Full Length Research Paper

University students' subject disposition according to text types

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The aim of this study is to reveal the subject trends of university students according to species. This is a qualitative study based on document review. The data of the study was obtained from 67 volunteering in-service Turkish teachers' worksheets. The worksheets were classified according to text types. Text types were determined based on the opinions of three experts in the field. Text types were classified in the following order: 1. Story, 2. poem, 3. memoir, 4. biography, 5. travel and 6. essay. The study group comprised of 67 volunteering third grade pre-service teachers studying at Turkish Education. The teacher candidate was used to mean a student who is studying at the faculty of education. Students were coded 1F (female student in the first place), 2M (male student in the second place). Students wrote essay every two weeks for a period of 12 weeks. Students were given an average of forty minutes for each text type. Each student was coded and subjects written were classified based on main themes. Three copies of subjects were made and given to three scholars. The papers were evaluated in terms of subjects and subjects were evaluated in terms of frequency. Next, content analysis was performed for codes and themes. As a result, it was discovered that pre-service teachers chose to change subject based on the type of texts and it was shown that it was effective in the variation of subjects.

Key words: Turkish, subject disposition, types of text.

INTRODUCTION

Writing skill is regarded as the language area which develops the last and the hardest of all other language skills (Demirel, 1999; Ozbay, 2007; Sever, 2004). The reason for this is that this skill has different scopes as compared to the others (Raine et al., 2011). It has aspects including psychological, physical, physiological and sociological processes. Within this context, since the skill and habit of writing require a long time and several abilities, students tend to announce it as an undesired skill. This can be attributed to the fact that writing has different levels of knowledge and learning. It is known that students generally have difficulty in expressing themselves in written language in their daily life (Yalcın et al., 2010; Hamarta et al., 2010). Students that experience problems while talking, experience even more while writing. It is required for a student to have sufficient amount of vocabulary and writing skill to make writing a habit (Deane et al., 2008; Yigzaw, 2013).

Students can express their emotions and their thoughts in different ways (Yalcın and Sengul, 2007). Tools used by human beings since first ages to express themselves have constantly changed (Tekin, 2016; Alp, 2009). This change has varied from literature to history, medicine to astronomy. Considering how individuals have expressed themselves in different periods, it is seen that they did so sometimes through poems, paintings or texts. Therefore, thoughts have been transferred constantly through different dimensions throughout history. One can use different types of texts while expressing himself in written language. The use of types affects the motion and change of an individual's emotions and thoughts. Emotions and thoughts are used in the types of texts in which they can be expressed more effectively. Within this context, it is imperative that theoretical and practical studies should be conducted in education and instruction with regards to the use of the types of text. It is crucial that studies on the students' disposition of types in elementary school should be done. By conducting studies on students' disposition of types in elementary school, future researches can be supported. Together with this, determining the subjects based on students' psychological, mental and sociological development and using them in educational settings will contribute to developing students' writing skills. This study was conducted for the purpose of determining the students' subject disposition. Subjects and genres are determined by six experts. Responses to the following questions were sought in line with these goals:

1. Is selection of subjects differentiated according to the story type?
2. Is selection of subjects differentiated according to the poem type?
3. Is selection of subjects differentiated according to the memoir type?
4. Is selection of subjects differentiated according to the biography?
5. Is selection of subjects differentiated according to the travel writing type?
6. Is selection of subjects differentiated according to the essay type?

METHOD

This is a study with a survey model, which was conducted via document examination. Data obtained were subjected to content analysis. Content analysis was interpreted by associating the data (Yıldırım and Simsek, 2013).

Working group

The study group comprised 67 volunteer third grade pre-service teachers studying at Turkish Education. Teacher candidates are used as students who study at the faculty of education. Students were coded 1F (female student in the first place) and 2M (male student in the second place).

Data collection tools

Determination of printed papers

The writing subjects were determined with the common opinion of three scholars. It means what is said on the subject. The type was used in the sense of experiment, article and story. The topics are printed in the following order: 1. story, 2. poem, 3. memoir, 4. biography, 5. travel 6. essay.

Student's papers

Students wrote essay every two weeks for a period of 12 weeks. Students were given 40 min for each type. Subjects chosen by students were classified based on themes. The students chose the subjects. Six field experts were identified. Subjects collected under a code written by students who work on similar subjects and which cannot be taken under any code were directly given. The subjects cover include: family code, interfamilial misunderstandings, childhood, friendship relationships, events in the environment, family picnics, helping each other, sightseeing, health code, health problems, school code, graduation, escape from school, in-class events, teacher behaviors, school report, passing exams and school memories. Other codes are taken directly.

Assessment of student's papers

Three copies were made out of worksheets and given to the scholars. They were evaluated in terms of subjects and the subjects were classified in terms of frequency.

Analysis of data

The codes and themes were evaluated by content analysis. The codes and themes are classified according to the specified topics. Girls are coded "F" (female) and men "M" (male). The findings were interpreted according to codes and themes.

Limitations

The study is limited to stories, poems, memoirs, biographies, travels and essays.

RESULTS AND DISCUSSION

Finding a subject and writing fluently on that subject could be mentioned as a challenge by the students. Subject disposition of students according to text types are shown Table 1. As seen in the table, students tended to choose subjects with more social aspect for their writing. Subjects that Turkish pre-service teachers chose according to the type of text are demonstrated in the Table 2. The choice of subjects that directly affect life in written narratives of students can be interpreted in relation to their age level.

It was discovered that students chose different subjects. The subject dispositions of the students could be the ones they were experiencing in their daily life.

It was noticed that students tended to write on different subjects after selecting the story type. The first five

Table 1. Subject trends according to students.

S/N	Text types						Handled Subject
	Story	Poem	Memoir	Biography	Travel	Essay	
1F	Regret	Loneliness	School	Scientist	Alanya	Imagine	
2M	Loneliness	Loneliness	Family	Teacher	Silifke	Education System	
3 M	Usury	Loneliness	School	Sportsman	Usak	Loneliness	
4 M	School	Love	School	Artist	Ordu	Nature	
5F	Imagine	Loneliness	School	Poet	Manisa	Imagine	
6E	Friendship	Love	Business	Poet	Kuşadası	Technology	
7 F	Friendship	Loneliness	School	Author	Ankara	Time	
8 F	Travel	Love	School	Scientist	Sakarya	Nature	
9 F	Escape	Loneliness	Family	Scientist	Ayasofya	Success	
10 M	Loneliness	Serenity	School	Scientist	Ayasofya	Dream and reality	
11 F	Death	Loneliness	Family	Artist	Eskisehir	Friendship	
12 F	Serenity	Nature	School	Business man	Eskisehir	Loneliness	
13 F	Fear	Loneliness	Family	Scientist	Usak	Time	
14 M	The importance of human	Serenity	Family	Artist	Usak	Friendship	
15 F	Patience	Longing	Family	Author	İzmir	Nature	
16 M	Loneliness	Loneliness	Family	Poet	Eskisehir	Love	
17 M	Friendship	Loneliness	School	Sportsman	Usak	Love	
18 F	Holiday	Longing	School	Scientist	Manisa	Friendship	
19 F	Loneliness	Loneliness	Family	Poet	Canakkale	Maturity	
20 F	Longing	Loneliness	School	Author	İzmir	Imagine	
21 M	Wonder	Loneliness	School	Poet	Usak	Habit	
22 F	Faithfulness	Loneliness	Family	Author	İzmir	Love	
23 F	Imagine	Dream	Family	Sportsman	İstanbul	Hospitality	
24E	Success	Loneliness	Family	Scientist	Denizli	Success	
25 F	Friendship	Longing	Family	Author	İstanbul	Time	
26 F	Loneliness	Longing	Family	Author	Sivas	Love	
27 F	Success	Loneliness	School	Sportsman	Usak	Friendship	
28 M	Friendship	Peace	Family	Artist	Antalya	future	
29 F	Happiness	Loneliness	Family	Author	Mugla	Friendship	
30 M	Friendship	Loneliness	School	Poet	Amasya	Sport	
31 F	Love	Love	Family	Scientist	Alanya	The importance of life	
32 M	Happiness	Dream	Health	Artist	Denizli	Success	
33 F	Success	Longing	Family	Poet	Usak	Friendship	
34E	Patience	Nature	Animal love	Poet	Denizli	Hospitality	
35 F	Death	Love	Family	Scientist	Amasya	Love	

Table 1. Contd.

36 F	Friendship	Loneliness	Family	Poet	Konya	Friendship
37E	Love	Longing	School	Poet	Denizli	Imagine
38E	Love	Love	School	Sportsman	Mugla	Time
39 F	Faithfulness	Longing	Family	Artist	Mardin	Imagine
40 F	Patience	Loneliness	Family	Author	Denizli	Friendship
41 M	Longing	Loneliness	School	Author	Burdur	Love
42 M	Lie	Love	Family	Scientist	Usak	Time
43 M	Loneliness	Loneliness	School	Artist	Ankara	Friendship
44 M	Friendship	Loneliness	School	Artist	Mugla	Maturity
45 M	Longing	Longing	School	Scientist	İstanbul	Love
46 M	Success	Loneliness	Family	Sportsman	Mugla	Loneliness
47 F	Friendship	Love	Family	Author	İstanbul	Time
48 F	Patience	Love	Friendship	Author	Eskisehir	Loneliness
49 M	Friendship	Love	Family	Poet	Elazıg	Friendship
50 M	Gift	Longing	School	Author	Antalya	Friendship
51 M	Heroism	Love	Business	Artist	Usak	Friendship
52 F	Compassion	Longing	School	Artist	Sanlıurfa	Childhood
53 M	Love	Love	Family	Poet	Ankara	Health
54 F	Love	Loneliness	Family	Author	Agrı	Love
55 F	Hate	Love	Family	Sportsman	Denizli	Childhood
56 F	Longing	Longing	Family	Scientist	Eskisehir	Friendship
57 F	Disobedience	Hope	School	Poet	İzmir	Time
58 F	Irresponsibility	Love	School	Poet	Konya	Loneliness
59 F	Hope	Loneliness	Family	Sportsman	Sanlıurfa	Tolerance
60 F	Longing	Love	Family	Scientist	Canakkale	Time
61 F	Fidelity	Love	Family	Poet	Bursa	Life
62 F	Success	Loneliness	Family	Author	Usak	Life
63E	Love	Loneliness	Family	Poet	Mersin	Life
64 F	Fidelity	Love	School	Author	Usak	Loneliness
65 F	Loneliness	Death	Family	Poet	Sanlıurfa	Life
66 F	Love	Loneliness	Family	Sportsman	Manisa	Happiness
67 F	Responsibility	Loneliness	Family	Business man	Balıkesir	Success

subjects most frequently chosen by the students in the story type are interesting. The subjects are as follows: 1. Friendship (10); 2. loneliness, (7); 3. longing (5) and success (5); 4. love (4) and patience (4); 5. love (3). Values such as loyalty, responsibility, death, happiness and honesty are in this list. The other subjects chosen were dreaming, travel, lies, hope, usury, vacation, not listening to advice, regret, school, hate,

Table 2. Subject variety and frequency of writing subject.

Story		Poem		Memoir		Biography		Essay		Travel	
Subject and variety of work	f	Subject and variety of work	f	Subject and variety of work	f	Subject and variety of work	f	Subject and variety of work	f	Subject and variety of work	f
Friendship	10	Loneliness	30	Family	37	Poet	17	Friendship	12	Usak	11
Loneliness	7	Love	15	School	25	Author	15	Time	8	İstanbul	6
Longing	5	Longing	11	Business	2	Scientist	13	Loneliness	6	Denizli	6
Success	5	Serenity	2	Health	1	Artist	10	Imagine	6	Eskisehir	5
Love	4	Love	2	Friendship	1	Sportsman	9	Success	4	Mugla	4
Patience	4	Dream	2	Animal love	1	Business man	2	Love	4	Antalya	4
Love	3	Nature	2			Teacher	1	Love	4	İzmir	4
Fidelity	2	Peace	1					Life	4	Manisa	3
Responsibility	2	Death	1					Nature	3	Ankara	3
Death	2	Hope	1					Maturity	2	Sanlıurfa	3
Happiness	2							Hospitality	2	Mersin	2
Faithfulness	2							Childhood	2	Konya	2
Imagine	2							The Importance of Life	1	Canakkale	2
Travel	1							technology	1	Amasya	2
Lie	1							Sport	1	Sakarya	1
Hope	1							Health	1	Sivas	1
Usury	1							Happiness	1	Ordu	1
Holiday	1							Tolerance	1	Mardin	1
Disobedience	1							Future	1	Aydın	1
Regret	1							Education System	1	Agrı	1
School	1							Friendship	1	Balıkesir	1
Hate	1							Habit	1	Burdur	1
Compassion	1									Bursa	1
Wonder	1									Elazıg	1
Gift	1										
Serenity	1										
The importance of human	1										
Escape	1										
Heroism	1										
Total	67		67		67		67		67		67

compassion, curiosity, gifts, peace, the importance of humanity, escape and heroism. The fact that pre-service Turkish teachers studying at 3rd grade chose their subjects from social values is important in terms of their personality development.

It is also shown that pre-service teachers tend to choose different subjects while writing poems. The five most chosen subjects for poems are as follow: 1. Loneliness (30); 2. love (15); 3. longing (11); 4. serenity, love, imagination, nature (2); 5. peace, death, hope (1). It is seen that pre-service teachers used the family concept a lot while writing memoirs. The following list is seen when they are ranked: 1. Family (37); 2. school (25); 2. business (2);3. health, friendship, animal love (1). It was also realized that pre-service teachers tended to choose the following subjects while writing biographies. 1. Poet (17), 2. author (15), 3. scientist artist (10), 5. sportsman (9). Other topics are listed below. Other topics are businessmen and teachers.

It is seen that pre-service teachers used different subjects while writing essays. The five most chosen subjects of poems are as follow: 1. Friendship (12), 2. time (8), 3. loneliness and imagination (6), 4. success, romance, love and life (4), 5. nature (3). Other topics listed are maturity, hospitality, childhood, the importance of life, technology, sport, health, happiness, tolerance, future, education system, friendship and habit. It is seen that the greatest variety in subjects is presented in the essay type. In this kind, the individual is concerned with the front plan.

The first five cities chosen by the Turkish pre-service teachers are as follows in their travel essays: 1. Usak (11), 2. İstanbul and Denizli (6), 3. Eskisehir (5), 4. Mugla, Antalya and İzmir (4), 5. Manisa, Ankara and Sanlıurfa (3). Other places in travel essays are as follows: Mersin, Konya, Canakkale, Amasya, Sakarya, Sivas, Ordu, Mardin, Aydın, Agrı, Balıkesir, Burdur, Bursa and Elazıg. Although, students came from different places, the city of Usak was in the first place, which may be the result of the fact that students live there.

DISCUSSION

Several factors influence the development of writing skills (Chokwe, 2013; Endut et al., 2016; Peder and Majnemer 2007; Cifci, 2001). The subject of the text has a significant place among these factors. The student's interest in the subject may affect the student's enthusiasm for positive or negative writing (Schneider and Andre, 2005; Engın, 2014; Marzban and Jalali, 2016; Rad, Khojasteh and Kafipour, 2014; Woody et al., 2014). It is not possible for students to write on subjects they do not like. Particularly, there is research on what kind of literature type increase the willingness of a student to write (Hismanoglu, 2005; Graham, 2008; Mintz, 2004). This study shows that students varied in terms of

subjects they chose to write about. It is seen that students believed one of the most easily written type of text is story. While students write stories, it was observed that their subjects were different. Students chose "friendship and loneliness" as the subjects of stories. Subjects chosen were parallel to the students' social development.

It was also discovered that students chose less subjects when they were writing poems than when they were writing stories. Poem is regarded as people's way of expressing their personal emotions, thoughts and states in a subjective way. It is a type of writing that shows one's skills because the ability to write poetry can vary from person to person. When these types of texts are examined, they emphasized subjects like "loneliness", "love" and "longing". Students mainly focused on abstract concepts. This is closely related to the students' emotional state.

Memoirs are series of archives representing important sections of one's life. This series sometimes include childhood, sometimes family or school or at times it includes unexpected events. In this study, the most frequent written code was "family. Because one of the most common values of life can be family values.

Biography is one of the text types that transfer the lives of people who came to front in the society from generation to generation. It has a nature of historical documentary and gives the clues for success while transmitting life experiences systematically. This type of text is one of the main forms that affect students mostly and guide them in their lives. The use of high quality biographies particularly in education and instruction is significant in this context. Students have shown trends such as "writer", "poet" and "scientist".

This type of essay requires high level of experience and know-how, although it is thought that it is the easiest to write among all literary types. This type of writing shows that the individual has reached a level of maturity and it makes one's sharing meaningful. One can write an essay on almost all subjects. Subject variation can be more in this type than the other types. It is seen that students mostly chose the subject of "friendship" when writing an essay. It can be said that other subjects varied depending on students' personal preferences.

Travel writing is one of the types of written expression by which people share their observations about the places they visit. This type of writing is the main tool appropriate for the principle of experience and living in education. Students' skill to describe a place or an object develops through this type of writing. It also makes the students to express abstract concepts by making them concrete. The city chosen the most in this study by the students was the city of Usak, then Istanbul. It can be interpreted that students chose Usak as the subject for their travel writing because they lived in that city.

In conclusion, it is shown that as the type of text changed, the subjects chosen by the students' changed

as well. This shows that education and instruction should support students at all levels with similar studies. One of the most important findings that came to the forefront as the subject disposition of students in all text types was friendship, loneliness and friendship because the students considered them important. This finding is parallel to students' current level of social and cognitive development. It is thought that making various studies would be beneficial in other grades and levels for text types written by students.

CONFLICT OF INTERESTS

The author has not declared any conflicts of interest.

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