

## “12 Angry Men” Movie Analysis through Persuasion Communication

Berkay Umut Çakır<sup>1</sup> 

Cite this article: Çakır, B. U. (2024). “12 Angry Men” Movie Analysis through Persuasion Communication. *Contemporary Issues of Communication*, 3(1), 27-40.

Received: 24.01.2024 Accepted: 27.02.2024 Publication Date: 15.03.2024

---

### Article Info

### Abstract

**Keywords:**  
Communication  
Psychology  
Persuasion  
“12 Angry Men” Movie  
Movie Analysis

Communication forms the basis of interaction between people. Human beings are beings that live together and tend to carry out their life practices together with others. In this context, the individual who tends to adapt to social patterns also engages in purposeful activities. Persuasion is about the effect of the communication process on the other party. Cinema has been among the effective means of communication throughout human history. It was tried to give a message to the masses through movies. The movie “12 Angry Men”, which was chosen to make an analysis on human psychology and persuasion processes, was shot by Sidney Lumet in 1957 and brought to the masses. The film is a film in which 12 jurors question whether the defendant is guilty or not; it is constructed on the basis of psychology, philosophy and persuasion-oriented theories. In this context, the film was analyzed and an attempt was made to analyze how the persuasion processes were carried out through the subject, actors and strategies used in the film. The film was analyzed through content analysis, and a detailed analysis was carried out on the scenario, characters, film editing and shooting. As a result, it has been determined that their approaches to the subject are compatible in terms of film editing, scenario and shooting, the deployment of the characters and the basic features it offers.

---

### Introduction

Communication is a process that dominates the individual's daily life practices, business relationships and interaction with other individuals. The individual communicates with others in different forms and contents within the framework of his purposeful activities. The essence of the communication process lies in the willingness to influence the other party. The individual aims to develop the desired behavior in others in line with his goals. The individual, who exists in a society from the moment he is born, is fed and influenced by this structure and organizes his relationships within the framework of the

---

<sup>1</sup>Atatürk University, Institute of Social Sciences, Department of Public Relations and Publicity, Master Student, cakirb09@gmail.com

<https://dergipark.org.tr/tr/pub/conicom>



Content of this journal is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

patterns of this structure. The individual, who develops 'common' thought and production relations by coming together and/or being together, and who socializes for generations in his activities, tends to create social systems specific to the period he is in (Gedik, 1998: 83). However, the individual tends to transform his network of relationships throughout his life in line with his goals.

An individual's primary communication begins with himself. "In his communication with himself, the individual reviews and evaluates all his life practices, sets goals and takes action to achieve these goals. Communication, which is essentially 'consensus', plays a role in increasing the individual's tendency to think and act the same/similarly as other individuals around him in carrying out his purposeful activities" (Öcal, 2021: 66). However, the individual is willing to transform others while carrying out his life practices. This willingness reveals the 'persuasive' aspect of communication. The togetherness of people and their interaction within this togetherness depends on the functioning of the principles of reciprocity, competence, consistency, consensus, rarity and taste (Krogerus and Tschäppeler, 2018: 10-11). Communication requires mutual agreement; The one who is competent in making a deal is much more persuasive and persuasive. An individual who is consistent with his words and behavior gains the trust of the other person. Consensus emerges within the framework of majority acceptance. In order to persuade people, it is important that they establish an emotional bond with the other person and develop appreciation for the person who presents the message content.

For this process, mediated communication as well as face-to-face communication can be mentioned. The individual, who develops various techniques and ways of doing business in his life practices, has developed throughout history based on the cumulative nature of his knowledge. In this context, the human mind has transformed social structures by following a developmental course until it reached today's technological level. Technology is a combination of the Greek words 'techne' (art) and 'logos' (logic and science); It is based on an ongoing process of "systematic processing" (Williams, 2005: 382). Throughout history, technique and technology have been considered as factors that emerge as a result of people's way of doing business and determine the level of 'civilization'. "The 'technique' developed by humankind and the level of 'technological' development it has reached are leading to a serious transformation of all vital activities. For the individual whose daily life and work practices transform, the 'meaning-making' and 'perception' processes also differ" (Öcal, 2019: 98). This interpretation exhibits much more distinctive features, especially in industrialization and emerging social structures. The techniques and technology-related transformations developed by human beings not only differentiate life practices, but also pave the way for the development of mechanisms that ensure that the relationships revealed by these practices are placed on legitimate grounds.

Within the framework of all this, the basis of communication is the power of oratory, physical The purpose and behavior of 'persuasion' comes to the fore in the context of many elements such as language. Cinema has become functional both as a technology and as a tool to create an impact on the masses. In this study, it is aimed to discuss the 'persuasion' processes in human activity, based on the content offered by cinema. The movie "12 Angry Men" by Sidney Lumet, released in 1957, was analyzed in this context. In the film, it is discussed whether the defendant on trial for murder is guilty or not, based on the conclusion reached by 12 jurors. Only one person out of 12 jurors (juror 8) votes not guilty. Juror 8 must convince the other 11 jurors that the defendant is innocent. Juror 8, who is looking for the truth, convinces the remaining 11 jurors, thanks to his persuasive skills, that the defendant is innocent. He achieves this persuasion by approaching juries differently, depending on their demographic characteristics and personalities. Thanks to this approach, he helps them see the facts by looking at the

event from their perspective. While analyzing the film, it is analyzed how jury 8 complies with the rules of the persuasion process and how Aristotle's "Artistic Evidence" theory works. These theories and rules can come to the fore with possible consequences in every aspect of human life. In this context, film analysis also contributes to studies on persuasion.

## **Persuasion Communication**

The concept of "persuasion" is of Arabic origin. Although it is used in Turkish to mean "to persuade", this definition is inadequate. In persuasion, the other party believes what is said, but belief may not always be primary in persuasion. Persuasion aims to influence or change the other party's behavior, thoughts, and attitudes for a specific purpose (Seki, 2017). The concept of persuasion can be evaluated as a communication source showing the desire and effort to persuade, leading people to adopt a certain attitude, belief and behavior by using various emotional and cognitive techniques. There is no pressure or violence of one kind or another in the process of persuasion. There is influence; but there is no imposition (Aslan, 2018). Otherwise, resorting to coercion or brute force may lead to undesirable behavior and consequences. Persuasion derives its power from language to change the attitudes of the masses. By using the language correctly, the desired result can be achieved without the need for brute force (Seki, 2017). Being a social being, human beings are in constant communication. Giving information, getting information, etc. communicates in a certain order for reasons (Yüksel, 2012). People encounter elements of persuasion in daily life. Where there is persuasion, there is communication. Both operate according to the model of source, message, medium and target. However, where there is communication, there is not always persuasion (Seki, 2017; Kurudayıoğlu, 2014). Persuasion refers to communication processes that must be established with a certain systematic structure. The effects of persuasion communication can be revealed in the following ways: (i) consolidation and strengthening of the existing attitude, (ii) change of the existing attitude and/or (iii) formation of a new attitude. These effects occur sequentially. There is a significant change in buyer attitudes. Here we see the difference between everyday communication and persuasion. What is expected in persuasive communication is that the changes in attitude and overt behavior that will occur after the information/information is given are in the intended direction (Yüksel, 2012: 5).

Aristotle discussed persuasion through the phenomenon of "Artistic Evidence". These evidences are under the control of the person trying to persuade and are related to the creativity of the person performing the persuasion. Aristotle divided them into three: Ethos, pathos and logos. Ethos includes physical evidence. Pathos, their emotional appeal; Logos, on the other hand, includes logical appeal (as cited in Yüksel, 2012: 21). Ethos is the first of the artistic evidences in persuasion. It expresses the person's characteristics and position. It derives from ethics. Based on this, ethos bases the speaker on moral foundations. It indicates that good, ethical and moral people are easier to convince. It can be said that the source's appearance, body language, and way of speaking have an impact on persuasion. For Aristotle, ethos is necessary for persuasion. To give an example from today, we believe and are convinced by the statements of famous and reputable people on social media or traditional media (Bahçecioğlu, 2021: 21-22). Pathos is the second artistic evidence. Its most distinctive feature is to create a mood in the listener. The individual trying to persuade must be able to analyze the listener's feelings and emotions well. Therefore, pathos is a kind of "emotion psychology". The speaker appeals to the audience's emotions to change their attitudes. From time to time, the speaker can use pathos more strongly by giving examples from his own life (Bahçecioğlu, 2021: 23-24). The speaker who will use pathos must be fair, prudent, brave, generous, humble and tolerant. In fact, when we look at these features, it is seen that it is close not only to feelings but also to the phenomenon of ethos. The reason for this is that there are no clear boundaries between ethos, pathos and logos (Yüksel, 2012: 22-23). Logos is reasoning based on logic. The speaker must base what he says on logical foundations and use coherent sentences. The listener is presented with statistical data, examples, etc. It aims to persuade with rational factors (Bahçecioğlu, 2021: 24-25). The logo also needs to be considered by integrating it with the concept

of comparison/comparison. Analogy on any subject should first reveal the big assumption and then continue with a small assumption. For example:

While this sentence "It is nice to be thin and thin" is a **big assumption**,

The assumption in the sentence "The new low-alcohol beer has fewer calories" is **small**.

**As a result**, the sentence "You can stay slim even if you drink this beer" can be reached (Yüksel, 2012: 23).

Although persuasion is a concept used in daily life, there is not much emphasis on what it is and what elements it consists of. However, having knowledge about every aspect of persuasion, which has become more important today, will make a great contribution to determining strategies that will ensure successful persuasion (Seki, 2017: 24-25).

When using the concept of persuasion, we benefit from communication. We also use the elements of communication, source, message, channel and receiver, in persuasion. The source sends a message. The receiver receives the message and personalizes it. Buyer sends feedback. It is the one who encodes and sends the message. Therefore, the source has an important place as an initiator in persuasion and communication to achieve the desired result. There are certain elements that the source must know and apply. These are: he must be convincing, he must be knowledgeable about the subject he will persuade, and he must act in accordance with his role (Kurudayıoğlu, 2014: 85-86). In the process of persuasion communication, as in the communication process, the source can be "the person(s), organization or business that either directly creates the subject of the communication or organizes the subject, thoughts and opinions created by others and sends them to the target audience (Aslan, 2018: 4043). In the persuasion process, the source must reveal his/her intention and communicate accordingly. If success in persuasion communication is to be achieved, the source must know the recipient and obtain information about the recipient. We need to collect information about the "we want to persuade", which we call the source (aiming to persuade), target audience, listener, and recipient. If we know them, we can start the persuasion process based on their demographic and psychological characteristics (Sandıkçioğlu, 2012: 66). The rules that the source must know and apply have an impact on the recipients. The most important factors of the source are the source's reliability, physical attractiveness (appearance), communication skills and empathy ability (Köksoy, 2020: 71).

The reliability of the source can be seen as the ethos in Aristotle's theory of "Artistic Arguments". These three concepts of Aristotle are still used today (Sandıkçioğlu, 2012: 68). If the listener does not trust the persuader, persuasion will not occur. It is emphasized that a highly reliable source is important enough to create a change in attitude and thought in the recipient (Köksoy, 2020: 72). There are some sub-qualities such as expertise and honesty that ensure the reliability of the source. Expertise, in short, is related to having received training in the relevant field and being an experienced and expert witness (Gönül Akpınar, 2017: 106). If there is no direct experience on a subject, a basis can be created by referring to recognized experts. No matter how expert the source is in his field, if the listeners and viewers do not find the person reliable, his persuasiveness is negatively affected (Sandıkçioğlu, 2012: 69). As an indication of this, it has been revealed that most people tend to accept the messages they receive from reliable sources without needing any supporting evidence (Köksoy, 2020: 73). If the buyer does not see the source as an expert on a subject or has doubts about its reliability, the buyer's attitudes and thoughts will most likely not change, he will not be convinced, and the persuasion process will fail. One of the important concepts for the effective persuasion process is attraction. Physical attractiveness is often seen as the determining factor in human relationships. When you first meet someone, the person's facial expressions, speech, tone of voice, as well as clothing and self-care affect the way you communicate. Therefore, the first impression and appearance have a great impact on changing people's behavior and attitudes (Köksoy, 2020: 76; Seki, 2017: 33). In cases where the source wants to influence the recipient and the recipient clearly knows this, if the resource is in a form that the recipient likes and likes, the recipient accepts this influence willingly and tries to identify himself with it (Akpınar, 2017:

106). In research, people who are found to be physically attractive are described as strong, resourceful, sensitive, loving, etc. It has been observed that positive features are loaded (Seki, 2017: 33). It has been determined that people have a more positive attitude towards people who are similar to them. These similarities may be values, history, lifestyles, or external appearances. Body language is also an important element in persuasion. Gestures, facial expressions, looks, and colors used in clothing strengthen or weaken communication. It has been stated that looks and facial expressions should be used in a balanced and supportive manner in persuasive communication. It has been observed that people who look into their eyes and do not squint their eyes while talking are perceived positively, while those who do the opposite are perceived negatively. However, it has been observed that long and direct gazes disturb people and cause fear and sexual interest. Therefore, body language should be used in a balanced way (Köksoy, 2020: 76-78).

Source, It must be close to the target in time and space. Individuals communicate more easily with people they feel culturally and geographically close to (Akpınar, 2017: 107). The source should put himself in the receiver's shoes and know what the receiver wants and feels. He can do this by empathizing. People with high empathy skills will take into account the feelings and thoughts of the target audience in variable conditions and situations and will shape their messages accordingly (Köksoy, 2020: 79). In order to persuade the recipient, the source must choose his words carefully, have a wide vocabulary and a strong memory. Visualizing the target audience with metaphors and analogies makes persuasion easier. Your sentences should be short and understandable (Sandıkçioğlu, 2012: 70-72). For example, on the social media platform formerly known as "Twitter" and now known as "X", there is a 140-character limit for each message. If your sentences are simple and short, they will be easier to understand for the target audience and the persuasion process will proceed successfully.

The message has an important place in the persuasion process. In its shortest definition, a message is the coding of information, ideas and attitudes sent from the source to the receiver. In order for the communication and persuasion process to begin and continue, both the source and the receiver must understand the meaning and purpose of the message (Seki, 2017: 36). We emphasized that plain and simple messages will be effective in the persuasion process. Messages should be prepared in accordance with the socio-cultural values, lifestyle and beliefs of the recipient (Köksoy, 2020). Another important element in the message is the order of presentation. The persuasive effect can be increased when important parts are given at the beginning. The target audience's interest in the message increases. Repeating the main idea in the message and reminding the message is a phenomenon that increases the perception of the message by the receiver (Yiğitbaşı, 2012: 18). In persuasive communication, depending on the structure of the message, whether the communication is one-sided or two-sided affects persuasiveness (Sandıkçioğlu, 2012: 89). If the message conveys only the source's own opinion and does not include opposing views, it is one-sided; If it includes the opposing view as well as its own message, it is called two-way communication (Yiğitbaşı, 2012: 17-18). In the persuasion process, the source uses evidence with informative messages by appealing to rational motivations. The phenomenon of evidence positively affects the persuasion process (Sandıkçioğlu, 2012: 91). Evidence has an important place in persuasive communication, as the use of reports, data, and eyewitnesses while constructing the message will increase the reliability of the source (Köksoy, 2020: 81-82). Which one will be effective on the target audience depends on the characteristics of the target audience? Since the source must know his audience, if the target audience has low knowledge, narrative evidence will be more effective than rational evidence. However, if the target audience is interested in the subject and has knowledge about the subject, they will examine the message in detail. In this case, there will be no need for a narrative narrative (Seki, 2017:38). Finally, an important fact that increases the effect of the message is the statement that the recipient will be rewarded. In this way, the motivational effect of the message increases and the attitude change of the rewarded recipients can be achieved more easily (Yiğitbaşı, 2012: 20).

# Analysis of the Movie "12 Angry Men" in the Context of Persuasion Strategies

## Method

In this study, the persuasion communication process was examined through Aristotle's theory of "Artistic Evidence" in the context of the analysis of the movie "12 Angry Men", which was shot by Sidney Lumet in 1957 and met with the audience. While analyzing the film, it was discussed how the person trying to persuade applied Aristotle's theory and how he carried out the persuasion process, within the framework of the film script, characters and plot. The analysis of the film was carried out by monitoring all processes of the film and making inferences about persuasion communication through each scene and sequence. In this context, by examining the dialogues in the film, the message intended to be given and which strategies the source used in persuasion communication were tried to be analyzed. The film was analyzed through content analysis, and a detailed analysis was carried out on the scenario, characters, film editing and shooting. Content analysis, as a "systematic, quantitative and objective method used in describing all kinds of symbolic behavior and analyzing the content" (Tavşanlı and Aslan, 2001: 18), is rooted in studies in social and behavioral sciences (Balcı and Bekiroğlu, 2012: 272). This method, which is frequently used to reveal certain qualities of the film under review, was preferred in this study to determine and analyze the elements that constitute the film plot, the intended message and content.

## Analysis of the Film and Findings

The US-made film, directed and shot by Sidney Lumet in 1957, was adapted from Reginald Rose's play of the same name (Tellioğlu, 2021: 1). Although it was Lumet's first time directing, it was a production that was talked about for years and influenced the films that came after it. The film follows the plot of an 18-year-old Latino youth who is on trial for the death penalty for allegedly stabbing his father to death, two people who witnessed the incident, and the joint decision of 12 men selected as the jury who do not know each other (Pir, 2021: 1). All of these 12 men have different professions, different demographic structures and different psychological states. While 11 men vote "yes" for the execution of the young man, 1 person votes "no". Those who vote "yes" act hastily based on general thoughts and guesses, despite the lack of sufficient evidence. One person votes "no", saying that the decision they make will affect the young person's entire life and that they have some doubts, and the film continues with one person trying to convince eleven people (Tellioğlu, 2021: 1).

The film begins with the jury members entering the room. For ninety-six minutes, the film takes place in the jury room, which is the only location. Another striking feature throughout the film is that no names are used. The terms "child" are used for the defendant, "the child's father" for the victim, and "old man and woman" for eyewitnesses. Even the jury members did not address each other by name. They numbered each other from 1 to 12 (Pir, 2021: 2).



Image 1. Jury Members

The movie opens with the judge speaking in the courtroom. The judge gives introductory remarks to the film. 12 jurors must reach a common decision, whether the defendant will be sentenced to death penalty as a result of the joint decision and "You face a great responsibility." It prepares the audience for the movie by uttering the following sentence: Afterwards, 12 jurors enter the jury room, and after they take their seats, the first vote is taken. In the voting, everyone except 8 members of the jury votes "guilty". However, what should be noted here is that juries numbered 2, 5, 6, 9 and 11 raise their hands hesitantly, unlike the others. They act with the opinion of the majority.



**Image 2.** Members of the Jury Who Hesitantly Raised Their Hands in the First Vote

Juror number 2 said before the vote: "I have never served on a jury before." He raises his hand hesitantly, showing that he is inexperienced in jury duty. Juror number 5 wants to "pass" when it's his turn, while everyone is expressing why the child is guilty. From here we understand that jury number 5 is in a shy position. That's why he raised his hand later, following the majority. When it was Juror number 6's turn, he said, "...I looked for something that would convince me. The eyewitness accounts were strong..." Based on this, we see that jury number 6 is also in a shy position and can be easily persuaded.

The first vote is inconclusive and the judges begin talking among themselves. Juror 3 asks juror 8, who voted not guilty, "Do you really think you are innocent?" he asks, and the answer is "I don't know." says the jury 8. From here we understand that the jury does not come to a definitive and clear conclusion that the 8 defendants are guilty or not guilty. "There were eleven votes saying guilty. "It is not easy for me to raise my hand and send him to death." As can be understood from his statement, jury number 8 acts only with a sense of duty and is aware that he is under a great responsibility, as stated by the judge in the introduction of the film. Jury 8 said of the defendant: "He was born in the slums, his mother died when he was nine years old. He spent a year and a half in a reformatory, while his father was in prison for counterfeiting..." It is understood from the sentence that the defendant had a difficult life and was in a socially lower-class position. Juror number 10 said, "...I spent my whole life among them. You can't trust them at all. They are all born liars." With his statement, we can say that jury number 10 is prejudiced. This prejudice against the lower class pushed him to vote guilty without hesitation. Meanwhile, jury number 12 said, "...I came up with this slogan." says. While saying this, he has a drawing sketch in his hand. From here we can understand that this jury is in the advertising business. Due to this demographic feature, its sole purpose is to make sales. The longer the decision process takes, the greater the chance of making a sale. Juror #10 states that in order to convince Juror #8, everyone must say why they think the boy is guilty. Thus, new characters are added to the film; an old man who was a bystander and a woman who was a bystander. While describing the woman's statements, juror number 10 states that the woman lives in the suburbs. On the other hand, jury 8 "...You don't believe the child, how can you believe the woman? Isn't the woman one of them? he asks. Here the first contradiction arises. While Juror 7 explains why he found him guilty, Juror 3 intervenes. He talks about

his children being disrespectful today and his problems with his family and his own child. From here we understand that this character is a character who acts with pathos, far from the concepts of ethos and logos, and can be persuaded with the concept of pathos. "He tries to alleviate his desire for revenge after being abandoned by his son by giving the death penalty to the child accused of killing his father". (Suvađci, 2022).

The reason why jury number 5 is in a hesitant position is that jury 4 and jury 10 said that people who grew up in slums are liars and a threat to society, and said, "I also grew up in slums." We understand from the expression. This demographic feature pushes him to be shy and avoid voting. Juror number 1 tries to maintain his leadership position by telling those who oppose him, "...You do my job..." Juror number 1, who tries to keep the jury members together and is the leader who makes the votes, follows the majority in the votes. Jury 4, who we later learn works in the stock market and thinks rationally due to his demographic characteristics, explains the incident rationally according to the statements given. We learn that the defendant killed his father with a switchblade and that this knife was the only one. But Juror 8 produces the same knife and states that the boy bought it from a shop in his neighborhood. Juror 8 says there needs to be another vote. He tells him that the voting should be secret and that he will withdraw from the vote if he is the only one who thinks he is innocent again. A secret ballot is held and there is one "not guilty" vote. According to Mascovici (1976), while the group can quickly reject a single individual, the group will not show rejection behavior when there is another person next to the individual, the second not guilty vote provided this situation (Akyüz, 2019:2). Juror 3 thinks that the person who voted not guilty is Juror 5, who was born in the slums, and calls him a "treacherous". Since there was a prejudice among the jury members against people living in the slums, they perceived Juror 5 as a threat to the in-group. However, jury 9 states that he is the one who voted not guilty, the reason is that what jury 8 did was brave, he respects it and is not convinced even if the child is guilty. After the second vote, there is a break. Meanwhile, we see that jury 11 is a watchmaker, jury 3 apologizes to jury 5, jury 8 is an architect, jury 7 is a marketer and tries to convince jury 8 that the child is guilty.

After the break, jury 3 says that in the old man's statement, he shouted "I will kill you" at the child's father. During the defense of Juror 8, we see Juror 3 and Juror 12 playing games. Based on this, if we had to categorize the jury members as timid, indifferent and prejudiced, the following picture may emerge:

**Table 1.** Distribution of Juries According to Jurisdiction

<b>Timid</b>	<b>Uncaring</b>	<b>Prejudiced</b>
Jury 2	Jury 1	Jury 3
Jury 5	Jury 7	Jury 10
Jury 9	Jury 12	
Jury 11		

Again, from these actions, it can be seen that they are thinking "even if it is over, let's go". In particular, jury 3's statement, "I almost fell asleep" while talking to jury 2 before the vote, shows his indifference at the very beginning. Upon the eyewitness woman's statement that she saw the murder from the train, jury 8 asked, "...did anyone live so close to the train?" he asks. Juror 6, who we learned during the break to be a worker, states that he was painting an apartment close to the train. During his defense, he asked jury 8 and jury 6, "What was it like when the train passed? Was there any noise? he asks. Jury 6 "How, it made my brain pound." makes the sentence. He argues that because of this loud voice, the old man will not hear the words "I will kill you". After the defense, we see that jury 5 and jury 6 have now lowered their guard and started to be convinced. As we mentioned when explaining the concept of persuasion, if the source puts himself in the place of the receiver and the receiver feels close to the source, it becomes easier to persuade the receiver. Meanwhile, the jury, which voted "not guilty" in the second vote, is involved in the persuasion process at 9 o'clock. Juror 9 says the old man used his

statement to “get attention.” He states that the reason is that he came to court with a torn jacket, was ashamed of having a leg limp, was considered unimportant throughout his life, and had never been listened to. As we mentioned in the persuasion process here, Juror 9 tries to persuade the jury members by using his empathy ability. Meanwhile, jury 8 provoked jury 3 to prove that the words “I will kill you” could be a situational sentence, not a threat, and achieved the desired result (Akyüz, 2019:3).

As we see from this provocation, the jury acts with 3 emotions. Juror 5 changes their vote to not guilty. Jury 11, thinking rationally, began to be convinced as a result of eyewitness accounts and contradictions in the plot. Juror 10, who opposes the ideas of Juror 11 and has high prejudices, objects. The reason for this prejudice is evaluated by Larson in his book *Persuasion: Reception and Responsibility* (1996) as information brought from the past that can affect intuitive processing and quick decision-making. We can explain with this model why jury number 10 voted guilty due to its prejudice towards individuals born in the slums (Akyüz, 2019:4). Jury 1 asks for a third vote and it is done. The same people who voted not guilty in the first place. But later the jury votes not guilty at 11. After the vote, jury 3 and jury 7 begin to provoke those who voted not guilty. Juror 7 highlights the old man's testimony, stating that the old man ran to the door in fifteen seconds. This statement “...running to the door in fifteen seconds...” raises suspicion in jury 5, jury 6 and jury 8. Juror 8 asks for a sketch of the apartment, but jury 3 states that it is twenty seconds, not fifteen seconds. Opposing him, juror 9 said, “He's just an old man! He was confused! What can he be so sure about?” says. He too falls into doubt and contradiction within himself, his guard weakens, and he will begin to be convinced, even though it is painful and difficult. The old man's expression is animated and it is revealed that it took forty-one seconds for the old man to see the child. When both the woman's statements, “I saw the child from the train” and the old man's “I saw the child coming down the stairs” statements are contradictory, they bring to mind the following question: “Are the accounts of eyewitnesses reliable?” This is mentioned in an article in *Scientific American* magazine: He claims that the probability of an eyewitness's testimony containing errors is quite high. One of the arguments of the article is that criminal events occur in a very short time. If we give an example from the murder in the movie, it is a known situation that the murder was committed in a short time and the murderer immediately fled the scene. In such a situation, it is difficult for an eyewitness to identify the face of the murderer in such a short time. The other argument is that if a person witnesses the incident with a gun, he or she focuses on the murder weapon, rather than the killer's face. The most important argument of the article is stress. Since a normal person does not often see a murder, a person who witnesses it experiences intense stress. Due to this stress, not only the sensory organs but also the mind functions problematically. In the article, it is stated that since the human mind does not have the ability to rewind and play back like a camera, it tries to put together pieces like a puzzle while remembering events (Arkowitz and Lilienfeld, 2010:68). Based on this, the statements that the old man was able to see the face of the child quickly descending the stairs and that the female witness did not look at the knife during the short-lived murder become suspicious. Therefore, jury 8 tries to convince jury 4 with the concept of rational and logos. However, Juror 3 intervenes and says in a provocative manner that what they are doing is nonsense. This character, who acts entirely with his emotions, is completely pathos-oriented. “The child's death is slipping through our fingers.” Upon his statement, the jury 8 asked, “Are you his executioner? ...You seem to want to take revenge on the child. “You want the child to die, but not because of the facts, but because you want it.” With his statement, he provokes Juror 3 by saying that Juror 3 is actually trying to take revenge on this child for the problems he had with his own son. Juror 3 then said, “I will kill you.” makes the sentence. Juror 8 said, “You weren't serious when you said that, were you?” says. Juror 3 is once again left conflicted. His guard is slowly falling. The jury throws out the idea of 6 votes, the jury asks for an open vote at 10, and a fourth vote is held. The result of the vote is six votes guilty and six votes not guilty. After the voting, there is a break in the movie, which we can call a 5-minute cutscene, to give the audience a rest. The jury members drink water and have casual conversations. The discussion begins again with Juror 7's statement of “reasonable doubt”. Juror 11 says, “I guess you didn't understand reasonable doubt.” The concept of reasonable doubt is not explained in the movie. Rational doubt is similar to Descartes' Cartesian doubt. The focus is on the mind. It draws purely on rationalism. A person who doubts must use his mind and

evaluate what he doubts in accordance with his mind, regardless of whether the outcome of what he doubts is right or wrong for the person (Yıldızdöken, 2017:1).

In the movie, jury 11 is the best example of this. He argues that the child is innocent, even if the evidence, eyewitness statements and interpretation of the events are wrong in his opinion. Afterwards, jury 8 turned to jury 4 and asked why the child went to the cinema after the incident, the name of the movie, etc. He explains that he cannot remember things in a rational and emotional way, by putting himself in the child's place, and by making jury 4 empathize. He asks Juror 4 what he did in the previous days. Juror 4 says that he went to the movie. Although he remembers the name of the first movie, he cannot remember the other movie. For a moment, it feels like he is being interrogated like the defendant child. Juror 4, who is under a lot of stress in this interrogation situation, starts to stutter and sweat while talking. All 4 jury members, who were thinking rationally (logos) throughout the film, have lost their guard. First in the old man expression animation and then in the query here, contradictory results were found. As Juror 2 is not convinced about how the child in the case stabbed his father, the final event in the film is reenacted. In the reenactment performed on Juror 8, Juror 3 did not look into Juror 8's eyes as he was about to stab him with the knife, confirming the argument in the Scientific American article that the eyewitness focused on the murder weapon.



**Image 3.** A Slice of Switchblade Reenactment

After the event was reenacted, jury 5, who grew up in the slums and witnessed such events and used such knives, argued that the knife was not used correctly due to its nature and that a person who did not know how to use the knife must have committed the murder in order to open the wound from top to bottom as in the visual. However, as stated in the case reports, the criminal defendant is a master in using a knife. As a result of this animation, another contradiction emerges and attracts the attention of jury 12, who is an advertiser. Juror 3 once again falls into rational contradiction, but as we mentioned, this character has an identity based on pathos, which is far from Aristotle's theories of ethos and logos. After the reenactment and with the hour getting late, the jury, acting in the role of indifference, changes 7 votes to not guilty, as we stated in Table 2. Juror 11 objects to his lack of business ethics and changes his vote without providing a reason and asks why. Juror 7 cannot give a valid reason. As we see here, jury 11 is one of the best examples of the concept of reasonable doubt. Even though he believes the boy is innocent, he wants a logical answer to why someone else thinks he is guilty. The jury asks for a fifth vote, with nine votes of not guilty. In addition to the biased jury 3 and jury 10, those who say he is guilty are jury 4, who are not rationally convinced. Jury 10 stands up and speaks prejudicially about people born and living in the slums. Meanwhile, the other jurors stand up from the table and represent that they do not support jury 10. The jury makes accusations such as "wild, dangerous, drunk" about the 10

slum dwellers. At the end of the speech, jury 4 silences him and tells him to get up from the table. Juror 10 is excluded by the other juries because of this heavy prejudice. Juror 8 said about this issue: "In well-known clear cases, prejudices always hide the truth." uses the expression. We can support this saying with words such as "Don't believe what you hear, believe half of what you see" or Plato's "Don't judge anyone based on the story others tell" (Tellioglu, 2021: 2).

Juror 4 explains to jury 8 why they found the boy guilty. Juror 4 retells the woman's testimony, which is perhaps the only logical evidence he has, and since it is actually consistent evidence, no one objects. However, jury 4 wiped the upper part of his nose due to the discomfort caused by his glasses, and jury 9 asked, "Why did you wipe your nose like that?" he asks. Juror 4 "Of course, because my glasses bother me." says. Juror 9 says that Juror 4 had a mark on his nose because of his glasses and adds, "The woman who said she saw the murder also had the same marks on both sides of her nose." he says and the other jury members support him. Juror 4 no longer has any logical evidence left. Jury 4, a rational character with his guard completely down, is convinced by Aristotle's theory of logos. Meanwhile, Juror 10, who is sitting alone in the corner of the room and thinking, is asked his opinion and says "not guilty" silently and feeling guilty. There are only 3 jury members left who voted guilty. As we said, you can only convince this character, who is very difficult to persuade, emotionally. Juror 3 will achieve this on his own. This character, who speaks loudly and is very excited from the beginning of the movie, lists all the evidence and the opinions that convince him throughout the movie. Finally, he takes out his wallet, hits it on the table, and sees his photo with his son. While tearing up the photo, he said, "Damn kids... You will waste your lives!" He makes the sentence and after tearing the photo, he says "not guilty", crying. After seeing the photo of him with his son, he realizes that, as the jury mentioned in the 8th, he is actually taking his revenge on this boy because of his anger towards his relationship with his own son. This character, who does not believe in any rational evidence, changes his attitude emotionally only by considering his family problem. Since everyone agrees without voting, the case is concluded. The child is innocent. Everyone leaves the room without speaking. In the last scene of the film, we learn the names of jury 8 and jury 9 in their conversation in front of the court. Juror 8's name is Davis, and juror 9's name is McCardle. The movie ends with this scene.

The main purpose of the movie not telling us whether the child is guilty or not is to make the audience share in the movie. The fact that we do not know the murder or what actually happened makes us a jury and we can discuss it with those in the room. If we knew the truth, we would break away from the movie and say why are they arguing? The fact that we do not know the truth tells us that the real problem is not that event, but that it is just a representation. Thanks to the angles used in the film, it successfully gives the audience the claustrophobic atmosphere of staying in a closed room for about an hour. If you pay attention, the film initially shoots from a comfortable angle above the jury's eye level. It continues at eye level and below eye level as the film progresses. In particular, it can be seen that the juries, whose attitudes have changed, are at eye level and the background becomes darker. Here, the director wanted to indicate that the jury reached the light from darkness.

*Juror 8's Persuasive Communication:* He can see logical errors in some evidence. He is a very strong communicator, we can see Aristotle's concepts of ethos, logos and pathos in him. When persuading, it does not force the buyer like jury 3 and jury 10. As we mentioned during the persuasion process, forcing the buyer may result in a negative response during the persuasion process. We can see this in the movie, too, in the speech made by jury 10 due to their class prejudice. It does not claim that the child is absolutely innocent. We can understand this from their dialogues. For example, in the movie; "Maybe,

maybe the child really killed his father.", "...there is a possibility...", "...Nothing is certain.", "I don't know, I'm guessing." We can see from his sentences that he is only trying to learn the truth, and that he is questioning the case because of the responsibility given to him in deciding whether the person who is going to die will die or not. "I sat in court for six days and listened to the evidence." As we can understand from the sentence, he is trying to make logical explanations using evidence. In terms of ethos, when we look at jury 8, his hair is combed and he is in a suit. He attaches importance to his appearance and the way he speaks. Thanks to the dialogues in the movie, we understand that the weather is quite hot and the fan in the room is not working. Despite this, he does not complain about this situation like other jury members. When the argument begins, we see that he only takes off his jacket, not even his tie is intact. In terms of logos, jury 8 is a very intelligent person. It can easily detect logical errors in evidence. While making his determination, he consults his mind. For example, he shows that he finds the statements given by the eyewitnesses (the train experiment, the old man's experiment of reaching the stairs, the switchblade not being the only one, etc.) unreasonable through animations. Thanks to these animations, he convinces rational-thinking jurors. To examine it in terms of pathos, he uses this concept mostly against jury 3, who is an emotional character. He traps her by provoking her. Juror 3 accepts that, as a result of the provocations, his stance was unreasonable. If the jury is over 4, he/she convinces by using his/her empathy ability. While Juror 9, standing behind Juror 8, is re-evaluating the old man's statement, he empathizes with the old man and explains why his statement is illogical.

## **Discussion and Conclusion**

Communication is a concept that we encounter in every aspect of our lives. The concept of persuasion, which is a sub-branch of communication, has an important place in the jury legal system. The jury is the deciding factor in the sentencing of the defendant on trial. In cases where there is more than one jury, the juries with opposing ideas try to convince each other. We see this in this movie too. It shows us how the persuasion communication process works and how persuasion should be done. Even though the movie was shot in 1957, we clearly see why it is a cult work. Focusing on subjects such as communication, law, psychology and philosophy, the film pioneered the films that came after it. Juror 8's communication skills help us ask "what should we pay attention to, what should we do?" when convincing a person. It is the answer to your questions. Examples of these include using facts when persuading the buyer and choosing a style of speech according to the demographic characteristics of the buyer. He inevitably uses the artistic evidence (ethos, logos, pathos) put forward by Aristotle. It shows us that we need to carry out the persuasion process by considering these theories. Juror 8 does not claim that the defendant is absolutely not guilty. He is a dutiful character who does not fall short of the responsibility given to him. Thanks to this sense of duty, he uses logical doubt in the film. Using logical doubt shows that we should not be so absolutely and clearly sure of everything, and that we will have logical decisions and thoughts when we doubt based on reason, even if it does not fit the person's own lifestyle. Throughout the film and at its end, we do not know whether the defendant is guilty or not. Despite this, the juries are engaged in heated debate, trying to sway each other's stances. Juror 8 wins these arguments. As Malcom In this regard, when making a choice or choices, we should question and gain awareness whether we are making choices in line with our own beliefs or the principles of belief of the society.

**Peer-review:** Externally peer-reviewed.

**Conflict of Interest:** The author have no conflicts of interest to declare.

**Financial Disclosure:** The author declared that this study has received no financial support.

## References

- Akpınar, G. and Akpınar, K. (2017). "İkna Edici İletişimde Kaynak". *Karamanoğlu Mehmetbey Üniversitesi, Sosyal ve Beşerî Bilimler Araştırmaları Dergisi*. 103-108.
- Arkowitz, H. and Lilienfeld Scott O. (2010, January 1). "Why Science Tells Us Not to Rely on Eyewitness Accounts". *Scientific American Mind*. 20(7).
- Aslan, M. M. (2018). "Halka İlişkilerde "İkna" Kavramı". *Social Sciences Studies Journal (SSS Journal)*. 4(22), 4042-4069.
- Akyüz, C. (2019, November 8). *12 Kızgın Adam Filminin Sosyal Psikolojik İncelenmesi*. Erişim Tarihi: Aralık 2023. <https://www.psikolojiagi.com/12-kizgin-adam-filminin-sosyal-psikolojik-incelenmesi/> [Access Date: 10.11.2023].
- Bahçecioğlu, E. H. (2021, Ocak 22). "Retoriğin Temel Unsurları Olan Ethos, Pathos, Logos Perspektifinden İkna Sanatının Kullanılışı: Müge Anlı Örneği". *Aksaray İletişim Dergisi*, 3(1), 21-25.
- Balcı, Ş. And Bekiroğlu, O. (2012). "İçerikten Anlama Giden Bir Tünel Olarak İçerik Çözümlemesi: 2011 Genel Seçimlerinde AK Parti TV Reklamları Üzerine Bir Araştırma". s.268-323. içinde *İletişim Bilimlerinde Araştırma Yöntemleri: Görsel Metin Çözümleme*. (Ed.) Özlem Güllüoğlu. Ankara: Ütopya.
- Gedik, İ. (1998). "Dünyanın Oluşumundan İnsanlığın Gelişimine: Değişimler ve Dönüşümler". *Jeoloji Mühendisliği*. Sayı 52. 75-139.
- Köksoy, E. (2020). "Kişilerarası Etkili İletişim ve İkna". s.53-93. içinde *İletişim Çalışmaları*. (Ed. E. Köksoy). İstanbul: Motto.
- Krogerus, M. and Tschäppeler, R. (2018). *İletişim Kitabı*. (Trans.) Fatma Özmeral. İstanbul: The Kitap.
- Kurudayıoğlu, M. and Yılmaz, E. (2014 Ocak 31). "How are We Persuaded? Persuasive Text and Structure/Nasıl İkna Ediliyoruz? İkna Edici Metin ve Yapısı". *Eğitimde Kuram ve Uygulama Dergisi*, 10(4), 75-102.
- Öcal, D. (2021). "Zaman Yönetimi". s.66-79. *İletişimin Temel Prensipleri*. (Ed.) Kenan Taştan. Konya: Eğitim.
- Öcal, D. (2019). "Teknolojik Yeniliklerin Yönetimi ve Tüketen Bireyin Dönüşümü". *Karadeniz İletişim Araştırmaları Dergisi*. Number 2. 97-115.
- Pir, N. (2021, January22). *Sosyal Psikolojinin Hukuk Sistemi Üzerindeki Etkisi: "12 Öfkeli Adam" Film Tahlili*. Erişim Tarihi: Aralık 2023. <https://www.akademikkaynak.com/sosyal-psikolojinin-hukuk-sistemi-uzerindeki-etkisi-12-ofkeli-adam-film-tahlili.html> [Access Date: 10.11.2023].
- Sandıkçoğlu, B. (2012). "İkna Edici İletişimde Kaynak". s.67-75. içinde *İkna Edici İletişim* (Ed.) M. Oyman. Eskişehir: Anadolu University Open Education Faculty.
- Seki, Ö. (2017). "İkna Edici İletişim Açısından Korku Çekiciliği Kullanımı: Sağlık Bakanlığı Tarafından Yayınlanan Kamu Spotları Örneği". (Unpublished master's thesis). Selçuk University, Institute of Social Sciences, Department of Public Relations and Promotion, Konya.
- Suvağcı, A. (2022, November 2). *12 Öfkeli Adam İkna Kuramları Dersinden 12 Kez Sınava Girmiş Olmak Ne Demektir*. <https://www.edebifikir.com/sinema/12-ofkeli-adam-filmi-yahut-ikna-kuramlari-dersinden-12-kez-sinava-girmis-olmak-ne-demektir.html> [Access Date: 07.12.2023].
- Tavşancıl, E. and Aslan, E. E. (2001). *İçerik Analizi ve Uygulama Örnekleri: Sözel, Yazılı ve Diğer Materyaller İçin*. İstanbul: Epsilon.

Telliođlu, H. (2021). *12 Kızgım Adam Filmindeki Bakıř Aıları ve Eđitim Anlayıřına, Sınıf İi İletiřim İklimine Katkıları*. <https://www.academia.edu/64620187> [Access Date: 14.12.2023].

Williams, R. (2005). *Anahtar Sözcükler*. (Trans.) Savaş Kılı. İstanbul: İletiřim.

Yiđitbaşı, K. G. (2012). "İkna Edici İletiřim Sürecinde Siyasal Mesaj Tasarımı". (Unpublished master's thesis). Marmara University, Institute of Social Sciences, Department of Journalism, Department of General Journalism, İstanbul.

Yıldızdöken, . (2017). "řüpheden Kartezyen Düşünceye Giden Yol". *Mavi Atlas Dergisi*. 5(1), 44-56.

Yüksel, A. H. (2012). "İkna Kavramı". s.3-9. içinde *İkna Edici İletiřim* (Ed.) M. Oyman. Eskiřehir: Anadolu University Open Education Faculty.