Evaluation of creative writing products according to content and some variables*

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Abstract. The aim of this study was to assess elementary school students' creative writing products in terms of "compliance with creative writing criteria" and content. Mixed-method approach was adopted in this study. The research was conducted with 4th grade students (n = 122) attending three primary schools in the fall semester of the 2017-2018 academic year. Scale for Evaluating Creative Writing Products (SECWP) developed by Beydemir (2010) and "and students' creative writing texts" were used to gather data. During qualitative part of the study, students listened Chopin's "Nocturne op. 9 No. 2" composition and they were asked to write about the color that they associate with the music and their feelings about this color. According to qualitative findings of the study, it seemed that the participants associate Chopin's work with blue, purple and green colors which are cold colors, and they tried to explain this association with the concepts related to sky, forest, love, freedom, and thought.

Keywords: Creative writing, elementary school, students, mixed-method

INTRODUCTION

Today, in almost all occupational fields, there is a need for people who prioritize the concept of creativity, present creative ideas, produce solutions and express their feelings and thoughts in a creative way. Because in today's world, creativity is perceived as one of the most important features that individuals should have in order to produce new and different things. For this reason, today, the most influential individuals are perceived as prominent people with their creativity and creativity takes its place in the literature as one of the most difficult concepts to develop in today's world.

When the literature is reviewed, it is observed that there is no generally accepted definition of the concept of creativity and various definitions are made about this concept. By means of creativity, which is a combination of many different mental functions and skills, the individual looks at things that are familiar willingly with unique perspective (Robinson, 2001). In the definitions of creativity; originality, imagination, discovering new things, doing different things, saying unspoken things; adapting to changing conditions, ordering thoughts fluently, thinking in a different way than usual are emphasized (Senemoğlu, 2002). The individual must meet the appropriate conditions in order for creativity to contribute to the personal character, which is a potential power of the individual, (Rouquette, 1994). Because creativity is a reality waiting for individuals to come out as a result of providing appropriate conditions. The individual creates new ideas by considering his / her old knowledge with the creativity. Ideas are not only produced by intelligent people, but on the contrary, ordinary people can also produce new and creative ideas by considering what they know (Foster, 2005). The important point here is to provide an environment to support an individual's effort to create innovative ideas based on previously unrelated relationships.

The concept of creativity, which is the source of imagination and production, has an important place in the fields of science, philosophy, art and education. Especially, the concept of

creativity takes its place in the education system as an important value in order to raise the individuals with high-level skills and competencies. The concept of creativity, which has an influential place in the development of linguistic skills, is also among a notable concept in the Turkish course. An individual listening, reading, speaking and writing in a creative way, can organize his/her feelings and ideas in a smoother and more unique way. Therefore, especially listening and reading, interpreting and expressing with written works in a creative way are indispensable components of Turkish lessons.

Before the concept of creative writing, it is necessary to briefly mention about writing skill which is the last link in the chain of four basic language skills (Demirel, 2002). Writing is a higher order skill that help individual communicating and learning. In addition, as students develop their writing skills, they can control their thinking skills, use their minds, and learn more effectively (Raimes, 1983; 3). Because writing is one of the important elements that develops thinking and keeps learning process active (Vygotsky, 1998). Therefore, as the individual develops writing skills, he/she can transfer knowledge, review and organize ideas more effectively and express him/herself more easily.

Writing studies have an important place for developing writing skill that includes expressing the ideas by writing in an effective way. In writing studies, since the individual has to produce a new product, the existing knowledge is evaluated and integrated with the new knowledge. In this process, the information is rearranged. Thinking skills such as criticizing, questioning, evaluating, creating new ideas are used in a functional way. For this reason, Turkish course which includes high level cognitive processes such as thinking, problem solving, comprehension, narration, focuses on writing skills as well as other linguistic skills (listening, reading, and speaking). In Turkish courses, in addition to develop writing skills, it is also aimed to create a critical and creative perspective and to ensure that they produce new and different thoughts on the subject. Therefore, in the scope of Turkish course, it is emphasized creative writing techniques for developing internalization, desire and pleasure of creative writing. Because writing involves "creative thinking and associating new knowledge with preliminary knowledge and this makes new information meaningful" (Lawwill, 1999).

In literature, there are two basic approaches in writing education. These two basic approaches are "product-oriented approach" which is a product of the behavioral education approach and "process-oriented approach" that emerges with the constructivist approach (Temizkan and Yalçınkaya, 2013). Proper use and spelling of the language, based on rules and guidelines, is important during the product-oriented approach of writing education (Temizkan and Yalçınkaya, 2013). In this approach, the necessary information is collected before starting the writing process. This information is written in the form of cause-effect relationship, proving a thesis and making comparisons. In this approach, the supervisor and evaluator evaluates the student's writing only in terms of technical characteristics such as grammar, spelling rules, form, use of words. By the 1980s, there was a paradigm shift in writing education (Şahin, 2015). According to the new paradigm, the guidance of the teacher and the focus on the writing process are in the forefront. Creative writing has an important role in the process-oriented approach that aims to improve student's planning skills and thinking processes (Ashman and Conway, 1993, pp. 55–56) (Şahin, 2015).

Creative writing, which is expressed as one of the most important skills that a student can learn, is the ability to reconstruct the existing knowledge, concepts, events and dreams by re-establishing and associating them with each other; it is to transfer them freely on to paper using imagination (Demir, 2013). Creative writing is the work of writing about observations and thoughts about the outside world in a different and creative way from other people through stories, poems, fairy tales and prose. The creative writer also has the opportunity to express his/her inner world as he/she wishes. Creative writing is one of the methods for developing creativity and personality, and creative writing activities develop imagination. To create an imaginary world by developing imagination and to develop innovative and creative ideas; it necessiates the integrity of hearing, sensing, thinking, sensing and observing abilities.

In general, it can be said that creative writing studies are effective in revealing different aspects of students and their special thoughts in their own imagination. However, students are

not sufficiently prepared to express them freely. The reason for this may be that the writing activities are still carried out in a traditional manner. Unfortunately, students have difficulty in overcoming stereotypes (Susar Kırmızı, 2008). The most effective guide for the students in this process is obviously the teacher. Basically, the writing process is expected to be taken into consideration rather than evaluating the written product in the writing activities done in the classroom (Lee, 2017). Because students may want to make additions and changes in the writing process at the end of the incubation period, and the writing action takes place continuously (Medd, Hills & Houtz, 2003). In the evaluation of creative writings, conventional evaluation should not be made. Comparing and grading students, finding their mistakes are contrary to creative writing. It is essential to share the works written in creative writing with others, to receive emotions, thoughts, opinions and to make criticisms with positive words. Thus, while writing skills are encouraged, children are seen to feel good and qualified (Güneyli, 2006). In creative writing, the teacher should evaluate both the process and the writing products. Teachers should provide creative writing examples to their students, give them clear and special feedback by telling them what they are doing without judging their students, and recommend that they keep the first text they write to compare with what they will write later (Brillant, 2005; Act. Ungan, 2007). In addition, teachers should include activities that provide creative writing habits, support creative writing, and support the creative writing process through reading and listening activities that will support their creativity. Therefore, in this study, the relationship between creative writing, which is considered as one of the new writing approaches in education, and listening and reading skills was taken into consideration, and creative writing products of elementary school students were evaluated in terms of "compliance with creative writing criteria" and content. Depending on this purpose, the following sub-problems have been created.

1. Do creative writing achievements of 4th grade students differ significantly according to gender variable?

2. Do creative writing achievements of grade 4 students differ significantly by school type?

3. Do creative writing achievements of 4th grade students differ significantly according to the time variable allocated to reading books?

4. Do the creative writing achievements of 4th grade students show a significant difference according to the variables of mother education?

5. Do the creative writing achievements of 4th grade students show a significant difference according to the father education level variable?

6. What is the quality of creative writing products produced by 4th grade students?

METHOD

Mixed method was used in this research. The mixed method is a research approach in which the researcher collects both quantitative and qualitative data to understand research problems, integrates two sets of data, and then draws conclusions using the advantages of integrating these two sets of data. In the quantitative part of this study, Scale for Evaluating Creative Writing Products (SECWP) developed by Beydemir (2010), and in the qualitative part, "creative writing subject form" were used. Quantitative and qualitative data were collected simultaneously and weighed equally. In addition, quantitative and qualitative research series were handled independently from each other until the interpretation and inference of the findings of the study. Therefore, the method of the research is "convergent parallel" pattern of mixed method designs. In this design, the researcher collects quantitative and qualitative data independently of each other, analyzes the collected data separately and then interprets these two sets of results by integrating them (Creswell and Clark, 2014).

Sample

The quantitative and qualitative sample of the study were selected from a single population and equal in size. The research was carried out in the fall semester of the 2017-2018 academic year with 4th grade students in the primary schools of the Ministry of National Education in the central district of Denizli. 122 students (female = 68; male = 54) participated in the study. Schools were

selected randomly from the lower, middle and upper socio-economic levels in accordance with the "Maximum diversity sampling" method (Yıldırım and Şimşek, 2008).

Data Collection Tool

As the data collection tool in the study, "creative writing subject form" and, "Scale for Evaluating Creative Writing Products (SECWP)" developed by Beydemir (2010), consisting of 25 items with Cronbach's alpha 0.97, rated in the range of 1-5 points, were used. A number of different options have been brought together and a form has been created to determine the subject of creative writing. Expert opinion was applied through the form and the most preferred creative writing subject was revealed.

F. Chopin is a composer with deep musical expressions and poetry. Chopin's works are sad and emotional, but he reaches joy through sadness. In his pieces, there is violence, enthusiasm, crying and on the other hand they have softness, shyness and sweetness (Yahşi, 2017; Bilir Eyüpoğlu, 2016; Gide, 2010). Looking at these explanations about Chopin, Chopin and his works draw attention to poetic sensuality and sadness, as well as a stance that drives the individual to love and enthusiasm. This is one of the reasons why Chopin's "Nocturne op.9 No.2 was chosen. In addition, the selection of this work has a duration of four and a half minutes, and the age of the sample were taken into consideration.

During the research, Chopin's work "Nocturne op.9 No.2 ere was presented to the students and the students were asked to say "What color would it be if it were a color? What do you think the name of this work would be, why? What do you think the reason (story) of this work was written, why? What do you think would be the title of the written story?". The "creative writing subject form consisting of these questions was distributed to the students while listening "Chopin's Nocturne op.9 No.2". After the work was played, the students were asked to read the questions. Then the work was played again and the students created their creative writing.

For creative writing, the chosen topic is important. The subjects that students can write with interest and eyjoyment should be selected, and even free topics that can help students develop their imagination and create creative ideas should be selected. Because, on the basis of creative writing, there is the situation of "freedom" and the individual's expressing his / her thoughts beyond the limits (Kaya, 2013; Şahin, 2015; Özdemir & Çevik, 2018). The place of music is important in creative writing. Because music reveals creativity in the individual. For this reason, Chopin's ct Nocturne op.9 No.2 work was selected. One of the reasons why this work was chosen is poetic sensuality and sadness in Chopin and his compositions, which draws attention to a stance that drives the individual to love and enthusiasm. As Yahşi (2017) states, Chopin is a composer with deep musical expressions and poetry. Chopin's works are sad, emotional, but he reaches joy through sadness (Gide, 2010: 28). In Chopin's works, on the one hand there is violence, enthusiasm, crying and on the other hand softness, shyness and sweetness (Eyüpoğlu, 2016). In addition, the selection of this work should include a period of four and a half minutes, and it is appropriate for the age of the sample.

Data Collection and Analysis

The subject of creative writing was determined on a voluntary basis and applied to the students. The written products obtained after the application of creative writing to the students were read in detail. While reading the written products, scores were made by two separate researchers based on the "Scale for Evaluating Creative Writing Products (SECWP) and the data were saved to computer. Correlation coefficient was calculated to determine how correlated the scores given by both researchers to creative writing products. The Pearson correlation value was .823; p value was found to be .000 (p< 0.05). According to these results, it is possible to say that there is a significant, linear and high relationship between the two measurements. With the scoring of creative writing products, qualitative data were translated into quantitative. The scores obtained were analyzed by SPSS 22 program. On the other hand, in order to analyze the qualitative dimension of the research, the written products obtained were transferred to the computer. In this process, content analysis was included in the evaluation of creative writing products. Based on the qualitative data, codes were generated by both researchers. Codes were compared and

Miles and Huberman's (1994) reliability formula "Reliability = Consensus / (Consensus + Disagreement)" was used. As a result of the calculations, it was determined that the consensus regarding the codes was over 78%. Then, the related codes were brought together to reach the themes. While explaining the codes, excerpts were made from the students' explanations about the work or story. These quotations were given exactly as the participants wrote. Sentences with expression disorders are also presented in their original form.

Shapiro-Wilk was applied to determine whether the quantitative data obtained from the study showed normal distribution. After the analysis, it was found that the data showed normal distribution (p> 005). Therefore, parametric tests were used to analyze the data. Frequency, percentage and standard deviations were calculated, t-test was used for two-group comparisons and ANOVA analysis was used for comparisons with more than two groups.

RESULTS

In this part of the study, the data obtained from the analysis made to answer the sub-problems are presented in tables. The explanations related to the tables are included. In order to answer the first sub-problem of the study, the results of t-test analysis performed according to the "gender" variable are given in Table 1.

Table 1. *T-Test results of SECWP scores according to "gender" variable*

Gender	N	$\overline{x}$	SS	sd	t	p
Female	68	113,94	8,76	120	2,59	,01
Male	54	109,46	10,25			

According to Table 1, there is a significant difference between creative writing achievement of female and male students [t (120) = 2.59, p <0.05]. The average of female students (= 113.94) was found to be higher than the average of male students (= 109.46). The creative writing activities of female students are more successful than male students.

The scores obtained from *SECWP* were analyzed according to the students' education in private and public schools. The findings are presented in Table 2.

Table 2. *T-Test results of SECWP scores according to "school type" variable*

School Type	N	$\overline{x}$	SS	sd	t	p
Private School	24	112,95	6,51	120	,56	,57
State School	98	111,71	10,31			

As seen in Table 2, there is no significant difference between the creative writing achievement of students according to the type of school [t (120) =, 56, p> 0.05]. The quality of creative writing activities of students in private schools and the quality of creative writing activities of students in public schools are similar.

The scores of the students from *SECWP* were analyzed in terms of "time to read books in one day" variable. Table 3 shows the results of the t-test.

Table 3. *T-Test results of SECWP scores according to "the time allocated to reading books" variable*

Time interval	N	$\overline{x}$	SS	sd	t	p
Readers less than 30 minutes	20	107,65	7,58	120	-2,213	,002
30 minutes or more book readers	102	112,80	9,84			

As it is seen in Table 3, when time allocated to reading books is taken into consideration, there is a significant difference in favor of students who read books 30 min. and above, [t (120) = - 2,213, p <0.05]. According to the findings, the average of students who read and book over 30

min. is equal to 112.80. It is higher than the average of students in the first group (107.65). In this case, it is possible to say that students who spend more time reading books have higher creative writing success.

The creative writing achievement of the students was compared with the mother education level variable and ANOVA test was performed. The findings are given in Table 4.

Table 4. *ANOVA results of SECWP scores according to the variable of "mother education level"*

Source of Variance	Sum of Squares	Sd	Average Squares	F	p
Intergroup	20,90	3	6,96	,073	,97
Groups	11303,89	118	95,79		
Total	11324,79	121			

When Table 4 is examined, there is no significant difference between the groups according to mother education level [F (3, 118) =, 97 p> 0.05]. Students 'creative writing achievements are similar regardless of their mothers' educational background.

The scores obtained from *SECWP* were also compared according to the "father education level" variable and ANOVA test was applied to the data. The findings are presented in Table 5.

Table 5. *ANOVA results of SECWP scores according to "father education level" variable*

Source of Variance	Sum of Squares	Sd	Average Squares	F	p
Intergroup	116,55	3	38,85	,409	,74
Groups	11208,24	118	94,98		
Total	11324,79	121			

When Table 5 is examined, the education level of students' fathers does not make a significant difference on students' creative writing success [F (3, 118) = ,74 p> 0.05]. When the father's educational status variable is considered, the students' creative writing achievements show a similar quality. Regardless of their father's educational background, students' creative writing achievements are similar.

Written products obtained in order to respond to the sixth sub-problem of the research were examined and their details were determined. The students listened to Chopin's "Nocturne op.9 No.2 while answering the questions "What color do you think it would be if it were a color, Why? What do you think the name of this work would be, why? What do you think would be the title of the written story?". In the evaluation, 6 codes and 3 themes were reached. Within the scope of the theme of the effect of colors, two codes "optimism" and "pessimism" were identified. When the expressions in the codes are examined, it is seen that the students give the names of the colors commonly used in daily life in their creative writings. The reasons for choosing this color are also linked to emotional situations. Names given to the work are quite different from each other and again have a structure that mainly reflects emotions. 33 participants were blue, 28 participants were white, 23 participants were black, 12 participants were pink, 12 participants were red, 10 participants were green, 9 participants were purple, 9 participants were yellow, 3 participants were gray, 2 participants in orange, 1 participant in brown, 1 participant in color, 1 participant answered in rainbow colors.

Each color has different variations, different games. There are three primary colors in nature: red, yellow, blue. Intermediate colors are created from their mixture. For example, green is obtained from the mixture of blue and yellow, orange is obtained from the mixture of red and yellow, purple is obtained from the mixture of blue and red. Contrasting colors that do not match are called contrast colors. These are blue and orange, purple and yellow, green and red. Some colors are classified as hot and cold in terms of their effects on humans. Warm colors, for example, can have an effect of vitality, joy, movement and comfort in humans. These are: red, orange and yellow colors. Cold colors have a relaxing effect. These are: blue, green and purple (Artut, 2004, 135).

When the data obtained from the students were examined, "unhappiness" and "happiness" codes were reached and "emotions" theme was revealed. The determined information regarding the theme is given in Table 6.

Table 6. *Information on the theme of emotions*

Theme	Codes	Gender / Person Number / Color	Relation of Work Color	Name of the work	The title of the story
FEELINGS	HAPPINESS	K1- Blue	Comfort, Tranquility / Cloud, Sky, Fly	Inside the Clouds	It's Like I'm Flying
		K6-Pink / Blue	Serenity	In peace	Peaceful street
		E7- Purple	Love	Violet	Purple violet
		K18- Red / White / Green	Family / Love / Forest / Love	Emotions for Me	Serenity
		E22- Red	Happiness / Love	A new page	A new page
		K26- Black/ White	Mother	Piano Lullaby	Lullaby
		K34- Blue	Freedom	Freedom	Freedom
		E38- Rainbow Colors	Unique / Diversity	Animated Night	From Night to Morning
		K40- Blue	Rejoicing	Rejoicing	Table of Peace
		E42- Blue / Green	Serenity	Beautiful Melody of Piano	Sensitive Touches on the Piano
		E44- Green	Past	Green and Blue	Sad
		E45- Green	Running	Simulator	Balett Simülatör
		E46- Green	Beauty	Me	Movement
		K48- Pink / White	Refreshment / Ballet	Chat with the piano	Piano
		K49- Green / Blue	Sky /Freedom	Life	Love
		K50- Blue	İnception	Clear Blue Sky	Bright
		K51- White	Happiness	White doves	White doves
		E56- Red	Beautiful Being	Stress Free	Sad Man Dies
		K57-Pink	Serenity / Calm	Starry Nights	Under the Stars
		K58- Grey	Happiness Art	Pictorial art	Rahatlama
		E59- Black and Blue Mixture	Desire to Dance	Passion for Tango	A Mix of Two Love
		E62- Blue	The Peace of Art	Dance	Dance
		K68- Blue	Serenity	Serenity	Hopes in Me
		K73- White	Serenity and Innocent	Symphony of Hope	Hope Music
		E80- White	Peaceful Music	Music in the Rain	I am Learning Piano
		K81- Orange	Serenity	Special for me	I Feeling special
		K82- Green	Open and Closed	Piano Love	Piano
		K85- Pink	Serenity	Art	Very Beautiful Sheet Music
		E88- Blue	Serenity	Great Piano Music	No Confusion Needed
		E91- Pink	Silence	Silence	Silent cinema
		K92- Blue	Serenity	Children	The Work Loving Children
		K94- Blue	Serenity	Blue Piano	Boogie-Woogie
		K97- Red	Star	Children on the road	Circle of Love
		K98- Blue	Serenity	Music	Piano

	K99- Blue	Serenity	Child	Ankara
	K100- Blue	Peace and Love	Flower	Blue Peace
	K102- Red / Blue	Love	-	Homeland
	E103 - Blue	Serenity	Relaxation	Relaxation
	E105- Black / White	Piano color	Piano	Child Playing Piano
	E107- Red	Love	Piano	Piano
	E108- White	Feeling	I'm thinking	I'm thinking
	E109- White	Serenity	Ballet	Ballet Girl
	E110- Yellow	Happiness	Feelings	Sensuality
	E112- Pink	Happiness	Ballet	Ballet
	K116- Blue	Sea	Silence and Peace	Happiness and Peace
	K118- Red	Serenity	Happiness and Peace	Separation
	K119- Pink	Comfort	The Comfort of My Soul	Rest
	K120- Black	Piano color	Piano	I am playing piano
	E121- Black	Piano color	Composition	Good Piano
UNHAPPINESS	K11- Black	Bad day	A Sad Day	Father and My Son
	K15- Blue	Sea / Sky	Sadness	Sad
	K16- Sarı	Strange Road	Imaginary Sky	Brain by Imagination
	E28- White / Green	A place without art	Dance Without Art	Music of the Forty Years
	K77- Grey	Sadness and Joy	Your Life Story	Life
	E12- Yellow	Interior	Miracle	Young Child's Challenge
	E13- White / Pink	Sad Children	Sad child	The Lost Child

The findings and explanations made within the scope of "Happiness" code are as follows: K58, E62 associated the work with fine arts and named the work "Art of Painting" and "Dance" respectively. K34 told that the work was written in order to adopt freedom. E38 first explains the reason for writing the story because of the transition to light notes and then to the moving notes. The title of the story is "Night to Morning," he said. Because the notes in the piece have different sounds, E38 has linked the work to the rainbow color, and explained as "… each note has a different sound and they are all just as beautiful as the colors. The colors are also beautiful and unique." Both participants linked the reason for the work to the falling and raising melodies of the work and explained these situations as "waiting for the moment" and "hope of meeting". E46 stated that this work was written to reassure someone or make someone cry. The sadness and affirmation in the foreground are remarkable. In addition, E91 said that this work was written "as a result of the separation of two people who love each other". K48 said that this work was written for a person who plays the piano and a girl who performs ballet. In the same way, E62 identified the reason for writing the work with dance. While trying to explain the writing story of the work, the K50 used the following words: The composer wrote this piece to remind us what life means, what life challenges are, and that life starts again. It is remarkable that he associates with blue color and expresses the idea that the sky is blue and that the blue brightens the darkness again. E56 and K58 said that the composer wrote this piece in order to relieve stress and to relax. Interestingly, both participants explained the reason for writing the story in a similar way. What is even more interesting is that the participants explain the color evoked by the work in red and gray colors, respectively. In addition, K58 has linked the work to fine arts. E62 emphasized art in the same way and both named the work "Painting" and "Dance" respectively.

Based on Table 6, the following evaluations were made within the code of unhappiness: K11 used the term "bad day" to explain the color relationship. In order to explain the relationship, he said, this work was written for us to understand the value of our lives and named the story "My Father and My Son". K16 named the work as "strange way". Then, his response "brain, imagination, and the infiniteness of the oddities in our lives in the brain world" provides an interesting perspective. E28 explained the work-color relationships with the phrase "art deprivation" and he said "art in Turkey is not given much importance and I therefore give it a name in the form of Forty Years of Music". K13 answered the question "What color would this work be if it were a color?" as "white and pink, sad children". Nevertheless, the answers to the questions "What would be the name of this work, why?" and "What would the title of this story be?" appear to be "Sad Child"and "The Child Who Lost Someone". In K15, it is noteworthy that it is named as "Sadness" and explained the work color relationship as "sea / sky". It is possible to say that these students impose unhappiness on the work.

In the investigations conducted by the researchers, "pessimism" and "optimism" codes were created and the theme "effect of colors" was reached. Information on the effect of colors theme is given in Table 7.

According to Table 7, the following evaluations were made within the scope of "optimism" code. K20 said the work is colorful because it is reminiscent of creative feelings and K90 makes the work "feel good and friendly". When the connection between the color and reason determined by the participants about the work they listen to is examined under both codes; "blue color" as comfort, peace, happiness, refreshment, freedom, beauty, grace, beginning, clarity, fly, sky, cloud, multicolor; "white color" as clarity, freedom, nothingness, comfort, love, inner openness, serenity, refreshment, happiness, purity, ancients, cloud, fly, light, horror, "black color" as noble, sensuality, sadness, scream, scream, fear, flurry, sadness, pessimism, separation, imagination, ancients, black hole, deep well, piano, evil; "pink color" as peace, freshness, silence, calmness, light, good, sadness, joy, comfort, ballet; "red color" as love, happiness, passion, peace, freedom, beautiful, comfort, family; "green color" as forest, cloud, sky, mother, run, love, outdoor, indoor, freedom; "purple color" as shouting, screaming, sadness, sensuality, thought, love, beautiful crying; "yellow color" as relief, sadness, soft, relaxing, happiness, freedom, road, multicolor; "gray color" as sadness, screaming, shouting, joy, ancient times; "orange color" as slowness, tranquility; "brown color" as death, "colorful color" as creative, proud, kindness, friendship and "rainbow color" as unique, diversity".

Table 7. *Information on the effect of colors theme*

Themes	Codes	Gender / Person Number / Color	Relation of Work Color	Name of the work	Title of the Story
EFFECT OF COLORS	OPTIMISTIC	K2-Black	Emotional	emotionality	emotionality
		K5- Black	Noble	Noble	Noble Work
		K8- White	Openness	Nötr	Beautiful
		K9- Red/ White	Freedom	Freedom and Happiness	The Work of Freedom
		E20- Colorful	Creative / Proud	Melodies	Melodies
		E21- Blue	Happiness / Sea	Idea	Peace
		K23- Blue	Spaciousness	Peace and happiness	Peace
		K27- White	Freedom	White Rainbow	Freedom
		K29- Blue / Green	Freedom	White Rose	Freedom
		K30- White	Inner opener	Feeling	Dream
		E31- Pink	Ballet song	Revolution in Ballet	Revolution in Ballet
		E33- Green / Blue	Beauty	Havin ((Summer Night)	My work

	E35- Yellow / Purple / Green	Sensuality	Children Running in the Countryside	Happy child
	K37- Green / Blue / Yellow	Beauty of Art	Ballet	The girl course attendant ballet
	E41- Blue	Freedom	Ballet	Freedom
	K52- Blue	Grace	Close your eyes	Piano
	K55- Red	Love	Love	Love Song
	E60- Yellow	Relaxing	Peaceful Song	Peaceful Living
	K61-Red	Comfort	Friendship	Friendship
	E64- White	Helpfulness	Helpfulness	Helpfulness
	E70- White	Fly	Flying Over the Clouds	Flying after your dream
	E83- Black	Noble	Noble Piano	Piano and Me
	E84- Black	Love	Seagull and flowers	Seagull and Captain
	K89- Purple	Soulful	Emotional song	Emotional song
	K90- Colorful	Differences / Kindness / Friendship	Beautiful thing	Love
	K93- Blue	Beautiful	Excitement	Beautiful excitement
	E95-Red	Beautiful	Love	Love
	K96- Blue	Beautiful	Moon	Red Moon
	K101- Yellow	Freedom / Way	Free Road	Free Road
	K104- Blue	Sea / Freedom	Beautiful	Nice picture
	E106- Black and White	Noble / Tranquility	Piano	My peace
	E111- White	Piano color	Piano	Piano
	E115- Black	Hope	Music of Hope	The Story of Two Teenagers
	E122- White	Freedom	I'm running	Serenity
PESSIMISM	E3- Purple	A Beautiful Crying	Bleacher Sound	Little Boy's Love for Piano
	E4- White	Ancients	Boogie-Woogie	Sad Day
	K12- Yellow	Interior	Miracle	Young Child's Challenge
	K17- Grey/ Black / Purple	Sadness / Scream, Shout	With Screaming Sadness	Sad Pianist
	E24- Black	Deep Well / Black hole	Azrael Gabriel Gabriel Desert Hz. Mohammed	-
	E25- Black / White	Fear	Piano	Fear and Emotional
	K36-Blue	Sky / Fly / Away	Longing	Separation
	K47- Black / White	Ancients	Spring Day	Spring Day
	E53- Black	Sadness	Sad Melody	Sad Song
	E54- Purple /Pink	Idea	Thoughtful People	Thoughtful man
	K67- Black	Separation / Pessimism	Parting Song	Separation from my friend
	K72- Purple	Sadness	Sad Dark Color	Hope
	E76- Purple	Sadness	Sad Nights	Lonely Streets
	K78-Orange	Slowness	Autumn	Autumn Days
	K87- Black	Piano Color	Forbidden	Beautiful and Slow

E3, E4 K17, K25 defined color work relationship with negative expressions. They expressed this association as "weeping, sea / sky, fear". K4 defined white color as "ancients" and drew attention to this situation in the work color relationship. K4 also named the title of the story as "Sad Day". K63 connected the composer to the loss of someone he loved and cared before composing the work. Therefore, K63 stated that the work is so perfect. It is quite meaningful that it is determined that perfect works can also occur as a result of the pain. K12 attributed the reason for the writing to the composer's creation after a struggle and therefore the title of the story was "The Struggle of the Young Child".

When the creative writing products obtained from the students were examined, "abstract"and "concrete"codes were created and "artistic exploration" theme was reached. The data on the theme of artistic exploration are presented in Table 8.

Table 8. *Information on the theme of artistic discovery*

Themes	Codes	Gender / Person Number / Color	Relation of Work Color	Name of the work	Title of the Story
ARTISTIC DISCOVERY	Concrete	E39- Green / Purple	Joy	Musical	Art Music
		K63-Black	Pessimism	My sadness	My Emotions and Me
		K65-Pink	Light / Good	Pink Dreams	Pink Dreams
		K66- Black/ White	Old Periods	Umut ve Piyano	Umut Bekleyen Piyano Tuşları
		K74-Pembe	Joy	Wait	Finally Happiness
		E91-Pink	Silence	Silence	Silent cinema
		K117-Black	Dream	My dreams and my brain	Piano and Imagination
	Abstract	E10- White	Nothingness	The Arrival of Nothing	Last and Nothingness
		K14- White	Comfort / Light / Cloud / Fly	Sky	Fly
		E19-Yellow	Sadness	Music of the Forty Years	Child Living Alone
		K32- White /Black	Tranquility	Peace in the Rain	Peace in the Rain
		E43- Pink / Yellow	Soft	Autumn	Autumn
		K69-Blue	İmagery	Little Cozy Dreams	Run after your dreams
		K71-White	Purity / Cleaning	serenity	Leave yourself alone
		E75- Brown	Death	A Sunday Breakfast	At death's door
		K79-Blue	Peace and Depth	-	Tranquility on Piano Keys
		K86- Green	Mother	Dream of Mothers	Serenity

Table 8 shows the codes and themes that arise due to the relationship between work and color. Within the scope of "concrete" code, E39 stated that it contributed to Turkish art and used the title "Art Music". Although the participant knew that the composer was foreign, he considered the composer Turkish. E39 said that the writing story of the work is to contribute to Turkish art. Due to the emotions arouse from the sweet endings of the sad stories and because of the feelings of sadness, K63, K65, K66, K74, E91, K117 named their stories "Sadness, Pink Dreams, Hope and Piano, Waiting, Silence, My Dreams and My Brain" respectively.

Within the scope of "Abstract" code, E10 answered the questions "What do you think would be the name of this work, why?" and "What would be the title of the story written in your opinion?" as "The Coming of Nothing" and "The Last and Nothingness". E10 answered the question "What do you think would be the reason for writing this work, why?" as "Everyone will dissappear one

day". In addition, E10 named this situation as "Last and Nothingness". The participant stated that he gave these names to the works by associating them with the idea that all living things in the world would disappear one day. It is seen that K86 wrote the name of the work as "Mothers' Dream" and related this situation with green color (peace). E19 said that he named it "The Music of the Forty Years" and "The Child Living Alone" because of the sadness in the work. K32 stated that he named the work and the story "Peace in the Rain" because of the flurry and serenity in the work. K32 explained the writing story of the work with the analogy of "A man walking independently in a rainy weather and in a dark alley, away from the noise and hastiness of the city" and named it as "Peace in the Rain". Similarly, K43 identified the melodies in the piece's hardening and softening condition with the light wind in the autumn season and then with the falling rain, and then named the work "autumn". K43 used the following expressions for the work: The composer's work was written as a result of light wind and then rain while cycling outside. K43 made interesting inferences for the work.

DISCUSSION and CONCLUSION

According to the results of the study, it was found that there was a significant difference between the creative writing achievement scores of male and female students. The averages of girls 'achievement scores were higher than the boys' averages. The academic achievement of girls in many subjects was found to be higher in the literature (Arslan, 2013) and it can be said that the differences in achievement between gender groups stem from the different styles of education of girls and boys in our society. In addition, according to the results of the study, there is no significant difference between the creative writing achievement of students in private and public schools. The success level of both groups was similar.

It was found that there was a difference between the groups in terms of creative writing success according to the time variable allocated to reading. There was a significant difference between the students who read books 30 minutes or more in a day and those who read books under 30 minutes in a day. In line with this result, it is possible to state that there is a linear relationship between time devoted to reading books and creative writing success. Reading develops an individual in many ways and positively affects creativity skills. Considering that creativity is the ability to produce original syntheses based on the cultural and intellectual accumulation of the individual, it is not surprising that reading contributes to this accumulation by fueling creativity.

In this study, it was determined that the educational status of the mothers of the students did not affect their creative writing success. Regardless of mothers 'educational background, students' creative writing achievements are similar. The variable of mother's educational status can be considered as an important component of socio-economic status, one of the most significant factors of academic achievement. However, according to the findings of this study, creative writing success does not seem to be related to the education level of the mother. This unexpected finding can be explained by the mothers' lack of awareness about creative writing activities. It may be common for mothers not to have sufficient information about the content and how the creative writing works are carried out, but teachers' informative sharing on this subject may increase the creative writing success of the students.

According to the results of the study, the educational status of the fathers of the students does not make a significant difference on their creative writing success just like the mothers' education level. Regardless of the fathers 'educational background, students' creative writing achievements are similar. The fact that fathers do not have sufficient knowledge about creative writing may be one of the reasons explaining this finding.

The place of music and colors cannot be denied in the life of human, which is a bio-psycho-social being. It is a fact that music and color are especially effective in human psychology. Colors are classified in order to talk about their psychological effects and harmony (MEB, 2011). According to psychological effects, colors are classified as hot and cold. Warm colors are yellow, red and orange cold colors are blue, purple and green. Warm colors with high stimulating effects will cheer you up. For example, the orange color evokes extroversion, entrepreneurship, sociality;

The yellow color evokes a sense of transparency, lightness, freedom. Cold colors are blue, purple and green. Cool colors; soothing and relaxing; It evokes feelings such as trust, peace, productivity, responsibility, order, refreshment, peace and freedom.

Colors are an important tool for expressing mental states. Black is the color of mourning and the symbol of sadness and uncertainty, white is the universal color of purity, the symbol of cleanliness, pristine, yellow that is the brightest color of the color circle, is the symbol of light, red that is the strongest force in colors, is the symbol of vitality and warmth, blue is the symbol of calm and cold, the orange is the symbol of fire and warmth, purple is the symbol of wealth and vanity, and green that is the primary color in nature is symbol of plants and nature (Karakulak, 2015).

As a result of the study, it is remarkable that the participants of the research associated a work of Chopin who ground himself with peace, love, freedom, with the colors of blue, purple and green that are cold colors, and explained these associations with the concepts of "fly, sky, forest, love, beginning, freedom". Also it is noteworthy that participant 8 relate orange color which has a high stimulating effect, with the feeling of slowness. At this point, the feeling of serenity prevailing in the work can be considered.

The meanings that the participants attributed to white color which has universal language, that are "nothingness, old lives, non-ordinaryness, cleanliness, purity, peace" are important. Especially E10 answered the question "What do you think would be the reason for writing this work, why?" as "Everybody in the world will disappear one day". Name given by E10 "The End and Nothingness" is one of the remarkable findings of the research.

Chopin's nocturnal music, usually composed for evening meetings, is considered to be a night music having fragile melodies just like the night. Therefore, it is important that E38 used the titles "Moving Night" and "Night to Morning" due to the dynamism of the melodies.

An interesting point in which participants share their ideas about the work is the affirmation of the concepts such as sadness, separation and pain. In addition, It important that K24 associated black color to the work and explained this association with "deep well and black hole" named it "Hz. Muhammad, Azrael and Gabriel" who are accepted as holy in Islamic religion. This can be explained by the mourning and nobleness of black itself.

It can be said that the cultural and intellectual accumulation of the individual is an important fuel of creativity which can be defined as producing original syntheses. In this context, when the statistical findings based on the data obtained from the creative writing scale, which is the quantitative data source of the study, and the creative writing texts constituting the qualitative data of the study are examined, it is observed that these two data sets are complementary. Quantitative findings indicate that an activity that contributes to the cultural and intellectual accumulation of an individual, such as reading, has a positive effect on the creative writing success, while qualitative findings suggest that listening to music, which in some respects is similar to reading, stimulates creativity. Just like reading a book, listening to music is an activity that can improve students' artistic taste and cultural accumulation.

In line with the results of the research, the following recommendations were developed:

1. Appropriate learning environments should be created for male students to express themselves in writing while performing creative writing practices in the classroom.

2. Creative writing activities should be included in all levels of education from basic education to university. These practices can create effective improvements in students' creative writing skills.

3. MoNE should organize hands-on seminars for teachers to make applications for effective creative writing.

4. The habit of reading books should be supported to ensure that students produce successful creative writing products. The idea that students who read books will create more effective creative writings should not be kept out of sight.

5. In order for the students to be successful creative writers, it can be effective to raise the awareness of parents on this issue. For this reason, parent education can be organized in order to give parents a creative writing awareness.

6. The importance of music and painting education in schools cannot be denied. In the framework of our curriculums in which creativity, innovation, cultural activities, music, creative

reading, creative writing are accepted as important, with the collaboration of Turkish, classroom, music, painting, guidance teachers, it is important to perform teaching activities deeply analyzing the psychology of individuals and increasing their creativity.

7. Interdisciplinary cooperation is important during the creative writing activities planned.

8. Creative writing activities increasing the individual's taste in music, painting and art and helping them expressing this pleasure in a creative way should be clearly added to the Turkish Language curriculum.

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