

Full Length Research Paper

The efficiency of cluster method in improving the creative writing skill of 6th grade students of primary school

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The aim of this research is to search the effect of the cluster method on the creative writing skill of 6th grade students. In this paper, the students of 6-A, studying at Ulaş Primary School in 2010-2011 academic year, were divided into two groups as experiment and control. Taking into consideration the various variants, pre-test and last-test were applied at the beginning and at the final process. These tests were compared according to the number of the words in written texts, actual and figurative usage of words, the usage of proverb-idiom, slip in spelling and the relation with the context. At the end of the search, the group which used the cluster method in creative writing studies was more successful than control group on academic success in writing skill.

Key words: Creative writing, cluster method, Turkish education.

INTRODUCTION

Individuals have got the skills of understanding and expression in their social lives. These skills come together at Turkish lesson in primary education. Writing skill is one of the four basic language skills (reading-listening, writing-speaking).

Writing is a complicated process of problem solving which involves controlling the text, reaching the purpose of writing the thoughts in the text, planning-arranging the thoughts and collecting data for the target (Chen and Zhou, 2010). Thoughts, which are composed according to the aim of writing, are unique and single. People have a peculiar writing style like speaking style, because writing is the product of cognitive process and original creation. Yilmaz (2009) explains the originality of writing with the help of Altınköprü, 1999 as: "Writing is a form reflected from the individual. Even if it is a learnt technique, it is a trace from him/her. That is him, peculiar to him or emphasizes him. It is certain like his finger print, determines the person, single like personality, and changes from person to person."

The originality of writing (and of thought) appears with

using effectively the right brain which includes creativeness of individuals. Pope asks these questions about creativeness: "does the creativeness start from understanding something in the best way, holding this, or else finishing these things?" Or is the creativeness of a thing formed while we were kid? Is "Being creative" a thing which we do ourselves or happen under the control of others? Apart from this, can we say this creativeness is reaching the target and producing a product? Or is creativeness a thing which becomes true "above" us and learning while observing others? Briefly, does the creativeness involve "s/he", "we"; "now", "later?" (Brace and Putra, quoted from Pope, 2010: 399).

The individuals, who can give meaningful and realistic answers to these questions, agree that all people have creativeness, and it is a skill from birth. Also, creativeness can be used and developed in varied processes.

PURPOSE OF THE RESEARCH

The aim of this study is to search the efficiency of cluster method which is provisioned to make more qualified writing studying. In the scope of the research, an answer is searched for these questions:

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1. *Is there a meaningful difference between the last-tests of the experiment group doing writing studies with the method of cluster in Turkish lesson and the control group not doing these studies?*
2. *Is there a difference in the experiment group between the products at the beginning and at the final process from the aspect of developing the writing skills?*
3. *Can the cluster method be used in Turkish lessons about developing the writing skills of the students?*

METHODS

Search group

With the aim of improving the students' writing skill with cluster method in Turkish lessons in this paper, 32 students, class 6/A, who are studying at Ulaş Primary School (Tarsus/Mersin) are chosen as a sample. The students are divided into two groups as experiment and control considering the variants like gender, socio-economic status, age, attitude to lesson etc.

The process of search and evaluation

Creative writing studies are applied to experiment group for 2 h in 7 weeks.

At the first week, the features of the right brain, where creativity is, and the importance of improving the writing skill are explained to the students. Then, the cluster method is defined.

At the second week, with the aim of revealing the creativities of students, activities like deriving word from the last letter and "ben olsaydım" (if I were) are done. The concept "grape" is identified as a core because it is a concept which is close to the students' daily life. Then, it is begun by making cluster.

At the third week: "teacher",

At the fourth week: "love",

At fifth week: "land".

At sixth week "rain" with the help of these concepts, the creative writing studies are done. To determine the efficiency of cluster method, the first exam, which is done before the beginning of the process, is identified as a pre-test. The third exam, which is done after the end of the process, is identified as a last-test. In the pre-test, the students were asked to complete the story which is oriented to writing skill. In the last-test, the students were asked to write about "slipper" using the cluster method.

To sense students' types of story structure and components, provide motivation and make the process functioning, the teacher writes with the students using the cluster method. Within the process, stories like "Eskici" and "Miras Keçe" are read.

Writing

People have the tendency to air their feeling and thoughts, plans, intuition and views. Besides the speaking skill, the writing skill is like a means of transforming this tendency to action. Writing does not only explain our thoughts, feelings, plans and experiments but also make us communicate with others and explain ourselves (Sever, 1998).

Writing is the expression of speech with some symbols. Writing appears from a necessity like speaking and becomes inseparable part of our life (Özbay, 2000). Written expression is a means which gives opportunity to provide permanence. Also, it communicates all

events, thought, situation and feelings in certain plan by using the language in the best way to others and for the future (Aktaş and Gündüz, 2009).

Writing studies are not made in Turkish lessons to the students. However, we have students write writings in varied topics to improve their writing skills (Özbay, 2010). Demirel and Şahinel (2010) identifies some principles while doing writing studies. These principles are; extending the students' vocabulary, choosing topics appropriate to them, preparing writing instruction and getting students comprehend staging. It is known that writing skill develops slower than other skills, because writing skill is acquired with different exercises. Sever (2000) expresses that, if someone explains his feelings and thoughts well written, he should have these skills: choosing, at least, words appropriate to aim, using the chosen word appropriately (word level), forming meaningful sentences, inserting the sentence to suitable forms according to the purpose (sentence level), inserting the sentences to a formation which conveys a thought and making formations to develop thought in the paragraph.

Küçük (2006) emphasizes that educational institutions related to Ministry of Education and Higher Education Institution do not take seriously and give importance to the education of writing as creative and scientific in our country. In fact, there are problems on writing skills of university students according to researches. A search is made by Ergün et al. (1987), and it is determined that the university students make mistakes on writing of "de", "ki" and "mi" and punctuation marks.

Creativeness

Creativeness is a concept which is hardly defined and comes to the mind by asking questions like what, why, where, how, who, when in all areas (Üstündağ, 2005). If we look at the literature, we can not find a common definition of the creativeness. As a result, there are many definitions of creativeness. The most general meaning of the creativeness is that "It is a bent to create something, accepted being everywhere" (TDK, 2005).

Some definitions done about creativeness can be classified as follows:

Thinking many solutions to a problem; looking at the events and facts from different point of views; keeping imagination boundless; moving away from prejudices and questioning culture (Karagöz, 2002).

It is an ability which establishes the basic of human development and life in all ways and exists in all emotional and mental activities, all studies and work (Kuvanç, 2008).

Creativeness is the paradoxical integration of "doing" and "existing". It gets encountered in our own world with the persuading advance, acceptance and passive answers (Young, 1985). Creativeness is destroying the existing patterns, being open to others' experiments, running away from usuals, stepping to unknowns, breaking the imposed thought ruling and displaying a new thought ruling, finding different alternative solutions for certain problem, leaving others' way, finding new thing which causes other things, establishing new relation, introducing new thought, inventing a new unknown technique or method and finding a vehicle or device which is beneficial to people (Kuvanç, 2008).

Diverse theories define creativeness according to their own point of views. For example, humanistic approach defends that people are born with the potential of creativeness. While psychoanalytics expresses creativeness as the individual's inner conflict and aggressive energy transformed to approved cultural behaviours conversion type; cognitive approach defines it as fluency on arranging data, flexibility on solving problem and appearing originality as a result of the two situations (Temizkan, 2010). There

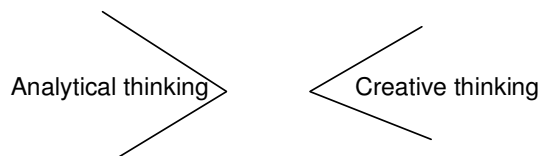


Figure 1. Analytical thinking versus creative thinking.

are key concepts in these definitions: imagination, innovation and discovery.

If we make a general definition, creativeness is a skill in which an individual produces new solutions, new problems, and new situations by using mental processes effectively against the existing event or situation. This skill is found as a secret power in each person.

Creative thinking

Creative thinking is forming a relation between objects or thoughts. The important point is that creative thinking starts with the existing objects or thoughts. According to Buzan (2001), creative thinking has two sides. The first one is its quantitative side. Hard educated wise suggests few and logical thoughts in any creativeness test. Less hard educated wise and accordingly more creative wise can produce more thought, and these thoughts can include unusual thoughts in the same test. The second one is qualitative side. If many thoughts need to be produced and given arrangement and form, individual brain storming and mind map can be used easily.

Creative thinking consists of the components following each other in language studies (Chen and Zhou, quoted from Torrance, 2010):

- a. Fluency while producing thought
- b. Comfort and flexibility at producing varied thoughts
- c. Handling on developing, flourishing and extending the idea (able to make details),
- d. Originality from the side of absence of general, ordinary, fixed thoughts.

In order to understand creative thinking better, the relation of its analytical thinking should be expressed. Analytical thinking is logical and communicates to single answer or solution which has little applicability. However, creative thinking requires imagination and leads people to possible answer, solution or thought (Üstündağ, 2005).

As can be seen in the Figure 1, analytical thinking results in a single and valid correct. On the other hand, in creative thinking number of thoughts is infinite and results should not be hoped to be in logical frame. For example, given answers to the question $2+2$ is possible to be 4. While giving this 4 answer, it should be thought that numbers consist of symbols and in fact, if the symbol “ E ” is written there, this can express 4 in logical meaning. Apart from this, there is no expression in the question about the answers being arithmetic. As an answer, another 2 can be added near the 2, and it can be said that the answer is 22. Or else, reverse 2 can be added to 2, and the shape of heart can be formed.

Creative writing

Creative writing can be expressed as an activity which edits existing information, understandings, events, sounds in memory, images, dream and forms new composition, poem, story, essay or novel relating to each other (Güleriüz, 2008). Creative writing improves the creativeness and personality. Creative writing means that someone writes his emotion and thoughts about a topic using his imagination freely. Writings identified as creative have common

point, and this includes courage and risk (Yıldız, 2010).

The basic understanding of the creative studies is knowing himself, deciding, planning, transforming this plan and decisions into action. This process comes to life with applications. All of this process can be defined as creative writing (Karagöz, 2002). Creative writing relies on the different presentation of obtained observations from the outer world (Aşılıoğlu, 1993). The important point in this different presentation is “language”. Creative writing, which is the result of creative thinking, has an important prerequisite. It should be original, and it has the richness of expression and statement.

The most important aim of the creative writing activities is helping students on expressing their feeling and thoughts in original, fluent, interesting way instead of writing boring, repeating and monotonous writings (Temizkan, 2010). On the other hand, İpşiroğlu (2007) orders the aims of the creative writing as:

- a. Developing the sense perceptions, evoking the imagination and providing the wholeness of sensation, pathy, thinking, perceiving and observing abilities.
- b. Uttering the thoughts, experiments and observations in fictional wholeness.
- c. Improving the abilities of observing, thinking, examining, commenting and criticizing.
- d. Breaking patterns in our head, prejudices, the point of obstruction, finding our language, can say being original, peculiar to me, being single, finding me.

It is difficult to say that creative writing studies are done in primary education today. Parents and teachers classify the creative writing just like a device for entertainment, and this is very important. It should be given importance that creative writing improves the child’s cognitive and communicational skills if the writing is funny, and the child has some occasions on determining the topic of writing and the method of writing (Cristhoper, 1996). Göçer (2010, 273) supports this claim: “education of writing studies should be kept in the frame of Turkish literature and composition lessons in our schools. The studies done in these lessons are generally kept with traditional understanding. A proverb or a maxim related to the topic is given to the students, and most of them are not evaluated. Students understand this type carelessly and do not give importance to the writing studies. So, this type of studies becomes aimless studies.”

In a program prepared with creative writing approach, which is described as a process centered approach in writing education, the followings are guiding principles (Maltepe, 2009):

- i) Students learn the language with their experiments about language. In a program prepared with creative writing approach, the students experience literary works with their own lives, and should attend the learning process actively.
- ii) The focus of the creative writing program should be meaning and thoughts. The relation of creative writing with students is the perfect expression of their own thoughts and discovery. Thoughts are expressed as direct or indirect (use of imagination).
- iii) In the structure of types of writing and use of language, how the meaning is explained and appeared is more important than the rules and formulas.
- iv) Reading is obligatory for the students to be developed as a writer. The students can see the possibilities for using creative language and with expression via reading.
- v) The students read other writers, and they notice the reasons for their writing and aesthetics emotions.
- vi) Teachers should show tolerance to the students while they are choosing their writing models. The teacher should behave like a guide who leads them to different fields, but the starting point should be determined and evaluated by the student.
- vii) The writing activities should be arranged according to the students’

interests and selections. Discovering the topics and the freedom of choosing the topic in their ways affect the students' attitudes to writing positively.

viii) The teacher should present many options to the students in pre-writing activities.

ix) Creative writing should be seen as a product of imagination. Imagination provides opportunity for creating the power of pleasure and satisfaction of creativeness, commenting about the future, and putting themselves in the place of others.

x) Writing products should be discussed from the different views of the students in the creative writing classes. Productive discuss is about how writing helps students to understand the importance of writing.

xi) The teacher should write with students in the classroom. This makes the teacher understands that this is not a simple activity.

Role of brain in creative writing

The brain is a world which consists of twelve billions nerve cells. The connections between brain cells are more than the telephone system, 1300-1400 times, in the world. When a man thinks, approximately a hundred thousand chemical reaction occurs (Üstündağ, 2005).

The brain consists of two sides as a right and left lobe according to its function. These two lobes have peculiar functions.

Numbers, details, analysis and fluency are in the left brain. The people who use the left brain master the fields depending on logic like maths and law, generally. They give much importance to rules, law, science and linearit. They think with words and good at numbers (Küçük, 2007).

The left side of our brain is called complicated series like a computer. This sphere is responsible for the logical thought and seperation of the language to the understandable sentences (Durukafa, 1992). However, the right sphere works bent to creativeness, sentimentality, sounds and colours, imagination, senses and abstract perceptions (Küçük, 2007).

Kıbrıs (2010) says these things about the functioning of the brain in the creative thinking process:

"Right side of the human thinks more freely, is bent to imaginary expression, thinks with metaphors and figure of speech, and has heavily verbal intelligence. On the other hand, the left side is more normative, and thinks with numbers and formulas." Depending on the sides of the brain, the perception and abilities of the human are seen in more details in Table 1 (Yalçın, 2002).

The writing studies done so far are mostly related to functions of the left brain. But the aim of the creative writing studies is using the right and left hemisphere of the brain together. Thus, an individual can vary his writing topics with right hemisphere and present them as meaningful and effective. Right and left hemisphere should work simultaneous for successful written exposition, and the cluster method is one of the methods which provide this simultaneous working.

Cluster method

The meaning of the word "Cluster" is "kümelenme". It is used as the reflection of creative thinking to the writing skill on the paper.

As known, creative thinking is related to the right hemisphere of the brain. However, the students do not use this hemispere much while they are writing. But the cluster method aims to work each hemisphere simultaneous and without objections.

The studies of Broca and Wernicke (Geschwind, 1972) on the brain show that the left part of the brain consists of language skill. According to this information, the left part of the human brain makes the skill of forming sentence, logic and planning. For this reason, the studies of educating the writing skill should be done in this area.

This information is right, but it is deficient, because the right bottom and top of the brain have creative thinking features and artistic types of these features. Furthermore, human uses the right side of the brain firstly, to communicate the acquired idea matters to the aesthetic wholeness, and then communicate this to the left hemisphere via corpus collosium. After obtaining this information, two new methods are developed in writing. These methods are "cluster" and "brain storming". The common feature of these two methods is that data are randomly written on the paper, and then it is concerned about the main idea and plan. Finally, it is brought into sentence, paragraph and writing (Yalçın, 2002).

Clustering is a method of brain storming which is not continuous. This method has a reaction with free association. When the associations come to our brain like the speed of lightening, the working style of our brain's imaginary thoughts appears. The thoughts and inspirations in the process of making cluster are the product of the brain's right hemisphere. Our experiences appear irregular and mixed in this part. This method depends on accepting the unknown and explicitness. It allows ocular complexity. While forming the cluster, we begin to write without searching for answer to the questions like what, where, who, when, how (Durukafa, 1992: 87).

Cluster, which means the connection of thoughts and conceptions to each other with connotation, develops around a focus. This focus is named as core. Core word forms connotation words which are varied according to each person (Durukafa, 1992).

Connotation words surrounding the core word do not follow a certain logic order in the cluster method. Besides, these words can be connected between themselves according to the relation of meaning; new connotation can be directly connected to the core. In the process, getting into the feeling of "vain work" or "child work" is the pressure of the conceptual idea (left brain). The pressure advising the logical thinking is the block to the creativeness. Making the right brain work freely is the important point here. The students who use cluster method, composition are seen in Figure 2.

Benefits of cluster

Durukafa (1992) gathers the benefits of the cluster method in 5 matters:

- a. Cluster method prevents the left hemisphere being continually dominant because of its type of systematic working.
- b. Language features occuring in the brain's left hemisphere do not have much importance in the cluster method. As a result of this, words do not continue the traditional conceptual expression functions, and get the image's character. They turn into poetic images from denotation.
- c. Cluster method gives the opportunity to the brain's right hemisphere, improving the perceptions and meaningful images.
- d. Cluster method improves the brain's right hemisphere, sensory images, leaving the thoughts and memories to run on their own. As a result of cluster, the writing process starts spontaneously and without effort.
- e. Cluster provides occasion to benefit from thought and abilities, which are used in our childhood, including amazement, childishness, flexibility and explicitness like curious game and searching for examples.

FINDINGS

In accordance with the problem expressed like, "is there a difference in the experiment group between the products at the beginning and at the final of the process from the aspect of developing the writing skills?" Students' writings,

Table 1. Distribution of the perception and abilities of the human to the areas of the brain.

A-left top	C-right top
Problem solving	Comprehension, concept
Maths, engineering	The skill of synthesis
Technical issues	Imagination, dream
Argument, advocacy	Fictionalization, personification
Using rapid keyboard	Comprehension, concept
Forming meaningful sentence	The skill of understanding whole
The skill of analysis and finding mistakes	Scheme and graphical representation
Grammatical knowledge	The skill of understanding colour
Logic, criticism and doubt	Artist's skill, poem, novel, picture etc.
	Artist's skill, the skill of understanding whole
B-left bottom	D-right bottom
The skill of planning, managership	Soul and physical tendencies
The skill of controlling	Avoiding of reaching value judgment
Confidence to experiences	Avoiding of being judged
The skill of healthy running, rhythmic gymnastics	Conjuration, metaphysics
The skill of all luck games	Parapsychological tendency
The skill of organizing	Emphasis, theme, intonation, speaking fluently
Deduction, listing, numbers	Music's talent
School, job etc. selections	Passions
Advocacy, protection, tendency of violence	Hatred, animosity and anger
Mock with new ideas	The skill of persuasion, explanation, game
Conservatism	Gesture and mimics
	Believing easily
	Coding

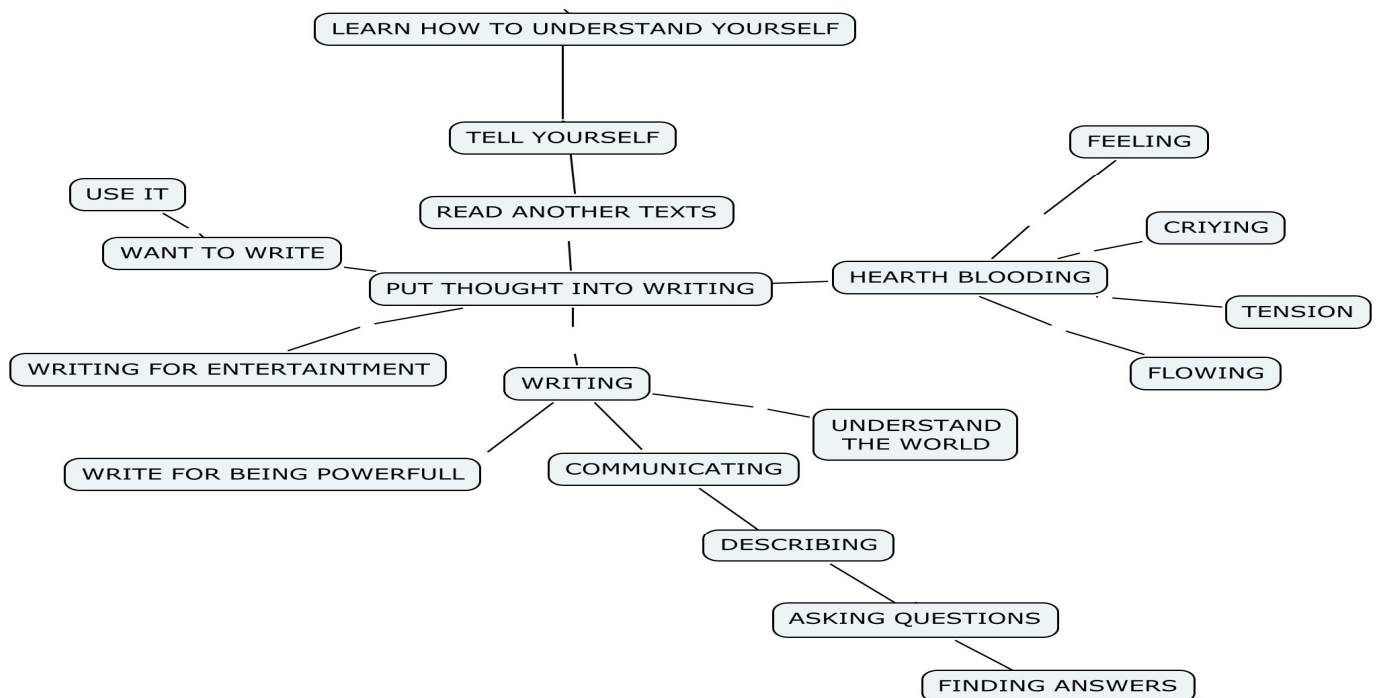


Figure 2. The composition of the student who writes by using cluster method for the first time (Durukafa, 1992).

Table 2. Students' skills of writing in pre-test and last-test alternation according to the determined variables.

Writing skills	Pre-test	Last-test
Word's number	771	2051
Sentence's number	107	278
Sentence's defects(%)	16,82	6,11
Use of adjective	5	36

Table 3. The alternations between the experiment group and the control group in the writing study at the end of the process.

Writing skills	Experiment group	Control Group
Word's number	2051	2178
Sentence's number	278	225
Sentence defects(%)	6,11	21,78
Use of adjective	36	27

number of words, sentences, sentence defect and use of adjective are examined. The changes of the students, before and after the method is applied, are presented in Table 2.

As seen in Table 2, the students use more words and sentences at the end of the process while they are writing their expressions. Furthermore, the failures in the sentences through the process are corrected largely. Failures like disharmony of subject-predicate and unnecessary word use found in pre-test are not seen.

With the help of the cluster method, the students' description skills (benefiting from adjectives) are developed. While the student is saying the name of the object directly in pre-test, he adds the physical features of this object in the last-test. This is seen apparently in the examples below:

"Ama Merve'yi çok seven amcaları, dayıları, teyzeleri, halaları hepsi de Merve'ye rengârenk terlikler aldı(...)" (Kız) (But uncles, maternal uncles, aunts, paternal aunts, who like Merve very much, bought a slipper to Merve) (girl).

"Simge, annesi, babası ve Simge'nin ağabeyi Semih ile birlikte küçük lila bir evde yaşıyorlardı(...)" (Kız) (Simge, her mother, her father, her brother Semih were living in a small lilac house) (girl).

In the search, there is this question "is there a meaningful difference between the last-tests of the experiment group doing writing studies with the method of cluster in Turkish lesson and the control group not doing these studies?" Alternatives between pre-test and last-test done for the experiment group are used, and the experiment group and the control groups have been compared. Results of the comparison are summarized in Table 3.

When Table 3 is examined in terms of number of word and sentence, the groups are seen as identical. The source of this resemblance appears in the data. For example, it is seen that the control group is frequently doing the repetition of word or sentence, and using the structures having the same meaning more than one.

The student, who wants to emphasize that slipper must be clean, orders the sentences having similar meanings:

"Mesela bir misafir geldiğinde o ayaktaki kirler haliya bulaşır. Ve herkes o haliya bastığı için o bir ayağına bulaşır. Bu kirli ayaklarla misafiriğe gittiniz. O kir hem haliya hem de ayağınızdaki bir başka kişiye bulaşabilir. Eğer ayaktaki kir başka kişiye bulaşır o kirden dolayı hasta olabiliriz." (Erkek)

(For instance, when a guest comes to visit, the dirt on the foot smudge to the carpet. And dirt smudge to your foot because everybody walks on the carpet. This dirt smudges to your foot and to another person. If the dirt on your foot smudges to another person, we can be sick because of the dirt." (boy)

When you look at the studies of the control group in terms of sentence failures, the mistakes are same at the beginning and at the end of the process.

"Ali annesini ve kardeşlerini geçindirebilmek için bir terlikçi mağazasında çalışıyormuş. Her gün 7-8 tane terlik ancak satabiliyormuş. Ancak Ali'nin patronu Ali'ye bağırarak; çok az terlik satıyorsun der. Ali bu duruma çok üzülmüştü." (Kız)

"Ali works in slipper stores in order to keep his family. He can sell only 7-8 slippers each day. However, Ali's boss shouts; 'You sell very few slippers'. Ali becomes sad due to this situation." (girl)

(...)Amca ben bu iki terliğin birini evdeki kardeşlerime götüreceğim diyerek amca benim borcum ne kadar diye sorar adam on tl der amca ama benim üstümde o kadar para yok ki(...) (Erkek)

(...) A man asks; " I will bring these two slippers to my brothers who are at home. How much are they?" The seller says; " 10 tl," a man answers. "But I do not have money as much"... (boy)

As seen in the examples, there are mistakes like disharmonies between verbs about time, absence of subject, disharmony between subject-predicate, extending the sentence unnecessarily and identical mistakes in the sentences.

If the control group and experiment group are compared in terms of describing an object, an event or a situation, the experiment group does description mostly.

Originality, messaging and consistency alternations in the context of textuality

When the writing studies of the experiment group in pre-test are examined, it is seen that texts do not have a certain message. Although the introduction part is given in pre-test, the students cannot form process and conclusion parts, and catch an event texture in the story. On the other hand, using a concept (slipper), the student forms the introduction, process and conclusion parts. For example, the writing study of a student in last-test, 5 friends' experiences (encountering with animals and fearing, tearing of the slipper, returning to the home...) gone to the forest to make search because the teacher's homework are told in a certain arrangement.

The thoughts formed by the students in the experiment group are notable. For example, a student starting from the "slipper" concept, he edits the story of "tobe played out". Another student can tell the events experienced by the heros with tearing the slipper of a hero in the story.

The student, who succeeded in finding where to begin and what to write, shows developments in terms of expression with applying the method. The student, who completed the writing study in the border of the chosen group with formed concepts with cluster, enriches his expression with supporting ideas, assisting the main idea in the introduction, process and conclusion parts.

The writing products of the experiment and the control groups are compared at the end of the study. According to the comparisons, in the texts formed with given concept of the control group, it is seen that the control group does not use introduction-process-conclusion parts in their texts, and they are inadequate about the context of text coherence.

Alternations about attitude to writing

Awakening the student's writing wish is important in improving the writing skill. Writing skill has been limited to

composition studies for long time. This method has bored the student, and caused similar writing products.

The attitudes of students to written text have clear alternations with cluster method. With the help of this method, the student is free, and sees himself as a determiner in the writing process. Especially, at the time of thought production, the right brain is active. It produces many thoughts. After the student sees this situation, he trusts himself more than before, and has the thought of "I can write, too". As a result of this process, it is understood that the method is very effective in changing their attitudes to writing skill.

DISCUSSION

At the end of this search, which is searching the effectiveness of the cluster method on the student's writing skill, there is a meaningful difference in improving writing skill of the experiment group's products at the beginning of the process and at the end of the process. This difference, as Durukafa (1992) said, shows the development of the method in terms of attitude to academic success and ability.

In the result of this study, when the control and experiment groups are compared from the aspect of creative writing skill, meaningful differences are obtained in favor of the experiment group. The writing products of the students in the experiment group are more developed in terms of word, sentence, text, and the products include a main idea. On the other hand, the students in the control group form lower level writing products in terms of quality. In similar way, the thought of, "I can write, too" occur in the students who use the method, and writing skill becomes fun. It was difficult, boring and complex at the beginning of the process.

As a result, in the group that used cluster method, improvements are seen in their writing products. This group is better than any other group from the aspect of writing skill because cluster method is not applied to them.

SUGGESTIONS

Based on the result of the search, these suggestions can be given:

- i) Writing oriented studies can be arranged with the aim of improving creativeness
- ii) On the scope of Turkish lesson, improving the writing skill, which is one the essential language skills, cluster method should be used effectively
- iii) This method should be teacher inclined, and teachers should be informed. Also, teachers can apply this method.

This method can be used not only in narrative texts but also in informative texts.

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