# A Research on The Improvement of Persuasive Writing Skill of Sixth Grade Students in Secondary School *

Latif Beyreli [1], Sümeyye Konuk [2]

## Abstract

Today's communication possibilities bring along directive communication. Certain groups, institutions, or people can use communication to persuade for their special purposes. When Turkish main language curriculums were examined, even though the persuasive writing takes place at the elementary school level, it does not take place at the secondary school level. Contrary to this situation in Turkey, in the main language curriculums of many countries such as South Korea, China Hong-Kong, Singapore, Canada, Ireland, Australia, and the USA there is a systematic and important place at elementary and secondary school level for persuasive writing. In this research, moving from the lack of this writing skill at secondary school level, an action research process based on the question "How can the persuasive writing skills of 6th-grade students in secondary school be improved in Turkish lesson?" was carried out. For this purpose, a persuasive writing education program was prepared using a process - based writing model. This program was applied 15 weeks (34 class hours) in a class of 18 students and the effect of the program on the students was followed. Research questions are as follows:

1. What is the opinion of students about persuasion before persuasive writing education?
2. What is the effect of persuasive writing education on the ability of students to create the persuasive text?
3. How is the relationship between persuasive text analysis and persuasive text creation?
4. What are the views of students about persuasive writing education?
5. What are the problems encountered in the research process?

The data in the study were obtained from student products, evaluation rubric for persuasive text, analysis texts, checklist, student and researcher diary. In data analysis SPSS 23 and NVivo-11-Pro programs were used. In the direction of the findings, text creation and text analysis ability of 6th-grade students developed

---

* This article is derived from Sümeyye Konuk's PhD dissertation entitled "An action research on the development of persuasive writing skill", conducted under the supervision of Latif Beyreli.
[1] Marmara University, Atatürk Faculty of Education, Turkish Language Teaching, Turkey, beyreli@gmail.com
[2] Marmara University, Atatürk Faculty of Education, Turkish Language Teaching, Turkey, sumeyyekonuk@gmail.com

in the process and that there is a meaningful relationship between these skills. Moreover, it was seen that students did not succeed at the expected level in applying "counter opinions" and "source" items of persuasive expression in the process of text creation and text analysis, and there was no significant progress with the education process in "spelling" and "punctuation". On the other hand, it has been found that students are "good" level for "elaboration", " "transition words" and "very good" level for "title", "introduction", "development", "result", "thesis", "supporting opinions", "emotional orientation", "repeat", "call", "justification", "requirement statements". After analyses of researcher and student diaries, the themes have been reached that can increase productivity in education.

## Introduction

**What is persuasive writing?** When the literature was scanned, like the use in the language curriculum in Turkey, it is seen that the terms of argumentative, probative, confirmative and, persuasive expression substitute for each other and their descriptions are similar. For example, Günay (2013) says that the purpose of the author in the probative type text is to prove, persuade, convince, prove, demonstrate, defend a point of view and make the reader think like the author himself. For probative text type, in the 10th-grade language and narrative lecture book, it is expressed that the author refers to the examples and opinions of different people and also periodically repeats some words, words group or phrases in order to convincing, persuading, illuminating and preventing the reader from moving away from the subject (Kansu, 2015). Beyreli, Çetindağ, and Celepoğlu (2005) say that the argument is a type of expression in which the language is often used subjectively to inquire, change established opinions and adopt the newly proposed view. Güneş (2013) tells in persuasive writing that texts were created by specifying, reasoning, expressing opinions, predicting, and justifying the reasons for requests acceptable to others.

In the US main language curriculum, persuasive writing; is expressed in the form of writing using valid reasoning, proving examples and real knowledge about the subject to support the claims in the texts (Common Core State Standards for English Language Arts and Literacy in History / Social Studies Science and Technical Subjects, 2010). According to the curriculum of the US-Vermont state, a persuasive writing is written to convince people, to change people's opinions about a subject, to accept a point of view, and to move it in a certain way (Grade Expectation for Vermont's Framework of Standards and Learning Opportunities, Mathematics, Reading and Writing, 2004). Persuasive texts are non-fictional short texts that a writer is trying to convince a reader to show or accept a particular idea or to make the reader behave in a certain way (Cliffs, 1989).

According to the Ekonomik İşbirliği ve Kalkınma Örgütü (OECD, 2006) report, persuasive texts are a subclass of argumentative texts. Persuasive writing and argumentative writing are very similar in terms of techniques used but they are different from each other in terms of certain characteristics (see Table 1).

**Table 1.** Differences Between Persuasive Writing and Argumentative Writing (Argumentative v. Persuasive Writing)

|  | **Persuasive writing** | **Argumentative writing** |
|---|---|---|
| Goal | To get the reader to agree with you/your point of view on a particular topic. | To get the reader to acknowledge that your side is valid and deserves consideration as another point of view. |
| General technique | Blends facts and emotion in an attempt to convince the reader that the writer is "right." (Often relies heavily on opinion.) | Offers the reader relevant reasons, credible facts, and sufficient evidence to honor the writer has a valid and worthy perspective. |
| Starting point | Identify a topic and your side. | Research a topic and then align with one side. |
| Viewpoint presented | Persuasion has a single-minded goal. It is based on a personal conviction that a particular way of thinking is the only sensible way to think. The writer presents one side— his side. (Persuasive writing may include ONE opposing point, it is then quickly dismissed/refuted.) | Acknowledge that opposing views exist, not only to hint at what a fair-minded person you are but to give you the opportunity to counter these views tactfully in order to show why you feel that your own view is the more worthy one to hold. The writer presents multiple perspectives, although is clearly for one side. |
| Audience | Needs intended audience. Knowing what they think and currently, believe, the writer "attacks" attempting to persuade them to his side. | Doesn't need an audience to convince. The writer is content with simply putting it out there. |
| Attitude | Persuasive writers want to gain another "vote" so they "go after" readers more aggressively. Persuasive writing is more personal, more passionate, more emotional. | Simply to get the reader to consider you have an idea worthy of listening to. The writer is sharing a conviction, whether the audience ends up agreeing or not. |

In the main language curriculum of most of the countries in the world, persuasive writing takes place seamlessly and hierarchically at the level of grade 1-8. Types of written expression in the Atlantic Canadian language curriculum include: narrative writing, expressive writing (personal journals learning/response logs friendly letters invitations thank-you note), transactional writing (reports, book reviews, letters (especially business), directions/instructions, autobiographies, biographies, advertisements, commercials, persuasive essays, expository essays, and research projects), poetic writing (Atlantic Canada, Atlantic Canada English Language Arts Curriculum, Elementary 4-6, 1998). One of the four basic types of written expression in South Korea's language curriculum is persuasive writing (Sefer, 2015).

**Table 2.** Location of Persuasive Expression in Language Skills in the South Korean Language Curriculum

| **Writing Types** | **Reading Types** | **Speaking Types** | **Listening Types** |
|---|---|---|---|
| • Writing persuasive texts<br>• Writing informative texts<br>• Social communication<br>• Writing texts with emotional expressions | • Reading persuasive texts<br>• Reading informative texts<br>• Social communication<br>• Reading texts with emotional expressions | • Speaking persuasive texts<br>• Speaking informative texts<br>• Social communication<br>• Speaking texts with emotional expressions | • Listening persuasive texts<br>• Listening informative texts<br>• Social communication<br>• Listening texts with emotional expressions |

Singapore's language curriculum has an important place for persuasive writing in basic language skills (Sefer, 2015).

**Table 3.** Location of Persuasive Expression in Language Skills in the Singapore Language Curriculum

|  | **Verbal Communication / Talking** | **Literacy** |
|---|---|---|
| Receptive language skill | **Listening**<br>He/she understands the texts created for different purposes.<br>• to tell and describe (narrative)<br>• to inform and explain (informative)<br>• to give ideas and convince (persuasive) | **Reading**<br>He/she understands the texts created for different purposes.<br>• to tell and describe (narrative)<br>• to inform and explain (informative)<br>• to give ideas and convince (persuasive) |
| Productive language skills | **Talking**<br>He/she creates various speech texts for different purposes.<br>• to explain and describe (narrative)<br>• to inform and explain (informative)<br>• to give ideas and convince (persuasive) | **Writing**<br>She creates various writing texts for different purposes.<br>• to explain and describe (narrative)<br>• to inform and explain (informative)<br>• to give ideas and convince (persuasive) |
| Communication skills | **Verbal Communication**<br>He/she communicates verbally in different contexts for different purposes.<br>• to twattle and babble<br>• to communicate<br>• to discuss | **Written Communication**<br>He/she has written communication in different contexts for different purposes.<br>• to address<br>• to inform<br>• to convince |

The weight of the persuasive writing in the US main language curriculum is 30% between grades 1-4, 35% between grades 5-8, 40% between grades 9-12 (Common Core State Standards for English Language Arts and Literacy in History / Social Studies Science and Technical Subjects, 2010).

**Table 4.** Location of Persuasive Expression in Language Skills in the US Main Language Curriculum

| Grade | To Persuade | To Explain | To Convey Experience |
|---|---|---|---|
| 4 | %30 | %35 | %35 |
| 8 | %35 | %35 | %30 |
| 12 | %40 | %40 | %20 |

According to Table 4, the weight given to persuasive writing increases as the class level increases in the US program. In the evaluation report of Ireland language curriculum, according to the critical theory, it is emphasized that all the texts are shaped ideologically, and the readers should know the ways of determining the ideas in these texts. In this report, it is stated that the students should be given opportunities to solve how texts perform functions such as informing, persuading, entertaining, manipulating (Literacy in Early Childhood and Primary Education (3-8 years) Commissioned Research Report, 2012).

**Problem state.** It was started by examining the persuasive writing's place in the main language teaching programs used in Turkey between 1-12th-grade. Types of written expression in the programs are listed in the following table.

**Table 5.** Written Expression Types in Turkish Language Curriculum

| Primary School, 1-5th-Grade Turkish Language Curriculum (MEB, 2009) | |
|---|---|
| • Descriptive writing | • Cooperative writing |
| • Narrative writing | • Scheduled writing |
| • Persuasive writing | • Interrogator writing |
| • Comparative writing | • Take notes |

| Secondary School, 6-8th-Grade Turkish Language Curriculum (MEB, 2006) | |
|---|---|
| • Take notes | • Creative writing |
| • Summarization | • Text completion |
| • Gap-filling | • Estimation |
| • Writing by selecting from word and concept pool | • Reproducing a text with its own words |
| • Freewriting | • Creating a new text from a text |
| • Controlled writing | • Writing from the sense |
| • Guided writing | • Writing as a group |
|  | • Critical writing |

| Basic / Compulsory Education, 1-8th-Grade Turkish Language Curriculum, (MEB, 2015) | |
|---|---|
| • Narrative writing | • Poetry |
| • Expository writing | |

| Turkish Language Curriculum (Primary and Secondary Schools 1, 2, 3, 4, 5, 6, 7 and 8) (MEB, 2017) | |
|---|---|
| • Narrative writing | • Poetry |
| • Expository writing | |

| Secondary School and Imam-Hatip Secondary School, 5-8th-Grade Writer and Writing Skills Teaching Curriculum (elective course) (MEB, 2012) | |
|---|---|
| • Narrative writing | • Descriptive writing |
| • Expository writing | • Argumentative Writing |

| High School, 9-12th-Grade Language, and Expression Curriculum | |
|---|---|
| • Narrative expression | • Tutorial expression, explanatory expression |
| • Descriptive expression | • Discussant expression, Proofing expression |
| • Expression due to enthusiasm and excitement | • Imaginary expression, Future expression |
| • Epic expression, Predatory expression | • Expression based on interview, humorous expression |

When the types of writing in the curriculums are examined in Table 5, it seems that the persuasive writing skill is not systematically treated. In primary school, persuasive writing skills are handled, in secondary school, this skill is come from ignoring, in high school this skill is being addressed again. In the 2017 curriculum, it seems that the types of texts in which persuasive narration is used, such as advertisements, news texts, brochures, etc., are recommended to be used in Turkish textbooks.

**Table 6.** Text Types in Course Books

| Turkish Language Curriculum (Primary and Secondary Schools 1, 2, 3, 4, 5, 6, 7 and 8) (MEB, 2017) | | |
|---|---|---|
| **INFORMATIVE TEXT** | | **NARRATIVE TEXT** |
| • Memoir | | • Comic book |
| • Biography | | • Fable |
| • Autobiography | • Guides (user manuals, regulations, instructions, etc.) | • Story |
| • Blog | | • Cartoons |
| • Petition | • Articles / Anecdote / Interviews / Essays | • Tale / Legend / Epic |
| • Ephemera and Brochure (texts with mixed content such as list, diagram, table, graphics, sketch, map, banner etc.) | • Letter | • Humorous Anecdote |
| | • Byword (proverbs, aphorism, idioms, wall writings, placard, motto, etc.) | • Novel |
| • E-mail | | • Theater |
| • Student diary | • •Social Media Messages | **POETRY** |
| • News Text | | • Mâni / Lullaby |
| • Advertisement | | • Song / Folk song |
| • Postcards | | • Poem |
| | | • Nursery rhyme, riddle |

According to Table 6, in Turkish language curriculum between 1-8th -grade, there is a very general standard "He/she writes persuasive writings." expression for only primary school students. In the primary school program, the definition of persuasive writing is as follows:

> Persuasive writing is an important type of writing. Persuasive writing also means that the student suggests his own thinking. It is also the case that in persuasive writing, the struggle against a thought that the student does not accept. ... Credibility should be supported by reasonable evidence. Your request to be persuasive must be acceptable to others. To ensure this, the student must state his / her wishes and their reasons very well. ... (Milli Eğitim Bakanlığı [MEB], 2009).

In the Turkish language curriculum published in 2015, there is no standard for persuasive writing but there is a standard in the form of " "He/she determines persuasive aspects of speech and discussion." under verbal communication skills at the 8th-grade level (MEB, 2015).  In the 2017 Turkish language curriculum, there is no gain in persuasive writing but there is a standard in the form of "He/she distinguishes the points of view in a talk/discussion and expresses her own thoughts. He/she can tolerate different views." under verbal communication skills at the 8th-grade level at the 4,5,6,7,8th-grade level.

As can be seen, countries such as South Korea, China Hong Kong, Singapore, Canada, Ireland, Australia and the United States have included persuasive writing in primary and secondary school curricula. These countries have achieved considerable success in the performance of reading skills in the PISA exam (Uluslararası Öğrenci Değerlendirme Programı [PISA], 2015). As you can see, many countries of the world are involved in persuasive writing in main language education. The reasons for emphasizing the persuasive writing are as follows. In persuasive and controversial writing, it is necessary to evaluate multiple views. Thinking deeply in order to be able to evaluate multiple perspectives should go beyond superficial knowledge. For this reason, the persuasive expression skill prepares the student for the academic life in the school. In persuasive writing, it is necessary for the student to express his / her thesis in a clear language to evaluate the validity of his own ideas, to support his idea by using evidence, to anticipate and refute the opposing views. For this reason, students gain scientific thinking skills through persuasive writing. Scientific thinking skills help students to succeed not only in language lessons but also in other lessons. The university is largely an argument culture. Through persuasive narration, students can adapt to the sense of written and oral debate until they start university education. Thus, students are provided with intellectual education preparation in university. Primary and secondary education should teach students disagreements. Persuasive writing educates students about approaching disagreements. Thus, students become acquainted with becoming a citizen and prepared for social life. The teaching of persuasive narration gives the students awareness of the use of persuasive language in mass media, politics, and marketing, contributes to their right decision and prepares them for adulthood. Persuasive texts have an important place in PISA, an international test that measures what students can do in their daily life with their learning in school. Text types used in PISA exam: narrative, expository, descriptive, argumentative and persuasive, injunctive, chart and graphs, tables, diagrams, maps, forms, advertisements (Common Core State Standards for English Language Arts and Literacy in History / Social Studies Science and Technical Subjects, 2010; Engaging in and Exploring Persuasive Writing a Practical Guide of Classroom Teacher, 2011; OECD, 2006).

 Today, children in our country like other children in the world are constantly confronted directly or indirectly in their daily lives with the marketing activities where the persuasive language is heavily used. In the media, it is almost impossible to avoid written or oral texts with persuasive content used for various purposes. Caine (2008) draws attention to the fact that people meet daily life with magazines, newspapers, books, television, brochures, flyers, advertisements, political cartoons and convincing texts from many other channels. Advertising is the most persuasive media product that society is exposed to the most. Rozmiarek (2000) states that persuasive writing helps pupils throughout their academic career and adulthood. The author says that in daily life there are many options stuck in

a lot of information, among which it is difficult for the individual to clarify his own view. Emphasizing the importance of persuasive writing to make the right decision, the author expresses how learners can learn how to formulate aspects of a subject and determine the sides, and how to defend the target with meaningful examples with meaningful solutions.

In the three textbooks used in the United States, the way in which persuasive writing is handled is examined. It has been seen that the content of each of the books is arranged in a spiral approach and that the topics covered are repeated in the next class, expanding the scope (Glencoe/McGraw-Hill Authors, 2001, 2001b, 2005). The parts of the book in the composition are as follows: Personal writing, the writing processes, descriptive writing, narrative writing, expository writing, persuasive writing, troubleshooter - problems and solutions. Descriptive, narrative writing and expository writing are given as a type of written expression in books. Persuasive writing is handled in detail in the books. It has been seen that many texts using persuasive narration have been included (see Table 7).

**Table 7.** Persuasive Writing in US Textbooks

| Textbook | Writer's Choice Grammar and Composition Grade 6 | Writer's Choice Grammar and Composition Grade 7 | Writer's Choice Grammar and Composition Grade 8 |
|---|---|---|---|
| Number of pages reserved for persuasive writing in the book | 31 | 47 | 47 |
| Genres of persuasive text used as an example | 1. Poster<br>2. Proposal<br>3. Persuasive letter<br>4. TV review | 1. Poster<br>2. Persuasive paragraph<br>3. Proposal<br>4. Editorial<br>5. Leaflet<br>6. Advertisement<br>7. Complaint letter<br>8. Review | 1. Persuasive paragraph<br>2. Position paper<br>3. Persuasive essay<br>4. Presentation<br>5. Revise a persuasive piece<br>6. Ad<br>7. Letter to the editor<br>8. Book review |

The purpose of writing in the "personal writing" section of the US textbooks is to teach students how to write. In the "writing process" section, pre-writing, during-writing, and post-writing processes are discussed as practical. In the "troubleshooter" section at the end of the books, common problems in writing and how to solve them are handled as practical and many student text samples are included. The fact that troubleshooter is included in the USA textbooks indicates that many searches in the field of writing skills have been a resource for textbooks. It is also a necessity for such searches to be made in the context of writing skills in Turkish and to be the main source of the writing area. Persuasive writing is a type of written expression that has recently been explored in our country. For example, Güneş (2013) has given a separate place to persuasive writing within the types of written expression (descriptive writing, narrative writing, persuasive writing, interrogator writing, creative writing, comparative writing, planned writing, taking notes, cooperative writing, independent writing). Also, persuasive writing has not taken place enough in the Turkish textbooks and curricula though, in academic dissertations and searches, a topic that has been started to be investigated in. Searches on the subject in Turkish are as follows: Türkçe öğretmeni adaylarının oluşturdukları ikna edici metinlerin yapı açısından incelenmesi (Kurudayıoğlu & Yılmaz, 2014), Nasıl ikna ediliyoruz? İkna edici metin ve yapısı (makale) (Kurudayıoğlu & Yılmaz, 2014), İkna edici yazma ve karşılaştırmalı bir araştırma (Avustralya ana dili öğretimi ders materyalleri ve Türkiye örneği) (Okur, Göçen, & Süğümlü, 2013), Türkçe öğretiminde delillendirme/ikna etme paragraflarının yazımına ilişkin uygulamalı bir çalışma, (Ozan, 2014), İlköğretim 5. sınıf öğrencilerinin ikna edici yazma düzeylerinin belirlenmesi (Kaptan, 2015). It is seen that the researches related to the subject were mostly carried out after the year 2010. However, persuasive texts genres should be explored separately according to the student age and grade. Thus, understanding of the subject can be increased. From this point of views, a research process based on the question "How can the persuasive writing skills of 6th-grade students in secondary school be improved

in Turkish lesson?" was carried out. To realize this aim, a persuasive writing education program was prepared and applied in line with the principles of process-based writing model. The research questions in this context are as follows:

1. What is the opinion of students about persuasion before persuasive writing education?
2. What is the effect of persuasive writing education on the ability of students to create the persuasive text?
3. How is the relationship between persuasive text analysis and persuasive text creation?
4. What are the views of students about persuasive writing education?
5. What are the problems encountered in the research process?

## Method

In the study, action research was used. According to Dick (1993), the action research is based on learning and changing the participants, and one of the main goals is to provide scientific benefit from activation. Action research is a methodology which has the dual aims of action and research.

- *Action* to bring about change in some community, organization or program
- *Research* to increase understanding on the part of the researcher or the client, or both (and often some wider community)

According to Ferguson (2011), action research questions take the form, 'How do I improve what I am doing?' and this question has an underlying intent to help other people. According to Watts (1985; as cited in Ferrance, 2000), action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

**Table 8.** Types of Action Research

|  | Individual teacher research | Collaborative action research | School-wide action research | District-wide action research |
|---|---|---|---|---|
| Focus | • Single classroom issue | • Single classroom or several classrooms with common issue | • School issue, problem, or area of collective interest | • District issue<br>• Organizational structures |
| Possible support needed | • Coach/mentor Access to technology<br>• Assistance with data organization and analysis | • Substitute teachers<br>• Release time<br>• Close link with administrators | • School commitment<br>• Leadership<br>• Communication<br>• External partners | • District commitment<br>• Facilitator Recorder<br>• Communication<br>• External partners |
| Potential impact | • Curriculum<br>• Instruction<br>• Assessment | • Curriculum<br>• Instruction<br>• Assessment<br>• Policy | • Potential to impact school restructuring and change<br>• Policy<br>• Parent involvement<br>• Evaluation of programs | • Allocation of resources<br>• Professional development activities<br>• Organizational structures<br>• Policy |
| Side effects | • Practice informed by data<br>• Information not always shared | • Improved collegiality<br>• Formation of partnerships | • Improved collegiality, collaboration, and communication<br>• Team building<br>• Disagreements on process | • Improved collegiality, collaboration, and communication<br>• Team building<br>• Disagreements on process<br>• Shared vision |

In this study, the " individual teacher research " model was used in Table 8. Practices in action research can be performed by an external researcher as well as by the practitioner himself or herself (Özpınar & Aydoğan Yenmez, 2014). In this study, the researcher participated as a trainer by making a business association with the Turkish teacher. The Turkish teacher was informed about the content, scope, and duration of the education before the practice. 4 hours of Turkish lessons are taught by Turkish teacher and 2 hours are carried out by the researcher in practice.  The basic aim of the action research is to improve practice and provide in-depth information on a topic. However, the inability to achieve fully generalizable results is the limit of this research.

### Study Group

Purposeful sampling is preferred for the study. In the purposeful sampling, according to Balcı (1995), the researcher uses his or her own judgments as to who to select and samples the best ones for the research. According to Platon (1987), groups of samples thought to have rich knowledge allow for the in-depth study of investigated situations (as cited in Yıldırım & Şimşek, 2008). The study group's students are studying in a public school in Istanbul. Two criteria have been taken into consideration when determining the working group. The first one of these is that the students are at the 6th-grade level. 6th-grade because only the primary school Turkish language curriculum involves persuasive writing skill but not the secondary school Turkish language curriculum. Therefore, it was preferable to work in an educational environment where the education of this skill is needed. The second criterion was the number 25 and under of the study group. Research can be restricted if the writing skills, which are very time-consuming in teaching activities, are carried out with a large group. Because of all these, the information about the selected purposeful sampling is as follows: 18+2 students (two students need special education), 12 students are male, and 8 students are female in class.  However, the data of special students in the class can not be taken into the study. The research was conducted in a state secondary school in Istanbul in the spring of 2016. At the related date, MEB 2006 primary education Turkish lesson curriculum (Grades 6-8) was used.

### Data Collection Tools

The data collection tools of the study are as follows: Student products (persuasive texts created by students), persuasive text evaluation rubrics, researcher and student diary, analysis texts and checklist.

Student products (persuasive texts written by students). Three texts were written before, during and after the students' persuasive writing education. In practice, 54 texts from 18 students were taken.

Persuasive text evaluation rubric: An analytical rubric, developed by Beyreli and Konuk (2016), consisting of five parts, seventeen elements and scored 4 points, was used to evaluate the persuasive texts. Flynn and Flynn (2003) rubric is a kind of evaluation form used to assess the performance of students at a scale. Through this form, students are given points that show the quality of their work. According to the authors, the benefits of rubric are: students and teachers have responsibilities, the teacher informs the student of the expectations, it reduces the evaluation subjectivity to the lowest, the writing helps ensure that the curriculum is implemented. Score intervals of rubric used in the research are as follows:

- 0 –           → no zero points
- 1 - 1,75      → insufficient
- 1,76 - 2,51   → Needs improvement
- 2,52 - 3,27   → good
- 3,28 - 4,00   → very good

The persuasive text parts and items that have been assessed in the rubric are shown below in Figure 1.

THE PERSUASIVE TEXT PARTS AND ITEMS
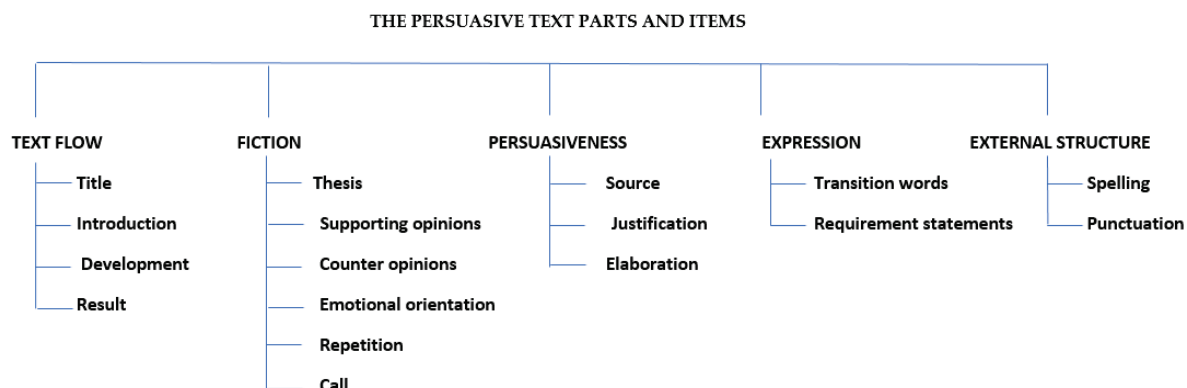


**Figure 1.** The Persuasive Text Items

Researcher and student diary. According to Johnson (2014), the diary is a logbook with various data such as observations, analyses, forms, drafts, quotations, comments, thoughts, feelings, and impressions. Throughout the process, researcher and students wrote the diary on a weekly and with these diaries, it was determined what the students' views about the process were.

Analysis texts and checklist. Four persuasive texts have been used to see if students can resolve persuasive texts. During the education process, students were asked to find and analyze persuasive items in these texts. In text analysis, while "fiction, persuasiveness, expression" were asked "text flow and external structure" were not asked. Then a checklist was used to evaluate the results of the text analysis of the students. The checklist shows with various signs how many of the items that make up performance for any subject or skill are exhibited. And it is a list that can be used many times for the same performance of a person, or for many people (MEB, 2006). Thanks to checklists, many people's performance can be seen in one single list.

*Data Collection*

The data of the study were collected in 15 weeks (34 lesson hours). Within the scope of the study, students were given a persuasive writing education program in line with the principles of process-based writing model principles and tried to fill gaps between theory and practice in the acquisition of persuasive writing skills. According to Karatay (2013), process-based writing consists of five stages: preparation (topic setting), planning (writing drafting), development (drafting/editing the draft), correction (correction of writing language expression, writing and punctuation), publishing (sharing the text with the reader).

**Table 9.** The Work-Time Chart of The Data Collection Process

| Works-Time Schedule / Activities▼ | Hours ▶ 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Wk1 | | Wk2 | | Wk3 | | Wk4 | | Wk5 | | Wk6 | | Wk7 | | Wk8 | | Wk9 | | | | Wk10 | | Wk11 | | Wk12 | | | | Wk13 | | Wk14 | | Wk15 | |
| Acquaintance | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The announcement of next week writing topic | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pre-education text creation | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Section 1: Introduction | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What does persuasion mean? | | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What is persuasive writing? | | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Why is persuasive writing important? | | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Questions in persuasive writing | | | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Handling example text | | | | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Section 2: Items of persuasive text | | | | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Defended thesis | | | | | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Choosing a side about one topic | | | | | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting opinions | | | | | | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| Counter opinions / disobedience to opposition | | | | | | | | | | x | | | | | | | | | | | | | | | | | | | | | | | | |
| Handling example text | | | | | | | | | | | x | | | | | | | | | | | | | | | | | | | | | | | |
| Justification | | | | | | | | | | | x | | | | | | | | | | | | | | | | | | | | | | | |
| Emotional orientation | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | | | | | | |
| Repetition | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | | | | | | |
| Call | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | | | | | | |
| Section 3: Persuasive techniques and expressions | | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Using sampling | | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Using comparison | | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Using citation / giving witness | | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Using numerical data | | | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | | | | |
| Using references | | | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | | | | |
| Using anecdote | | | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | | | | |
| Using rhetoric / routing questions | | | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | | | | |
| Text analysis exercise | | | | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | | | |
| Text analysis exercise | | | | | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | | |
| Using requirement statements | | | | | | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | |
| Using transition words | | | | | | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | |
| Section 4: Structure of persuasive text | | | | | | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | |
| Do list for pre-during-after writing | | | | | | | | | | | | | | | | | | x | | | | | | | | | | | | | | | | |
| Creating a sample paragraph | | | | | | | | | | | | | | | | | | | x | x | | | | | | | | | | | | | | |
| Creating sample text | | | | | | | | | | | | | | | | | | | | | x | x | | | | | | | | | | | | |
| The announcement of next week writing topic | | | | | | | | | | | | | | | | | | | | | | x | | | | | | | | | | | | |
| During education text creation | | | | | | | | | | | | | | | | | | | | | | | x | | | | | | | | | | | |
| Text analysis exercise (4) | | | | | | | | | | | | | | | | | | | | | | | | | x | x | x | x | | | | | | |
| The announcement of next week writing topic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | x | x | x | | | |
| Post education text creation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | x | x | x | |
| Finish | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | x |

A work-time chart of persuasive writing education is given in Table 9. In the first week, the students were informed about the instructor who will walk two hours of Turkish lesson and the research process. In addition, students were asked to write the diary in order to see the preliminary information about the persuasion, and the writing which was to be done in the following week was informed to them. The students wrote their first texts before the training week. The topics of the persuasive texts created by the students before, during and after the education are as follows: to convince computer-dependent children to quit their habits. / to convince parents not to compare their children with their brothers/sisters and friends about course success, social skills, etc. / to persuade people not to throw garbage in the neighborhood.

The subject was consulted by the Turkish teacher of the class because he knew the class closely. The teacher has suggested these topics because it is appropriate for children's world. Giving students the opportunity to write about what they care about or what they want to say increases their writing motivation by improving their communication skills (Johnson, 2008). Students used 25 minutes for pre-education text writing and 60 minutes for during and after education text writing. Students had done their writing work in class.

The detailed evaluation results of the student texts made with the rubrics were shared with the students individually and to provide the students to see the evaluation criteria. The aim here is to make students aware of the persuasive text items. In the education, the worksheets about the subject and sample texts are shared with the students. When the training of the persuasive texts was completed, the students made research assignments individually and as a group. In order to create awareness of text structure, persuasive paragraph and draft text works have been done collaboratively and individually in the class environment. In the process, students have received continuous feedback in the direction of rubrik criterias.

The four texts' subject that students analyze in the education process are as follows: convince to the necessity of zoos / convince to drinking milk regularly / persuade to waiting on the left of the escalators / persuade to the necessity of school forms. Students used approximately 45-50 minutes for

each text when analyzing.  Analyzes performed by the students were evaluated with the checklist and the results were discussed in the classroom environment. After this, the students created post education text and the process was completed by sharing the evaluation results with the students. Throughout the process, researcher and students have written daily. To do this, weekly researcher, field expert, and Turkish teacher held meetings in accordance with the nature of the action research. At these meetings, updates were made to the program in line with student needs. The process of action research in the context of research questions is below in Figure 2.
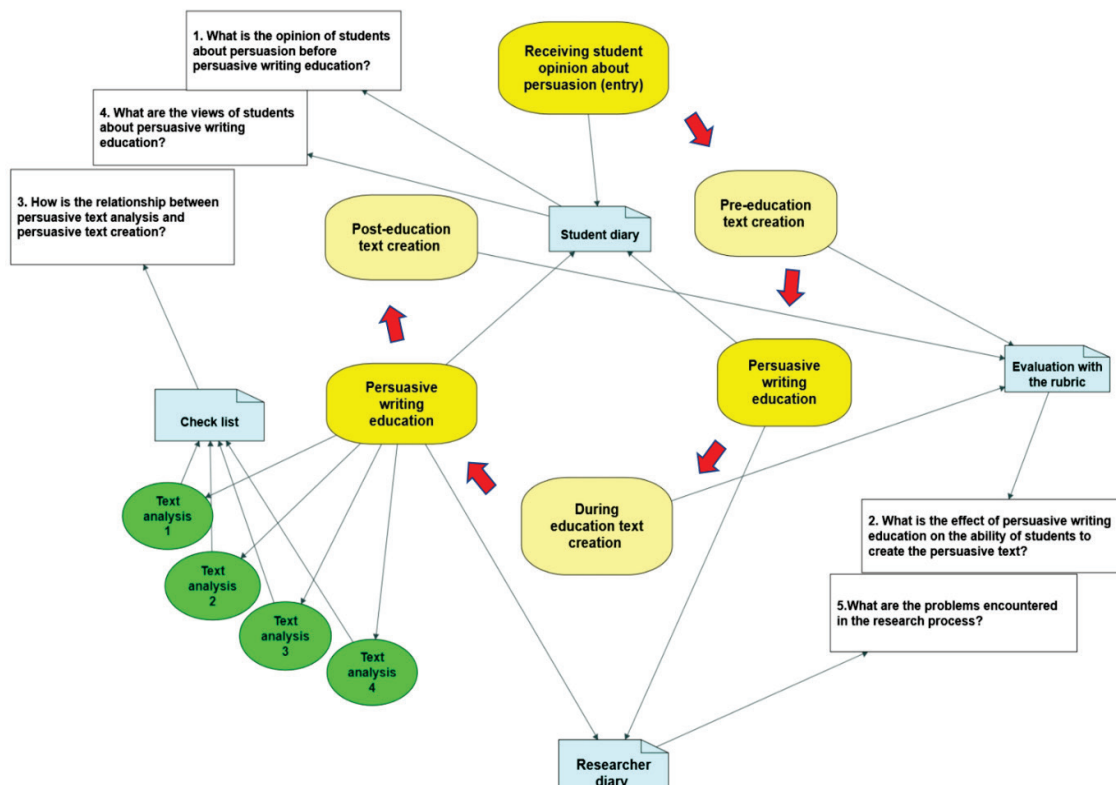


**Figure 2.** Process of Action Research in the Context of Research Questions

### Data Analysis

Data analysis in action research is conducted concurrently with the data collection process and attention should be paid to the credibility, transferability, trustworthiness, authenticity of the research in data analysis (Özpınar & Aydoğan Yenmez, 2014). Johnson (2014) points out that the three main components of validity and reliability in action research are validity, reliability, and variability. For a valid measure of the ability of students to organize and transmit their writing ideas, he says that it needs to look at the actual writing samples and use the writing evaluation form to provide an objective evaluation. In our study, a rubric which has validity, reliability, and usability was chosen to evaluate student texts. In the action research, Johnson (2014) states that diversity and reliability are achieved by collecting data of different types, using different data collection sources, collecting data at different times, and reviewing the data by another person to verify and correct findings. In our study, student diaries, researcher diaries, student texts, analysis texts, and checklists were used to enrich the data sources. The study was conducted over a period of 15 weeks and continuous data was collected throughout the process. In addition, researcher, field specialist and Turkish teacher have held regular meetings every week, data analyzes were evaluated at the meetings and the feedbacks were reflected in the training process. Studies have been continued until data saturation and data repetition.

　　　　SPSS 23 and NVivo 11 Pro programs were used for analysis of the data. The persuasive texts of the students were scored by rubric by the researcher and these scores were processed as data to the SPSS after the computer environment. Likewise, persuasive text analysis scores were first processed in the chronological order to the computer environment and then to the SPSS.  The Friedman test is used to determine whether there are significant differences between multiple measurements of a group. The Wilcoxon test is used to compare two (repetitive) measurements of a group (Can, 2014). Spearman rank difference correlation analysis was conducted to determine whether there is a correlation between students' persuasive text creation and analysis scores. The reason why non-parametric tests are preferred in the research is that the number of samples in the research is less than 30.  Baykul (1999; as cited in Can, 2014) says that it is a weak probability that the data show a normal distribution of the data in groups of less than 30 samples, these data may show normal distribution when the number of data exceeds 30 samples, samples with 30 or fewer numbers are called 'small samples'.  To determine how students can create and identify persuasive text, statistics are calculated on the scores in the computer environment and the scores are converted to percentage values. The percentages obtained are plotted graphically. The values were interpreted comparatively with the triangulation design, to test the validity of previously made non-parametric tests. Morse (1991) argues that the purpose of the triangulation design is to use a combination of quantitative and qualitative data, to diversify, compare and integrate the data obtained, and to obtain data directly related to different research questions (as cited in Yıldırım & Şimşek, 2008). Gökçek (2014) expresses that the triangulation pattern allows the data gathered with different methods to be used to confirm each other and gives the researcher the chance to control and evaluate many causes that may affect the result.

　　　　The NVivo 11 Pro program was used to analyze the data from the researcher and student diaries. According to Bazaley and Jackson (2015) NVivo has a structured coding system. With this system, data are stored in categories, subcategories, and secondary subcategories. Thus, these categories can be arranged as a branched tree system. Inductive analysis was used for qualitative data. Johnson (2014) says that the induction analysis begins with the data collection process, the codes and categories are searched in the collected data. In this study, similar patterns were searched in the data. These similarities are grouped and coded. Thanks to these encodings, a frequent repetition is coded by the Nvivo program and a node list is created. As the data accumulates, these node lists become a structure with categories and subcategories.

# Findings

In this section includes the findings of the research question " **What is the opinion of students about persuasion before persuasive writing education?**".  There are 5 themes of students' opinions in this section (see Figure 3).
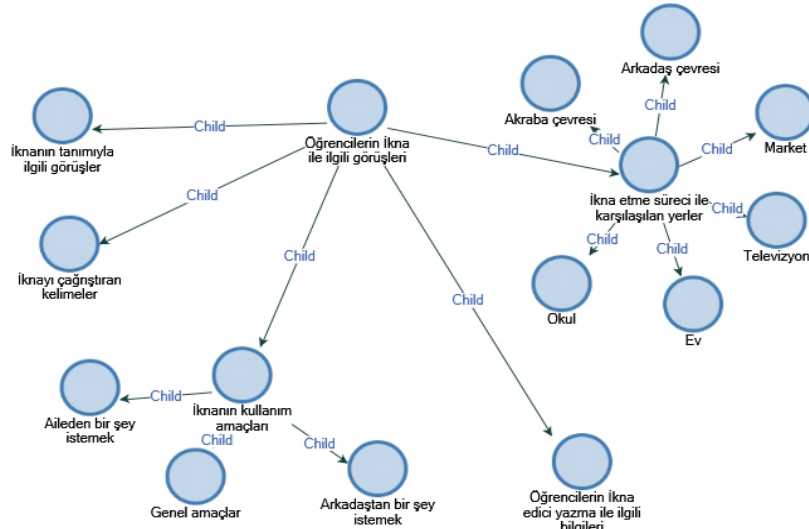


**Figure 3.** A Model for Student Opinions Related to Persuasion Before Education

*1. Opinions about the definition of persuasion.* All the student opinions seem to be consistent and consistent with the true meaning of the persuasion. 22% of the students have defined a persuasion "forcing someone to do something". This statement shows the awareness of some students that in the daily life persuasion can sometimes be used in the negative direction. Some students' opinions on the subject:

- *S2: to force or partially force a person to do what his/her wants*
- *S5: to force a person or people to do work or other things*

Based on the opinions of the students, a definition can be made for persuasion: "to bring a business/an aim/a conception/a thought believable, acceptable, admissible by insisting, pushing, saying good words, behaving in a beautiful and respectful and to do what his/her wants to the other people"

2. *The words that evoke the persuasion.* Seven most commonly used words/phrases that are thought to have evoked the persuasion: "please" (lütfen 11), "beg" (yalvarmak 5), "please" (ne olur 4), "request" (rica 4), "insist" (ısrar 3), "want" (istek/istemek 3), "convince" (inandırmak 2). The most frequently used word is "lütfen". The reasons for the students to select the word "lütfen" are shown in the word tree in Figure 4.
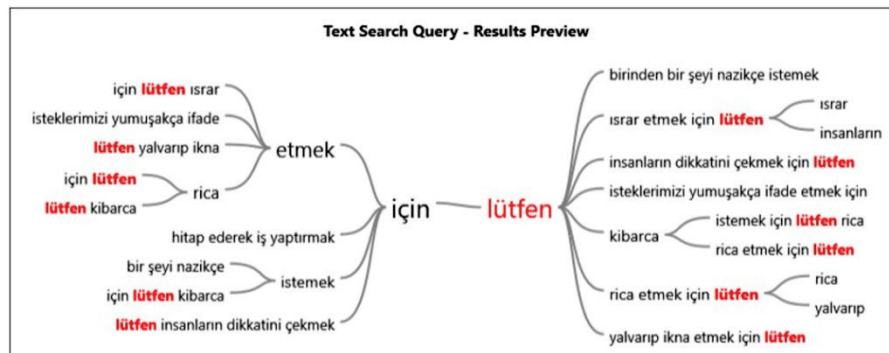


**Figure 4.** Word Tree for "Lütfen"

3. _Environments met with persuasion process_. 50% of the students are at home, 25% of them are in school and circle of friends, 12.5% of them are the market/mall, 4.1% of them are on television, 4.1% of them are in the circle of relatives, 4.1% of them are in everywhere. The students stated that they were most met with the persuasion process at home, at school, and in the circle of friends.

4. _The purpose of using persuasion_. 64,4% of the students "want something from the family / the family wants something from the student", 19% of them "want something from the friend / the friend wants something from the student", 16.1% of them "directing his/her behavior by convincing he/she". Some students' opinions about the circle of friends:

- S3: My friends try to convince me to play a football match with them. (My friends say that "If you do not play, we give away a goal." Compulsorily I go.)
- S9: We can try to persuade him/her to make peace with the friends being angry.

5. _Persuasive writing knowledge of students_. It has been seen from the student diary data that students have never done any work on persuasive writing. Some student opinions about the subject are listed below:

- S7: We usually write stories, tales, and poems in Turkish language lesson. I have not written a persuasive text before, I have not read it.

S15: I do not think we write any persuasive text in the elementary school.

In this section includes the findings of the research question " **What is the effect of persuasive writing education on the ability of persuasive text creation?".** The lack of knowledge of students about persuasive writing before the education has caused the texts they write to be quite distant from the persuasive text format (see Figure 5).



> _The important thing is to convince_
>
> _Persuasion is the most difficult thing on the one hand and simple on the other. It depends on the individual person. Actually, it also depends on the feelings of the person._
>
> _I try to persuade my classmate who is computer addict. For example, I explain the damage that a different addiction gives to the person, talk to him by giving examples. Finally, I tried to convince him by explaining the damage the computer caused him._
>
> _Most important, but most important, we must be honest and trustworthy. We must be believable to be persuasive, reliable to be believable, and honest to be reliable._

**Figure 5.** Sample Text Created Before Education

The Friedman test was conducted to see the students' ability about persuasive text creation after education is better than previous and during education. Thus, it was determined whether the difference between the measurements was significant.

**Table 10.** Friedman Test Results on Pre, During and After Education Texts Scores

| Measurements | N | Arithmetic mean | Standard deviation | Mean rank | Chi - Square | df |
|---|---|---|---|---|---|---|
| Pre-education text creation | | 1,38 | 0,202 | 1,00 | | |
| During-education text creation | 18 | 2,79 | 0,431 | 2,06 | 34,111 | 2 |
| Post-education text creation | | 3,39 | 0,419 | 2,94 | | |

According to Table 10, it is seen that there is a significant difference p =,000 <,001 between the first, second and the third text creation scores. The Wilcoxon test was used to determine the measure of this significance.

**Table 11.** Wilcoxon Test Results on Pre, During and After Education Text Creation Scores

| Variables | | N | Rank average | Rank sum | Wilcoxon(z) |
|---|---|---|---|---|---|
| Between pre-education text creation and during-education text creation | Negative Order | 0 | ,00 | ,00 | |
| | Positive Order | 18 | 9,50 | 171,000 | -3,724 |
| | Equal | 0 | | | |
| Between pre-education text creation and post-education text creation | Negative Order | 0 | -00 | ,00 | |
| | Positive Order | 18 | 9,50 | 171,000 | -3,726 |
| | Equal | 0 | | | |
| Between during-education text creation and post-education text creation | Negative Order | 1 | 10,50 | 10,50 | |
| | Positive Order | 17 | 9,44 | 160,50 | -3,267 |
| | Equal | 0 | | | |

According to Table 11, between pre-education text creation and during-education text creation rate of success change is p=,000<01(-3,724), between pre-education text creation and post-education text creation rate of success change is p=,000<,001(-3,726), between during-education text creation and post-education text creation rate of success change is p=,001<,01(-3,267).

**Table 12.** Achievement Distributions of Persuasive Text Items in The Pre-Education, During-Education Post-Education Text Creation

| Pre-education text creation | | During-education text creation | | Post-education text creation | |
|---|---|---|---|---|---|
| 1.  External structure | 2,27 | 1.  Text Flow | 2,91 | 1.  Text Flow | 3,80 |
| 2.  Text Flow | 1,45 | 2.  Expression | 2,88 | 2.  Expression | 3,63 |
| 3.  Expression | 1,27 | 3.  Fiction | 2,85 | 3.  Fiction | 3,44 |
| 4.  Fiction | 1,21 | 4.  Persuasiveness | 2,57 | 4.  Persuasiveness | 3,14 |
| 5.  Persuasiveness | 1,16 | 5.  External structure | 2,52 | 5.  External structure | 2,80 |

According to Table 12, however, the "external structure" section placed in the highest success rate in the pre-education, it placed the lowest success rate in the post-education. The sequencing of success in the sections of "text flow", "expression", "fiction", and "persuasiveness" didn't change much during the education process. The success of the persuasive text items in the education process is shown in the graphic below.

Achievement distributions of persuasive text items in the educational process are shown in Figure 6. According to graph in Figure 6, the item accumulation is at the "insufficient" level in pre-education, at the "good" level in during education and at the "very good" level post-education. After the education in the use of "result" and "requirement statements", the students achieved a success of 100%.
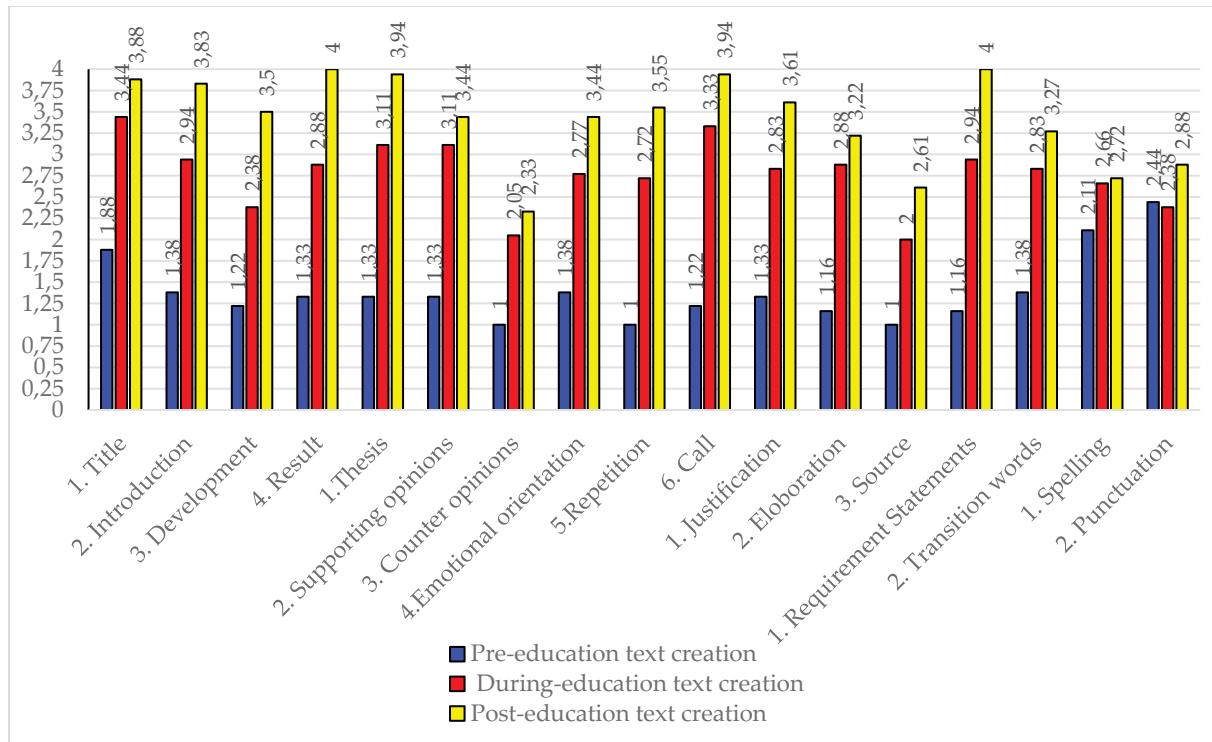
**Figure 6.** The Progress of The Persuasive Text Items in The Pre-Education, During-Education Post-Education

In the before, during, and after education, the succession of persuasive text item is listed in the following tables.

**Table 13.** Persuasive Text Items in The Pre-Education

| 1 – 1,75 | Insufficient | 14 items | Introduction, Development, Result, Thesis, Supporting opinions, Counter opinions, Emotional orientation, Repetition, Call, Justification, Elaboration, Source, Requirement statements, Transition words |
|---|---|---|---|
| 1,76 – 2,51 | Needs improvement | 3 items | Title, Spelling, Punctuation |
| 2,52 – 3,27 | Good | - | - |
| 3,28 – 4,00 | Very good | - | - |

There is no "good" or "very good" item before the education in Table 13. Only 3 items (title, punctuation, spelling) are "developed". Since these items are not only the subject of persuasive writing skill but are the subject of writing skill in general the success of the students is usual.

**Table 14.** Persuasive Text Items in During-Education

| 1 – 1,75 | Insufficient | - | - |
|---|---|---|---|
| 1,76 – 2,51 | Needs improvement | 4 items | Development, Counter opinions, Source, Punctuation |
| 2,52 – 3,27 | Good | 12 items | Introduction, Result, Thesis, Supporting opinions, Emotional orientation, Repetition, Call, Justification, Elaboration, Requirement statements, Transition words, Spelling |
| 3,28 – 4,00 | Very good | 1 item | Title |

There is no "needs improvement " item during the education in Table 14. Moreover, the item accumulation is at the "good" level. The highest achievement is in the title.

**Table 15.** Persuasive Text Items in Post-Education

| 1 – 1,75 | Insufficient | - | - |
|---|---|---|---|
| 1,76 – 2,51 | Needs improvement | 1 item | Counter opinions |
| 2,52 – 3,27 | Good | 4 items | Elaboration, Source, Spelling, Punctuation, Transition words |
| 3,28 – 4,00 | Very good | 12 items | Title, Introduction, Development, Result, Thesis, Supporting opinions, Emotional orientation, Repetition, Call, Justification, Requirement statements |

While there is no item in "insufficient" level the "counter opinions" is in "needs improvement" level in Table 15. "Elaboration", "source", "spelling", "punctuation" and "transition words" are at a "good" level.

*Spelling and punctuation.* Although the most successful items were spelling and punctuation before the education, the improvement in these items at the end of the education was below the expected level. While eleven items progressed from "insufficient" level to "very good" level, these two elements could progress one level from "needs improvement " level to "good" level (spelling scores: 2.11➤2.66 ➤2.72 // punctuation scores: 2.44 ➤2.38➤2.88).

*Counter opinions*.  Before the education, the students did not create any counter opinions in their texts and they took 1 point from rubric. Although after the education, the student's score on this item increases to 2.33 the "needs improvement" level has not been passed. Students could decay 60% of the opposing views in their texts. In addition, students gave place counter opinions in the introductory paragraph by 40%, in the development paragraph by 53%, and in the conclusion paragraph by 7%.
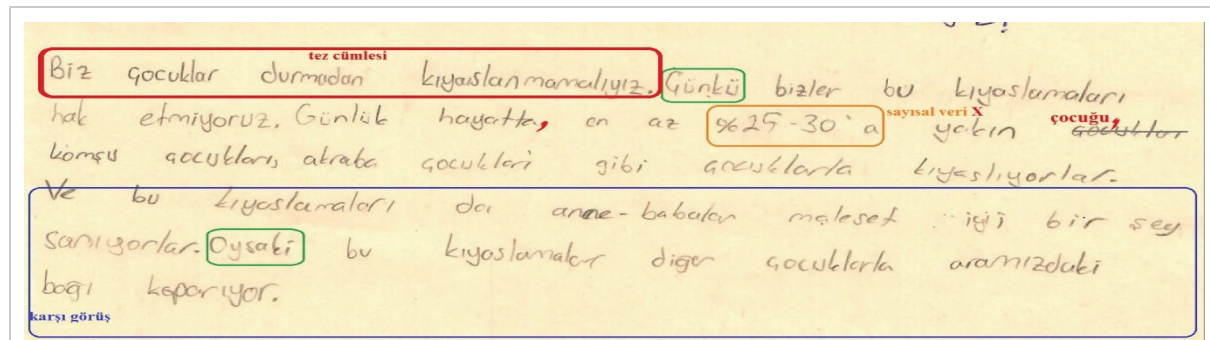


We kids should not be compared without stopping. Because we do not deserve it. In daily life, at least 25-30% of children are compared with children, such as neighboring children and relatives. And unfortunately, parents think these comparisons are the good thing. However, these comparisons break the link between us and other children.

**Figure 7.** Thesis, Transition Words, Counter Opinions, Elaboration

When the text analyzed in Figure 7:

- (Thesis) *"Biz çocuklar durmadan kıyaslanmamalıyız."* thesis statement
- (Transition words) *"çünkü"* to show cause/effect relationship *"oysaki" to show opposition and change the direction of the thought*
- (Counter opinions) *"Ve bu kıyaslamaları anne-babalar maalesef iyi bir şey sanıyorlar. Oysaki bu kıyaslamalar diğer çocuklarla aramızdaki bağı koparıyor."*
- (Elaboration) *"Günlük hayatta, en az %25-30'a yakın çocuğu, komşu çocuğu, akraba çocuğu gibi çocuklarla kıyaslıyorlar."* numeric data usage. It is not reliable because it doesn't have a source, so its credibility is extremely low.

*Source* Students did not used source in their texts before education they took 1 point from rubric. After the education, this score increased to 2.61 the "good" level. Nevertheless, achievement in resource item was ranked 16th among 17 items.
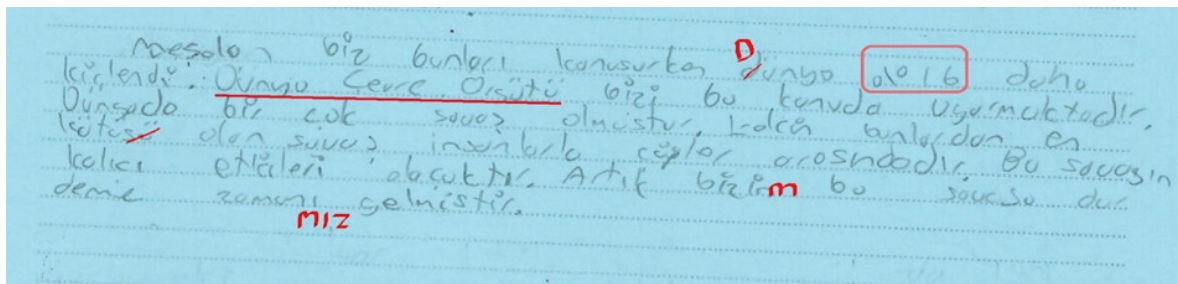


For example, while we talked about pollution, the world was 16% more polluted. The World Environment Organization warns us in this regard. There have been many wars in the world. But the worst of them is the war among the people and garbages. This war will have lasting effects. It is time to stop this war.

**Figure 8.** Source, Elaboration

When the text analyzed in Figure 8:

- (Source) Dünya Çevre Örgütü (The World Environment Organization)
- (Elaboration) "*Dünya %16 daha kirlendi.*" numeric data

*Elaboration* is about the persuasive technical use of students. With 1,16 points, students used persuasive technique at the "developed" level before the education. This level increased "good" with 3,23 points after education. The two most used persuasive techniques are 38.9% rhetorical questions and 30.5% numerical data. Other techniques usage rates; using example; 11.8%, using comparison; 8.4%, anecdote; 8.4%, using witness; 1.6%.
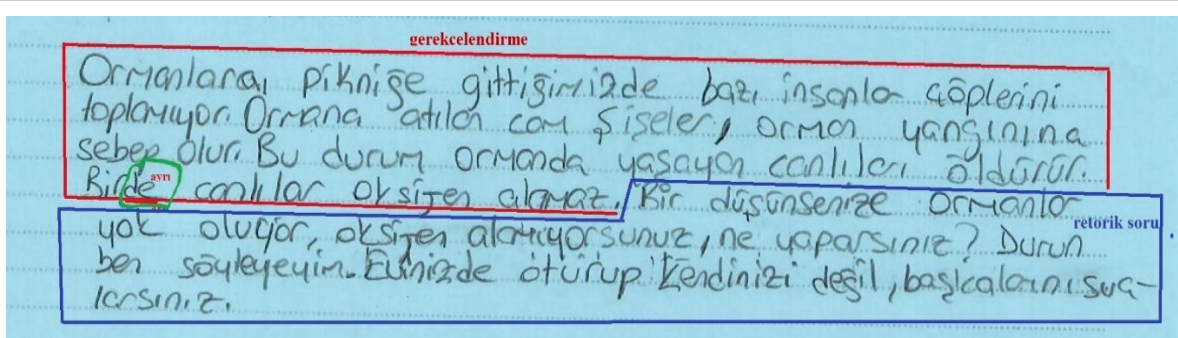


When we go to the forests, the picnic, some people do not collect their trash. Glass bottles were thrown into the forest cause forest fire. This will kill living creatures in the forest. And the living creatures can not get oxygen. Think about it, the forests are disappearing, creatures can not get oxygen. Well, what do you do? What did you do? Stop, I will say. You sit at your house and blame others, not yourself.

**Figure 9.** Justification, Elaboration, Emotional Orientation

When the text analyzed in Figure 9:

- (Justification) "*Ormanlara pikniğe gittiğimizde bazı insanlar çöplerini toplamıyor. Ormanlara atılan cam şişeler, orman yangınlarına sebep olur. Bu durum ormanda yaşayan canlıları öldürür. Bir de canlılar oksijen alamaz.*"
- (Elaboration) "*Bir düşünsenize ormanlar yok oluyor, oksijen alamıyorsunuz, ne yaparsınız?*" rhetorical question
- (Emotional orientation) "*Durun ben söyleyeyim. Evinizde oturup kendinizi değil başkalarını suçlarsınız.*" guilt feelings

*Transition words*. At the end of the education, the students were able to achieve "good" level with 3.27 points in the transition words.
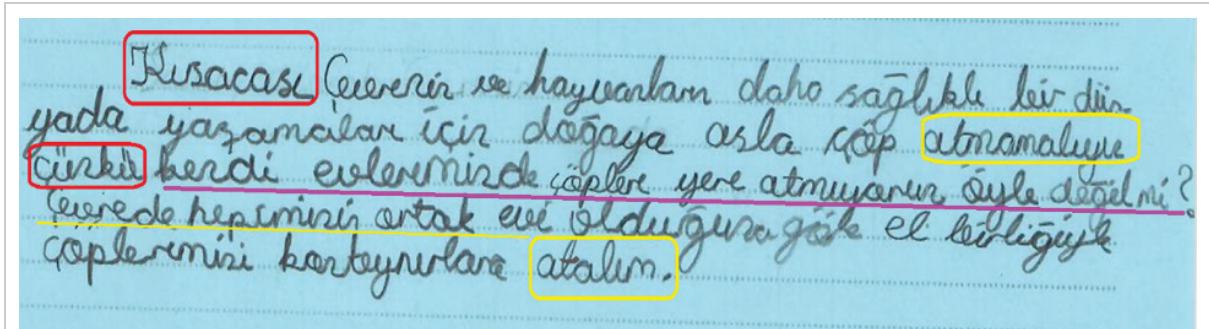


In short, we should never throw garbage in the forest for the lives of animals in a healthier world. Because we do not throw trash in our homes, do we? Since the environment is our common house, let's take our garbage to the containers in cooperation.

**Figure 10.** Repetition, Elaboration, Call, Transition Words, Requirement Statements

When the text analyzed in Figure 10:

- (Repetition) *"Doğaya asla çöp atmamalıyız."*
- (Elaboration) *"Kendi evlerimizde çöpleri yere atmıyoruz, öyle değil mi?"*
- (Call) *"Çevre de hepimizin ortak evi olduğuna göre el birliğiyle çöplerimizi konteynırlara atalım."*
- (Transition words) *"kısaca", "çünkü"*
- (Requirement statements) *"Atmamalıyız" "atalım"*

Transition words used by the students and usage purposes are shown in Table 16. When the Table 16 is examined, it is seen that 11 transition words in pre-education, 15 transition words in during education and 22 transition words in after-education are used. Moreover, as in the count of transition words, there has been an increase in the frequency of use of these words.

The students used; 40,2% rate transition words to show opposition and change the direction of the thought, 33,3% rate transition words to show cause/effect relationship, 14,8% rate transition words to emphasize thought again and to strengthen the meaning, and 11,6% rate transition words to reach the result. The students used

- 56.7% "ama" and then 19.7% "fakat" the transition statement to show opposition and change the direction of the thought.
- 39.6% "çünkü" and then 38% "bu yüzden" the transition statement to show cause/effect relationship
- 46.4% "aslında" and then 25% "yani" the transition statement to emphasize thought again and to strengthen the meaning

54.5% "sonuç olarak" the transition statement to reach the result.

**Table 16.** Transition Words Used by the Students and Usage Purposes

| The goal | Pre-education text creation | | During-education text creation | | Post-education text creation | | Total Frequency of occurrence |
|---|---|---|---|---|---|---|---|
| | Transition words | The frequency of *occurrence* | Transition words | The frequency of *occurrence* | Transition words | The frequency of *occurrence* | |
| Transition words to show opposition and change the direction of the thought | 1. But (ama) | 10 | 1. But (ama) | 15 | 1. But (ama) | 18 | **76** (%40,2) |
| | 2. However (fakat) | 6 | 2. However (fakat) | 4 | 2. Only (ancak) | 5 | |
| | | | 3. Whereas (oysa / oysaki) | 4 | 3. However (fakat) | 3 | |
| | | | 4. Unlike (aksine) | 2 | 4. Whereas (oysa / oysaki) | 2 | |
| | | | 5. While (hâlbuki) | 1 | 5. While (hâlbuki) | 2 | |
| | | | 6. Vice versa (Tam tersi) | 1 | 6. Unlike (aksine) | 1 | |
| | | | | | 7. Yet (lâkin) | 1 | |
| | | | | | 8. Contrary to (tersine) | 1 | |
| Transition words to show cause/effect relationship | 1. Because (çünkü) | 2 | 1. Therefore (bu yüzden) | 13 | 1. Because (çünkü) | 12 | **63** (%33,3) |
| | 2. Therefore (bu yüzden) | 1 | 2. Because (çünkü) | 11 | 2. Therefore (bu yüzden) | 10 | |
| | 3. In this way (bu sayede) | 1 | 3. For this reason (bu nedenle) | 2 | 3. For this reason (bu nedenle) | 5 | |
| | | | 4. In this way (bu sayede) | 1 | 4. So (böylece) | 2 | |
| | | | | | 5. In this way (bu sayede) | 1 | |
| | | | | | 6. Hereat (bunun sonucunda) | 1 | |
| | | | | | 7. Hereby (bundan dolayı) | 1 | |
| Transition words to emphasize thought again and to strengthen the meaning | 1. Indeed (aslında) | 2 | 1. Indeed (aslında) | 7 | 1. Indeed (aslında) | 4 | **28** (%14,8) |
| | 2. Already (zaten) | 2 | 2. Namely (yani) | 2 | 2. Namely (yani) | 4 | |
| | 3. Not only but also (hem / hem de) | 1 | 3. Already (zaten) | 1 | 3. Already (zaten) | 2 | |
| | 4. Namely (yani) | 1 | | | 4. Not only but also (hem / hem de) | 1 | |
| | | | | | 5. Even (hatta) | 1 | |
| Transition words to reach the result | 1. Shortly (kısacası) | 2 | 1. As a result (sonuç olarak) | 5 | 1. Shortly (kısacası) | 6 | **22** (%11,6) |
| | 2. As a result (sonuç olarak) | 1 | 2. Shortly (kısacası) | 2 | 2. As a result (sonuç olarak) | 6 | |
| Total Transition words | **11** | | **15** | | **22** | | |
| *Total Frequency of occurrence* | **29** (%15,3) | | **71** (%37,5) | | **89** (%47,08) | | **189** |

In this section includes the findings of the research question **"How is the relationship between persuasive text analysis and persuasive text creation?"**. The Spearman correlation test was applied to see how the ability to create persuasive text and analyze such texts is related. Since the texts before the education do not carry convincing textual features, they are not included in the analysis.

**Table 17.** Spearman Correlation Analysis Results

| Variables | N | r | p |
|---|---|---|---|
| During education text creation and first text analysis | 18 | ,439 | p=,068>,05 |
| During education text creation and second text analysis | 18 | ,373 | p=,127>,05 |
| During education text creation and third text analysis | 18 | ,235 | p=,349>,05 |
| During education text creation and forth text analysis | 18 | ,237 | p=,345>,05 |
| Post-education text creation and first text analysis | 18 | ,688 | p=,002<,05 |
| Post-education text creation and second text analysis | 18 | ,711 | p=,001<,05 |
| Post-education text creation and third text analysis | 18 | ,528 | p=,024<,05 |
| Post-education text creation and forth text analysis | 18 | ,621 | p=,006<,05 |

According to the Spearman correlation analysis results in Table 17, there is no statistically significant relationship between the texts produced during the education and the first text analysis, because of p >,05. However, there was a statistically significant relationship between the creating and analyzing texts because of p <,05.
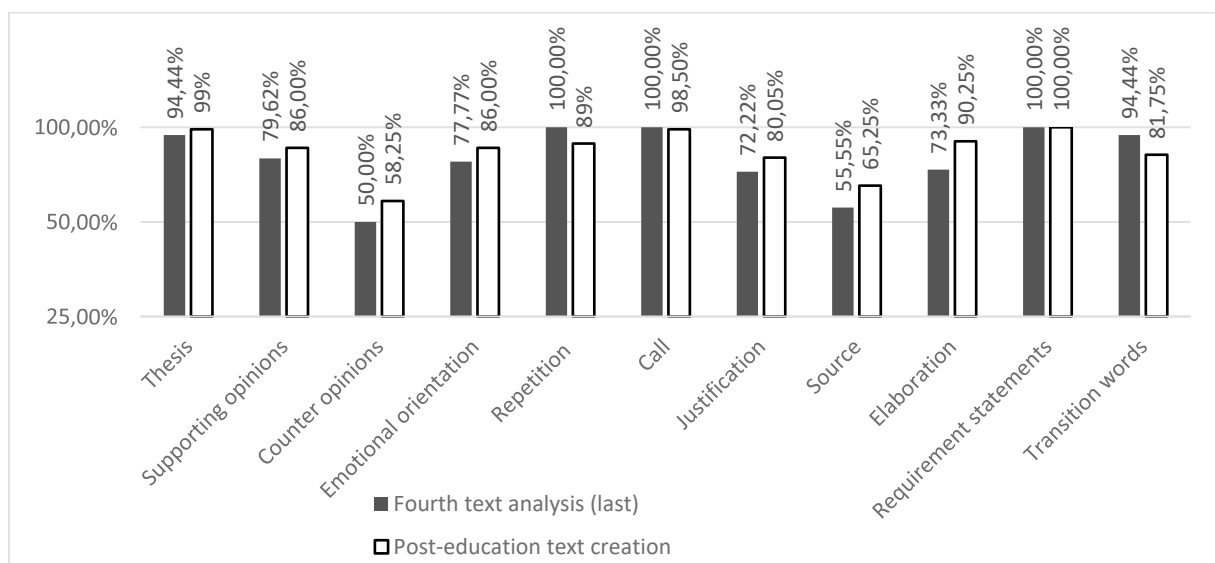


**Figure 11.** Comparison of Persuasive Text Items in Text Creation and Analysis

When comparing the recent situations of the ability to create and analyze persuasive texts, it appears that there is a great similarity between the skills (see Figure 11.). This condition confirms the Spearman test results. In both skills, students have reached the full score with "requirement statements". Also, in "thesis", "repeat", "call" items, students had an achievement of over 89%. Achievements over 77%: supporting opinions, emotional orientation, transition words. In both skills, "counter opinions" and "source" are the items on which the least success is exhibited.

In this section includes the findings of the research question **"What are the views of students about persuasive writing education?"**. Result of student diary analysis, four themes were formed. The themes and sub-themes were marked with the NVivo program and a model was created based on the data.

1. *Pleasure level for education*. Throughout the education, students expressed their level of satisfaction on a weekly basis. The satisfaction level of the students for education is 4.36 out of 5.

2. *Important points in education*. There are 7 sub-themes in this theme. Below are sub-themes and sample student opinions:

- Having a target audience and a purpose in ads
  S16: It is important that advertisements are made to convince some groups of people.
- Showing the plus and minus side of a topic
  S8: I can evaluate the plus and minus side of the events I have experienced in my life.
- Finding persuasive text items on colored texts (text analysis)
  S6: It was important for me to fill in colored text.
- Using numerical data
  S3: I think it was important to learn how to use numerical data in the text.
- Writing and reviewing persuasive paragraphs
  S7: I like checking out the paragraphs we wrote.
- Writing paragraphs and creating text from those paragraphs with class together
  S17: It's nice to create text from paragraphs.
- Detailed evaluation of the compositions we have written
  S17: The sharing of our evaluation results of our compositions made me see my mistakes.

3. *Unpleasant points in education*.  There are 2 sub-themes in this theme. Below are sub-themes and sample student opinions:

- Dislikes related to the content of course materials used
  S5: I did not like to learn the bad aspects of fast-food.
  S8: I did not like to learn a subject that was harmful to our health. (Text about smoking).
  S9: The situation that the commercials fool us has bothered me.
- Dislikes about events in the education
  Ö9: I did not like doing much writing activities for this education.

4. Contribution of education to daily life. There are 6 sub-themes in this theme. Below are sub-themes and sample student opinions:

- In interpretation
  S14: I can interpret ads while watching.
- In deciding
  S12: I can decide if things on TV are important or not.
- In self expression
  S6: After a long talk, I can repeat it briefly.
- In highlighting weak spots
  S8: I can tell the little boys/girls who eat junk food, the weak points of this habit. And so, I can keep them away from this behavior.
- In convincing a people
  S18: I can use what I learned to persuade someone by proving an event.
- In educational life
  S1: I can use what I learned to when doing homework and presenting.

In this section includes the findings of the research question  **"What are the problems encountered in the research process?"**. This section was formed by analysis of researcher's diary data. The difficulties encountered by the researcher in the education process and the remedies applied for them are explained.

1. *To request teacher approval for each behavior by the students* It has been seen that students are the habit of asking everything to the teacher. These are questions that are not very complex like "Do we write with handwriting or normal?, Can we write with a ballpoint pen?". However, responding to individual students and trying to help them understand has extended the research process by causing the course activities to be completed longer.

2. _Reluctance to write a student diary_. In the first weeks, students did not want to write a diary because of reasons such as a request to leave lesson immediately, long duration of journal writing, lunch break. Or they wrote the diary without care. To solve this problem, students were asked to fill in their diary at home and submitted it to the researcher at next lesson.

3. _Unexpected educational activities during the lesson_. It was necessary to spend a certain period studying the vocabulary in the lesson because of frequently asked unknown words by students. Some students even wrote the words they learned as the most important thing on the lesson in their diary. This is another factor that extends the persuasive writing education process.

4. _School social activities and students' unexpected problems_. From time to time, the working group has compulsorily participated in certain day and week events that are celebrated in schools. In addition, there were health problems that students sometimes experienced, and for this reason, they did not do their homework and write the diary. These situations caused disruptions in education.

However, there is no compression in the program against the situations mentioned in 3 and 4. Because of the goal of education is not to catch the plan of the but to improve persuasive writing skills. For this reason, the lessons were continued by considering the learning speed of the students and the social programs of the school. And as the nature of the action research, the plan was stretched in line with student needs.

5. _The length of the time between lessons_. As the education took place one day a week, seven days passed between lessons. Because of this, it was necessary to repeat topics at the beginning of each lesson. Therefore, the duration of the education was gradually extended. This caused two problems: students being disconnected to topic and students being bored. After this situation was over, the education was continued for two days a week.

6. _Meeting for the first time with informative texts_. According to the student diaries, the students in the study group did not meet persuasive writing activities. This situation has intensified the content of education. For this reason, it has become difficult to teach some subjects (counter opinions, source, transferring citations in a context-compatible manner, etc.). Moreover, there are not many informative texts in the 6th-grade textbooks. These students, who have not encountered much with informative texts before, are very strangers to some patterns in the structure of persuasive texts and many learn for the first time. To make up for this incompleteness, paragraph creation and text creation activities have been added the education.

7. _Influence of persuasive content of educational materials on students_. In the first weeks, some students were influenced by the guiding content of the course materials (advertising video, ad text, persuasive essay). For this reason, students are focused on the content rather than focusing on the structure of the persuasive expression in the material. Materials which target 9-12-year-old young people had a negative effect on education in the first weeks.

8. _Errors in paragraph and text creation_. During the education process, it was observed that students made mistakes such as not choosing sides in any subject, repeating certain mistakes about writing and punctuation, not writing legible handwriting, and making a single sentence paragraph without care.



He is a student of that school to wear school uniform. The school does not have a question mark in its head. If we wear a school form, we do not have to face anybody, and at the same time the school form is not durable.

**Figure 12.** The Problem of Not Choosing a Side About a Topic

For these problems, the text of each student was fed back one by one and the mistakes were shown. In addition, successfully created paragraphs and texts are shared with other students as examples and are shown why these texts are successful.

9. _Research culture inadequacy and critical thinking problem_.  In their draft, although students are sufficient about supporting opinions and justification, they are insufficient about the source, using witness, research, transferring relevant information to the text. The problem of critical thinking prevented the students from predicting counter opinions. Some students wrote the opinion as "If you do clean, the house will be hygienic." and they wrote the counter opinion to it as "If we do not clean, the house will not be hygienic.".  To solve this problem detailed revision guidelines, topic repetitions, and additional exercises have been utilized.

## Discussion and Conclusion

In this section includes the discussion and conclusion of the research question **"What is the opinion of students about persuasion before persuasive writing education?"**.

Five themes emerged from the students' opinions about persuasion before the education (1. Opinions about the definition of persuasion. 2. The words that evoke the persuasion. 3. Environments met with persuasion process. 4. The purpose of using persuasion. 5. Persuasive writing knowledge of students.) All opinions on the definition of persuasion are consistent and overlap with the meaning of the word. According to the students, the seven most commonly used words/phrases that are evoked persuasion (lütfen, yalvarmak, ne olur, rica, ısrar, iste-k/mek) are used in daily life when a person have expectation from the other people. 75% of the students stated that they mostly meet persuasion process at home, at school, and around entourage.  Again, 83% of the students stated that they use "persuasion" with the aim of "asking for something from the family, asking for something from the friend". From this, it is seen that while students are aware of the persuasion process they directly face, they are not aware of the implicit persuasion process used in advertising, advertisements, communication/mass media. As a result, it has been seen that students are vulnerable to implicit persuasion usage. In addition, although the primary school (grades 1-5), Turkish language curriculum includes persuasive writing subject, it has been seen that 6th-grade study group are not aware of the existence of such a text type, they have not previously encountered with the persuasive writing. Okur, Süğümlü, and Göçen (2013) say that the persuasive texts do not take place as much in Turkish teaching programs and textbooks as it is and that this leads to deficiencies in teaching. The results of our work overlap with this claim. In our research, first it was aimed to develop persuasive writing skills, but this aim was changed. The comprehension of persuasive writing has been a precondition for developing skills. Therefore, the initially programmed action research process has been extended in line with needs.

In this section includes the discussion and conclusion of the research question **"What is the effect of persuasive writing education on the ability of persuasive text creation?"**.

Pre-education texts were scored by rubrik, it shows that they did not carry the features of the persuasive text. Also Texts rubric score arithmetic mean is 1.38, which corresponds to the "insufficient". This result also overlaps with the view that students have previously stated that they have not done any work on persuasive writing. In Kaptan (2015) research on 5th graders persuasive writing skills, saw that students had 1 and 2 points on a 4-point scoring scale and that their persuasive writing skills were not at the desired level. This indicates that the results of both studies overlap.

The arithmetic mean of the during-education text is 2.79 (good) and the post-education text is 3.39 (very good). According to the results of the Friedman difference test, the ability of students to construct persuasive texts has improved through education. Wilcoxon difference test results showed that the highest, positive effect size was between pre-education and during-education text scores.

At the end of the education, the persuasive text items that reached "very good" level are as follows: result (4), requirement statements (4), thesis (3,94), call (3,94), title (3,88), introduction (3,83), justification (3,61), repetition (3,55), development (3,5), supporting opinions (3,44), emotional

orientation (3,44). The shaping and application of persuasive writing education according to the process-based writing model has contributed positively to the research of action. Persuasive texts; information-based, research-based, texts aimed at influencing the reader; so, it must have a sound and logical construct and it requires preliminary preparation. The process-based writing model, based on pre-, during and post-writing sections allow students to prepare for writing in the pre-writing phase. According to Johnson (2008), those made prior to the writing process are as important as those made during the writing process, and if the idea is not produced before writing, there will be confusion, inconsistency and clutter. In this research, through the pre-writing phase, students have created ideas about the subject, organized their ideas and created a simple textual framework. This skeleton has created awareness among students in using persuasive text items while also guiding students in the process of text creation. The results of the research have shown that the use of the process-based writing model in persuasive writing skills education will facilitate the education.

At the end of the education, the persuasive text items that can't be achieved at the "very good" level: counter opinions (2,33), source (2,61), spelling (2,72), punctuation (2,88), elaboration (3,22), transition words (3,27).

Despite a lengthy and detailed educational process, students did not pass the "needs improvement" level of "counter opinions". Counter opinions are in the last place in 17 persuasive items. One of the possible reasons for the low achievement in this item is that students firstly encounter with the notions of "refuting opposing views and opposing views" that require profound and critical thinking in the practice of this research. However, it is interesting that at the end of the education period, the ability to deal with "counter-views" is not developed as the other persuasive items. "Acknowledging and/or addressing the opposing point of view begins at grade 7." description was added to "Alternate and opposing argument(s) are adequately acknowledged or addressed" item in argumentative rubric which recommended to middle schools by US-Washington state education department. (Argumentative Target Grades 6–11, 2014). This description also explains the failure of the "counter-views" that arise in our work. To learn and use the counter opinions, it is seen that the knowledge of the thought and the abstract thinking skills are insufficient in the 6th-grade students.

In terms of success, the "source" is 16th in 17 items. Compared with the high achievement scores in other items, it is seen that the students are inadequate about resource use. It is believed that the reason for the lack of resource use of the students is the lack of research culture in the students. To use "source" in your text, you must do research, choose the information that will work in the direction of the aim when doing research, pass this information through strainer, then place them in text appropriately. That is, a number of high-level cognitive skills need to be used. For most of the students in the study group, the 15-week study period was not sufficient to create a research culture. In addition, regarding research culture in 1-5th Grade Turkish Language Course Curriculum and Guidelines, a framework is drawn as follows:

Learning from the learned information and texts, students should conduct research on a certain topic. In research, students should be asked to comply with the writing rules. As a result of research, it is necessary to share interesting information with other students. Research can also be used as an expression of self-expression. The teachers and students should be selected together research suggestions given in each text. In each case, each student must be able to conduct a research (MEB, 2009).

Despite this framing for the class 1th-5th-grade level, the result is that 6th-grade students in the study group did not acquire the research culture.

Throughout their education experience, students have encountered more "*spelling* and *punctuation*" than other items but they haven't reached "very good" level in these items. In addition, thanks to persuasive writing education, significant progress has been made in other items, but no significant progress has been made in "spelling" and "punctuation". For most students in the study group, the 15-week education period was not sufficient for the development of these items. This shows

that the correct practice habits of "spelling" and "punctuation" are a skill that can be earned based on long time and recurrence, just like the acquisition of research culture. Karagül (2010) in his research on the level of 6-8th-grade students' ability to practice writing and punctuation rules has reached the conclusion that they did not have the necessary knowledge and skills about the writing and punctuation rules specified in the Turkish language curriculum. The results of our study also showed that the students were not successful at the expected level of correct use of these rules.

Students did not get to the "very good" level in the "*elaboration*" item. The two most used persuasive techniques are 38.9% rhetorical questions and 30.5% numerical data. Other techniques usage rates; using example; 11.8%, using comparison; 8.4%, anecdote; 8.4%, using witness; 1.6%. The students were willing to use numerical data but they weren't successful enough. 61% of the numerical data used in the texts haven't got the source. As it can be seen from this, students learned "numerical data" but they could not demonstrate as skills what they learned.

Even though the education of persuasive techniques was similar, while students used some techniques extensively, they nearly did not use "anecdote" and " using witness". This is thought to be due to the lack of research culture of the students and the skill of to adapt the information to the text. "Using witness " and "source" are similar in their purposes. In both, the writer receives information from the out. As in the case of the "source", lack of research culture limits students to "using witness". Occasionally, even when the students tried to using witness in their texts, they used simple expressions such as "experts say" and "researchers tell". However, it is expected that the writer will use in "using witness" opinions from those who are more competent than himself and who are experts in their field.

**Table 18.** Writing Methods and Techniques Most Emphasized in Turkish Language Curriculums (MEB, 2009) (MEB, 2006)

| Grade 1 – 5 | | |
|---|---|---|
| | **Using comparison** | **Using example** |
| **Grade 2 (MEB, 2009)** | • She/he uses comparisons in his texts.<br>• She/he writes by explaining the reasons why he participated in an opinion.<br> - When using comparisons, it may be desirable to use the phrase "same, similar, different, etc.". | |
| **Grade 3 (MEB, 2009)** | • She/he uses comparisons in his texts.<br>• She/he writes by explaining the reasons why he participated in an opinion.<br> - When using comparisons, it may be desirable to use the phrase "same, similar, different, etc.". | • She/he writes by explaining the reasons why he participated in an opinion.<br> - In her/his texts, she/he is encouraged to give supportive and illustrative examples using expressions such as "for example, in particular, as if, frankly, to explain, i.e. in other words, etc." |
| **Grade 4 (MEB, 2009)** | • She/he uses comparisons in his texts.<br>• They establish causal relationships in their texts.<br> - When using comparisons, it may be desirable to use the phrase "same, similar, different, etc.". | • In her/his texts, she/he gives supporting and descriptive examples using appropriate expressions.<br>• They establish causal relationships in their texts.<br> - In her/his texts, she/he is encouraged to give supportive and illustrative examples using expressions such as "for example, in particular, as if, frankly, to explain, in other words, etc." |
| **Grade 5 (MEB, 2009)** | • She/he uses comparisons in his texts.<br>• They establish causal relationships in their texts. | |

|  |  |
|---|---|
| | - When using comparisons, it may be desirable to use the phrase "same, similar, different, etc.". |
| **Grade 6 – 8** | |
| **Grade 6, 7, 8. (MEB, 2006)** | • She/he uses writing methods and techniques.<br>• The main idea is supported by using description, definition, sampling, comparison, using witness, analogy and numerical data. |
| **Grade 7 (MEB, 2017)** | • Identification, comparison, and analogy are discussed as the ways of thinking.<br>• … use the ways of thinking and provide evidence to support their opinions from written and multi-media sources.<br>• Students are encouraged to give examples from the daily life. |
| **Grade 8 (MEB, 2017)** | • Using examples, using witnesses and using numerical data are discussed as the ways of thinking.<br>• … using the ways of thinking, present their opinions, provide evidence to support their views, and conclude their opinions.<br>• Students are encouraged to give examples from the daily life. |

As seen in the Table 18, the most common writing methods and techniques in Turkish language curriculum are "using comparison" and "using example". Out of these two techniques, other persuasive techniques have begun to take place in the curriculum after the sixth grade. Despite the emphasis on these two techniques in the curriculum, it has been observed that the students never used these two techniques in their texts before the education. Although these two techniques are used at the during education and after education the usage rate is very low (8.4% in using comparison, 11.8% in using example). As a result of this, it can be concluded that the students do not gain the skills related to using comparison and using example. There is also a similarity between students' low achievement in the "counter-views" and low use of "comparing". The using comparison is considered to be a little used by students because it is a technique that requires negotiating two ideas based on critical thinking skills such as counter opinions.

The students used; 40,2% rate _transition words_ to show opposition and change the direction of the thought, 33,3% rate transition words to show cause/effect relationship, 14,8% rate transition words to emphasize thought again and to strengthen the meaning, and 11,6% rate transition words to reach the result.

The teaching of some transitional words for the students in the pre-6th grade has been recommended in Turkish language curriculum. The transition words in the curriculum and the transition words that our students choose to use in our research are compared in the following section.

**Table 19.** Transition Words and Their Usage Purposes in Turkish Language Curriculum (MEB, 2009)

| | Grade 2 (MEB, 2009) | Grade 3 (MEB, 2009) | Grade 4 (MEB, 2009) | Grade 5 (MEB, 2009) | Grade 6 (MEB, 2017) | Grade 7 (MEB, 2017) | Grade 8 (MEB, 2017) |
|---|---|---|---|---|---|---|---|
| Using comparison | | • The same (aynısı)<br>• Similarly (benzer olarak)<br>• Differently (farklı) | | | | | |
| Establishing causal relationship | | • For (için)<br>• Because (çünkü)<br>• As a reason (neden olarak)<br>• Hence (dolayısıyla) | | • Because (çünkü)<br>• This is because (bunun nedeni)<br>• Unless it is (-madıkça)<br>• For this reason (bu nedenle)<br>• Hence (dolayısıyla)<br>• Accordingly (olduğu için)<br>• Hereat (bunun sonucunda)<br>• For (için)<br>• Therefore (bu yüzden) | | | |
| Switching to a different opinion | | • But (ama)<br>• However (fakat)<br>• Or (veya)<br>• Only (yalnız)<br>• Notwithstanding (buna ragmen) | | | | | |
| The purpose of use transition words is not specified in the 2017 curriculum. | | | | • But (ama)<br>• However (fakat)<br>• Only (ancak)<br>• Yet (lâkin) | • Doch (bununla birlikte)<br>• Even so (buna ragmen) | • Whereas (oysaki)<br>• In other words (başka bir deyişle)<br>• Especially (özllikle)<br>• Firstly (ilk olarak)<br>• Finally (son olarak) | • Whereas (oysaki)<br>• In other words (başka bir deyişle)<br>• Especially (özllikle)<br>• Briefly (kısaca)<br>• So (böylece)<br>• Firstly (ilk olarak)<br>• Finally (son olarak) |

Only "ama" and "fakat" are used by the students in the transition words suggested to be used when crossing a different thought in the Turkish language curriculum in Table 19. Only "çünkü, bu yüzden, bu nedenle, bunun sonucunda" transition words were used by students for the cause and effect relation. The transition words suggested for use for comparison were not used by students.

In this section includes the discussion and conclusion of the research question "**How is the relationship between persuasive text analysis and persuasive text creation?**". According to Spearman correlation test results, it was found that text analysis significantly contributed to the success of the texts produced by the students after the education ($p < 0.05$). In the text analysis, the students achieved 100% success in the three items (repetition, call, requirement statements), and in the text creation they achieved 100% success in two items (requirement statements, results). In both skills, the students achieved 100% success with the "requirement statements" and they did not achieve the expected level of success with the "counter opinions" and "source". These similarities between these two skills confirm the Spearman correlation test results.

**Table 20.** Persuasive Techniques Used in Text Creation and Text Analysis

| Persuasive techniques by frequency of use in text creation | Persuasive techniques by frequency of use in text creation |
|---|---|
| 1.  Rhetorical question (%38,9) | 2.  Rhetorical question (%38,9) |
| 3.  Numerical data (%30,5) | 4.  Numerical data (%30,5) |
| 5.  Using example (%11,8) | 6.  Using example (%11,8) |
| 7.  Using comparison (%8,4) | 8.  Using comparison (%8,4) |
| 9.  Anecdote (%8,4) | 10. Anecdote (%8,4) |
| 11. Using witness (%1,6) | 12. Using witness (%1,6) |

As seen in Table 20, test results have shown that there is a positive relationship between persuasive text creation and persuasive text analysis. Writing skills are intertwined with reading skills. While the ability to read and analyze improved the writing skill, the writing skill improved the reading ability. The results of our study also highlighted the importance of sample reading texts in providing students with writing skills. Contrary to the lack of persuasive texts in Turkish textbooks, In US middle school textbooks, in the "persuasive writing" unit, there are 12 texts for 4 writing tasks for 6th grades, there are 20 texts for 8 writing tasks for 7th and 8th grades (Glencoe/McGraw-Hill Authors, 2001, 2001b, 2005).

In this section includes the discussion and conclusion of the research question **"What are the problems encountered in the research process?"**.

- To request teacher approval for each behavior by the students
- Reluctance to write a student diary
- Unexpected educational activities during the lesson
- School social activities and students' unexpected problems
- The length of the time between lessons
- Meeting for the first time with informative texts
- Influence of persuasive content of educational materials on students
- Errors in paragraph and text creation
- Research culture inadequacy and critical thinking problem

In this section includes the discussion and conclusion of the research question "**What are the views of students about persuasive writing education?**".

- Pleasure level for education: Pleasure level is 87%. From this, it can be said that students have a positive perception of persuasive writing education.
- Important points in education: The topics are target audience and purpose in ads, revealing the positive and negative aspects of a subject, doing text analysis, using numerical data, evaluating the compositions in detail.
- Unpleasant points in education: Dislikes related to the content of used samples and exercises on the lesson.
- Contribution of education to daily life: Use in interpreting, decision-making, self-expression, emphasizing weak points, convincing a person, education activities

The conclusions of the student opinion have shown that the texts with persuasive content such as advertisements and call paper in daily life have attracted the attention of the students and helped to make convincing narration easier to understand.

Students' opinions about the things which are not pleasure have shown that when the target audience is children in texts and advertisements that are used as examples in the lessons, the students lose their attention to lessons by diving into the content of the material. It has also been observed that students have developed a negative reaction to the criticism in these texts and advertisements. Therefore, attention should be paid to the fact that the target audience of texts with high-impact content, such as advertisements, calls, and announcements, used in education is not the same as the group being taught. According to Lemish (2013), children react to the media, think, feel and create their own meanings, and they turn their meanings into various tendencies, beliefs, and desires. In the course book of the 8th grade used for the main language lesson in USA, it is stated that the advertisers have turned to reality by turning the facts into emotions and advertisements sometimes address positive emotions (hope, love, responsibility) and sometimes negative emotions (crime, fear, jealousy) because they know that consumers decide more emotionally. It is also emphasized that in the book the advertisements may contain tricky and it is possible to distinguish the cheating from the truth with persuasive writing education (Glencoe/McGraw-Hill Authors, 2005). Kurudayıoğlu and Yılmaz (2014) stated that "someone who watches television for 35 hours per week watches about 38,000 advertisements per year, more than 100 advertisements per day." When TÜİK's (2014) "Statistics by Child" data is taken into account, 90.2% of the children in the 11-15 age group in Turkey is watching television every day. 40% of these children watch TV 0-2 hours a day, while 36% watch TV 3-4 hours a day.  If it is thought that ads prepared solely for marketing purposes, the importance of persuasive communication education arises. Advertisements sometimes direct children's eating habits. Wartella (2013) states that in the USA, young people between the ages of 8-18 usually spend about 9 hours a day using many media at the same time and about 43 million obese children (World Health Organization) come to light in 2010 due to both immobility and mediocre marketing. One out of every five boys between the ages of 2-19 and 15% of the girls were obese with a body mass index of over 30. As can be seen, children need to be particularly conscious about the use of persuasive language. In this respect, children knowing the structure of persuasive text will make them aware of the use of persuasive language. Thus, if they meet convincing verbal or written texts, they will be able to analyze these texts and protect themselves from the leading content if necessary.

The student opinions on the detailed evaluation of student texts show that rubrics are suitable tools for evaluating writing skills. The results of this research confirm the validity of these benefits. Also, students' associations between education and daily life show that persuasive writing education prepares them both in the school life and in daily life. A report prepared for the Australian curriculum suggests that through persuasive writing instruction, children learn to express their views at an early age and to evaluate other views and perspectives. In addition, learn how to create systematic and regular persuasive texts helps children to become meaningful and critical language users, express directly their opinions, decision-making (Engaging in and Exploring Persuasive Writing a Practical Guide of Classroom Teacher, 2011). In a research they conducted on writing education, Okur, Demirtaş, and Keskin, (2013) emphasized how necessary it is for a student to write convincingly to defend herself or an opinion and they highlighted the importance of this writing path in the Australian curriculum. In this respect, to gain persuasive writing skills; it will contribute to the awareness of students about communication tools that are contained in persuasive techniques intensely and taking them out of passive acceptance and bringing them into active and critical individuals. In short, it can be said that the persuasive writing education in the school environment prepares students, daily and social life.

## Suggestions

- Research results have shown that acquiring a research culture has an important place in persuasive expression. To create persuasive text, sample exercises should be done in the pre-writing phase as follows: "How is the research done?, How is the research data converted into a text?, What are reliable and appropriate research resources?". In addition, the ability to gain research culture to students should be given gradually, spreading to the process gradually, at the level of each class, just as it should be the habit of using spelling and punctuation correctly. Also, research activities should be conducted not only in Turkish but also in other courses to improve the research skills.

- The results of the research showed that highly educated materials such as advertisements cause students to get caught in content. For this reason, especially when choosing authentic materials such as advertising to be used at the beginning of the persuasive writing education period, attention should be paid to the target mass of the advertisement, and ads with target mass children should not be preferred.

- The results of the research showed that the ability to read and analyze persuasive text improved persuasive writing skills. Before proceeding to persuasive writing, it is necessary to read persuasive texts and then analyze them on texts. In this way, students can be aware of the text structure. To compare the students more with the authentic persuasive texts (advertisement, brochure, call / proposal / offer text, poster, complaint text, persuasive speech presentation text, TV-book-criticism, column, etc.) should be put into the Turkish textbooks.

- The results of the research showed that the abstract and critical thinking skills of the 6th-grade students were inadequate in the "counter-views" from the persuasive texts. The training of this skill can be done before the 6th grade but the assessment and evaluation should be left to the 7th grade and later.

- Persuasive writing skills should be included not only in the primary school Turkish language curriculum but also in the secondary school curriculum. Because persuasive texts are texts based on informative and critical thoughts, it is more appropriate for middle school students, where the students' abstract thinking skills are even better.

- The results of the research showed that the process-based writing model is an effective method in providing persuasive writing skills. To teach persuasive writing to middle school students, process-based persuasive writing goals can be added to the Turkish language curriculum. In addition, as persuasive writing skills are composed of many sub-skills, the curriculum can be made more efficient by incorporating goals that are repeated spirally at each level.

# References

Argumentative Target Grades 6–11. (2014). Retrieved from http://www.k12.wa.us/ELA/Assessment/pubdocs/C2_Full_Write_Rubrics_Target_7_Argumentative.docx

Argumentative v. Persuasive Writing. (2011). Retrieved from http://www.smekenseducation.com/Argumentative-v-Persuasive-Writ0.html

Atlantic Canada English Language Arts Curriculum, Elementary 4-6 (1998). Retrieved from http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/EnglishLanguage Arts-Grade4-6.pdf

Balcı, A. (1995). *Sosyal bilimlerde araştırma: yöntem, teknik ve ilkeler*. Ankara: Pegem Akademi Publishing.

Bazaley, P., & Jackson, K. (2015). *NVivo ile nitel veri analizi* (A. Bakla and B. Demir, Trans.). Ankara: Anı Publishing.

Beyreli, L., & Konuk, S. (2016). İkna edici metinleri değerlendirmek için bir rubrik önerisi ve rubriğin kullanılabilirliği. *International Journal of Language Academy*, *13*, 183-204.

Beyreli, L., Çetindağ, Z., & Celepoğlu, A. (2005). *Yazılı ve sözlü anlatım.* Ankara: Pegem Akademi Publishing.

Caine, K. (2008). *Writing to persuade.* Posthmouth, NH: Heinemann.

Can, A. (2014). *SPSS ile bilimsel araştırma sürecinde nicel veri analizi.* Ankara: Pegem Akademi Publishing.

Cliffs, E. (1989). *Prentice hall literature*. New Jersey: Prentice Hall.

Common Core State Standards for English Language Arts and Literacy in History / Social Studies Science and Technical Subjects. (2010).  Retrieved from http://www.corestandards.org/ELA-Literacy/

Dick, B. (1993). Action research theses. Retrieved from http://www.aral.com.au/DLitt/DLitt_P50arth.pdf

Engaging in and Exploring Persuasive Writing a Practical Guide of Classroom Teacher. (2011). Government of South Australia, Department of Education and Children's Service. Retrieved from https://www.decd.sa.gov.au/

Ferguson, B. P. (2011). Action research for professional development: Concise advice for new action researchers. The University of Waikato. Retrieved from http://www.waikato.ac.nz/tdu/pdf/booklets/24_AR.pdf

Ferrance, E. (2000). Themes in education action research. Northeast and Islands Regional Educational Laboratory at Brown University. Retrieved from https://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/act_research.pdf

Flynn, L. A., & Flynn, E. M. (2003). *Teaching writing with rubrics, practical strategies and lesson plans for grade 2-8.* California: Corwin Press.

Glencoe/McGraw-Hill Authors (2001). *Writer's choice grammar and composition grade 6.* USA: Glencoe McGraw-Hill.

Glencoe/McGraw-Hill Authors (2001b). *Writer's choice grammar and composition grade 7.* USA: Glencoe McGraw-Hill.

Glencoe/McGraw-Hill Authors (2005). *Writer's choice grammar and composition grade 8.* USA: Glencoe McGraw-Hill.

Gökçek, T. (2014). Karma yöntem araştırması. In M. Metin (Ed.), *Eğitimde bilimsel araştırma yöntemleri* (pp. 375-410). Ankara: Pegem Akademi Publishing.

Grade Expectation for Vermont's Framework of Standards and Learning Opportunities, Mathematics, Reading and Writing (2004). Retrieved from http://www.pdfpedia.com/download/6964/grade-expectations-for-vermonts-framework-of-standards-and-learning-opportunities-pdf.html

Günay, D. (2013). *Metin bilgisi.* İstanbul: Papatya Publishing.

Güneş, F. (2013). *Türkçe öğretimi yaklaşımlar ve modeller.* Ankara: Pegem Akademi Publishing.

Johnson, A. P. (2008). *Teaching reading and writing: A guidebook for tutoring and remediating students.* United Kingdom: The Rowman & Littlefield Publishing.

Johnson, A. P. (2014). *Eylem araştırması el kitabı* (Y. Uzuner and Y. Özten Anay, Trans.). Ankara: Anı Publishing.

Kansu, S. (2015). *Ortaöğretim dil ve anlatım 10. sınıf ders kitabı.* Öğün Publishing. Retrieved from http://www.eba.gov.tr/ekitap

Kaptan, A. (2015). *İlköğretim 5. sınıf öğrencilerinin ikna edici yazma düzeylerinin belirlenmesi* (Unpublished master's thesis). Eskişehir Osman Gazi University. Retrieved from https://tez.yok.gov.tr

Karagül, S. (2010). *İlköğretim 6-8. sınıf öğrencilerinin Türkçe dersi öğretim programında belirtilen yazım ve noktalama kurallarını uygulayabilme düzeyi* (Unpublished master's thesis). Dokuz Eylül University. Retrieved from https://tez.yok.gov.tr

Karatay, H. (2013). Süreç temelli yazma modelleri: 4+1 planlı yazma ve değerlendirme modeli. In M. Özbay (Ed.), *Yazma eğitimi* (pp. 21-40). Ankara: Pegem Akademi Publishing.

Kurudayıoğlu, M., & Yılmaz, E. (2014). Nasıl ikna ediliyoruz? (İkna edici metin ve yapısı). *Eğitimde Kuram ve Uygulama*, *10*(1), 75-102.

Kurudayıoğlu, M., & Yılmaz, E. (2014). Türkçe öğretmeni adaylarının oluşturdukları ikna edici metinlerin yapı açısından incelenmesi. *Okuma Yazma Eğitimi Araştırmaları*, *2*(1), 20-29.

Lemish, D. (2013). Medya ve erken dönem çocukluk gelişimi, çocuklarla iletişim: yetiştirme, ilham verme, harekete geçirme, eğitme ve iyileştirme ilke ve uygulamaları. In H. Yavuzer ve M. R. Şirin (Eds.) *I. Türkiye Çocuk ve Medya Kongresi Bildiriler Kitabı* (pp. 14-34.)

Literacy in Early Childhood and Primary Education (3-8 years) Commissioned Research Report. (2012). Dublin, İrlanda. Retrieved from http://www.ncca.ie/en/Publications/Reports/Literacy_in_Early_Childhood_and_Primary_Education_3-8_years.pdf

MEB (2006). İlköğretim Türkçe dersi öğretim programı (6-8. sınıflar). Ankara: MEB. Retrieved from http://ttkb.meb.gov.tr/www/ogretim-programlari/icerik/72 06/03/2014

MEB (2009). İlköğretim Türkçe dersi öğretim programı ve kılavuzu (1-5. sınıflar). Ankara: MEB. Retrieved from http://ttkb.meb.gov.tr/www/ogretim-programlari/icerik/72

MEB (2011). Dil ve anlatım dersi 9-12. sınıflar öğretim programı. Ankara: MEB. Retrieved from http://ttkb.meb.gov.tr/www/ogretim-programlari/icerik/72

MEB (2012). Ortaokul ve imam hatip ortaokulu yazarlık ve yazma becerileri dersi öğretim programı (5, 6, 7 ve 8. sınıflar). Ankara: MEB. Retrieved from http://ttkb.meb.gov.tr/www/ogretim-programlari/icerik/72

MEB (2015). Türkçe dersi öğretim programı (1-8. sınıflar). Ankara: MEB. Retrieved from http://ttkb.meb.gov.tr/www/ogretim-programlari/icerik/72

MEB (2017). Türkçe dersi öğretim programı (ilkokul ve ortaokul 1-8. sınıflar). Ankara: MEB Retrieved from http://mufredat.meb.gov.tr/

OECD (2006). Assessing scientific, reading and mathematical literacy, a framework for PISA 2006. Programme for international student assessment. Retrieved from http://edu.au.dk/fileadmin/www.dpu.dk/omdpu/centerforgrundskoleforskning/internationaleun dersoegelser/andreundersoegelser/pisa/om-dpu_institutter_paedagogisk-psykologi_pisa_20071109154105_framework2006.pdf

Okur, A., Göçen, G., & Süğümlü, Ü. (2013). İkna edici yazma ve karşılaştırmalı bir araştırma/persuasive writing and a comparative study (example of Australian native language teaching materials and Turkish). *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 21*(10), 167-197.

Okur, A., Süğümlü, Ü., & Göçen, G. (2013). İkna edici konuşma ve karşılaştırmalı bir araştırma (Avustralya ana dili öğretimi ders materyalleri ve Türkçe örneği). *Turkish Studies-International Periodical for The Languages, Literature and History of Turkish or Turkic, 8*, 951-970.

Okur, A., Demirtaş, T., & Keskin, F. (2013). Yazma eğitiminde en son uygulamalar üzerine bir model incelemesi: Avustralya ana dili öğretim programı portfolyosu. *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi, 32*(1), 297-319.

Ozan, Ö. (2014). *Türkçe öğretiminde delillendirme/ikna etme paragraflarının yazımına ilişkin uygulamalı bir çalışma* (Unpublished master's thesis). Çanakkale Onsekiz Mart University. Retrieved from https://tez.yok.gov.tr

Özpınar, İ., & Aydoğan Yenmez, A. (2014). Eylem araştırması. In M. Metin (Ed.), *Eğitimde bilimsel araştırma yöntemleri* (pp. 441-467). Ankara: Pegem Akademi Publishing.

PISA (2015). PISA 2012 araştırması ulusal nihai rapor, PISA uluslararası öğrenci değerlendirme programı. MEB, Ankara: İşkur Matbaacılık. Retrieved from pisa.meb.gov.tr

Rozmiarek, R. (2000). *Persuasive Writing Grade 6-8*. Westminster. CA: teacher-created-resources.

Sefer, A. (2015). *Çin Hong-Kong, Finlandiya, Kore, Singapur ve Türkiye'nin ana dili öğretim programlarının karşılaştırılması* (Unpublished master's thesis). Marmara University.

TÜİK (2014). İstatistiklerle çocuk. Retrieved from http://www.tuik.gov.tr/

Wartella, E. A. (2013). Medya, beslenme ve çocukluk obezitesi. In P. Şengözer Şiraz (Trans.) ve H. Toker (Ed.), *I. Türkiye Çocuk ve Medya Kongresi Bildiriler Kitabı* (pp. 243-252).

Yıldırım, A., & Şimşek, H. (2008). *Sosyal bilimlerde nitel araştırma yöntemleri.* Ankara: Seçkin Publishing.