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## **The Examination of the Relationship Between Primary School Students' Story Writing Skills and Writing Attitudes**

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## **Abstract**

It is believed that story writing, an important skill that enables children to express their feelings, thoughts, and imagination, may be related to students' attitudes toward writing. The aim of this study is to examine the relationship between writing attitudes and story writing skills of primary school students. The research, in which the relational survey model was used, was conducted in Keçiören district of Ankara. In study, which involved 379 elementary school students in the fourth grade, "Student Personal Information Form, Writing Attitude Scale, Free Story Writing Form, Story Completion Form, Story Writing with Story Map Form and Story Writing Evaluation Rubric" were used as data collection tools. Independent groups t-test, one-way analysis of variance test [ANOVA], Kruskal-Wallis H test, Pearson correlation analysis were applied to the data obtained. As a result of the study, it was determined that fourth grade primary school students' attitudes towards writing were positive, while their skills in free story writing, story completion and story writing with story map were weak. It was found that the students' attitudes towards writing did not differ significantly according to gender, whereas the skills of free story writing, completing story and writing a story with a story map differed significantly in favour of female students. The study revealed a meaningful, positive, and low-level relationship between the writing attitudes of the participating students and their skills in free story writing, story completion, and writing a story with story map. Writing activities can be made enjoyable for students, thereby developing their attitude toward writing.

**Keywords:** Story writing, writing attitude, writing education.

## **Introduction**

Writing is a means of expression that enables individuals to articulate a wide variety of ideas, sentiments, observations, aspirations and necessities. In this way, others learn what the writer thinks or feels. As an idea-finding activity (Pratiwi & Rohmanurmeta, 2018), writing is directly related to the level and quality of personal experiences and cognitive knowledge in different fields and is one of the productive abilities of language (Golestani & Nourabadi, 2019). As a complex and productive skill, writing requires the writer to manage the writing environment skilfully. At the same time, writing, which is a cognitive activity that requires the process, knowledge and skills related to reflecting the limits imposed by the subject of writing, the author's intentions, thoughts and feelings, is shaped according to the social context in which it takes place as a social activity since it provides a liaison between the writer and the reader.

The structure and content of written texts vary according to the purpose of the text, the characteristics of the audience and the requirements of the writer. The types of written texts include informative, persuasive, questioning, descriptive and entertaining texts. Some people use narrative language to describe events. These stories may be about life experiences and memories, or they may be completely fictionalised. Memories can take the form of images, sounds or symbols in human memory. Since recalling memories or recognizing symbols can become easier through narrative writing (Kuruyer, 2010). A story is a literary genre with a simple plot structure that presents brief events, a short time frame, and minimally detailed characters while keeping the elements of time, place, and character limited (Kolcu, 2010). According to Yıldız (2021), a story is a type of text that narrates real events or those with a strong likelihood of occurring within a fictional framework has a short and simple structure and evokes a strong impact through a significant event and a limited number of characters. A

story is a fictional form of written expression that narrates events people experience in their lives from their perspective, as if they were the ones living the event. It includes a specific event, the setting where it takes place, the time period in which it occurs, and the characters involved (Aktaş & Gündüz, 2005). In narrative texts, an event is recounted to evoke thought and emotion in the reader, the feelings and thoughts of the characters experiencing the event are conveyed, and the narrative gains dynamism through flashbacks and forward jumps in time (Babacan, 2007). Thanks to this dynamism, stories become more engaging. This feature encourages children to take an interest in and develop curiosity about stories, leading them to engage in story writing. Story writing can be functionally used in different learning areas to develop children's language skills both in school settings and daily life (Akyol, 2006). A child who becomes familiar with the concept of storytelling from an early age can both create their own stories and retell those they hear. Stories are important for people of all ages, but story writing as a shortcut for helping children acquire desired behaviors (Aytaş, 2006), and listening is particularly noteworthy. Stories, which introduce the power of language by enriching children's vocabulary and can be used as a creative way to convey messages (Akyol, 2014), support children's language development and help them intuit the possibilities of using their mother tongue (Sever, 2013). In fact, in educational environments where story activities are utilized, students' language skills -such as reading, writing, listening, and speaking (Speaker et al., 2004)- improve. Since writing becomes enjoyable through story writing activities, students' written expression skills are strengthened, and their vocabulary is enriched (Bozkurt, 2005).

Incorporating stories into the learning environment makes students much more productive. When writing stories, students enhance their creativity by using their imagination. As they write, they learn how to structure sentences effectively and express themselves more clearly. Story listening and writing activities not only develop students' imagination but also foster their creativity. (Kurmanali & Chakyroglu, 2021, p.203)

The early years of primary school are particularly important for the development of basic language skills. Writing is a language skill used for learning. Students who can write skillfully (Pratiwi & Rohmanurmeta, 2018) are better able to follow the learning process. Narrating the plot of a story in a specific order strengthens students' chronological perception. Children who understand the relationships between time, place, characters, and other story elements will find it easier to construct a new event and communicate it in a logical sequence. This, in turn, will make a positive contribution to the student's language development (İpek Eğilmez & Berber, 2017). Story writing supports children's emotional development. Additionally, children turn to story writing for reasons such as having fun, expressing themselves through art, organizing their thoughts, revealing their dreams, explaining their ideas, discovering their identity, and learning to read and write (Tompkins, 1982). When writing stories, children find creative ways to solve the problems faced by the characters. Writing their own stories helps children experience a sense of achievement and develop their self-confidence. The child's approach to writing is also crucial in the story-writing process. Whether a child loves or avoids writing can impact their writing success. At this stage, writing attitude -referring to one's orientation toward writing- affects writing skills through factors such as cognitive engagement and emotions. Students with more positive attitudes write more effortlessly than those with less positive attitudes (Mazeh & Moukarzel, 2018). Attitude can be

seen as a summary of past experiences that determine an individual's behaviour and can influence the formation of present or future behaviour (Susar Kırmızı & Beydemir, 2012). Since attitudes are not innate, positive life experiences related to writing skills will also foster a positive perspective toward this skill. Once acquired, attitudes toward writing are very difficult to change. Students who develop positive attitudes towards writing enjoy it without worrying about success. Students who develop negative attitudes toward writing will avoid it as much as possible, fearing failure. As a result, they will struggle both in their writing and in acquiring writing skills (Bruning & Horn, 2000). In all educational environments, especially in Turkish lessons, when primary school students do not struggle with fictionalizing elements such as subject, character, and setting while writing stories, positive writing attitudes can develop concurrently. This study examines the story writing skills of fourth grade primary school students and aims to determine the effects of certain variables thought to influence these skills. Identifying the factors that influence story writing can provide guidance in developing writing skills, fostering enjoyment of writing, and creating a positive attitude toward it. In this regard, it is believed that the research will contribute to writing education efforts. The aim of the research is to examine the relationship between primary school students' writing attitudes and their story-writing skills. The problems and sub-problems of the study are listed below:

1. What is the level of writing attitudes among fourth-grade primary school students?
2. What is the level of fourth-grade primary school students' skills in free writing, completing an unfinished story, and writing stories using a story map?
3. Do fourth-grade primary school students' writing attitudes and story-writing skills show significant differences based on:
  - 3.1. Gender?
  - 3.2. Educational background of parents?
  - 3.3. Whether they attended preschool education?
4. Is there a significant relationship between fourth-grade primary school students' writing attitudes and their story-writing skills?

## **Method**

### **Research Model**

In this study, the relationship between primary school students' story-writing skills and their writing attitudes was examined using the relational scanning design. Relational studies are a type of research that effectively reveal the relationship between variables, determine the strength of these relationships, and provide essential insights for conducting more advanced research on these connections (Büyüköztürk et al., 2018). The relational survey model was chosen for this study to explore the relationship between primary school students' story-writing skills and their writing attitudes. Additionally, another reason for selecting this model is its ability to examine and reveal connections between variables without intervening in them.

## Universe and Sample

The research was conducted in the Keçiören district of Ankara, which has 57 official primary schools. The study population consisted of 12,488 fourth-grade students enrolled in these schools. A simple random sampling method was used, ensuring that each participant had an equal probability of being selected, making the application process more straightforward (Arıkan, 2007). Using the confidence levels and intervals chart, the required sample size for a 99% confidence level among fourth-grade students was determined to be at least 640 students (Cohen et al., 2007). Due to distance learning, the research was completed using data collected from 379 fourth grade primary school students in a face to face, school environment before the COVID-19 pandemic began. Table 1 presents the demographic characteristics of the students in the sample group.

**Table 1.**

*Demographic Characteristics of Sample*

Demographic characteristics	Subcriteria	<i>n</i>	%
Gender	Girl	203	53.6
	Boy	176	46.4
Keeping a diary	Yes	75	19.8
	No	304	80.2
Having preschool education	Yes	279	73.6
	No	100	26.4
Become a member of the public library	Yes	39	10.3
	No	340	89.7
Mother's educational status	Primary school	80	21.1
	Middle school	113	29.8
	High school	116	30.6
	Bachelor's and postgraduate	70	18.5
Father's educational status	Primary school	54	14.2
	Middle school	119	31.4
	High school	121	32
	Bachelor's and postgraduate	85	22.4

## Data Collection Tools

This study utilized six distinct data collection instruments. The following section outlines their characteristics:

### ***Student Personal Information Form***

This form, prepared by researchers, contains questions about students' gender, daily writing, pre-school education status, library membership, and parents' education status.

### ***Writing Attitude Scale***

This scale was developed by Graham et al. (2007) as 7 items and new items were added by Can (2016) while adapting it to Turkish. The 18-item Writing Attitude Scale has a single-factor structure and its Cronbach Alpha coefficient was calculated as .83. The items of the four-point likert-type scale were scored as "Very happy (1)", "Happy (2)", "Unhappy (3)", "Very unhappy (4)" in four different expressions accompanied by a cat visual. The calculated Cronbach's Alpha coefficient of this scale, which was used to measure the attitudes towards writing of primary school fourth grade students within the scope of this study, was determined as .78. The score ranges to be used to determine the level of the scores obtained from the writing attitude scale were calculated using the formula "Range Width (a)=Range

width/Number of groups to be made” proposed by Tekin (2000). Accordingly, the range of 18-36 was considered as low attitude, 36.01-54 as medium, and 54.01-72 as high attitude.

### ***The Free Story Writing Form***

The Free Story Writing Form was developed by Bulut (2018) with the objective of encouraging students to compose a story on a topic of their own choosing, with the task of determining the story elements themselves.

### ***The Story Writing Form based on Story Map***

In the form developed by Bulut (2018), students were provided with a set of story elements and were tasked with creating a story based on these elements. The students were tasked with designing and writing a story that was to be based on the main character, subject, place and main idea.

### ***The Story Completion Form***

This form was also developed by Bulut (2018). In this form, students were expected to use their own imagination to complete an unfinished story.

### ***Story Writing Assessment Rubric***

This rubric, developed by Bulut (2018), consists of 10 items assessing various aspects of story writing, including title-content compatibility, topic/event structure, identification of the main idea, content organization, vocabulary use, adherence to spelling rules, sentence sequencing, presentation features, setting determination, and character utilization. Each item is rated on a four-point scale: “Inadequate (1)”, “Normal (2)”, “Good (3)”, and “Very Good (4)”. The total possible score on the rubric is 40. Story writing proficiency is evaluated based on the following score ranges: Poor (0-10), Normal (11-20), Good (21-30), and Very Good (31-40).

### ***Data Collection***

The data collection process of the study was carried out in nine stages:

1. Permission for the research was obtained from the Ankara Provincial Directorate of National Education.
2. The process for obtaining ethical committee approval was completed.
3. School administrators and teachers at the selected schools were informed about the research, and an implementation schedule was created.
4. The data collection process was completed in four sessions, each lasting 30 minutes.
5. In the first session, students completed the Personal Information Form and the Writing Attitude Scale.
6. In the second session, students wrote a new story on a topic of their choice.
7. In the third session, students completed an unfinished story.
8. In the fourth session, students were given a story map and asked to write a new story using its elements.



9. The collected data were organized, classified, and recorded into a computer-assisted statistical program.

### Data Analysis

The data obtained were analyzed by means of a computer-aided statistical programme. To ascertain the statistical tests that should be used in this process, it was necessary to determine whether the data showed a normal distribution. The findings are presented in Table 2.

**Table 2.**

*Results of the Normal Distribution for Writing Attitudes and Story Writing*

Variable	<i>n</i>	Skewness	Kurtosis	Median	<i>M</i>
Writing attitude	379	.036	.122	57.00	57.51
Free story writing skills	379	.507	-.063	13.00	12.85
Story completion skills	379	.761	.870	12.00	11.77
Story writing skills with story map	379	.869	.774	11.00	11.56

In the literature, it is reported that skewness and kurtosis values should fall between -1 and +1 to determine that the distribution is normal (Çokluk et al., 2021; McKillup, 2012; Tabachnick & Fidell, 2013). Based on these guidelines, an examination of Table 2 reveals that the skewness and kurtosis values for all measurements used in the study are between -1 and +1, with the median and mean values being very close to each other. Additionally, the Q-Q and histogram graphs, along with the leaf diagrams, indicate that the data exhibit a distribution structure very similar to a normal distribution. Therefore, it was concluded that the data followed a normal distribution, and parametric statistical tests were employed in the analysis. The statistical tests used based on the sub-problems are as follows:

- Descriptive statistics were used to assess the writing attitudes and the skills of fourth grade primary school students in free story writing, story completion, and story writing with a story map.
- An independent samples t-test was used to determine whether there were significant differences in students' writing attitudes and skills in free story writing, story completion, and story writing using a story map based on gender, preschool education status, and daily journaling habits.
- The differences in students' writing attitudes and skills in free story writing, story completion, and story writing using a story map based on the parents' educational levels were examined using one-way analysis of variance [ANOVA].
- Pearson correlation analysis was used to determine whether there is a relationship between students' writing attitudes and their skills in free story writing, story completion, and story writing using a story map.

### Ethical Permits of Research:

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

### Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Kırıkkale University Social and Human Sciences Research Ethics Committee

Date of ethical review decision = 18.12.2020

Ethics assessment document issue number = 6

### Findings

This section provides findings related to research problems.

#### Findings on Primary School Fourth Grade Students' Story Writing Skills and Writing Attitudes

The writing attitudes of the fourth-grade primary school students participating in the study, along with their levels of free story writing, story completion, and story writing skills using a story map, were assessed using descriptive statistics. The results of this evaluation are presented in Table 3.

**Table 3.**

*Descriptive Analysis Results of Writing Attitude and Story Writing*

Variable	Minimum	Maximum	<i>n</i>	<i>M</i>	<i>SD</i>	Level
Writing attitude	40.00	72.00	379	57.52	5.44	High
Free story writing	1.00	33.00	379	12.85	6.74	Normal
Story completion	1.00	36.00	379	11.77	6.09	Normal
Writing a story with story map	1.00	37.00	379	11.56	6.52	Normal

The results presented in Table 3 indicate that the students' attitudes toward writing are at a high level, while their proficiency in free story writing, story completion, and story writing using a story map is at a normal level. These findings suggest that while the fourth-grade elementary school students' attitudes toward writing are positive, their skills in free story writing, story completion, and story writing with a story map are not yet at a sufficient level.

#### Comparison of Writing Attitudes and Story Writing Skills of Fourth Grade Primary School Students by Gender

To determine whether there are differences in the writing attitudes of the fourth-grade primary school students and their skills in free story writing, story completion, and story writing with a story map based on gender, an independent samples t-test was conducted. The findings obtained from this analysis are presented in Table 4.

**Table 4.**

*t-Test Results of Writing Attitude and Story Writing Scores by Gender*

Variable	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Writing attitude	Girls	203	57.93	5.49	377	1.566	.118
	Boys	176	57.05	5.35			
Free story writing	Girls	203	14.17	7.13	377	4.152	.000
	Boys	176	11.35	5.92			
Story completion	Girls	203	13.02	6.29	377	4.391	.000
	Boys	176	10.33	5.52			
Writing a story with story map	Girls	203	12.92	6.84	377	4.438	.000
	Boys	176	10.01	5.77			



According to Table 4, there is no significant difference in the writing attitudes of the students based on gender ( $t_{(377)}=1.566$ ;  $p>.05$ ). However, a significant difference was found in favor of female students in terms of their abilities in free story writing ( $t_{(377)}=4.152$ ;  $p<.05$ ), story completion ( $t_{(377)}=4.391$ ;  $p<.05$ ), and story writing with a story map ( $t_{(377)}=4.438$ ;  $p<.05$ ). Based on these findings, it can be stated that gender does not have an effect on writing attitudes, but it is an influential variable in story writing skills through different applications. Additionally, it can be noted that female students' story writing skills are more advanced than those of male students.

### **Comparison of Writing Attitudes and Story Writing Skills of Fourth Grade Primary School Students by Educational Background of Parents**

ANOVA was conducted to examine the differences in the writing attitudes and skills of fourth-grade primary school students in free story writing, story completion, and story writing with a story map, based on their mothers' and fathers' educational background. The findings related to the mother's educational background are presented in Table 5.

**Table 5.**

*ANOVA Results of Writing Attitude and Story Writing Scores by Mother's Educational Status*

		Sum of squares	df	Mean of squares	F	p
Writing attitude	Between groups	214.81	3	71.60	2.453	.324
	Within groups	10945.79	375	29.19		
	Total	11160.60	378			
Free story writing	Between groups	339.61	3	113.20	3.752	2.524
	Within groups	16816.70	375	44.85		
	Total	17156.31	378			
Story completion	Between groups	282.11	3	41.06	.099	2.566
	Within groups	13740.92	375	42.54		
	Total	14023.03	378			
Writing a story with story map	Between groups	123.18	3	41.06	3.903	.965
	Within groups	15951.71	375	42.54		
	Total	16074.90	378			

As demonstrated in Table 5, students whose mothers have a bachelor's degree or higher tend to have higher writing attitude scores and story writing skills in various applications compared to other groups. However, there were no significant differences in the students' writing attitude ( $F_{(3-375)}=2.453$ ;  $p>.05$ ), free story writing ( $F_{(3-375)}=2.524$ ;  $p>.05$ ), story completion ( $F_{(3-375)}=2.566$ ;  $p>.05$ ), and story writing with a story map ( $F_{(3-375)}=.965$ ;  $p>.05$ ) based on the mother's educational background. Therefore, it can be stated that the mother's educational background does not have an effect on the students' writing attitude and story writing skills with different applications.

The findings regarding the comparison of students' writing attitudes and writing skills with different practices according to their father's educational background are presented in Table 6.

**Table 6.**

*ANOVA Results of Writing Attitude and Story Writing Scores by Father's Educational Status*

		Sum of squares	df	Mean of squares	F	p
Writing attitude	Between groups	163.60	3	54.53	1.860	.136
	Within groups	10997.01	375	29.33		
	Total	11160.60	378			
Free story writing	Between groups	221.63	3	73.88	1.636	.181
	Within groups	16934.68	375	45.16		
	Total	17156.31	378			
Story completion	Between groups	64.10	3	21.37	.574	.632
	Within groups	13958.93	375	37.22		
	Total	14023.03	378			
Writing a story with story map	Between groups	62.34	3	20.78	.487	.692
	Within groups	16012.56	375	42.70		
	Total	16074.90	378			

As demonstrated in Table 6, there are no significant differences in students' writing attitudes ( $F_{(3-375)}=1.860$ ;  $p>.05$ ), free story writing ( $F_{(3-375)}=1.636$ ;  $p>.05$ ), story completion ( $F_{(3-375)}=.574$ ;  $p>.05$ ), and story writing with a story map ( $F_{(3-375)}=.487$ ;  $p>.05$ ) based on their father's educational background. Based on the findings, it can be stated that the father's educational background does not have an effect on students' writing attitudes and their story writing skills with different practices.

### **Comparison of Writing Attitudes and Story Writing Skills of Fourth Grade Primary School Students by Having Preschool Education**

The analysis of whether there are significant differences in the writing attitudes of the fourth-grade primary school students, as well as their skills in free story writing, story completion, and story writing with a story map, based on having pre-school education was performed using an independent samples t-test. The findings are presented in Table 7.

**Table 7.**

*t-Test Results of Writing Attitude and Story Writing Scores by Having Preschool Education*

Variable	Having preschool education	n	M	SD	df	t	p
Writing attitude	Yes	279	57.54	5.44	377	.107	.915
	No	100	57.47	5.45			
Free story writing	Yes	279	13.58	6.87	377	3.525	.000
	No	100	10.85	5.92			
Story completion	Yes	279	12.35	6.32	377	3.137	.002
	No	100	10.15	5.09			
Writing a story with story map	Yes	279	12.08	6.60	377	2.501	.013
	No	100	10.18	6.10			

According to the independent samples t-test results presented in Table 7, there is no significant difference in the students' writing attitudes based on having preschool education ( $t_{(377)}=.107$ ;  $p>.05$ ). However, it was found that students who attended preschool performed significantly better in free story writing ( $t_{(377)}=3.525$ ;  $p<.05$ ), story completion ( $t_{(377)}=3.137$ ;  $p<.05$ ), and story writing with a story map ( $t_{(377)}=2.501$ ;  $p<.05$ ). This suggests that preschool education does not affect students' writing attitudes, but it does have a significant positive impact on their story writing skills with different practices.

## Investigation of the Relationship between Story Writing Skills and Writing Attitude of Fourth Grade Primary School Students

Pearson correlation analysis was used to determine the relationship between the writing attitudes of the students and their free story writing, story completion, story map and story writing skills. The results of the analysis are presented in Table 8.

**Table 8.**

*The Relationship Between Writing Attitude and Story Writing Skills*

Variable	1	2	3	4
1. Writing attitude	1	.128*	.180**	.155**
2. Free story writing		1	.751**	.728**
3. Story completion			1	.828**
4. Writing a story with story map				1

\*p<.05 \*\*p<.01

The findings presented in Table 8 demonstrate a significant, positive and low-level relationship at the .05 level between the writing attitude and free story writing skills of the students. Additionally, a significant, positive, low-level relationship at the .01 level is observed between writing attitude and story completion, as well as between writing attitude and story writing with a story map. Furthermore, a significant, positive, and high-level relationship at the .01 level was determined between students' free story writing, story completion, and story writing with a story map skills.

## Discussion and Conclusion

The study revealed that the writing attitudes of the fourth grade primary school students were high, and their skills of free story writing, story completion and story writing with story map were at a normal level. However, it can be stated that these students' attitudes towards writing are positive, but their skills of "free story writing", "story completion" and "story writing with story map" are not good enough. When reviewing the literature, Özkan (2016) similarly found that fourth-grade primary school students' ability to use story elements and their overall writing skills were insufficient. In a study by İpek Eğilmez and Berber (2017), it was revealed that fifth-grade students excelled in the "language and expression" aspects of story writing but faced challenges in the "content" section, which involved incorporating story elements. Uysal's (2018) experimental research on enhancing story writing skills showed that the mind map method effectively improved students' writing skills while assigning story writing as homework did not significantly contribute to the development of this skill. Türkyılmaz (2021) stated that activity-based creative writing practices enhanced both story writing skills and writing attitudes. In a study conducted by Wulan Anggraeni et al. (2024), primary school teachers' stated that although students showed great interest in writing stories, they had difficulty creating a consistent story flow, developing characters and settings, and using words. The teachers who participated in the study emphasised the importance of collaborative approaches, gamification, and the use of interactive technology in the process of developing primary school students' story-writing skills. Taken together, these findings suggest that writing attitudes and story writing skills can be developed through diverse educational practices. According to Grenner et al. (2021), there is a complex interaction between story writing and self-efficacy. In particular, primary school students who are aspiring

writers may not be able to distinguish between general writing skills, writing performance, story writing, and self-efficacy when their developmental levels are taken into account. In this regard, story writing education provided to primary school students should include helping students recognise their own characteristics and involving them in the process in terms of their emotional characteristics.

There are no significant differences in students' writing attitudes based on gender. However, when examining students' skills in free story writing, story completion, and story writing with a story map, significant differences were found in favor of female students. Based on the findings, it can be concluded that gender does not affect writing attitudes, but it does influence story writing skills through different practices. Furthermore, female students' story writing skills were found to be superior to those of male students. Similar results have been observed in other studies as well. Kakuş and Kasa Ayten (2025) report that female students have more positive writing attitudes compared to male students. In a study with fourth-grade primary school students, Yurtbakan (2023) found that girls had better story writing skills than boys.

Bulut (2018) stated that female students are more successful than male students in story writing. In a study conducted by Takımcıgil Özcan (2014) with fourth-grade primary school students, it was found that story writing scores showed a significant difference in favor of female students, and that girls had higher writing motivation than boys. Ağın Haykır (2012) also observed that girls are more successful than boys in story writing. In a study by Arı (2010), the stories written by 623 students in the sixth and seventh grades were evaluated based on external structure, language and expression, and organization. The results indicated that female students produced more successful texts than male students. A study conducted with primary school students emphasises that students' attitudes towards writing are related to their language background, grade level, gender, and writing quality. It has been observed that as grade level increases, the relationship between writing attitude and writing quality develops positively, especially among female students (Skar et al., 2022). The reason for such varying findings in the literature concerning the gender variable may be attributed to factors such as the characteristics of the studied group, the content of the research, and the influence of socio-cultural factors.

According to the results of the study, students whose mothers have a "bachelor's degree or higher" have higher writing attitudes and story writing skill levels compared to other groups. However, there are no significant differences in students' writing attitudes or their free story writing, story completion, and story writing with a story map skills based on their mother's educational background. Therefore, it can be stated that the mother's educational background does not have an effect on students' writing attitudes or their story writing skills with different practices. Çelik (2012) found that students whose mothers were "college or graduate school graduates" had better written expression skills compared to students whose mothers were "high school graduates" or "illiterate or elementary school graduates". Yasul (2014) states that in his study conducted in Muş, significant differences were observed in the story writing skills of fourth-grade primary school students based on the educational background of their parents. When the research findings are considered together, they suggest that the educational

backgrounds of parents may positively contribute to the development of a child's writing skills. It can be stated that the family's educational background has a positive influence on the child's language development. The research also concluded that there was no significant difference in students' writing attitudes based on their preschool education status. However, it was found that students who attended preschool education performed significantly better in free story writing, story completion, and story writing with a story map. Therefore, it can be concluded that preschool education positively impacts story writing skills. In Çelik's (2012) study conducted with eighth-grade students, it was determined that students who had attended preschool education exhibited better written expression skills compared to those who had not attended preschool education.

The research findings reveal a significant and positive relationship between students' writing attitudes and their free story writing skills, as well as a significant and positive low-level relationship between writing attitude and story completion, and story writing with story map skills. A significant, positive, and high-level relationship was found between students' skills in free story writing, story completion, and story writing with a story map. Similarly, Kaya (2016), in a study conducted to develop an attitude scale for story writing among third-grade primary school students, states that writing attitude influences story writing skills. Supporting this result, Göçer (2016) emphasizes that attitudes and beliefs about writing positively affect individuals' performance indicators, and when students develop a positive attitude towards writing, their tendency to improve their writing skills increases. Overall, these results suggest that personal approaches, desire, and interest in writing influence story writing.

In Eminoğlu's (2019) study, primary school teacher teachers recommended that parents encourage their children to write daily to improve students' writing attitudes. The study also emphasized that activities aimed at developing writing attitudes should begin in preschool and continue into first grade. Yarar (2024) states that both strong and weak writers make various plans during the writing process, but ideas generated in the cognitive phase of writing may be lost, either partially or entirely, when transcribed. According to this, good writers appear thoughtful, enthusiastic, and joyful when writing, while weak writers are described as thoughtful, anxious, joyless, and hurried. The study concluded that the thoughts, behaviors, and emotional states displayed by writers during the writing process are just as important as the texts they produce and should be considered. Liman (2023) stated that a process-based story-writing approach, supported by visuals, can both improve story-writing skills and reduce anxiety about writing stories. From this standpoint, it is clearly evident that the attitude, which represents emotional states and willingness related to writing, contributes to the development of writing skills. The idea that activities designed to enhance students' interest, desire, curiosity, and motivation in reading and writing practices in classrooms can have a significant impact on writing performance emerges strongly.

## **Recommendations**

In the development of writing skills in primary school students, their attitude towards the skill in question, and their skills to write stories as a text type, are of significant importance. The findings of the study have led to the formulation of the following recommendations for students, teachers and researchers:

It is recommended that teachers in primary schools incorporate more story-writing activities and demonstrate how to use story maps to help students improve their story-writing skills.

Primary school teachers' can integrate more methods and techniques that require the use of these skills in classroom activities to enhance students' story-writing skills.

Primary school teachers' can organise activities such as drama, games, read-aloud sessions, and the analysis of storybooks to increase students' awareness of stories as a text type.

Creative writing activities can be conducted to develop story-writing skills and foster a positive attitude toward writing. Turning writing activities into enjoyable experiences for students will enhance their attitude toward writing. Creating writing-friendly environments both at school and at home, as well as sharing evaluations of students' written work with them, can contribute to positive development.

Longitudinal studies conducted by researchers can examine the changes and development of students' writing attitudes and written expression skills over a specific period.



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## **BIOGRAPHICAL NOTES**

### **Contribution Rate of Researchers**

Author 1: 50%

Author 2: 50%

### **Conflict Statement**

There is no conflict of interest that the authors will declare in the research.

### **Notice of Use of Artificial Intelligence**

The authors did not utilise any artificial intelligence tools for the research, authorship and publication of this article.



# İlkokul Öğrencilerinin Hikâye Yazma Becerileri ile Yazma Tutumu Arasındaki İlişkinin İncelenmesi

## Özet

Çocukların duygu, düşünce ve hayal dünyalarını ifade etmelerini sağlayan önemli bir beceri olan hikâye yazma becerisinin, yazmaya yönelik tutumları ile ilişkili olabileceği düşünülmektedir. Araştırmanın amacı, ilkokul öğrencilerinin yazma tutumu ile hikâye yazma becerileri arasındaki ilişkinin incelenmesidir. İlişkisel tarama modelinin kullanıldığı araştırma Ankara'nın Keçiören ilçesinde gerçekleştirilmiştir. İlkokul dördüncü sınıfa devam eden 379 öğrencinin katıldığı bu çalışmada veri toplama aracı olarak "Öğrenci Kişisel Bilgi Formu, Yazma Tutum Ölçeği, Serbest Hikâye Yazma Formu, Hikâye Tamamlama Formu, Hikâye Haritası ile Hikâye Yazma Formu ve Hikâye Yazma Değerlendirme Rubriği" kullanılmıştır. Elde edilen verilere bağımsız örneklem t-testi, tek yönlü varyans analizi testi [ANOVA], Kruskal-Wallis H testi, Pearson korelasyon analizi uygulanmıştır. Araştırma sonucunda ilkokul dördüncü sınıf öğrencilerinin yazmaya yönelik tutumlarının olumlu; serbest hikâye yazma, hikâye tamamlama ve hikâye haritası ile hikâye yazma becerilerinin zayıf olduğu belirlenmiştir. Öğrencilerin yazma tutumlarının cinsiyete göre anlamlı farklılık göstermediği; serbest hikâye yazma, yarım bir hikâyeyi tamamlayarak yazma ve hikâye haritası ile hikâye yazma becerilerinin ise kız öğrenciler lehine anlamlı düzeyde farklılık gösterdiği anlaşılmıştır. Araştırmaya katılan öğrencilerin yazma tutumları ile serbest hikâye yazma, hikâye tamamlama ve hikâye haritası ile hikâye yazma becerileri arasında anlamlı, pozitif yönlü ve düşük düzeyde bir ilişki olduğu ortaya çıkmıştır. Yazma çalışmaları, öğrencilerin keyif aldıkları yaşantılar hâline getirilerek yazmaya yönelik tutumları geliştirilebilir.

**Anahtar Kelimeler:** Hikâye yazma, yazma tutumu, yazma eğitimi.

## Giriş

Çocukların duygusal durumlarının gelişiminde hikâye yazmanın önemli bir katkısı vardır. Bunun yanında çocuklar; eğlenmek, sanatla kendini anlatmak, kendi düşüncelerini fark etmek, hayallerini ortaya koymak, düşüncelerini açıklamak, kimliğini keşfetmek ve okuma yazma öğrenmek gibi nedenlerle hikâye yazmaya başvurmaktadırlar (Tompkins, 1982). Hikâye yazma sürecinde çocuğun yazmaya ilişkin yaklaşımı da önem arz etmektedir. Yazmayı sevmek veya yazmaktan kaçınmak öğrencinin yazma başarısını etkileyebilmektedir. Bu aşamada yazmaya yöneliş anlatan yazma tutumu, bilişsel katılım ve duygular gibi etkenler aracılığıyla yazma becerisini etkilemektedir. Yazmaya karşı olumlu tutum geliştiren öğrenciler, başarı kaygısı gütmeyen yazarken zevk almaktadır. Yazmaya karşı olumsuz tutum geliştiren öğrencilerse başarısız olacağından korkup yazı yazmaktan olabildiğince kaçacaktır. Dolayısıyla yazısında da yazma becerisi kazanmada da başarısız olacaktır (Bruning & Horn, 2000). Türkçe dersleri başta olmak üzere tüm eğitim ortamlarında ilkokul öğrencileri hikâye yazarken konu, karakter, mekân gibi unsurları kurgulamakta zorluk yaşamadıklarında eş zamanlı olarak olumlu yazma tutumu da gelişebilecektir. Bu araştırmanın amacı, ilkokul öğrencilerinin hikâye yazma becerileri ile yazma tutumları arasındaki ilişkinin incelenmesidir.

## **Yöntem**

### **Araştırmanın Modeli**

Araştırmada ilişkisel tarama modeli kullanılmıştır. Araştırmada ilişkisel tarama modelinin kullanılmasının sebebi, ilkokul dördüncü sınıf öğrencilerinin hikâye yazma becerisi ile yazma tutumları arasındaki ilişkiyi inceleyebilmektir.

### **Evren ve Örneklem**

Ankara ilinin Keçiören ilçesinde gerçekleştirilen araştırmanın evrenini 12.488 ilkokul dördüncü sınıf öğrencisi oluşturmaktadır. Basit tesadüfî yöntem uygulanarak örneklem grubu 640 öğrenci olarak belirlenmiştir. 2021 yılında tüm dünyada yaşanan COVID 19 hastalığının bir salgın halinde Türkiye’de de yaşanması sebebiyle tüm ilkokullar yüz yüze eğitim faaliyetlerine ara vermişlerdir. Bundan dolayı araştırma, 379 ilkokul dördüncü sınıf öğrencisinden elde edilen verilerle tamamlanmıştır.

### **Veri Toplama Araçları**

Bu araştırmada altı farklı veri toplama aracı kullanılmıştır:

1. Öğrenci Kişisel Bilgi Formu: Araştırmacılar tarafından geliştirilmiştir. Cinsiyet, okul öncesi eğitim alma ile anne-baba eğitim durumuyla ilgili sorular bulunmaktadır.
2. Yazma Tutum Ölçeği: Can (2016) Türkçeye uyarlanan, 18 maddelik tek faktörlü yapısı olan bu ölçeğin Cronbach Alfa katsayısı .78 olarak hesaplanmıştır. Dörtlü likert tipinde düzenlenen ölçekten alınan 18-36 puan aralığı düşük, 36,01-54 puan aralığı orta, 54,01-72 puan aralığı yüksek tutum olarak değerlendirilmiştir.
3. Serbest Hikâye Yazma Formu: Bulut (2018) tarafından geliştirilmiştir. Öğrencilerden istedikleri bir konuda hikâye yazmaları için kullanılmıştır.
4. Hikâye Haritasından Hikâye Yazma Formu: Bulut’un (2018) geliştirdiği bu formla öğrencilerin belirtilen hikâye unsurlarına dayalı bir hikâye yazmaları gerekmektedir.
5. Hikâye Tamamlama Formu: Bu form Bulut (2018) tarafından geliştirilmiştir. Bu formla öğrencilerin yarım bırakılmış bir hikâyeyi tamamlamaları beklenmektedir.
6. Hikâye Yazma Değerlendirme Rubriği: Bulut (2018) tarafından geliştirilen 10 maddelik bu rubriğe göre hikâye yazmanın değerlendirilmesinde dikkate alınacak puan aralıkları yetersiz (0-10); normal (11-20); iyi (21-30); çok iyi (31-40) olarak belirlenmiştir.

### **Verilerin Toplanması**

Verilerin toplanması için etik kurul izni ve araştırma izinleri alınmış, ardından okul yönetimleri ve öğretmenlerle görüşmeler yapılmıştır. Belirlenen takvime göre okullarda dört farklı oturum halinde veri toplama araçları uygulanmıştır. Öğrenciler önce kişisel bilgiler formu ve yazma tutum ölçeğini cevaplamışlardır. Ardından kendi belirledikleri bir konuda yeni bir hikâye yazmışlar, sonrasında yarım bırakılmış bir hikâyeyi tamamlamışlar, en son oturumda ise bir hikâye haritasındaki bileşenlere göre yeni bir hikâye yazmışlardır.



## Verilerin Analizi

Elde edilen veriler bilgisayar destekli istatistik programına kaydedilmiştir. Araştırma verileri normal dağılım gösterdiğinden analizlerde parametrik istatistik testlerinden faydalanılmış, betimsel istatistik sonuçları kullanılmıştır. Bağımsız örneklem t-testi, tek yönlü varyans analizi testi [ANOVA] ve Pearson korelasyon analizi yapılmıştır.

### Araştırmanın Etik İzinleri:

Bu çalışmada “Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi” kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan “Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler” başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

### Etik Kurul İzin Bilgileri:

Etik değerlendirmeyi yapan kurulun adı = Kırıkkale Üniversitesi Sosyal ve Beşerî Bilimler Araştırma Etik Kurulu

Etik Kurul Etik inceleme karar tarihi = 18.12.2020

Etik değerlendirme belgesi konu numarası = 6

## Bulgular

İlkokul dördüncü sınıf öğrencilerinin yazma tutumları ile çeşitli hikâye yazma becerilerinin düzeyleri, tanımlayıcı istatistikler kullanılarak değerlendirilmiş ve değerlendirme sonuçları Tablo 1’de sunulmuştur.

**Tablo 1.**

*Yazma Tutumu ve Hikâye Yazmaya İlişkin Betimsel İstatistik Analiz Sonuçları*

Değişken	En düşük	En yüksek	<i>n</i>	<i>M</i>	<i>SD</i>	Düzye
Yazma tutumu	40.00	72.00	379	57.52	5.44	Yüksek
Serbest hikâye yazma	1.00	33.00	379	12.85	6.74	Normal
Hikâye tamamlama	1.00	36.00	379	11.77	6.09	Normal
Hikâye haritası ile hikâye yazma	1.00	37.00	379	11.56	6.52	Normal

Tablo 1’deki bulgulara göre araştırmaya katılan ilkokul dördüncü sınıf öğrencilerinin yazmaya yönelik tutumlarının olumlu düzeyde olduğu; serbest hikâye yazma, hikâye tamamlama ve hikâye haritası ile hikâye yazma becerilerinin yeterli düzeyde olmadığı belirtilebilir.

İlkokul dördüncü sınıf öğrencilerinin yazma tutumlarında ve çeşitli hikâye yazma becerilerinde cinsiyete göre farklılıklar olup olmadığını belirlemek için yapılan bağımsız örneklem t-testi sonuçları Tablo 2’de sunulmuştur.

**Tablo 2.***Yazma Tutumu ve Hikâye Yazma Puanlarının Cinsiyete Göre t-Testi Sonuçları*

Değişken	Cinsiyet	n	M	SD	df	t	p
Yazma tutumu	Kız	203	57.93	5.49	377	1.566	.118
	Erkek	176	57.05	5.35			
Serbest hikâye yazma	Kız	203	14.17	7.13	377	4.152	.000
	Erkek	176	11.35	5.92			
Hikâye tamamlama	Kız	203	13.02	6.29	377	4.391	.000
	Erkek	176	10.33	5.52			
Hikâye haritası ile hikâye yazma	Kız	203	12.92	6.84	377	4.438	.000
	Erkek	176	10.01	5.77			

Tablo 2'ye göre araştırmaya katılan öğrencilerin yazma tutumları cinsiyete göre anlamlı farklılık göstermemektedir ( $t_{(377)}=1.566$ ;  $p>.05$ ). Öğrencilerin serbest hikâye yazma ( $t_{(377)}=4.152$ ;  $p<.05$ ), hikâye tamamlama ( $t_{(377)}=4.391$ ;  $p<.05$ ) ve hikâye haritası ile hikâye yazma ( $t_{(377)}=4.438$ ;  $p<.05$ ) becerilerinin ise kız öğrenciler lehine anlamlı düzeyde farklılık gösterdiği belirlenmiştir.

İlkokul dördüncü sınıf öğrencilerinin yazma tutumları ile çeşitli hikâye yazma becerilerinin annelerinin eğitim durumuna göre farklılaşıp farklılaşmadığını gösteren ANOVA testi sonuçları Tablo 3'te yer almaktadır.

**Tablo 3.***Yazma Tutumu ve Hikâye Yazma Puanlarının Anne Eğitim Durumuna Göre ANOVA Sonuçları*

		Kareler toplamı	df	Kare ortalaması	F	p
Yazma tutumu	Gruplar arası	214.81	3	71.60	2.453	.324
	Gruplar içi	10945.79	375	29.19		
	Toplam	11160.60	378			
Serbest hikâye yazma	Gruplar arası	339.61	3	113.20	3.752	2.524
	Gruplar içi	16816.70	375	44.85		
	Toplam	17156.31	378			
Hikâye tamamlama	Gruplar arası	282.11	3	41.06	.099	2.566
	Gruplar içi	13740.92	375	42.54		
	Toplam	14023.03	378			
Hikâye haritası ile hikâye yazma	Gruplar arası	123.18	3	41.06	3.903	.965
	Gruplar içi	15951.71	375	42.54		
	Toplam	16074.90	378			

Tablo 3'e göre anne öğrenim durumu lisans ve üzeri düzeyde olan öğrencilerin yazma tutumu ve farklı uygulamalarla hikâye yazma becerisi puanlarının diğer gruplara göre daha yüksek olduğu anlaşılmaktadır. Fakat öğrencilerin yazma tutumu ( $F_{(3-375)}=2.453$ ;  $p>.05$ ) ile serbest hikâye yazma ( $F_{(3-375)}=2.524$ ;  $p>.05$ ), hikâye tamamlama ( $F_{(3-375)}=2.566$ ;  $p>.05$ ) ve hikâye haritası ile hikâye yazma ( $F_{(3-375)}=.965$ ;  $p>.05$ ) becerileri anne öğrenim durumuna göre anlamlı farklılık göstermemektedir.

İlkokul dördüncü sınıf öğrencilerinin yazma tutumları ile çeşitli hikâye yazma becerilerinin babalarının eğitim durumuna göre farklılaşıp farklılaşmadığını gösteren ANOVA testi sonuçları Tablo 4'te yer almaktadır.

**Tablo 4.***Yazma Tutumu ve Hikâye Yazma Puanlarının Baba Eğitim Durumuna Göre ANOVA Sonuçları*

		Kareler toplamı	df	Kare ortalaması	F	p
Yazma tutumu	Gruplar arası	163.60	3	54.53	1.860	.136
	Gruplar içi	10997.01	375	29.33		
	Toplam	11160.60	378			
Serbest hikâye yazma	Gruplar arası	221.63	3	73.88	1.636	.181
	Gruplar içi	16934.68	375	45.16		
	Toplam	17156.31	378			
Hikâye tamamlama	Gruplar arası	64.10	3	21.37	.574	.632
	Gruplar içi	13958.93	375	37.22		
	Toplam	14023.03	378			
Hikâye haritası ile hikâye yazma	Gruplar arası	62.34	3	20.78	.487	.692
	Gruplar içi	16012.56	375	42.70		
	Toplam	16074.90	378			

Tablo 4'teki bulgular araştırmaya katılan öğrencilerin yazma tutumu ( $F_{(3-375)}=1,860$ ;  $p>.05$ ) ile serbest hikâye yazma ( $F_{(3-375)}=1.636$ ;  $p>.05$ ), hikâye tamamlama ( $F_{(3-375)}=.574$ ;  $p>.05$ ) ve hikâye haritası ile hikâye yazma ( $F_{(3-375)}=.487$ ;  $p>.05$ ) becerilerinin baba öğrenim durumuna göre anlamlı farklılık olmadığını göstermektedir.

İlkokul dördüncü sınıf öğrencilerinin yazma tutumları ile çeşitli hikâye yazma becerilerinin okul öncesi eğitim alma durumuna göre farklılaşıp farklılaşmadığını gösteren bağımsız örneklem t-testi sonuçları Tablo 5'te yer almaktadır.

**Tablo 5.***Yazma Tutumu ve Hikâye Yazma Puanlarının Okul Öncesi Eğitime Göre t-Testi Sonuçları*

Değişken	Okul öncesi eğitim	n	M	SD	df	t	p
Yazma tutumu	Evet	279	57.54	5.44	377	.107	.915
	Hayır	100	57.47	5.45			
Serbest hikâye yazma	Evet	279	13.58	6.87	377	3.525	.000
	Hayır	100	10.85	5.92			
Hikâye tamamlama	Evet	279	12.35	6.32	377	3.137	.002
	Hayır	100	10.15	5.09			
Hikâye haritası ile hikâye yazma	Evet	279	12.08	6.60	377	2.501	.013
	Hayır	100	10.18	6.10			

Tablo 5'teki bağımsız örneklem t-testi sonuçlarına göre araştırmaya katılan öğrencilerin yazma tutumları okul öncesi eğitim alma durumuna göre anlamlı farklılık göstermemektedir ( $t_{(377)}=.107$ ;  $p>.05$ ). Ancak öğrencilerin serbest hikâye yazma ( $t_{(377)}=3.525$ ;  $p<.05$ ), hikâye tamamlama ( $t_{(377)}=3.137$ ;  $p<.05$ ) ve hikâye haritası ile hikâye yazma ( $t_{(377)}=2.501$ ;  $p<.05$ ) becerilerinin okul öncesi eğitim alan öğrenciler lehine anlamlı düzeyde farklılık göstermektedir.

İlkokul dördüncü sınıf öğrencilerinin yazma tutumları ile çeşitli hikâye yazma becerileri arasında anlamlı ilişkiler olup olmadığını belirlemek için kullanılan Pearson korelasyon analizi sonuçları Tablo 6'da sunulmuştur.

**Tablo 6.**

*Yazma Tutumu ve Hikâye Yazma Becerileri Arasındaki İlişki*

Değişken	1	2	3	4
1. Yazma tutumu	1	.128*	.180**	.155**
2. Serbest hikâye yazma		1	.751**	.728**
3. Hikâye tamamlama			1	.828**
4. Hikâye haritası ile hikâye yazma				1

\*p<.05 \*\*p<.01

Tablo 6'daki bulgulara göre araştırmaya katılan öğrencilerin yazma tutumu ile serbest hikâye yazma becerileri arasında .05 düzeyinde, yazma tutumu ile hikâye tamamlama ve hikâye haritası ile hikâye yazma becerileri arasında ise .01 düzeyinde anlamlı, pozitif yönlü ve düşük düzeyde bir ilişki vardır.

## **Tartışma ve Sonuç**

Araştırmaya katılan ilkokul dördüncü sınıf öğrencilerinin yazma tutumlarının yüksek; serbest hikâye yazma, hikâye tamamlama ve hikâye haritası ile hikâye yazma becerilerinin ise normal düzeyde olduğu belirlenmiştir. Bununla birlikte bu öğrencilerinin yazmaya yönelik tutumlarının olumlu olduğu; “serbest hikâye yazma”, “hikâye tamamlama” ve “hikâye haritası ile hikâye yazma” becerilerinin yeterince iyi olmadığı belirtilebilir. Araştırmaya katılan öğrencilerin yazma tutumları cinsiyete göre anlamlı farklılık göstermemektedir. Öğrencilerin serbest hikâye yazma, hikâye tamamlama ve hikâye haritası ile hikâye yazma becerileri incelendiğinde kız öğrenciler lehine anlamlı düzeyde farklılık gösterdiği belirlenmiştir. Elde edilen bulgulara dayanılarak cinsiyetin yazma tutumu üzerinde herhangi bir etkisinin olmadığı; farklı uygulamalarla hikâye yazma becerileri üzerinde ise etkili bir değişken olduğu ifade edilebilir. Bununla birlikte kız öğrencilerin hikâye yazma becerilerinin erkek öğrencilerden daha iyi durumda olduğu belirtilebilir.

Araştırmada ulaşılan sonuçlara göre annesinin öğrenim durumu “lisans ve üzeri” düzeyde olan öğrencilerin yazma tutumu ve hikâye yazma beceri düzeyleri diğer gruplara göre daha yüksektir. Ancak öğrencilerin yazma tutumu ile serbest hikâye yazma, hikâye tamamlama ve hikâye haritası ile hikâye yazma becerileri anne öğrenim durumuna göre anlamlı farklılık yoktur.

Araştırmaya katılan öğrencilerin yazma tutumları ile serbest hikâye yazma, hikâye tamamlama ve hikâye haritası ile hikâye yazma becerileri arasında anlamlı, pozitif yönlü ve düşük düzeyde bir ilişki olduğu ortaya anlaşılmıştır. Sonuç olarak yazıya ilişkin duygularını ve isteği temsil eden tutumun yazma becerisinin gelişimi üzerinde katkısı olduğu açık olarak ortaya çıkmaktadır. Sınıflarda yapılan okuma ve yazma çalışmalarında öğrencilerin ilgi, istek, merak ve motivasyonunu geliştirmeye yönelik etkinlikler yapılmasının yazma performansı üzerinde etkili olabileceği düşüncesi güçlü şekilde ortaya çıkmaktadır.

## **Öneriler**

İlkokullarda öğretmenlerin hikâye yazma etkinliklerine daha çok yer vermeleri, özellikle hikâye haritasının nasıl kullanılacağını göstermeleri önerilmektedir.

Sınıf öğretmenlerinin öğrencilerin hikâye yazma becerisinin geliştirilebilmesi için sınıf içi etkinliklerde bu becerileri kullanmayı gerektiren yöntem ve tekniklere ağırlık vermesi tavsiye edilebilir.

Okullarda bir metin türü olarak hikâyeye yönelik farkındalığı geliştirmek için drama, oyun, sesli okuma ve hikâye kitaplarının incelenmesi gibi etkinlikler gerçekleştirilebilir.

Hikâye yazma becerisini geliştirmek ve olumlu yazma tutumu oluşturmak için yaratıcı yazma çalışmaları yapılabilir. Yazma çalışmalarını öğrencilere keyif aldıkları yaşantılar hâline getirmek yazmaya karşı olan tutumları yükseltecektir. Okulda ve evde yazı yazma ortamlarının oluşturulması; yazılan yazılarla ilgili değerlendirmeler yapılarak öğrencilerle paylaşılması olumlu gelişim sağlayabilir.