



A DISCOURSE ANALYSIS ON THE WRITTEN POEMS OF GRADE 11 CREATIVE WRITING STUDENTS: LANGUAGE OF PERSUASION IN FOCUS

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ABSTRACT

The purpose of this qualitative corpora-based study was to analyze the persuasive techniques used by Grade 11 creative writing students in their written poems about politics and social issues in one of the schools in the Division of Davao del Norte. The analysis on persuasive techniques were based on the study of Flower and Hayes (1983). In addition, using the Theory of Persuasion of Aristotle, it also analyzed how the students used persuasive techniques in writing their poems. The results of the study showed that rhetorical questions, alliteration, repetition, and imperative mood were some of the persuasive techniques present in written poem of the students. Moreover, it was also found out that the students used appeal to ethics, emotions, and logic in their poem to persuade readers. This study was useful and essential as study ground about writing poetry and as a basis on how schools may emphasize the language of persuasion in the written poems of the students. The study recommends that future research may venture on another analysis on another genre.

KEYWORDS: persuasive techniques, grade 11 creative writing students critical thinking, writing a poem, Division of Davao del Norte

INTRODUCTION

Words and sentences gain credibility by employing several linguistic methods, which demonstrate the immense power of language. These might be anything from the sound of a phrase to the application of rhetorical devices like metaphors. To use the language of persuasive methods, there are techniques that can be employed to influence someone to take a specific position or action. Appealing to ethics (ethos), appealing to logic (logos), appealing to emotions (pathos), positive and negative motivation, and cognitive dissonance are common persuasive strategies that can be used to influence audience members' attitudes, values, and beliefs more successfully. Although linguistic tools can be used to support any argument, marketing and advertising are the areas in which they are most commonly employed. In persuasion, it was not only about what was said; it is also about how it was said. This has been noted, and research has been done about the manner (Pogacar, et al., 2019).

Further, this study was useful and essential as study ground about writing poetry and as a basis on how schools may emphasize the language of persuasion in the written poems of the students. The study recommends that future research may venture on another analysis on another genre.

Purpose of the Study

The purpose of this qualitative study employing discourse analysis was to explore, determine, and analyze the language of persuasion used in the written free verse poem of the creative writing students in one of the schools of Davao del Norte.

Further, this study aimed to analyze and achieve the students' capabilities in parlance of literary writing.

Research Questions

1. What are the writing persuasive techniques observed in the written poems of Grade 11 creative writing students?
2. How do the Grade 11 creative writing students use the persuasive techniques in writing their poems?

Theoretical Lens

This study was gleaned through the lens of Flower and Hayes (1983), Cognitive Dissonance Theory. The theory states that writing involves a variety of distinct processes. It also used the Theory of Persuasion of Aristotle.

METHODOLOGY

This chapter presents the methodology used in this qualitative study. This includes the research design, research materials, role of the researcher, data sources, data collection procedure, data analysis, trustworthiness of the study, and its ethical consideration.

Research Material

The corpora of the study were the fifty-one written poems of the first section of Grade 11 creative writing students in one of the public secondary schools in New Corella District, Davao del Norte. The fifty-one written poems of Grade 11 creative writing students were used based on the themes of politics and social issues. The written poems were in free verse poems in which the students can relate it. It may be local, national,



international, and/or global issues written in English language.

Data Analysis

Using the linguistic frame of Flower and Hayes and the Persuasion Theory of Aristotle, the 51 poems of Grade 11 students were analyzed. Each completed transcript was reviewed for accuracy and completeness after transcribing the poetry composition. The poems which were analyzed based on their persuasive techniques and usage were arranged logically.

RESULTS

Persuasive Techniques Found on the Written Poems of Grade 11 Creative Writing Students Rhetorical Question

The lines identified as rhetorical question in the poems are those in questions forms that are not meant to be answered. They are usually used to make a point or to draw attention to something. A rhetorical question is designed to elicit a mental response from the audience, not a verbal or nonverbal one. In short, a rhetorical question makes an audience think. For example, the line from the poem that shows rhetorical question *Do we have an action in this problem?* this refer to line or lines which sounded like asking questions but did not require answers.

Alliteration

The lines in the poems categorized as an alliteration in poems. In this line, alliterations used by the students to provide an audible pulse that gives a piece of writing a lulling, lyrical, and/or emotive effect. For example, in the line *corrupt corridors conceal cunning conspiracies*. It is an alliteration because the repeated “c” of *corrupt corridors conceals cunning conspiracies* sound creates a rhythmic and memorable effect, making the phrase more engaging and memorable.

Repetition

The extracted lines from the poetry composition of Grade 11 students are categorized as repetitions of words to emphasize a feeling or idea, create rhythm, and/or develop a sense of urgency in writing. For example, in the line *A plea for change, change we must*, this line is a repetition because the word change has a definite meaning in this line. The student repeats the word change to emphasize that change is needed.

Imperative

The written poem of Grade 11 students employing an imperative in writing gives a direction, or expresses instructions of some kind. For example, in the line *Come together, let unity thrive*, this line is an imperative to come together and let unity thrive. The student is urging to readers to come together.

Manner of Using Persuasive Techniques in Writing Poems Among Grade 11 Creative Writing Appealing to Ethics

Ethical appeal is used to provide a practical basis for identifying what kinds of actions, intentions, and motives are valued. For example, in the line, *Should be a beacon guiding all kinds*, this appeal is used to emphasizes the importance of having a clear principle that serve as a moral attribute for all individuals or groups, guiding their actions and decisions towards alignment with shared values and ideals.

Appealing to Emotions

The emotional appeal is an appeal used by students to persuade

an audience by purposely evoking certain emotions to make them feel the way the writer wants them to feel. For example, in the line, *As politicians played games ignoring cries*, this appeal is used to convey political leaders who are perceived to be more concerned with their own agendas or political gamesmanship than with addressing the pressing issues facing their constituents. It highlights a disconnect between the actions of politicians and the needs of the people they are meant to serve.

Appealing to Logic

Appealing to logic is used in crafting a poem to prove an argument or persuade an audience through the use of logic, reason, data, and facts. A local appeal can be structured by making a claim, citing evidence, and then providing a warrant. For example, in the line, *As politics overshadowed the pursuit of knowledge within*, this appeal is used in this line to delve into themes of power, education, and the delicate balance between governance and learning.

DISCUSSIONS

Persuasive Techniques Found on the Written Poems of Grade 11 Creative Writing Students Rhetorical Question

The result of the study discloses that rhetorical questions are some persuasive techniques utilized by students. Rhetorical questions serve to emphasize, provoke thought, engage the readers, and can elevate a poem, leaving a lasting impact on the reader’s mind. The use of rhetorical questions in poetry is seen as a tool for enhancing students' critical thinking and reflective skills. Smith (2019) states that these questions can lead readers to contemplate the themes of a poem more deeply, as they often point to the underlying emotional or philosophical issues being addressed. According to him, a cognitive-linguistic framework for analyzing rhetorical questions in poetry that questions, engage readers cognitively by activating a search for relevance and meaning, thus fostering a deeper connection with the text. Jones (2020) adds that rhetorical questions can also serve as transitions between ideas within a poem, providing a natural progression that guides the reader through the poet's thought process. Rhetorical questions are a common feature in poetry that serve multiple functions and can be used to challenge readers, create dramatic tension, or invite self-reflection and serve as a means of bridging the gap between writer and the reader, creating a shared space for exploration.

Alliteration

The study's findings reveal that students employ alliteration as a persuasive technique utilized by students in writing a poem to get the reader's attention, make them focus on a particular line or section, and enhance the rhythm and musicality of a poem. Martinez (2019) revealed that students often use alliteration to provide an audible pulse that gives a piece of writing a lulling, lyrical, and/or emotive effect. He explores the nuanced role of alliteration in poetic composition. He posits that alliteration serves not only as an aesthetic device but also as a means of emphasizing thematic elements and enhancing the emotive power of a poem. Her research draws upon a diverse corpus of poetic works, analyzing the



frequency, placement, and impact of alliterative sequences. By repeating consonant sounds, writers create a pleasing and melodic effect that adds an element of artistry to their work. This rhythmic quality can draw readers into the writing, making it more engaging and enjoyable. Alliteration helps readers recall the content and themes of the works they read, especially when the alliterative sounds are similar throughout the text (Hopkins, 19th century).

Repetition

The result of the study reveals that repetition is one of the persuasive techniques utilized by students to invite and encourage readers to create rhythm, emphasize a word or phrase, and enhance the structure and emotional impact of a poem. Repetition serves multiple functions in modern poetry and creates a musicality in the text, making the poem more memorable and engaging. The use of repetition also makes poetry more memorable. When certain phrases or lines are repeated, they imprint themselves in the reader's mind, allowing for easier recall (Tannen, 2020). It can also serve to emphasize a particular theme or idea that the repeated use of certain words or phrases can signal their importance to the reader (Smith, 2021). He also discusses the role of repetition in engaging the reader. By creating patterns within the text, writers invite readers to actively participate in the creation of meaning. Green (2021) in 21st-century poetry has been found that such structures allow writers to explore complex themes through a simple yet powerful linguistic framework. Additionally, the resurgence of traditional forms relies heavily on repetition, indicating a renewed interest in the interplay between form and meaning.

Imperative

The result of the study reveals that imperative is one of the persuasive techniques utilized by students to connect readers to what it may express like to command or to give advice or instructions, convey emotion, create rhythm, and engage readers in writing their poems. The imperative mood is a grammatical feature used to issue commands, make requests, or offer invitations. In poetry, it serves as a powerful tool for the writer or student to establish a connection with the reader. Smith (2019) states that the imperative can transform a poem into a participatory experience, inviting readers to engage with the text on a personal level. Brown and Johnson (2021) states that the imperative mood enables the writer or student to go beyond the confines of the page, evoking a sense of urgency and immediacy that may heighten the reader's emotional reaction. Establishing an emotional connection with the reader and emphasizing the value of authenticity in poetry-based emotional communication. By employing imperatives, students can demand immediate attention and action from the reader. This urgency can be used to convey a pressing message or to emphasize the significance of the poem's subject matter. The use of imperatives can evoke a sense of responsibility in the reader, urging them to reflect upon the poem's themes and take action accordingly and often have strong and concise structure, which contributes to the overall rhythm of a poem (Johnson, 2019).

Manner of Using Persuasive Techniques in Writing Poems Among Grade 11 Creative Writing Students Appealing to Ethics

The result of the study reveals that appeal to ethics is one of the pillars for convincing arguments of Aristotle employed by students in crafting their poem when the student emphasizes his/her credibility which means that the student uses a fair, open-minded and have critical analysis about the subject matter for engaging to justify their arguments through writing their poems with themes of politics and social issues. Kim (2020) states that the use of rhetorical strategies is to persuade readers to consider their ethical viewpoints, often prompting them to reflect on their own beliefs and actions. The interplay between ethics and art has been a subject of philosophical debate for centuries. In the realm of poetry, contemporary perspective on this issue, arguing that ethical appeal in poetry is not only a matter of thematic content but also a function of the writer's approach to their craft and audience. Moreover, he suggests that readers bring their own moral frameworks to their interpretation of poems, which can lead to diverse and sometimes conflicting readings. The ethical dimension of poetry, therefore, is not only a matter of the writer's intentions but also of the reader's response.

Appealing to Emotion

The result of the study reveals that appeal to emotion is the pillars for convincing arguments introduced by Aristotle was used by students to persuade an audience by purposely evoking certain emotions to make them feel the way the writer or student wants them to feel through writing their poems. In this case, emotional appeal will be observed in their poems with themes of politics and social issues. One of the most important factors in determining how readers interact to poetry is its impact on their emotions. Moreover, the most memorable poems are those that elicit an emotional response from the reader, creating a lasting impression (Krasnow, 2018). Johnson (2020) underscores the importance of authenticity in conveying emotion, noting that readers are more likely to be moved by poems that reflect genuine feelings and personal truths. The emotional appeal in poetry is a significant aspect that contributes to the depth and resonance of a poem. The study of how emotions are invoked and portrayed through writing is a fascinating area of literary analysis and provides a comprehensive examination of the techniques of the writers used to elicit emotional responses from readers. Moreover, he focuses on the specific techniques of the writers use to appeal to readers' emotions. The research categorizes these techniques into three main areas: lexical choices, structural elements, and narrative voice.

Appealing to Logic

The result of the study revealed that appeal to logic is part of the pillars for convincing arguments of Aristotle utilized by students with clarity, logical connections between ideas, and includes the use of facts and statistics to support their claims through writing their poems with themes of politics and social issues. Furthermore, the rise of digital media and technology has influenced writers to adopt a more logical approach through writing a poem. The information age demands a level of clarity and conciseness that is well served by logical



structuring in poetry and the impact of digital communication on poetic form, noting that the brevity and directness of online discourse have seeped into contemporary poetry, fostering a logos-centric aesthetic (Orr, 2021). The function of logical appeal in poetry is multifaceted. On one hand, it serves to challenge the reader's intellect, prompting them to unravel arguments and engage with the text on a cerebral level and is a form of resistance against the passive consumption of art, encouraging active participation from the reader (Kirsch, 2019).

Implications for Teaching Practice

Understanding language of persuasion has become increasingly very necessary in today's new curriculum. It is being used for academic development in school and in community. Understanding language of persuasion helps to build a positive and concrete change in the course in the field of teaching. In case of successful understanding and development, understanding poetry writing becomes profoundly beneficial in school for academic growth. Thus, various entities in their organizational systems have implemented several programs in learning poetry writing in the new curriculum and for the enhancement of the school's academic capabilities. Lastly, learning and understanding poetry writing further enhances the skill in analyzation, writing, language analysis, strategic thinking and promotes academic ability. As a researcher and a teacher teaching English subject, I am very hands-on in my teaching by incorporating learning language specifically in writing a poem. I know that it was a little bit difficult sometimes and challenging to prepare but I learned lots of information. In learning language, this study could help in addressing the needs of an individual in learning writing a poem employing persuasive techniques. This research can also awaken the stakeholders and different sectors on the necessary actions that they need to do to address the problems of an individual in writing a poem. The result presented above shows the strategies to practice in parlance of teaching and gave more attention to cater and fill in the needs in the school and in the community.

Apparently, because everyone wants to have a meaningful learning where everyone meets the expectations, it must instill the good behavior and positivism in attaining goals in greater heights. Thus, this significant trait will lead every learner to learn and face the world having not only intelligence but positive character as a whole in today's generation.

Recommendations for Further Research

This study's main objective was to analyze the written poems of Grade 11 creative writing students using the five persuasive techniques with the theme of politics and social issues that include strengthening opinions or persuading others, expressing feelings privately, not wanting everyone to know the truth, and avoiding embarrassment. In light of this, the analysis of the written poems of Grade 11 creative writing students primarily focuses on how it affects the learners to create the poem based on their personal experiences. Hence, the researcher strongly encourages further investigation into

other sources of written poems related to politics and social issues since it would be fascinating to learn about different goals or ways affecting students' writing a poem.

Additionally, other researcher may venture on another genre analysis on poetry with different focus or semiotic where they would analyze the symbols being used in the poem.

Furthermore, this study examined the persuasive language used in a poem and its way of affecting student's writing a poem. The findings of this qualitative study, however, are only applicable to the fifty-one (51) written poems of students. It suggests that additional research be done with more participants and should cover a wider range of schools and participants who are not only Grade 11 creative students to find out if there are similarities and differences to gather more substantial answers to the questions raised in this research.

Concluding Remarks

The analysis amply demonstrated students' participation in the discussion by writing a poem with the theme of politics and social issues. A poem serves as the final impression left on the reader's mind. They provide closure and summarize the main ideas and emotions conveyed throughout the poem. A well-crafted conclusion can leave a lasting impact on the reader, enhancing their understanding and appreciation of the poem. It is through the conclusion that the student has the opportunity to leave the reader with a profound message or reflection.

In this study, the fifty-one written poems of Grade 11 students were utilized as corpora. The journey of gathering the data was very challenging. Since my participants do not belong in my class, I have to first seek their approval and their parents and cultivate their interest throughout the conduct of this study. I had to guide them, and I asked them to write a poem to be used in my study. Some students find it hard to craft their poems since there are five persuasive techniques to be employed.

Based on the study's findings, I found out that the majority of the written poems about politics and social issues of the students employed persuasive techniques. Unfortunately, some students also do not know and understand how to employ the five persuasive techniques in their written poems. Some contains words that are vague and inaccurately used to persuade.

In dealing this analysis, I am so happy, and I learned a lot about how to write a poem employing persuasive techniques. As an employee of Department of Education, this is my chance and opportunity to showcase my capabilities in teaching my students and in the community's needs. In my journey of this study, I realized that there are needs to improve especially in learning language and it help me a lot that in the future I will be able to teach someone or anyone if ever they need help or assistance. I am so lucky that I enrolled in this course though it is expensive but the learning I absorbed was so great. I would like to thank those who take part of this journey as I nearly finish my study and I am so blessed that I



continue my study and to supported myself. I know this will help me my promotion the future. I know it will be a great help for me because it adds my credibility as a teacher and professional. I know also that in the future it will help me a lot.

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