

Determination of Creative Story Writing Skill Levels of Secondary School 7th Grade Students

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Abstract

The present study aimed to determine the creative story writing skill levels of seventh grade middle school students. The research is a quantitative research and designed in survey design. The sample of the research consisted of a total of 121 seventh grade middle school students who were determined by convenience sampling technique. The research data were obtained by having the students in the sample write creative story texts and evaluating these texts with a rubric developed by the researcher. The collected data were presented as descriptive statistics (frequency, min. and max. values, mean and standard deviation) with the help of statistical software. As a result of the research, the scores of the students' creative story writing skills were generally low and medium level. In addition, in terms of sub-dimensions, except for two sub-dimensions (imagination, form), the students' mean scores were found to be low and medium level.

Keywords: Writing, Creative Writing, Rubric

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Introduction

Writing Skills

The reason why human beings are at the highest level among the created beings is that they have the ability to think. This power of thinking is embodied through language skills and becomes visible to all beings. The limits of the power of thinking have not been completely drawn, and it does not seem possible to draw them. However, the source of thought can be reached to a certain extent through linguistic expressions. The most important linguistic skills in reaching this source of thought are speaking and writing skills. Although speaking skill has gained qualifications depending on daily life skills, writing skill has always been seen as a more complicated skill area for human beings, and societies have formed and protected their identities through writing skill.

One of the most basic needs of human beings from the first moment they come into the world is the need to tell. This need for expression is best fulfilled through speaking and writing skills. For this reason, writing skill is the most important communication tool as old as human history (Coşkun, 2013; Onan, 2012). Writing skill arises from a need. In writing skill, the need to express one's feelings and thoughts lies in the psychological infrastructure of the individual. Therefore, the most important effect of writing skill is psychological relaxation. It is also possible to say that writing skill is a need and a personal necessity (Binyazar & Özdemir, 2006).

However, there are four basic language skills in Turkish education and these language skills develop as a whole with each other. In other words, it is not possible to consider listening skill separately from speaking, speaking from reading, and reading from writing. Depending on the developmental process of the individual, these language skills develop in a certain order. Writing skill is the last link in this developmental sequence.

"Writing is the expression of feelings, thoughts, wishes and events with some symbols in accordance with certain rules." (Özbay, 2014) In other words, writing is the expression of events, feelings and thoughts using the best expression possibilities of language within the framework of a certain plan (Aktaş & Gündüz, 2013). According to Ataman, writing is the transformation of feelings and thoughts into action (2013). In order to perform this action in a clear and understandable way, some mental skills are needed. Through these skills, the individual learns to sort, limit and organise thoughts (Yılmaz, 2012).

As stated, writing skill is the last of the four basic skills. In other words, the individual acquires this skill in the last place. In the formation of reading-writing skills, writing is the main point where mental processing takes place. In short, it can be said that skills function through writing (Göçer, 2013). Therefore, writing skill is the most difficult and the last skill to develop among basic skills. For this reason, certain road maps, methods and techniques are necessary in the development of writing skills. According to the Turkish Lesson (Grades 1-8) Teaching Programme, the writing skill is expected of students "to express their feelings, thoughts, dreams, designs and impressions, as well as their opinions and theses on a subject in accordance with the rules of written expression by making use of the possibilities of language, to turn writing into a habit of self-expression and to improve these skills of those who have the ability to write" (MoNE, 2017).

In the name of Turkish lesson, expressing feelings and thoughts within the framework of logic and by following certain rules is a behaviour expected from every individual. However, putting forward a new and original product in writing skill is a situation that requires talent to a certain extent and can be developed to a certain extent. The basic level expected from writing skills is to enable individuals to express themselves comfortably and properly through writing, and to make individuals who have the ability to produce creative products realise and reveal their latent powers.

The Importance of Writing Skills in Language Teaching

The foundation of writing skills is laid in primary school years. These studies, which primarily aim to provide students with the habit of writing correctly and properly through dictation studies, are replaced by studies such as writing from the senses, planned writing, free writing and creative writing in the late primary and secondary school years. The individual carries out creative writing activities in a large part of his/her education life. Therefore, the building block of writing skill is to mobilise students' writing, producing and creating power (Göçer, 2013).

In order to enable students to express their feelings and thoughts through writing, composition studies are frequently carried out in the teaching process (Kantemir, 1997). Conducting composition studies in accordance with their qualifications is very important for producing Turkish products, thinking in Turkish and hearing in Turkish (Burdurlu, 1975). However, in our country, grammatical mistakes are mostly corrected on writing

products, the product is handled formally, the content element is put into the background and the elements that are considered as the basis of writing are almost never emphasised (Coşkun, 2005).

In educational institutions, writing activities produced through essay writing are applied in the form of transferring experiences, feelings and thoughts, experiences, dreams about a subject with certain rules (Göçer, 2010). This type of practice takes students into a single mould and hinders their productivity and creativity skills. In order to prevent this effect, it is necessary to go beyond the adopted understanding and to have writing activities of different types and contents.

There are some principles that are necessary to produce a qualified writing product in writing studies. These principles are as follows:

- To have a good observation ability
- Have a good thinking power
- Being a good reader
- Being a good listener
- To have a rich vocabulary and language awareness
- To have richness of emotion and imagination
- Pursuing originality by utilising the power of poetic language (Arıcı & Urgan, 2012).

The effective use of these principles in writing products is a factor that increases the quality of that product. However, writing skill is affected by many factors. The factors affecting writing skills can be generally listed as follows: educational status, socioeconomic level, gender, environmental factors, psychological factors, interests and needs, perception of the world, abilities, etc. While writing, one or more of these factors directly or indirectly affect the writing process. For this reason, the teacher has great duties in order to remove the negative effects of these factors on writing.

Approaches in Writing Education

In the traditional understanding of writing education, a product-based writing approach was adopted, and the reactions of the student in the writing process were not taken into consideration and his/her writing ability was tried to be evaluated only through the product he/she produced. In such an understanding of writing, the teacher has been in the position of an educator who gives the subject and waits for the student to produce a composition based on this subject, evaluates the resulting product, sometimes gives feedback and sometimes does not give any feedback. In writing activities carried out with this understanding, in which only the product is evaluated in the writing process, the student is given an aphorism or a concept and expected to produce a text (Zorbaz, 2005). In this case, writing education cannot be expected to be successful and a writing education cannot be mentioned. Because writing skill is a whole with pre-writing, during writing and post-writing processes.

With the change in understanding in the field of education, process-based writing approach has been adopted in the field of writing. In process-based writing, the teacher is not in the position of giving directives, but takes on the role of an educator who guides the student and often even writes with him/her. It is possible to talk about a master-apprentice relationship in the process-based writing approach. In this approach, while the master teaches the apprentice, he also develops his own creation process (Oral, 2008). In process-based writing, which is dominated by the contemporary approach, the writing process is a whole with pre-writing, during writing and post-writing processes. The student is not evaluated only by the product he/she has produced, but is evaluated based on the sum of all these processes. In this case, the understanding that reduces writing skill to a single product has been replaced by the whole process with a holistic perspective.

In summary, an intellectual preparation stage is required for the writing process. In order to complete the mental preparation process of writing skill, stages such as preparation, determining the purpose, choosing the appropriate method for the purpose, limiting the subject, concentrating attention and applying the rules of writing are necessary (Yetkin & Daştan, 2008). Individuals who complete the necessary steps in these stages cannot be expected to have unsuccessful writing process. In this way, it can be expected that writing skill both develops the individual mentally, provides psychological satisfaction and arouses a sense of success in the individual.

Writing Methods and Techniques

Among the Turkish curricula, the most comprehensive source of methods and techniques in the field of writing is the 2005 Primary Education Turkish Lesson (Grades 6, 7, 8) Curriculum. It is possible to summarise the writing methods and techniques in this programme as follows:

1. **Note Taking:** It is the selection of important points in a text in order to provide convenience in subsequent study processes and transferring them to writing with the student's own expressive power.
2. **Summarising:** It is the students' abbreviation of a text in a way that does not disrupt the semantic integrity.
3. **Gap Filling:** It is the completion of missing parts of a text in accordance with its context.
4. **Writing by Selecting from the Word and Concept Pool:** This is a type of writing in which it is aimed to ensure permanence by using newly learnt words or concepts in the written text. Students create their products by choosing from a pool of concepts, proverbs or idioms.
5. **Free Writing:** It is the expression of students' feelings and thoughts on a subject without limitation. It is the most commonly used type of writing to develop creative writing skills.
6. **Controlled Writing:** It is the writing of the created writing work in accordance with the language rules.
7. **Guided Writing:** It is a type of writing in which students write based on the information they have acquired in the classroom environment on a determined topic.
8. **Creative Writing:** It is a type of writing in which students bring concepts to the writing environment through association and create a product by establishing semantic connections between these concepts. Generally, literary genres such as poetry, novels and stories are preferred.
9. **Text Completion:** It is the act of completing a partially given text without disturbing the logical integrity. It is the most preferred type of writing in creative writing studies.
10. **Making Predictions:** In this type of writing, which is similar to the text completion method, students make predictions about how the text will end instead of producing a new product for the text.
11. **Reconstructing a text with their own words:** This is a type of writing in which students express an existing text in their own style in order to improve their self-expression skills.
12. **Writing Another Text Based on a Text:** It is a type of writing based on the students' elaborating the current situation and creating a new text of a different type by bringing their creativity skills to the learning environment through a sample text. The answer to the question "How would I write if it were me?" is sought.
13. **Writing by Acting on the Senses:** It is a type of writing in which the student is asked to create a text that expresses the effect of the product presented to the student on the student by activating one or more of the senses.
14. **Writing as a Group:** Each small group is asked to write a text on a different aspect of a topic. Their latest texts are combined. It is a type of writing based on co-operation.
15. **Critical Writing:** It is a type of writing in which the positive or negative sides of any event or situation discussed in the classroom environment are handled objectively by the student.

Among these writing types, apart from creative writing, the writing types that most appeal to creativity skills are free writing, text completion, making predictions, recreating a text in one's own words, creating another text based on a text, and writing from the senses.

Creative Writing

Creative writing skill is a skill that is not yet fully emphasised in Turkey, but is highly valued in developed countries and is developing day by day (Ataman, 2013). In order to keep up with the developments, writing activities in which individuals can produce more original products and crown the limits of their own expression possibilities with creative products should be one of the main goals of writing skill in Turkish teaching.

In creative writing activities, the main goal is to reveal ideas as a product (story, poem, etc.) and to convey original ideas in an impressive way by presenting them fearlessly (Oral, 2008). The main purpose of creative writing activities implemented in many European countries and the USA is to develop self-confidence by revealing the hidden powers that people carry within themselves and to enable them to discover themselves (İpşiroğlu, 2006). Especially in the USA, writing commissions prepare a report every year to determine the status of the public in writing skills and what can be done to improve this skill (Ungan, 2007).

In creative writing, individuals express their feelings and thoughts through various types of writing (stories, tales, poems, posters, etc.) (Kaya, 2013). According to Demir (2013), creative writing is the free transfer of all existing auditory, visual, verbal, symbolic stimuli through writing by reconstructing and creating new meaning relations between these stimuli. The act of writing alone contains creativity skills, but the creation of genres such as stories, tales and poems based on creative writing is considered as creative writing.

Kuvaç (2008) lists the main aims of creative writing as follows:

- Developing the ability to imagine through the perceptions obtained from the senses; combining the ability to think, intuit and observe.
- Ensuring interaction by combining the world of logic and feeling. Thus developing thinking and perception skills.
- Developing interpretation, criticism and questioning skills.
- To be able to develop a unique form of expression by going beyond prejudices and to be able to express in a unique way, to find your own self.

In line with these aims, it can be said that creative writing in educational environments has many benefits for teachers and students. Březinová (2007) lists the benefits of creative writing as follows:

For students

- It provides children with the opportunity to express themselves.
- Improves communication skills.
- It contributes to the affective, cognitive and social development of individuals.
- Develops imagination skills.
- It helps them to make sense of the real world by creating fictional elements.
- It allows them to use their personal experience.
- It facilitates the transfer of knowledge and skills to other fields.
- It gives a sense of responsibility.
- Contributes to the presentation of what they produce and defence of their ideas and opinions.

For teachers

- It enables children with different abilities to be recognised.
- It teaches tolerance to various views and opinions.
- It allows to direct children's learning experiences.
- Increases communication with other branches through project work.

Methods and Techniques Used in Developing Creative Writing Skills

In creative writing studies, people are expected to present a situation that does not exist or to reveal unusual connections between existing situations. For this reason, there are some methods or educational tools that are effective on creative writing skills (Kaya, 2013):

1. **Utilising Poetry:** Through poetry, children can convey daily events in a creative and impressive way, and thus reflect their feelings and thoughts. In order for poetry to be used to stimulate creativity skills, it is necessary to arouse an interest or curiosity in students. At this point, the most important task falls to teachers.
2. **Utilising the Story Genre:** The story is perhaps the most effective genre in which students can express themselves comfortably and creatively. While this genre is replaced by fairy tales in young children, especially in secondary school and later education levels, the story is a frequently preferred genre in terms of arousing interest and curiosity. At the same time, stories make the writer free. The free expression of feelings and thoughts is the most important quality sought in creative writing. In this sense, not only stories but also short stories can be preferred.
3. **Utilisation of Music Field:** It is known that music has been used as an educational tool since ancient times. It is very effective in educational environments in terms of appealing to the senses, mobilising emotions and being directed towards the feeling world of individuals. At the same time, music is also a very effective genre in increasing students' motivation, motivating them towards the lesson and developing their creativity skills. There are many researches that the use of music improves students' creativity skills.
4. **Utilising the Cartoon Genre:** Caricature is the drawing of an event by exaggerating it and making use of humour. Cartoons generally appeal to individuals from all age groups. In addition to being a visual stimulus, it also evokes psychological effects through the element of humour. In addition, the basis of this genre is based on creativity skills. Because in cartoons, there is an act of presenting the current situation with unusual connections. For this reason, cartoons are directly related to creativity skills and are used extensively in developing creativity skills.
5. **Use of Station Technique:** The station technique is a technique designed for all participants to contribute to a product. Students contribute to the product in each station in line with their own knowledge and skills. The station technique is directly related to creativity skills since it is based on the principle of continuing an action left unfinished by another group in a way that does not disrupt the semantic integrity. At the same time, it is a technique that students enjoy. Therefore, it is possible to use the station technique effectively in developing creativity skills.

The Status of Creativity and Creative Writing Skills in Turkish Curricula

The learning-teaching process of educational institutions is connected to the system through curricula. Because it is difficult to achieve success in education-teaching activities that are not progressed in a planned manner. For this reason, curricula are prepared and the understanding adopted by making changes on these curricula is indirectly transferred to the students.

In Turkey, a radical change of understanding in the field of education was introduced in 2005. The traditional understanding of education was abandoned and a constructivist approach was adopted in which the learner constructs his/her own learning experiences, the teacher guides the student, and more than one sense is transferred to the learning environment in the learning-teaching process. According to the constructivist approach, the student learns the most permanent and qualified information by doing and experiencing. For this reason, students are expected to take an active part in the learning environment.

In Turkish language teaching, there are four basic language skills and grammar as learning areas. The four basic language skills are listening, speaking, reading and writing, which play a key role especially in the development of students' communication skills. It can be said that the curriculum, in which these learning areas took their full form in accordance with their nature, came into force in 2005.

Writing, which is one of the four basic language skills, is an area where students especially hold back and show reluctance. There are many reasons for this, but with the constructivist approach, various writing activities that enable students to enjoy the writing process have started to be planned. Before the constructivist approach, the basis of writing activities was an understanding in which students were given a concept with dictation studies and asked to create a text based on this concept. With the constructivist approach, writing types such as creative writing and writing from the senses have taken their place in the curricula. Since before 2005, these types of writing were not included in the curricula, only the curricula that came into force in 2005 and after will be taken as basis.

The 2005 Turkish Language Teaching Programme's main objectives include "enabling students to build new ones on the knowledge they have acquired, to produce alternative and creative solutions to the problems they encounter, to reach the consciousness and courage to work together in a group, to participate in production and discussion activities, to use different research methods and techniques, to understand events and situations accurately based on their own experiences, and to gain an interdisciplinary perspective" (MoNE, 2006). This approach aims to mobilise students' productivity and creative skills and to help them gain a sense of togetherness through an interdisciplinary approach.

In the writing skill area of the programme, it is foreseen that creating genres such as poems, stories and novels requires special talent and creativity, but that each individual can express his/her feelings and thoughts clearly, comprehensibly and in accordance with the rules. Teachers are expected to make the writing process enjoyable and help students develop the habit of writing.

Again in this programme, creative writing and writing from the senses are included among writing types. In creative writing, students are expected to write the words that come to their minds through association on a blank white paper in order to produce a creative product, and then to produce a product by establishing semantic integrity between these words.

In writing based on the senses, students are asked to write about the effects of these elements on them with the help of tools such as music and pictures. In this type of writing, one or more than one of the senses is expected to be activated. The curriculum that includes creative writing and creativity skills in the widest way is the 2005 Turkish Language Curriculum. There are also examples of activities for creative writing in the programme.

In the 2015 Turkish Curriculum, it is stated that it aims to raise individuals with the skills of "using Turkish correctly, effectively and beautifully, critical and creative thinking, communication, problem solving, research, using information technologies, entrepreneurship and decision making" (MoNE, 2015). In addition, in the general objectives section of the programme, it is emphasised to develop scientific, constructive, critical and creative thinking, self-expression, communication, cooperation, problem solving and entrepreneurship skills. In the aforementioned programme, it is emphasised that "process-based writing approach" is adopted in the writing skill learning area. In this programme, it is aimed for students to write narrative texts at the 5th, 6th, 7th, 8th grade level, but although the steps to be applied in this writing process are expressed, it is not specified what kind of activities can be used in the writing process. According to the 2005 Turkish Language Teaching Programme, it can be said that creativity and creative writing skills are included at a more limited level.

In the 2017 Turkish Language Teaching Programme, in the "Competencies" section, the importance of students' creative expression of opinions, experiences and feelings by using various mass media, including music, performing arts, literature and visual arts, is emphasised. At the same time, communication in the mother tongue, initiative and entrepreneurship, cultural awareness and expression are mentioned. In terms of outcomes, creativity skills are included as a method or technique in speaking, listening and writing skills at different grade levels. The learning outcomes for creativity skills are as follows:

- **T.6.2.3. Applies speaking strategies.**

It is ensured that methods and techniques such as free, guided, creative, memorisation technique and speaking by selecting from the word concept pool are used.

- **T.7.2.3. Applies speaking strategies.**

It is ensured that methods and techniques such as participatory, creative, guided, empathising, discussion and critical speaking are used.

- **T.8.1.14. Applies listening strategies.**

It is ensured that they apply methods and techniques such as selective, creative, critical, empathising, note-taking listening.

- **T.8.2.3. Applies speaking strategies.**

It is ensured that methods and techniques such as creative, guided, empathising, discussion, persuasion and critical speaking are used.

- **T.8.4.4. Applies writing strategies.**

It is ensured that methods and techniques such as note-taking, summarising, critical, creative, free writing, writing by choosing from a pool of words and concepts, writing from a text and senses are used.

In this programme, as in other programmes, it is aimed for students to write narrative texts at the 5th, 6th, 7th, 8th grade level, but there is no information about which activities can be used while writing narrative texts, although it is stated what they should pay attention to while writing these texts.

In addition, in the 2019 Turkish Lesson Teaching Programme, there is a learning outcome "Writes narrative texts" at every level from the 3rd grade level to the 8th grade level. However, there are no detailed activity examples for students to gain these outcomes.

Creative Story Writing Skills

When it comes to creative writing products, literary genres such as a new poem, story, novel, scenario come to mind first. Among these genres, stories attract a lot of attention because they are event-based texts, have an immersive quality and are genres that children can create freely. For these reasons, the story genre is widely used in creative writing studies. The main characteristic of the story genre is that it is a creative genre. These products should be utilised in the development of individuals' creativity skills and they are widely utilised. In this study, the facilitating effect of the story genre was utilised to develop creativity skills.

Writing skill basically requires producing a product. While producing this product, individuals use their high-level thinking skills effectively and they use their creativity skills actively, especially since they are faced with the situation of creating a new product.

Many theories have been developed on creativity skills and many examples of activities have been prepared to develop creative writing skills (Robinson, 2001; Güner, 2004; Özözer, 2005; İpşiroğlu, 2006; Oral, 2008). Developing creative writing skills through writing stories, poems and scenario texts are the most well-known of these activities. Because these genres, which are basically based on the principle of producing a new product, which are based on shaping the fiction plan of the writing with unusual connections, and which consist of the harmony formed by these connections with each other, are the most effective genres that can develop creative writing skills.

Within the scope of Turkish lesson, story genre is widely used as a tool to develop students' creative writing skills. Because the story genre is a genre that children enjoy both reading, listening, writing and changing the course of events through continuation. The main aim of this study is to develop students' creative writing skills and to ensure that they become original, consistent, contemporary, qualified individuals in all areas of life. In order to enable them to use their creativity skills in other areas, they were firstly provided to develop their creativity in the field of writing skill, which is the most difficult skill area in language education. In order to achieve this goal, the facilitating effect of the story genre was utilised. Unlike other studies conducted in this field, it was tried to

determine how the element of space, that is, the out-of-class activities prepared to develop creative writing skills, would bring about a change in students' creative story writing competences.

This research was conducted to determine the Creative Story Writing Skill Levels of 7th grade secondary school students. In line with this purpose, answers to the following sub-objectives were sought:

1. How are the creative story writing skill levels of 7th grade secondary school students?
2. How are the levels of secondary school 7th grade students in the dimensions of imagination, originality, different perspective, content, language and expression, and form in their creative story writing products ?

Method

Model

In this study, survey design, one of the quantitative research approaches, was used. The survey design is a research approach that aims to describe an existing situation as it is. In survey research, the element investigated is tried to be defined in its own conditions and as it is (Karasar, 2012, p.77). The data are analysed with the help of statistical tools and the results are interpreted (Creswell, 2012, p.376). In this study, since it was aimed to examine the situation in its natural environment without changing the existing conditions, the survey design was used to determine the creative story writing skill levels of seventh grade secondary school students.

The Sample of the Research

The study group of this study consisted of 121 (63 male, 58 female) seventh grade secondary school students (63 male, 58 female) studying in the 2023-2024 academic year in Kütahya province of Turkey, taking into account the convenience sampling technique.

Measurement Tool

The research data were obtained with the rubric (Appendix-1), which was developed to collect data and published in the literature as an article to evaluate the creative story writing skills of secondary school seventh grade students.

This scoring key consists of 6 dimensions as "imagination", "originality", "different perspective", "content", "language and expression" and "form"; 25 items; and 5 levels as "strongly agree", "agree", "somewhat agree", "disagree" and "strongly disagree".

The target group of the scoring key is secondary school students. With a student-centred approach, it was deemed appropriate not to give 0 to low level students in measurement and evaluation practices. Thus, the lowest score that a student can get from the scoring key is 20 and the highest score is 100.

Procedure

Firstly, the students were introduced to the researcher and a brief information was given about the details of the study. Then, in order to ensure an environment of trust between the students and the researcher and to obtain more reliable research data, a chat environment was provided with the students and the questions that the students wanted to ask were answered by the researcher.

Since it is thought that students' trust in the researcher and the research process during the research process will increase the reliability of the data obtained, after the trust environment provided, the researcher asked the students to create a creative story text with a free theme. The teacher allowed time for the students to create a creative story text for two class hours (40+40), and no additional work (music, rhythm, guidance, etc.) was included in this process. Finally, the creative story works written by the students were scored with a rubric developed by the researcher. Thus, the data collection process of the research was terminated and the data analysis phase was started.

Analysing the Data

The rubric developed by the researcher was used to analyse the data. In order to ensure the reliability of the data obtained, the research data were scored by two different raters and the research scores were formed as a result of the compatibility of these scores with each other. The data collected for the first and second sub-problems of the study were presented as descriptive statistics (frequency, min. and max. values, arithmetic mean, standard deviation).

Results and Comments

In this section, the findings obtained from the research data are presented in tables by considering the order of the sub-problems in the research.

Findings Related to the First Sub-Problem

The findings related to the first sub-problem of the study, "How are the creative story writing skill levels of 7th grade secondary school students?" are presented in Table 1.

The results of the descriptive statistics conducted to determine the creative story writing skill levels of seventh grade secondary school students are given in Table 1.

Table 1 Descriptive Statistics of Students' Scores

	Total Points	N	min	max	\bar{X}	ss
Scale Total	100	121	26,00	97,80	62,46	21,43

When Table 1 is analysed, according to the results obtained from a total of 121 students, the lowest score of the students is 26, while the highest score is 97,80. The average score of the students is 62,46.

The lowest score a student can get from a story he/she wrote even if he/she did not produce any creative product is 20. According to the information in the table, it was seen that the students received the lowest score of 26 points from a creative story text. This situation shows that the students could not produce enough creative products.

Findings Related to the Second Sub-Problem

The findings related to the second sub-problem of the research, "How are the levels of 7th grade secondary school students in the dimensions of imagination, originality, different perspective, content, language and expression, and form in creative story writing products?" are presented in Table 2.

The results of the descriptive statistics conducted to determine the levels of creative story writing skills of seventh grade secondary school students according to the dimensions are given in Table 2.

Table 2 Descriptive Statistics of Students' Scores According to Dimensions

Category.	N	min	max	\bar{X}	ss
Imagination	121	3,60	18	11,21	5,79
Authenticity	121	4,40	22	13,77	4,40
Different Perspective	121	3,60	18	9,81	5,23
Content	121	4,20	21	12,93	5,05
Language and Expression	121	4,20	13	8,67	2,38
Format	121	3,60	8	6,05	1,25
Total	121			62,44	

When Table 2 is analysed, it is seen that the mean scores of the students in some dimensions are close to the maximum scores. For example, the minimum score in the "imagination" dimension is 3,60 and the maximum score is 18. In this dimension, the student average was determined as 11,21. Similarly, in the "form" dimension, the minimum score is 3,60 and the maximum score is 8. Similarly, the average score of the students in this dimension is 6,05.

According to Table 2, it is seen that the mean scores of the students in some dimensions are close to the averages of the minimum and maximum scores. For example, the minimum score in the "originality" dimension is 4,40; the maximum score is 22 and the average score of the students is 13,77. In the dimension of "different point of view", the minimum score of the students is 3,60 and the maximum score is 18. The average score of the students in this dimension was 9,81. Similarly, the minimum score of the students in the "Content" dimension is 4,20 and the maximum score is 21. The average score of the students in this dimension was 12,93. Finally, the minimum score of the students in the "language and expression" dimension is 4,20 and the maximum score is 13. The average score of the students in this dimension was 8,67.

According to the findings in the table, it was observed that students received scores close to maximum values in some dimensions and sub-dimensions, while they received scores close to average scores in some dimensions and sub-dimensions. The number of dimensions with scores close to maximum scores is less. This situation shows that students' creative story writing skills should be improved.

Conclusion, Discussion and Suggestions

The act of creation is an action that has existed with humanity. People have had creativity skills as a product of the act of creation and they have attached importance to this skill area (Günel, 2006). As a result of the creativity skill, actions such as creating new products, reaching a new and unknown creation by starting from known connections have gained importance, and thus humanity has not been erased from the stage of history and has preserved its existence until today.

Increasing interest in the concept of "creative writing" in the world started with the recognition that creative writing is not a talent but a developable skill (Kaya, 2012). Thus, the understanding that every individual can produce a creative product and can make significant progress in this creativity skill over time has become dominant.

In this study, creative story texts were written by seventh grade secondary school students and these texts were evaluated with the "creative story writing rubric" developed by the researcher. According to the results of the evaluation, it was observed that the scores of the students in the sub-dimensions of creative story writing such as "originality", "different perspective", "content", "language and expression" were close to the minimum and maximum scores. Among the reasons why the students could not achieve high scores in these sub-dimensions, it is thought that the students could not achieve the desired success due to reasons such as the fact that the activities planned for creative story writing studies in the Turkish Language Teaching Programmes are implemented only in the form of bringing the continuation of the story and the students are not compared with additional activities in this sense, studies on multiple choice questions are carried out more, Turkish lesson hours are not sufficient enough to create and evaluate writing studies.

According to the research findings, it was determined that the students scored above the average in the dimensions of "imagination" and "form". Including expressions that stimulate the imagination is one of the basic features of a creative story text. When students produce creative story texts, they inevitably tend to include elements of imagination. Because producing a new product requires the effective use of imagination elements in itself.

The fact that the students received high scores in the "form" dimension is thought to be due to the fact that in the studies carried out under the title of "composition" for years, there were steps that evaluated the products created by the students only in terms of form, thus causing the students to become sensitive in terms of form while producing a new text. However, although it is thought that the "form" element in a creative story text should be evaluated in the background, a qualified creative story should use a clear, clear and simple language (Calp, 2010). In addition, it is the duty of every citizen to use the language in accordance with the rules and in a qualified manner. It is a step that should be applied in every text type for students to produce products by paying attention to spelling and punctuation rules in the texts created (Akyol, 2008; Demirel & Şahinel, 2006; Parlatur, 2010; MEB, 2015).

When the total scores of the students in the study were analysed, it was found that the students received an average of 62.46 points from the rubric, which they could get at least 20 points and at most 100 points. This is a result that cannot be underestimated. The findings obtained show that the students are not below the average of 50 points in creative story writing skills, and if qualified studies are carried out, positive feedbacks will be obtained for the development of creativity skills.

Recommendations

In the study, it was determined that the students had a level slightly above the average in creative story writing. In this direction,

- In today's world where producing new knowledge has become more valuable, field workers should be equipped in terms of creativity skills and researchers should focus on thesis and article studies on creativity skills.
- Experts should share the results of their studies with teachers who are actively involved in the field and ensure theoretical-practical co-operation.
- Taking the research data into consideration, the Turkish Language Teaching Programme should be updated and activities that prioritise creativity skills should be included.
- Turkish lessons and course hours should be reorganised in a way that allows students to create creative products, the weight of grammar subjects should be reduced in curriculum studies and time should be given to creative activities that make students more active.
- Activity plans and lesson materials for creative writing activities should be designed and these plans should be shared with teachers who are active in the field.
- Priority should be given to activities that make students active and stimulate their creativity skills not only in language but also in all skill areas.

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Author (s) Contribution Rate

This study was prepared with the contributions of the first responsible author (60%) and the second responsible author (40%).

Ethical Approval

Ethical permission (04.11.2021 dated 2021-bDecision No. 202) was obtained from T.C. Rectorate of Uşak University Social Sciences And Humanities Scientific Research And Publication Ethics Committee Institution For This Research.

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Annex 1

Size	Articles	Strongly Agree (5)	I agree (4)	Partly Agree (3)	Disagree (2)	Strongly Disagree (1)	Description
B.1. Imagination (18 points)	B.1.1. Includes expressions that stimulate the imagination in his/her stories. (6 Points)						
	B.1.2. Uses fantastic (extraordinary) elements in his/her stories (6 points)						
	B.1.3. Gives examples from outside daily life in his/her stories. (6 Points)						
B.2. Originality (22 Points)	B.2.1. Uses expressions that reveal his/her own feelings and thoughts in his/her stories. (9 Points)						
	B.2.2. Makes use of the element of curiosity in his/her stories (8 points)						
	B.2.3. Uses humour (laughter) elements in his/her stories (5 points)						
B.3. Different Perspective (18 Points)	B.3.1. presents original ideas in his/her stories (6 points)						
	B.3.2. Includes divergent thoughts in his/her stories (6 points)						
	B.3.3. Produces alternative solutions to solve an existing problem in his/her stories. (6 Points)						
B.4. Content (21 Points)	B.4.1. writes his/her stories coherently. (4 Points)						
	B.4.2. Establishes impressive connections between events in his/her stories. (4 Points)						
	B.4.3. writes his/her stories by adhering to the plan of exposition-node-solution. (4 Points)						
	B.4.4. Finishes his/her stories with an effective ending. (3 Points)						
	B.4.5. Creates original characters in his/her stories (3 points)						
	B.4.6. Creates effective spaces in his/her stories (3 points)						
B.5. Language and Expression (13 Points)	B.5.1 Expresses his/her feelings and thoughts fluently in his/her stories. (3 Points)						
	B.5.2. conveys his/her feelings and thoughts clearly and						

	comprehensibly in his/her stories. (3 Points)						
	B.5.3. Uses a simple and sincere style in his/her stories (2 points)						
	B.5.4. Includes images in his/her stories (1 point) *						
	B.5.5. Uses symbols in the expressions in his/her stories. (1 point) *						
	B.5.6. Makes use of similes in his/her stories (1 point) *						
	B.5.7. Uses language effectively in his/her stories (2 points)						
B.6. Format (8 Points)	B.6.1. Writes his/her stories by paying attention to the page layout. (2 Points)						
	B.6.2. Uses punctuation marks appropriately in his/her stories. (3 Points)						
	B.6.3. Writes his/her stories in accordance with the rules of spelling. (3 Points)						

- Items B.2.3, B.5.4, B.5.5, B.5.6 are optional items. Stories that do not contain these items but fulfil the other item characteristics at a high rate are also accepted as creative stories.