



Investigation of Narrative Texts Used by Fourth Grade Primary School Students*

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ABSTRACT

Purpose: The aim of the research was to determine the use of narrative text elements by the 4th grade primary school students in their narrative texts in compliance with the designated written expression evaluation criteria.

Method: In this qualitative research, document analysis was used as the data collection method. The texts of twenty-three pupils attending the 4th grade of a state school affiliated to the Ministry of National Education were examined through easily accessible case sampling method among the purposeful sampling methods.

Findings: According to the results of the research, the majority of the students achieved the proper behaviour to leave a gap between the words and lines, paid attention to the page layout, etc., but they did not comply with the rule of first line indent in a paragraph. It was found that students were not having any trouble while deciding on a title for their texts, and these titles conformed to the texts, and that the texts were also organized in a logical order. Participants were found to have problems in dividing the subject into paragraphs and providing meaningful transitions between these paragraphs. Finally, it was observed that the majority of students made mistakes in the use of punctuation marks in compliance with the writing rules in the texts they wrote.

Implications for Research and Practice: The results of data indicate that the students have insufficient knowledge of writing narrative. This is evident from the schematic structure and linguistic features of the texts. Students need a lot of writing guidance from the teacher. In addition, an appropriate teaching techniques and approaches should be implemented.

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Introduction

Writing is the expression of feelings, thoughts, events, wishes and dreams in written form. Writing education is an action closely related to the development of cognitive skills, accommodating all the achievements of language skills, and it is intertwined with the mental processes of the individual (Bagci, 2013; Coskun, 2013; Gunes, 2014). Thus, it contributes to the development of many skills of an individual. Through writing, students improve their ability to think more broadly, organize their knowledge, use the language, and enrich their knowledge. It is also a process that contributes to the transfer, implementation and concretization of students' thoughts. In this context, writing education is of great importance in terms of the mental development as well as the language development of the student (Gunes, 2014). Through the texts written by the pupils, it is also intended to develop creative skills, which is one of the most important indicators of mental development (Ministry of National Education [MoNE], 2015).

Written expression, which is so important, must be realized in accordance with its rules (Bagci, 2013). The Primary School Turkish lesson curriculum is aimed at improving writing skills of the students as well as their mental skills that are related to their writing skills (Ministry of National Education, 2015, 2017). For this purpose, the way to benefit from different types of writing has been adopted in the curriculum. Of these writing types, writing type used in the study is free writing. Topics are decided by the student himself/herself in free writing. The aim of free writing is to improve writing skills of students as well as to develop their writing habits. In the teaching-learning process, memories, letters, poems, stories, daily events, etc., can be used as free-writing activities. (Gunes, 2014; Iseri, 2008). It is possible to say that free-writing is one of the appropriate writing styles for observing creativity of students. For this purpose, students were asked to write free-writing about subjects they choose. In their free-writing, students are asked to tap into their emotions, thoughts and imagination to bring out their creativeness, then freely express them on paper (Oral, 2012). Surely, acquiring the writing skill requires a long process. In order to be able to achieve this skill, it is deemed necessary to make various and encouraging writing activities with students, to evaluate activities that are done, and to remove or correct deficiencies and mistakes. (Bagci, 2013; Iseri, 2008).

Different types of texts are used within writing activities. In the Primary School Turkish Language Teaching Curriculum organized in 2015, texts are divided into three groups as informative texts, narrative texts and poetry (Ministry of National Education, 2015). In 2017, the Primary School Turkish Language Teaching Curriculum was renewed. It is observed that same text types (narrative texts and poetry) appear in the Primary School 4th Year Turkish Language Teaching Curriculum which will be implemented in 2018-2019 academic year (MoNE, 2017). In type of narrative text used in this study, there is an event being focused in the text, and everything revolves around this event (Temizkan, 2009). In narrative expression, the narrator presents the sequence of events related to each other with a certain point of view at a certain time, space and fictional order. Even if they are small, there are events, characters/heroes

experiencing these events, and time and space in narrative texts (Coskun, 2013). In these texts, there is a fictional world created by the author's imagination (Sidekli, 2014).

In this sense, it is possible to say that creativity is the foreground in narrative texts. Creativity is defined as generating ideas about hypotheses, testing these hypotheses, modifying them, and evaluating their results. The act of creating a new or original product lies within the concept of creativity. What truly matters here is an individual's ability to exceed his/her own capacity (Torrance, 1977). When aspects of creativity are examined, following concepts are encountered; fluency, flexibility, originality, detailing and re-describing (Torrance ve Goff, 1989 as cited in Oncu, 2003). In this context, it is aimed to determine creativity of written expression of students. In this research, dimensions of creativity listed above are reflected in the written texts of the students with regard to; students' showing original ideas in their stories, being able to handle events in detail, and expressing their thoughts in a connected and fluid way within the scope of the Turkish lesson. The Primary School Turkish Language Teaching Curriculum, which was organized in 2015 and renewed in 2017, emphasizes the importance of developing the world of emotions, thoughts and imaginations by considering creativity of the students (MoNE, 2015, 2017).

There are many different ways used to evaluate students' writings. In this context, it is deemed useful to refer to evaluation of written expression studies. It is only possible for writing studies to achieve desired purposes by evaluating the activities. In written expression, it is also measured that the student acquires many different dimensions besides the ability to comply with grammar rules. For this, it is necessary to prepare an evaluation key that covers different topics such as content, organization, linguistic knowledge, narrative structure, creativity, and writing and punctuation rules (Cetin, 2002). It is suggested to use graded scoring keys (rubric) to evaluate written expressions of the students in the 4th grade Turkish lesson curriculum of primary school. Rubric is a tool that contains criteria developed for scoring any work (MoNE, 2006). It is a graded scoring system used to determine the level of competence and performance of a pupil in carrying out a task or field oriented information (Brookhart, 1999). Two types of rubrics are mentioned, namely holistic and analytic. Holistic rubric is a scoring key for assessing the work in a sense that allows the whole of the study to be evaluated in general. The analytic rubrik is a scoring key that allows the student texts to be divided into sub-skill areas such as form, grammar, punctuation, and spelling. (Gocer, 2013; MoNE, 2006). The formation of analytic rubrics begins with determination of what features should be found in a good writing (Nitko, 2004). Rubric development phases are stated as follows (MoNE, 2006):

- Determining the purpose for which your scale will be developed
- Clearly defining what to evaluate
- Deciding on the adequacy levels
- Establishing the key for behaviors, products, or skills that are trying to be measured in the study

- Writing criteria for behavior, product or proficiency level of each skill
- Preparing and implementing the draft of the scale to be used

Aim of the Research

The necessity of measurement and evaluation studies to determine to what extent following skills have improved is emphasized in primary school Turkish lesson curriculum; following the rules of writing and using punctuation marks correctly, writing events according to the order of occurrence, paying attention to page order, writing appropriate title for the text, and choosing correct words appropriate for content and context. It is also emphasized that establishment of relations of visual texts is important. In addition to this, the Turkish curriculum aims to provide students with creative thinking and development of their imagination world (MEB, 2015). When literature is examined, it is seen that there are studies that examine texts written by students, in terms of language and expression, (Alkan, 2007; Cecen, 2011; Kilic, 2012), according to the rules of writing and punctuation (Ari, 2008; Arıci & Ungan, 2008; Kilic, 2012; Kula, Budak & Tasdemir, 2015; Yasul, 2014), and the place of narrative text items (Kilic, 2012; Yilmaz, 2008). Unlike the previous studies, in this study, narrative texts written by the students are examined as a whole in terms of form features, language and expression features, application situations of spelling and punctuation rules, creativity, and use of narrative text items.

In this context, the aim of the research is to determine the usage of narrative text items in compliance with the criteria of written expression evaluation, and creativity situations in narrative texts written by primary school 4th grade students. The sub-problems of working towards this goal are determined as follows:

1. How do the 4th grade primary school students use formal features of written expressions?
2. How do the 4th grade primary school students use language and expression features in their written expressions?
3. How do the 4th grade primary school students apply writing and punctuation rules in their written expressions?
4. What are the creativity levels in the written expressions of 4th grade primary school students ?
5. What is the level of usage of narrative text elements in the written expressions of 4th grade primary school students?

Method

Research Design

This study, which examines the use of narrative text elements in narrative texts written by 4th grade primary school students and observes compliance with determined written expression evaluation criteria, is designed within a qualitative research model. The qualitative research approach provides deep and detailed insight into the issues being examined and allows gathering elaborate information (Patton, 2014).

Research Sample

In the creation of the study group, twenty-nine students were chosen who were in the 4th grade of a public primary school affiliated to the Ministry of National Education in the city center of Tarsus in the province of Mersin, and easily accessible case sampling method was adopted from the purposeful sampling methods. The fact that the study group is composed of 4th grade students in a primary school is because writing activities gain importance in the third and 4th grades as stated in the Primary School Turkish Language Teaching Curriculum (MoNE, 2015, 2017). Examining the achievements in the programs developed in 2015 and 2017, it is seen that the achievements related to narrative writing are especially included in the 4th grade (MoNE, 2015, 2017). 4th grade is also the last step of primary school level in Turkey. It is expected that 4th grade students should have the most competent level of writing skill among the primary school levels.

Since six of the texts written by these students did not qualify as narrative texts, they were not included in the analysis. Thus, a total of twenty-three texts were examined. Qualitative surveys allow for an in-depth examination of a topic on relatively small samples, which are usually chosen purposefully (Patton, 2014).

Research Instruments and Procedures

The data of the study were obtained from the stories written by students in a free writing activity. Free writing is accepted as a form of creative writing. The basis of free writing is to encourage students to write without worrying about making mistakes. Students write freely, and writing becomes a pleasant experience for them (Byrne, 1991).

The study was carried out by the classroom teacher informed by researchers in order not to affect the natural processes of the students in the classroom environment. "Narrative Text Evaluation Rubric (NTER)", which was created by the researchers for this purpose, was used to systematically evaluate the narrative texts written by the students. In order to provide coverage of rubric's scope, during the preparation of NTER, the related field literature was scanned primarily. After that, written expression evaluation categories were established. These categories were determined as; "Form, language and expression, spelling and punctuation, creativity and narrative text elements". The sub-dimensions of each category were formed by examining the written expression gains in the 2015 primary school 4th grade Turkish lesson curriculum.

While NTER's categories and sub-dimensions belonging to these categories were being determined, the written expression evaluation rubrics in the field (Alkan, 2007; Corden, 2007; Coskun, 2005; Griffin & Anh, 2005; Ozturk, 2007; Peters, 1990; Ramey, 2007) were utilized. According to the categories in the NTER, use of form, language and expression, writing and punctuation, creativity, use of narrative text elements in the texts written by the students were determined in three ratings as "full presence, partial presence and no presence".

Validity and Reliability

In order to ensure the reliability of the rubric, narrative texts of the students were scored separately by the researchers and the consistency between the scores was calculated using the intercoder reliability suggested by Miles and Huberman (1994) [Reliability = (Opinion Alliance) / (Opinion Alliance + Opinion Separation)]. The percentage of intercoder reliability calculated with the formula is 92%. Over 70% intercoder reliability means that your scale is reliable (Miles and Huberman, 1994). Therefore, it can be said that NTER is a reliable scale. The prepared form was examined by a field specialist and a language expert, and necessary arrangements were made.

Data Analysis

The qualitative data obtained from the texts written by the students were analyzed through document review. Analyses were supported with direct citations from the texts written by the participants. Document review involves the process of using and analyzing written materials as data (Merriam, 2013; Yıldırım & Şimşek, 2008,). In the document review process these stages are followed; accessing the documents, checking the authenticity, understanding the documents, analyzing the data, and using them. In the analysis of the data, the participants were coded as k1, k2, k3, ... k24. In the document review, the researcher should establish a system for coding and cataloging issues related to the evaluation of the documents (Merriam, 2013).

Results

Results Related to the First Sub-problem

Results related to the formal features used by 4th grade primary school students in their written expressions are shown in Table 1:

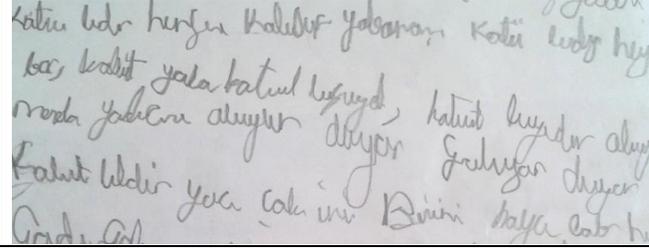
Table 1

Formal Features Used in Written Expression

Formal Features	Participants						TOTAL
	This feature has never been used.	n	This feature is partially used but there are places that are not used or used incorrectly.	n	This feature has been used entirely and accurately in the entire text.	n	
Using proper spacing between sentences and lines	-	-	k4, k7, k17	3	k1, k2, k3, k5, k6, k8, k9, k10, k11, k12, k13, k14, k15, k16, k18, k19, k20, k21, k22, k23	20	23
Attention to page layout and cleanliness	-	-	k1, k7, k16, k17	4	k2, k3, k4, k5, k6, k8, k9, k10, k11, k12, k13, k14, k15, k18, k19, k20, k21, k22, k23	19	23
Using proper, legible writing	k4	1	k8, k12, k16, k17	4	k1, k2, k3, k5, k6, k7, k9, k10, k11, k13, k14, k15, k18, k19, k20, k21, k22, k23	18	23
Using first line indent for each paragraph	k1, k2, k4, k5, k6, k7, k8, k10, k11, k13, k16, k21, k22	13	k3, k12, k15, k17, k18, k19	6	k9, k14, k20, k23	4	23
Proper spacing between words	-	-	k1, k7	2	k2, k3, k4, k5, k6, k8, k9, k10, k11, k12, k13, k14, k15, k16, k17, k18, k19, k20, k21, k22, k23,	21	23

As seen in Table 1, "Using proper spacing between sentences and lines" feature is applied properly by twenty of the participants while the other three applied this feature partially.

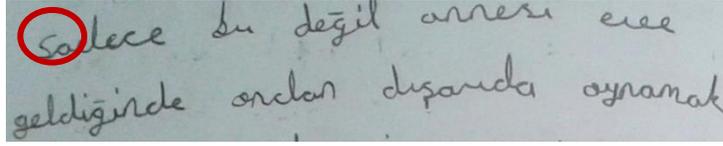
In the texts, four of the participants were inelaborate in terms of "Attention to page layout and cleanliness" and applied this feature partially while nineteen participants cared about the page layout and cleanliness in the whole text.

Type 1

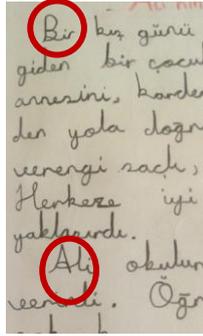
One of the participants did not apply "Using proper, legible writing" feature at all- (k4)

While four of the participants partially applied proper, legible writing, eighteen participants performed well and applied this feature in the whole text.

Regarding the formal features used in written expressions, the most misused feature was "Using first line indent for each paragraph". Thirteen of the participants did not use indents according to the other lines in their written text. While six participants partially used this feature, four participants used it in an exact and correct manner. Text samples for this feature are as follows:

Type 2

(k9)

Type 3

(k14)

Twenty-one participants used "Proper spacing between words" feature fully and correctly, while two of the participants were partially correct using the feature.

Results Related to the Second Sub-problem

Results related to the language and narrative characteristics used by the 4th grade primary school students are shown in Table 2:

Table 2

Language and Expression Characteristics Used in Written Expression

Language		Participants				TOTAL	
Expression Features	This feature has never been used.	n	This feature is partially used but there are places that are not used or used incorrectly.	n	This feature has been used entirely and accurately in the entire text.		n
Title writing	-	-	-	-	k1, k2, k3, k4, k5, k6, k7, k8, k9, k10, k11, k12, k13, k14, k15, k16, k17, k18, k19, k20, k21, k22, k23	23	23
Selecting the title in relation to the text	-	-	k4, k12	2	k1, k2, k3, k5, k6, k7, k8, k9, k10, k11, k13, k14, k15, k16, k17, k18, k19, k20, k21, k22, k23	21	23
Expression of the desired subject in whole, with logical consistency, broken down into paragraphs	k1, k2, k4, k5, k6, k7, k16, k21, k22	9	k8, k10, k11, k12, k13, k15, k17, k18, k19	9	k3, k9, k14, k20, k23	5	23
Providing meaningful transitions between paragraphs	k1, k2, k4, k5, k6, k7, k16	7	k8, k10, k11, k12, k18, k21, k22	7	k3, k9, k13, k14, k15, k17, k19, k20, k23	9	23
Writing meaningful and regular sentences	k4	1	k1, k8	2	k2, k3, k5, k6, k7, k9, k10, k11, k12, k13, k14, k15, k16, k17, k18, k19, k20, k21, k22, k23	20	23
Not mentioning irrelevant thoughts	k4	1	k7, k14, k22	3	k1, k2, k3, k5, k6, k8, k9, k10, k11, k12, k13, k15, k16, k17, k18, k19, k20, k21, k23	19	23
Establishing the flow of the text in a logical order	k4	1	k2, k7, k17, k22	4	k1, k3, k5, k6, k8, k9, k10, k11, k12, k13, k14, k15, k16, k18, k19, k20, k21, k23	18	23
Making a proper entry to the subject of the text	-	-	k4, k8	2	k1, k2, k3, k5, k6, k7, k9, k10, k11, k12, k13, k14, k15, k16, k17, k18, k19, k20, k21, k22, k23	21	23
Proper use of the words and their meanings	-	-	k4	1	k1, k2, k3, k5, k6, k7, k8, k9, k10, k11, k12, k13, k14, k15, k16, k17, k18, k19, k20, k21, k22, k23	22	23

As seen in Table 2, all of the participants (n=23) wrote a title for their texts. This feature was used properly by all participants.

For “*Selecting the title in relation to the text*” feature, two of the participants' selected title was not strictly related to the text. Twenty-one participants identified appropriate titles for the text.

“*Expression of the desired subject in whole, with logical consistency, broken down into paragraphs*” feature were not applied at all by nine of the participants. Nine other participants partially applied this feature or made some mistakes. Five of the participants used this feature in a correct and proper manner.

“*Providing meaningful transitions between paragraphs*” feature was not used by seven participants. Seven others used it partially and nine of them applied it correctly. In the light of these results, it can be said that the participants in general have some deficiencies in dividing the text into meaningful paragraphs and providing meaningful transitions between them.

In terms of “*Writing meaningful and regular sentences*”, one participant did not apply the feature in the text, two of them applied it partially and twenty-one participants applied this feature properly.

“*Not mentioning irrelevant thoughts*” feature is not applied by one of the participants, three of them applied it partially and nineteen participants applied it properly.

One of the participants did not apply “*Establishing the flow of the text in a logical order*” feature at all, four participants applied it partially, and eighteen participants applied it correctly and properly.

“*Making a proper entry to the subject of the text*” feature was applied correctly and properly by the most of the participants (n=21). However, two of the participants applied this only partially.

“*Proper use of the words and their meanings*” feature was applied correctly by almost all participants (n=22); however, one of the participants applied this only partially.

Results Related to the Third Sub-problem

The level of application of the writing and punctuation rules in written expressions of 4th grade primary school students is shown in Table 3:

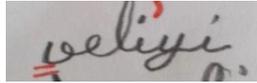
Table 3

Spelling and Punctuation Features Used in Written Expression

Spelling And Punctuation Features	Participants						
	This feature has never been used.	n	This feature is partially used but there are places that are not used or used incorrectly.	n	This feature has been used entirely and accurately in the entire text.	n	TOTAL
Using punctuation in the right place and correctly	-	-	k1, k4, k5, k6, k7, k10, k11, k14, k17, k19, k21, k22	12	k2, k3, k8, k9, k12, k13, k15, k16, k18, k20, k23	11	23
Complying with the writing rules	-	-	k1, k2, k3, k4, k5, k6, k7, k8, k10, k11, k12, k14, k16, k17, k19, k20, k21, k22, k23	19	k9, k13, k15, k18	4	23

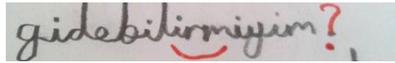
As seen in Table 3, "Using punctuation in the right place and correctly" feature was applied in a partly correct manner by twelve of the participants while eleven participants applied it properly and correctly. In line with the results, It is possible to say that half of the participants (n = 12) could not use punctuation marks correctly and in the right places. It was observed that punctuation marks such as colons, speech lines, periods, commas, apostrophes, and question marks were not used from time to time in places where they should be used. The following examples from the participants' texts can be shown as support to this finding:

Type 4



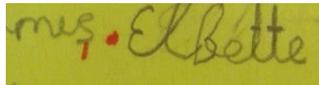
Apostrophe not used where it should be used- (k19)

Type 5



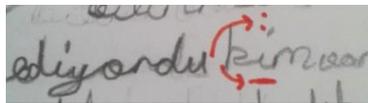
Question mark not used where it should be used- (k14)

Type 6



Period not used where it should be used- (k10)

Type 7

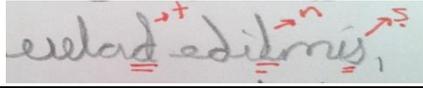


Colon and speech line not used where they should be used- (k5)

"Complying with the writing rules" feature was not applied correctly by most of the participants (n=19). Four of the participants, however, applied this feature properly and correctly. It was seen that from time to time participants ignored writing rules like

starting the sentence with capital letters, writing the initials of proper nouns in capital letters, writing "-de, -da" suffixes separately where necessary, and writing the question suffixes separately. In addition, it was seen that they made mistakes in the spelling of words. Examples of misuse of the writing rules can be shown as follows:

Type 8



Writing words incorrectly - (k2)

Results Related to the Fourth Sub-problem

The creativity levels in the written expressions of the 4th grade primary school students are shown in Table 4:

Table 4

Creativity Features Used in Written Expression

Creativity Features	Participants							
	This feature has never been used.	n	This feature is partially used but there are places that are not used or used incorrectly.	n	This feature has been used entirely and accurately in the entire text.	n	TOTAL	
Providing original ideas	-	-	k4, k7, k22	3	k1, k2, k3, k5, k6, k8, k9, k10, k11, k12, k13, k14, k15, k16, k17, k18, k19, k20, k21, k23	20	23	
Providing strong and exciting feelings	k4	1	k1, k2, k7, k8, k10, k11, k18, k19, k21	9	k3, k5, k6, k9, k12, k13, k14, k15, k16, k17, k20, k22, k23	13	23	
Providing surprising events or surprising results	k4, k7, k10	3	k1, k2, k8, k11, k13, k14, k15, k16, k18, k19, k20, k21, k22	13	k3, k5, k6, k9, k12, k17, k23	7	23	
Giving the thoughts in the story fluently	k4	1	k1, k2, k7, k14, k17, k22	6	k3, k5, k6, k8, k9, k10, k11, k12, k13, k15, k16, k18, k19, k20, k21, k23	16	23	
Giving the thoughts involved in the story in an interrelated manner	k4	1	k2, k7, k14	3	k1, k3, k5, k6, k8, k9, k10, k11, k12, k13, k15, k16, k17, k18, k19, k20, k21, k22, k23	19	23	

As seen in Table 4, "Providing original ideas" feature was applied partially by three participants while twenty participants applied it in the whole text. The students also

supported the original ideas in their texts with their own drawings. Examples from works of participants related to this finding are as follows:



“Providing strong and exciting feelings” feature was not applied at all by one of the participants, partially applied by nine of them, and thirteen participants applied this feature in the whole text.

“Providing surprising events or surprising results” feature was not applied by three of the participants, thirteen participants applied this partially, and seven of the participants applied this feature in the whole text.

“Giving the thoughts in the story fluently” feature was not applied by one of the participants, six of them applied the feature partially while sixteen participants applied this feature in a proper and correct manner.

“Giving the thoughts involved in the story in an interrelated manner” feature was not applied by one of the participants, three of them applied this partially, and nineteen participants applied this feature in the whole text.

Results Related to the Fifth Sub-problem

The level of use of narrative text elements in written expressions of 4th grade primary school students was determined as shown in Table 5.

Table 5*Narrative Text Elements Used in Written Expression*

Narrative Text Elements	Participants						TOTAL
	This feature has never been used.	<i>n</i>	This feature is partially used but there are places that are not used or used incorrectly.	<i>n</i>	This feature has been used entirely and accurately in the entire text.	<i>n</i>	
Providing the main character in the story	k4	1	k1, k7, k8, k11, k17, k18	6	k2, k3, k5, k6, k9, k10, k12, k13, k14, k15, k16, k19, k20, k21, k22, k23	16	23
Providing space in the story	k2, k4, k10	3	k1, k7, k8, k11, k14, k15, k18, k19, k20, k21, k22, k23	12	k3, k5, k6, k9, k12, k13, k16, k17	8	23
Indication of the time in the story	k4	1	k1, k2, k7, k8, k11, k13, k15, k16, k18, k19, k20, k21, k23	13	k3, k5, k6, k9, k10, k12, k14, k17, k22	9	23
Providing an initiator event that allows the main character to form a goal in the story	k4, k7	2	k8, k13, k14, k22	4	k1, k2, k3, k5, k6, k9, k10, k11, k12, k15, k16, k17, k18, k19, k20, k21, k23	17	23
Specifying the purpose of the main character	k2, k4	2	k7, k8, k13, k14, k16, k22	6	k1, k3, k5, k6, k9, k10, k11, k12, k15, k17, k18, k19, k20, k21, k23	15	23

Table 5 Continue...

Narrative Text Elements	Participants						TOTAL
	This feature has never been used.	n	This feature is partially used but there are places that are not used or used incorrectly.	n	This feature has been used entirely and accurately in the entire text.	n	
Indicating the initiative of the main character to accomplish the goal in the story	k2, k4	2	k7, k8, k13, k22	4	k1, k3, k5, k6, k9, k10, k11, k12, k14, k15, k16, k17, k18, k19, k20, k21, k23	17	23
Achieving a result at the end of events in the story	k4, k13	2	k7, k14, k22	3	k1, k2, k3, k5, k6, k8, k9, k10, k11, k12, k15, k16, k17, k18, k19, k20, k21, k23	18	23
Providing reactions of the main character	k4	1	k2, k5, k7, k8, k10, k18, k19, k21	8	k1, k3, k6, k9, k11, k12, k13, k14, k15, k16, k17, k20, k22, k23	14	23

As seen in Table 5, "Providing the main character in the story" element was not used at all by one of the participants, six of them placed a main character but did not go into detail or provide explanation and description. Sixteen participants placed the main character, gave details related to the character, and also added extra descriptions.

"Placing space in the story" element was not applied by three participants, twelve of them placed a concept of space but did not provide any details or description. Eight participants, however, placed the space into the story and provided details and descriptions related to the space in the story.

"Indication of the time in the story" element was not applied by one of the participants, thirteen of them indicated the time in the story but did not provide any details or description. Nine participants, however, indicated the time in the story and provided details and descriptions related to it.

"Provideing an initiator event that allows the main character to form a goal in the story" element was not applied by two of the participants, four participants placed an initiator event to form the main character's goal but did not provide details or description. Seventeen participants succesfully placed an initiator event and provided details and descriptions of it. "Specifying the purpose of the main character" element was

not applied by two of the participants, six of them specified a purpose but did not provide any detail or description. Fifteen participants, however, specified the purpose of the main character and supported it with details and descriptions.

“Indicating the initiative of the main character to accomplish the goal in the story” element was not applied by two of the participants, four of them indicated the initiative but did not provide details or description. Seventeen participants, however, indicated the initiative of the main character and provided details and descriptions related to it.

“Achieving a result at the end of events in the story” element was not applied by two of the participants, three participants provided a result but did not go into detail or describe it. Eighteen participants provided a result along with various details and descriptions related to it.

“Providing reactions of the main character” element was not applied at all by one of the participants, eight of them provided reactions of the main character without details, explanations or descriptions. Fourteen participants, on the other hand, successfully provided reactions of the main character and supported it with details and explanations.

Discussion, Conclusion and Recommendations

In this study, it was tried to determine the use of narrative text elements in compliance with written expression evaluation criteria, and the creativity in the narrative texts written by the 4th grade primary school students.

The first sub-problem of the research was to determine the form characteristics of the written expressions of the 4th grade primary school students. According to the results of this sub-problem, majority of the participants were found to be appropriately applying the rules of proper spacing between sentences and lines, caring for page layout and cleanliness, using proper, legible writing and proper spacing between words. However, it was found that most of the students did not comply with the rule of using first line indents for each paragraph. First line indent usually remains as a too abstract concept for students especially when it is given as a direct rule to first-year primary school students. For this reason, as a result of the fact that the subject is not fully learned, students may be faced with a situation in which they show deficient behaviour, or never show the behavior at all. This result is also consistent with similar studies in the field (Alkan, 2007).

The second sub-problem of the research was to determine the language and expression characteristics of the written expressions of the 4th grade primary school students. In this context, all participants wrote titles to their texts and most of these were related to the text. Furthermore, students wrote meaningful and regular sentences, did not give any irrelevant thoughts in the text, had set up the flow of the text in a logical order, made an appropriate entry in the text, and used the words appropriately and in compliance with their meanings.

Very few of the participants wrote the desired text by dividing it into paragraphs and provided meaningful transitions between these paragraphs. Similarly, in other studies conducted on the examination of narrative texts of students, it is found that there is a lack of placing paragraphs appropriately and ensuring the integrity between them. (Cecen, 2011; Kilic, 2012).

The third sub-problem of the research was to determine the application of spelling and punctuation rules in written expressions of the 4th grade primary school students. Texts written by the majority of participants had errors in the use of punctuation marks and in compliance with the writing rules. Also in literature, it has been revealed that students have problems in this regard (Ari, 2008; Arici & Urgan, 2008; Kilic, 2012; Kula, Budak & Tasdemir, 2015; Yasul, 2014). It can be considered that students have made mistakes in this regard because as the rules are given directly, they can not be concretized, and the subject can not be fully learned. It is known that teachers use methods of direct expression and question-answer in teaching punctuation marks (Kurudayioglu & Dolek, 2018). It is considered that there is a need for methods to make students active in the teaching process as well as lectures and question-answer methods. The possibility of success in the courses where the student actively participates is increasing.

The fourth sub-problem of the research was to determine the creativity of written expressions of the 4th grade primary school students. In this context, it was examined how the students wrote about the original ideas, strong and exciting feelings, surprising events and conclusions in the narrative texts written by them. It was also examined how students expressed their thoughts in a fluent and interrelated manner. Majority of the participants provided original ideas, strong and exciting feelings, and expressed their thoughts in a fluent and interrelated manner in the narrative texts they wrote. In addition, they were creative by drawing their original visuals that told their stories. It is known that visual images improve students' motivation in writing, creativity and imagination (Listyani, 2019). These results, along with providing clues about the creativity of the students, reveal that there is a lack of astonishing facts or surprising results in the narrative texts of the students.

The fifth sub-problem of the research was to determine the use of narrative text items in the written expressions of the 4th grade primary school students. A large number of students included the main character and used details, and made explanations or descriptions about the main character in narrative texts they wrote. Similarly, in the narrative texts they wrote, students provided an initiator event, which gave the main character a purpose, an introduction to this purpose and the main character's initiative to achieve this goal. Moreover, the majority of the participants reached a conclusion at the end of the events in the story, and they included reaction of the main character in the narrative texts they wrote. However, a small number of students provided details regarding space and time elements in the story in the narrative texts they wrote. According to these results, it can be said that students have not had much problems in using narrative text elements. However, it can be stated that it is particularly troublesome for students to provide time elements. This can be considered due to the fact that the concept of time remains abstract for students.

Similarly, when literature is examined, it is seen that the level of providing time factor in the narrative texts of the students is low (Kilic, 2012; Yılmaz, 2008). It is recommended that teachers give verbal, written, corrective and body language feedback to improve students' writing skills (Goer & Senturk, 2019).

It is important to provide students with reinforcements while teaching the formal features of texts, especially with an emphasis on the rule of first line indents of paragraphs and giving various examples/non-exemplary situations. In regards for the students to divide the text in paragraphs, make meaningful transitions between them, and include time and space elements in the story; teaching the basic principles of composition, preparing an outline/plan, and arranging the texts according to it is thought to be beneficial for students' writing texts in meaningful paragraphs and including the elements of text. It is also very important that the grammatical rules that are abstract for students are not to be presented directly in the first three grades of primary schools; instead, these rules should be shadowed out and the correct use of the language should be taught. In the 4th grade, however, grammar rules are being taught. Reinforcing these rules by giving examples and non-exemplary situations is thought to contribute to the students' learning of spelling and punctuation in a correct and complete manner.

This study was conducted with 4th grade primary school students and with a single class. Narrative texts of students who are studying at different grade levels can be examined and compared. In this way, tips on the root of the deficiencies of students regarding the narrative texts can be obtained. Furthermore, interviews with teachers and students may also be conducted in order to reveal students' use of narrative text elements and written expression skills.

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İlkokul 4. Sınıf Öğrencilerinin Kullandıkları Öyküleyici Metinlerin İncelenmesi

Atıf:

- Kula, S. S., & Askin-Tekkol, I. (2019). Investigation of narrative texts used by fourth grade primary school students. *Eurasian Journal of Educational Research*, 81, 165-188, DOI: 10.14689/ejer.2019.81.10

Özet

Problem Durumu: İlkokul 4. sınıf Türkçe dersi öğretim programında yazma becerisinin geliştirilmesiyle; öğrencilerin duygu, düşünce, hayal, tasarı ve izlenimleri ile bir konudaki görüşlerini dilin imkânlarından yararlanarak ve yazılı anlatım kurallarına uygun şekilde anlatmaları, yazmayı kendini ifade etmede bir alışkanlığa dönüştürmeleri amaçlanmaktadır. Öğrencilerin düş güçleri ile yazma becerilerini birlikte kullanarak öyküleyici metinler yazmaları da programda desteklenmektedir. Programda, yazım kurallarına uyma ve noktalama işaretlerini doğru kullanma, anlam bütünlüğü içinde olayları oluş sırasına göre yazma, sayfa düzenine dikkat etme, metne uygun başlık yazma, içeriğe ve bağlama uygun doğru kelimeler seçme, oluşturduğu metinlere uygun çizim, grafik ve görsel kullanma becerilerinin ne ölçüde geliştiğini belirlemeye yönelik ölçme ve değerlendirme çalışmalarının yapılmasının gerekliliği üzerinde durulmaktadır.

Araştırmanın Amacı: İlkokul 4. sınıf öğrencilerinin yazdıkları öyküleyici metinlerde, öğrencilerin öyküleyici metin öğelerini kullanma, belirlenen yazılı anlatım değerlendirme ölçütlerine uyma ve yaratıcılık durumlarını belirlemektir. Bu amaç doğrultusunda çalışmanın alt problemleri şu şekilde belirlenmiştir:

1. İlkokul 4. sınıf öğrencilerinin yazılı anlatımlarında biçim özellikleri nasıldır?
2. İlkokul 4. sınıf öğrencilerinin yazılı anlatımlarında dil ve anlatım özellikleri nasıldır?
3. İlkokul 4. sınıf öğrencilerinin yazılı anlatımlarında yazım ve noktalama kurallarını uygulama durumları nasıldır?
4. İlkokul 4. sınıf öğrencilerinin yazılı anlatımlarındaki yaratıcılıkları nasıldır?
5. İlkokul 4. sınıf öğrencilerinin yazılı anlatımlarında öyküleyici metin öğelerini kullanma durumları nasıldır?

Araştırmanın Yöntemi: Çalışma, nitel araştırma modeliyle tasarlanmıştır. Nitel araştırma yaklaşımı, araştırılan konuları derin ve ayrıntılı olarak inceleme fırsatı sunarak detaylı bilgi elde etmeye olanak tanımaktadır. Çalışma grubunun oluşturulmasında amaçlı örnekleme yöntemlerinden kolay ulaşılabilir durum örnekleme yolu benimsenmiş ve Mersin İli Tarsus İlçe merkezde bulunan, sosyo-ekonomik bakımdan orta düzeyde yer alan, Milli Eğitim Bakanlığına bağlı bir devlet okulunun dördüncü sınıfına devam etmekte olan yirmi dokuz öğrenci ile çalışılmıştır. Bu öğrencilerden altısının yazdıkları metinler öyküleyici metin olma özelliği göstermediğinden analize dâhil edilmeyerek toplam yirmi üç metin incelenmiştir.

Birinci Alt Probleme İlişkin Bulgular: “Cümleler ve satırlar arasında uygun boşluklar bırakılması”nda katılımcıların üçü yazdıkları metinlerde kısmen bu özelliğe dikkat ederken, yirmi kişi cümleler ve satırlar arasında uygun boşluklar bırakmışlardır.

“Sayfa düzenine ve temizliğe dikkat edilmesi” hususunda zaman zaman özensiz davranarak bu özelliği kısmen kullanırken, on dokuz katılımcı yazılı metinlerinde bu özelliğe tam olarak özen göstermişlerdir.

“Düzgün ve okunaklı bir yazı kullanılması”nda katılımcılardan bir tanesi bu özelliği hiç kullanmazken dört katılımcı bu özelliği kısmen kullanırken, on sekiz katılımcı yazdıkları metnin tamamında düzgün ve okunaklı bir yazı kullanmıştır. Yazılı anlatımlarda kullanılan biçim özelliklerine bakıldığında en çok hatalı kullanılan özellik “Paragraflara diğer satırlara göre biraz daha içeriden başlanması” olarak dikkat çekmektedir.

İkinci Alt Probleme İlişkin Bulgular: “Başlığın metnin konusuyla ilişkili olarak seçilmesi” özelliği için katılımcılardan iki tanesinin seçtiği başlık metnin konusuyla tam olarak ilişkili değildir. “Anlatılmak istenen konu, bütünlük içinde, mantıksal tutarlılıkla paragraflara bölünerek açıklanması”nda katılımcıların dokuz tanesi bu özelliği hiç kullanmamış, dokuz katılımcı bu özelliği kısmen kullanmış beş katılımcı ise bu özelliği tam ve doğru olarak kullanmıştır. “Paragraflar arasında anlamlı geçişler sağlanması”

özelliğini yedi katılımcı hiç kullanmazken, yedi katılımcı kısmen kullanmış, dokuz katılımcı ise bu özelliği tam ve doğru olarak kullanmıştır. “Anlamlı ve kurallı cümleler yazılması” özelliği katılımcıların biri tarafından hiç kullanılmazken, iki katılımcı tarafından kısmen kullanılmış ve yirmi katılımcı tarafından tam ve doğru olarak kullanılmıştır. “Konu dışı düşüncelere yer verilmemesi” özelliği katılımcılardan biri tarafından hiç kullanılmazken, üç katılımcı tarafından kısmen kullanılmış ve on dokuz katılımcı tarafından tam ve doğru olarak kullanılmıştır. “Anlatılan metnin akışının mantıksal bir sıra ile kurulması” özelliği katılımcılardan biri tarafından hiç kullanılmazken, dört katılımcı tarafından kısmen kullanılmış ve on sekiz katılımcı tarafından tam ve doğru olarak kullanılmıştır. “Metinde konuya uygun bir giriş yapılması” katılımcıların çoğunluğu (n=21) tarafından tam ve doğru olarak kullanılmıştır. “Kelimelerin yerinde ve anlamlarına uygun kullanılması” özelliği hemen hemen tüm katılımcılar (n=22) tarafından doğru kullanılmıştır.

Üçüncü Alt Probleme İlişkin Bulgular: “Noktalama işaretlerinin doğru ve yerinde kullanılması” özelliğini on iki katılımcı kısmen doğru kullanabilirken, on bir katılımcı bu özelliği tam ve doğru olarak kullanmıştır. İki nokta, konuşma çizgisi, nokta, virgül, kesme işareti ve soru işaretlerinin kullanılması gereken yerlerde zaman zaman kullanılmadığı gözlenmiştir. “Yazım kurallarına uyulması” özelliğini katılımcılardan büyük çoğunluğu (n=19) tam olarak doğru kullanamazken, dört katılımcı metinlerinin tamamında yazım kurallarına tam ve doğru olarak uymuşlardır. Katılımcıların cümleye büyük harfle başlamayı, özel isimlerin baş harfini büyük harfle yazmayı, ayrı yazılması gereken -de, -da eklerini ayrı yazmayı, soru eklerini ayrı yazmayı zaman zaman gözden kaçırdıkları görülmüştür. Bunun yanı sıra kelime yazımlarında hatalar yaptıkları gözlenmiştir.

Dördüncü Alt Probleme İlişkin Bulgular: “Orijinal fikirlere yer verilmesi”, “Güçlü ve heyecanlı duygulara yer verilmesi”, “Şaşırtıcı olaylara veya şaşırtıcı sonuçlara yer verilmesi”,

“Öyküde yer alan düşüncelerin akıcı bir şekilde verilmesi”, “Öyküde yer alan düşüncelerin birbiriyle bağlantılı bir şekilde verilmesi” özellikleri katılımcılar tarafından kısmen kullanılmıştır.

Beşinci Alt Probleme İlişkin Bulgular: “Öyküde ana karaktere yer verilmesi”, “Öyküde mekâna yer verilmesi”, “Öyküde geçen zamanın belirtilmesi”, “Öyküde ana karakterin bir amaç oluşturmasını sağlayan başlatıcı bir olay verilmesi”, “Ana karakterin amacının belirtilmesi”, “Öyküde ana karakterin, amacını gerçekleştirmek için yaptığı girişimin belirtilmesi”, “Öyküde geçen olaylar sonunda bir sonuca ulaşılması”, “Ana karakterin tepkilerine yer verilmesi” özelliklerinin çoğunlukla katılımcılar tarafından kullanıldığı görülmüştür.

Araştırmanın Sonuçları ve Önerileri: Bu çalışma ilkökul 4. Sınıf öğrencileri ile ve tek bir sınıf ile yürütülmüştür. Farklı sınıf düzeylerinde öğrenim görmekte olan öğrencilerin öyküleyici metinleri incelenerek, karşılaştırmalar yapılabilir. Bu sayede öğrencilerin öyküleyici metinlere ilişkin eksikliklerinin nereden kaynaklanıyor olabileceğine dair ipuçları elde edilebilir. Ayrıca, öğrencilerin öyküleyici metin öğelerini kullanma ve

yazılı anlatım becerilerinin ortaya konması amacıyla öğretmenlerle ve öğrencilerle görüşmeler de yürütülebilir.

Anahtar Kelimeler: İlkokul Türkçe dersi öğretim programı, öyküleyici metin, metin ögeleri, yazılı anlatım, değerlendirme.