relationship (n= 27, % 19)
	2. Animal love (n= 15 , % 10)
	3. Being Hardworking (n= 6 , % 4)
	4. (n= 5 , % 4), Birthday, Holiday, Nature Love, Family Love
	5. (n= 4 , % 3), Being Poor, Football Love, Being Successful
	6. Health (n= 3 , % 2)
	7. (n=2 , % 1)*, Dream, Wealth, Nation Love, Being Prejudice, Mother Love, Book Love, Fear, Travelling
	8. (n=1 , % 1)*, Being Goodness, Giving Present Each Other, Being Fair, Revenge Emotion, Snow Yearning, Space Adventure, Being Careful, Guitar Love, Evaluating Time, Theft, Hope, Cheating, Being Curious, Computer Game, The Importance of Education, Race, Daydreaming, Obeying, Forest Trip, Searching For Treasury, Being Honest
Main Characters (Characters)	1. Ali (n=7, % 5)
	2. Hero Narrator (n=7, % 5)
	3. Ayşe (n=5 , % 4)
	4. (n=2 , % 1), Merve, Mehmet, Yağmur, Bobo, İlayda, Zeynep
	5. (n=1 , % 1), Ebru, Serpil, Muana, Rüya, Ela, Mert, Emre, Cem, Fatih Sultan Mehmet, Dolukan Şebnem, Ahmet, Gökalp, Seyfi Dede, Keloğlan, Milkman Girl, Little Dwarf, Ayşe and Ali, Hakan and Okan, Özlem and Melek, Mine and Sude, Mine and Nalân, Old Man and Little Child, Witch and Her Broom, Hardworking and Lazy, Wealthy and Poor Child, Ezgi and Lale, Merve and Cemre, Elsa and Anna, Deniz and Kumsal, Öykü and Hasibe, Kivılcım and Rüya, Dilara and Ayşe, İrem and Kubilay, Ayşe and Ege, Selinay and Doruk, Gül, Ebru, Ömer, Hasan, Ada, Uğur, Can, Tom, Mürsel, Dilek, Miraç, Efe, Hilal, Ayşegül, Mine, Fatih, Bird, Wolf, Vet, Mouse, Baby Bear, Rabbit, Mouse and Turtle, Lion and Turtle, Mouse and Wolf, Lion and its Friend, Lion and Rabbit, Cat and Dog, Fox and Crow, Three Children and Wolf, Old Man and Bird
Time	1. Summer Season (n= 11, % 8)
	2. Morning (n= 5, % 4)
	3. (n= 3, % 2), Winter Season, Night
	4. Saturday (n= 2, % 1)
	5. (n= 1 , % 1)*, Spring, Autumn, 23rd April, Wednesday, Sunday

Place	<ol style="list-style-type: none"> 1. Forest (n= 23, % 16) 2. Home (n=20, % 14) 3. School (n= 15, % 11) 4. Street (n=7, % 5) 5. Village (n= 5, % 4) 6. Farm (n= 2, % 1), Town, Road,Room 7. İstanbul (n= 3 , % 2) 8. (n=1, % 1)*, Vet Polyclinic, London, Stadium, Bazaar, Castle, Cinema, Mountain, Otel, Fountain, England, Garden, Karşıyaka, Denizli, Meadow, Library, Classroom, Island
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When the plot wasn't limited, students could write very different subjects. When the table 3 was examined, students wrote 41 different subjects. It's an important finding that students wrote about these following subjects; 19 % (n=27) friendship relations, 10 % (n=15) animal love, 4 % being hardworking. It's natural for their age that they have an interest for friendship relations and animal love.

Students used 78 different main character in their stories. The mostly used names are Ali 5 % (n=7) and Ayşe 4 % (n=5). Students preferred 'hero narrator' in 7 story (n=5) and animals in 17 stories as main characters. In 27 stories students preferred using double main characters. Students' preferences have similarities in terms of plot and main character about using animals.

When the time item was examined, they used 10 different time items. Summer season 8 % (n=11), morning 4 % (n=5), winter season 2 % (n=3) were the mostly used time items.

Students used 28 different place items in their stories. Forest 16 % (n=23), home 14 % (n=20), school 11 % (n=15), street 5 % (n=7), village 4 % (n=5) were the most used place items. When the findings of research were taken into consideration, it could be said that students are more interested in nature and forest. They used home 14 % (n=20) as a place and they used family love 4 % (n=5) as a plot mostly and it can be understood that family, mother and father is very important for students' lives.

Library as a place item was used very rarely 1 % (n=1) and so the students' interest for books and library is very low.

Results And Discussion

Study's results related to the first sub problem are that; primary school fourth grades students' writing story level is over intermediate. This case's reason is that the students have encountered stories since the very first primary years and so they could learn story expression style.

In the stories, students had low marks on the writing paragraphs with suitable rules. So students don't have enough knowledge about what the paragraph is. In addition, using main idea, using similarities, making personalisation, using expression that stated importance, using suitable transition expressions between paragraphs have had the lowest points.

The results related to study's second sub problems are that; in the study the students were the most successful at the subject of using imagination when they wrote stories. Students stated that they didn't like writing story when the plot was limited. Thus, it's seen that they will be more successful if they're free in terms of the plot.

It's seen that the students had difficulty in creating a text by describing introduction, development and result sections. In addition, using punctuation marks are among the difficulties that students have the most.

Teachers mostly practise these activities in order to develop students' writing skills; brainstorming, creating network, completing a text and picture, using visual materials like videos, comics, picture for imagination, studying with key words, creating thought clusters, composing a word tree, using analogies and hypothesis, creating various characters or writing about some known characters, doing empathy (an animal, a human) etc... Findings in the study match up with Uyar's study (2016) which he states the activities in his study in order to develop the writing skill.

At the end of the story, it can be said that the teachers' evaluation method of writing texts hasn't changed for years. This situation's reason can be the deficiencies of education or teachers' insufficient inservice training related to evaluation of written expression in license education.

When assesment and evaluation have been applied with correct methods, the quality and permanancy of learning increase (Benzer and Eldem, 2012, p.650). 22 % of teachers (n=5) who participates in research has stated that they haven't evaluated. This result is a negative case in terms of acquisition of writing skill. Evaluation hasn't done because evaluation process is long or teachers' knowledge are not enough about evaluation of writing expression.

Yamaç and Öztürk (2018) have stated that teachers gave the fourth grades students some responsibilities such as; completing worksheets, writing a memo, dictation, studies, writing according to pictures, writing according to text, writing summary, writing informative texts, poem, dairy, story, letter, research report, writing autobiography, writing persuasive, writing magazine-newspaper and creating comics. In this study it's been stated that teachers did some activities such as writing a story, completing a astory, writing pictures as a story, reading a book, writing memories, writing summary, writing story by using story conception map. These findings match up with this study's results.

Arıcı, Urgan (2008) and Bağcı (2011) have stated that students had faults mostly about practising spelling rules, using correct words and punctuation. In these studies teachers have stated that students had difficulty mostly in punctuation, writing rules, using upper and lower case letters. These findings match up with this research.

Kaynaş and Anılan (2015) have stated that the students' writing story level was under the intermediate. This study was about evaluation of the fifth grades students' writing narrative text skills. In the study students used event item more succesfully than other items and they had difficulty in the items that they must create opinions. At the end of this research, students' writing story levels are intermediate, they use event item succesfully, they were unsuccessful with the subjects that requires creativity.

When the literature was examined,the teachers in America, Canada, China give feedback to students as both verbal and written about the evaluation of students' writings, They use gradational grading key oftenly but they use product file very rarely (Hsiang and Graham, 2016; Graham, Capizzi, Harris, Hebert and Morphy, 2014, Peterson, McClay and Main, 2010; Kiuahara,graham and Hawken, 2009) (transferred by Yamaç and Öztürk, 2018, p.864). In this research's findings, just one teacher used a scale when they evaluate the students' writing expressions. This situation supports the necessity of developing a scale in the research's first sub problem.

The research's third sub problems' results are these; choosing friendship as a plot in the stories; they chose Ezgi and Lale, lion and its friends in 27 stories and so the friendship is important for them. In the second sub problem of study, teachers have determined that students like using animal character in their stories. 15 % of students prefer using animal love as a plot. When findings taken into consideration, if there is an animal in the story, the children like stories. The stories with animals draw attention of students.

Students often use the plots like forest, tree love and animal love in terms of plot, place, main character choices. Thus, stories in which are used nature and animals are lovable for students.

The most used things by students are friendship, animal love, being hardworking, holidays, nature love, family love as plots; forest, home, school, street, village as places; summer, morning, winter as time items. In the stories, there were 78 different main characters. There were 29 time conception out of 149 stories. 'Time' item usage was less than the other items. Eğılmez and Berber (2017) have stated in their study that children mostly didn't use 'time' item.

It's predicted that 'Writing story skill evaluation form' will make evaluation of students' stories easier. Study's findings and results will contribute to teachers in terms of what will be paid attention about teaching to write story, how the stories will be evaluated, which activities will be done in order to develop writing skill.

Writing makes the thoughts permanent. The control of drafts teaches making new deduces (Keys, 2000, p.677). In Turkish lesson, adequate writing activities must be regulated in order to develop writing skills. Students can write their daily time, a dream that they see, an animal's living in a narrative way. In writing activities the stories that student read can be useful.

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