

CHAPTER 1

INTRODUCTION

In this chapter, the researcher describes the introduction part that consisted of; background of the study, Limitation of the study, Research questions, purpose of the study, significance of the study, and definition of the key terms.

A. Background of the Study

Learning English as a foreign language requires students to understand all skill that English subject has. Teacher need to focus on using persuasive techniques during EFL teachers in the classroom interaction. Persuasive techniques are used by teachers to convince students of their point of view. Persuasive language becomes common language at present because the language can be found in some fields of life, for instance religious sermon recommends Muslim to do thing that are good and leave the bad. Persuasive techniques are investigated because it is important for the teachers to supply them with persuasive techniques that help them.

Teachers used Persuasive Techniques for influence students to study English easily. In applying persuasive way, teachers needed techniques to influence. For instance for explaining the matterials in the classroom interaction. Persuasion is derived from latin “persuasion” means “to persuade” “persuasive (adj)” it is defined as a process of communication which is purposed from the speaker to persuade listener (Groller Webster International Dictionary, 2000: 708). Persuasion is communication that is intended to alter or influence the beliefs, attitudes, and behavior so as to act in accordance with what is expected by the communicators.

According to Austen (1999:20), persuasion is used for a communication proress to persuade others to do like what the speaker wants. Nevertheless, there is no violence or coercion to take decision in persuasion. To get response in persuasion, the speaker must stimulate the interlocutor. As O’shaughnessy (2004, p.115) stated that communication is process by which an individual transmute stimuli (usually verbal) to modify the behavior of other individuals.

Persuasion is typically defined as “human communication that is designed to influence others by modifying their beliefs, values, or attitudes” (Simons, 1976, p. 21). O’Keefe (1990) argued that there are requirements for the sender, the means, and the recipient to consider something persuasive. First, persuasion involves a goal and the intent to achieve that goal on the part of the message sender. Second, communication is the means to achieve that goal. Third, the message recipient must have free will (i.e., threatening physical harm if the recipient does not comply is usually considered force, not persuasion). Accordingly, persuasion is not accidental, nor is it coercive. It is inherently communicational.

Actually there have been some researchers which analyzed persuasion in some areas. A study by Orji (2018) stated that application of persuasive technologies is increasing in importance as they help people improve and sustain positive attitude in diverse context such a health, physical activity, and education. The study provides researchers and designers insight on how the designing and personalization of persuasive system using three social influence strategies can be achieved in persuasive software to facilitate attitude and behaviour change. There are three social influence strategies : Social Comparison, social Learning, and Competition. More importantly, She said that “The persuasive system can be personalized to each participant by personalizing the strategies used”. Second, Sari (2012) found that persuasive strategies can be divided into three categories namely, Ethos, Pathos and Logos. Third (Budiani, 2014). She focused on identifying the techniques of persuasion used by Maybelline and L’Oreal cosmetics advertisement. She took the data from YouTube. Here, the researcher filled up the gap in the Persuasive techniques employed the EFL teacher’s classroom interactions.

Teaching is like marketing, there is importance to persuade people to hear, listen, pay attention, and give marks to what it is promoted. In class, teacher offers idea, discuss things, and speaking about the material, but if there is no any student listening to it, the process cannot be succesful. So that EFL teacher used Persuasive Techniques to Classroom interaction. Although many studies have discussed about persuasive techniques, few have analysed about it.

From all those points, this research proposes an idea to execute EFL teachers' methods, procedures, and techniques in its relation to their functioning to persuasive techniques.

B. Scope and Limitation

The scope of the study is Teachers Strategies in EFL teaching, in particular applying Persuasive techniques. While the limitation of the study is the EFL Teachers in the tenth and eleventh grades classroom interactions in SMA ASSAADAH Sampurnan Bungah Gresik 2019-2020 school year.

C. Statement of the Problems

Based on the issue above, the research questions can be formulated as follow:

1. What Types of the persuasive techniques are used by the EFL teachers in the classroom interaction?
2. Why are the persuasive techniques used by the teachers?

D. Purpose of the Study

Concerning the statements of the study, there can be some purposes of the study.

1. To find out the persuasive techniques which are used in EFL Teachers in the classroom interactions;
2. To explain why the EFL teachers use the persuasive techniques in the classroom interactions.

E. Significance of the Study

The result of the study are expected to give positive contribution for the teacher, students and for future researchers.

1. For English Teachers.
The result of this research hopefully will provide the teacher with brief knowledge about Persuasive Technique employed by EFL teachers in the classroom interactions that can be used to help students.
2. For Students.

The result of this research hopefully helps students understand the persuasive techniques used by the teachers.

3. For Future Researchers.

The result of the research are expected to give positive contribution for future researchers to conduct further research about the use of Persuasive techniques employed by the EFL teachers in the classroom.

F. Definition of the Key Terms

Based on the title of the study, the definition of key terms is necessary to make clearance the writer's purpose.

1. Persuasive Techniques: are tools to convince others to agree with facts, share values accept argument and conclusion, and adopt our way of thinking.
2. *English as a Foreign Language* (EFL): are the non-native speakers of English language which is spoken in countries where English is generally not a local medium of communication. The term EFL is related to the Expanding Circle described by linguist BrajKachru (1985) in “*Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle*”
3. Classroom Interaction: a practice that enhances the development of the two very important language skills are speaking and listening among the learners.

CHAPTER 2

REVIEW OF LITERATURE

A. Theoretical background

One of the study of language is called as Discourse analysis. The word “discourse” is usually defined as a language beyond the sentence. The meaning of sentence was not literary stated, but it was implicitly. While discourse analysis, as Yule (2006) defined is branches of linguistics study which concerned on the study of language in the text and conversation. Discourse analysis is study of language which is used and arranged inside the cultural and political context as a place where the discourse occurs. Discourse analysis takes a significant role in human communication since it is not only focuses on the language and the meaning but deeply to the some elements in communication, such as how, who, what, and when the language is used. It is in line with Brown and Yule (1983) who argued Discourse analysis is committed to an investigation of what and how that language is used for. McCarthy (2001) stated, Discourse analysis study language in use are written texts of all kinds, spoken data, from conversation to highly institutionalized forms of talk”. It can be said that discourse analysis concern both in spoken and written data, either exist in mass media or other source.

In this research, persuasive discourse is the main focus of the writer’s discussion. Persuasive strategies is the way of persuading people by to do or believe something. The modes of persuasive strategies according to Aristotle furnished by the spoken word there are three kinds. The first kind depends on the personal character of the speaker [ethos], the second on putting the audience into a certain frame of mind [pathos], the third on the proof, or apparent proof, provided by the words of the speech itself [logos]. Persuasion is achieved by the speaker’s personal character when the sentences make us think that it is true and credible. Persuasive in the advertisement is oneexample of the uses persuasion. The advertiser always used some strategies to persuade the consumers. Aristotle (1954) defined that they are three

strategies to persuade the consumers attention. They are Ethos, Pathos and Logos.

1. Persuasive Techniques

Persuasion is very important in communication because persuasion can change individual or groups justification by trying to influence the beliefs and expectations of them. Keraf (2003: 124-131) stated that techniques of persuasion are divide into seven types. There are Rationalization, identification, suggestion, Conformity, Compensation, Projection, and displacement.

According to Mellisa (2017), stated that there are two types of persuasive techniques. One pushes people into a hole until have no choice but to fall into it. The other uses rationality. Emphasize how hard things are outside of the hole and the benefits of whats inside it. It is all about creating perceived value.

Austen (1995) stated that persuasion is derived from latin that using for urging and advising. In her book on persuasion stated that persuasion is the influence of beliefs, attitudes, intentions, motivations or behaviours. Persuasion is a process aimed at changing a persons or a groups attitude or behaviour toward some event, idea, object or other person by using written or spoken words to convey informations, feelings, or reasoning or a combination.

Furthermore, confirm persuasion as an art of verbal with the intention to assure someone to do something appropriate with the speakers purpose for this moment or the present time. Brembeck and Howel stated that persuasion communication intended to influence choice. Persuasion become the art of influence and convinces others. From some of the above understanding, researcher know very well how important as persuasion in life.

In addition, Aristotle (1954) recognized that speaker must adapt to their audiences using three factors : Those are Ethos (the speakers nature and credibility), Pathos (the speakers ability to control interlocuters emotion, and Logos (The speakers arguments or facts given). Those factors which are most persuasive in the speeches delivered.

- a. The speakers Nature and Credibility (Ethos)

How the speakers are viewed has a very powerful influence on whether or not successfully persuade the receiver of the message. If the audience is not convinced by the speakers a person, they are unlikely to be swayed by the arguments. Ethos is the credibility or trustworthiness that we establish in our communication. It is the degree to which we are perceived to be ethical, believable, trustworthy, competent, responsible, and sincere. And while the communicator's ethos is important for most communications, it is especially significant for relational messages designed to establish goodwill and build relationships. It refers to speakers' characters in front of the audience. Good image also important in this point. Austen stated that to build credibility, the speakers have to persuade others that the speaker is of good character, trustworthy, and an authority on the topic. A good image can be seen through his or her speaks. The speakers character and personality can also be seen from the speech and styles the speakers used. Such a diction sentence structure and others that become the speakers totality. Therefore, to make the audiences impress with the speaker, the speaker has to know well the problem that will be talked.

b. The speakers ability to control interlocutors emotion. (Pathos)

Austen (1995) stated that the speaker should be able to raise up the audience emotion. Most of people think that the people make their decisions based on rational thought. However, Austen (1995) points out that emotion such as anger, pity and fears, and their opposites powerfull influnce the rational judgments. Emotion is needed to get sympathy of the people. The advertisers should be able to touch the people emotion that the peolpe will be influnced to the students. Persuasion process will be successfull ehen the teachers are able to control the audiences emotion. In addition, the teachers should prepare the materials of the persuasuin that is suitable with the purpose intended. Although the teachers control athe students emotion, the students must be given the opportunity in making decision. Pathos is an appeal to an audience's beliefs, feelings and emotions. An appeal to pathos

causes an audience not just to respond emotionally, but to identify with the communicator's point of view. There is an emotional dimension in most situations: some communications may be highly

charged, some more neutral. Where logical arguments fail, emotions often have the power to motivate people to respond. Understanding which emotions to tap, and which to avoid, is one of the most important aspects of communication strategy. The simplest way to determine the most effective emotional appeal is to analyse the audience's needs and concerns.

c. Arguments or fact give (Logos)

Most of people will believe in what speaker said when the speaker can give proofs or evidence and can give logical reason. The Teachers needs to use logical reasoning to make people believe. In the society, logic and rationality are highly valued and this type of persuasive strategy is usually privileged over appeals to the character of the teacher or to the emotions of the students. Most communications require that we are logical and 'rational'. Logos refers to the overall logicity and coherence of the message. Appeals to logos are necessary where facts or processes are of utmost importance. Process descriptions, technical manuals, and business reports in general are heavy on logos. Messages intended to persuade will require clear claims substantiated by compelling evidence: facts, statistics, examples, expert opinion, analogies, anecdotes etc.

2. Kind of Persuasive Techniques

Persuasive language used by author to convince readers of their point of view, and to sway them to their point of view. Authors vary their persuasive techniques based upon audience, writing genre, and their own motives. Any language techniques can be persuasive if used in different ways, but below are listed many of the persuasive techniques used by writers. The following present the types of Persuasive Techniques (www.elevateeducation.com) 2016.

a) Adjective

Adjective is describing words which can add emphasis to a statement.

Examples: So many people today believe the ridiculous notion that you don't to exercise.

b) Appeals

Appeal is an appeal involve calling upon a principle or quality, such as Desire, Emotions, Fears, Pride.

Examples: As an Australian, I think that everyone should have a fair go.

c) Alliteration & Assonance

Alliteration & Assonance is alliteration repetition of initial consonant sounds, and assonance is the repetition of vowel sounds. These add emphasis to words or important points in order to make it more memorable.

Examples: Alliteration: Peter Piper picked a peck of pickled peppers. Assonance: the rumbling thunder of seas.

d) Analogy & Simile

Analogy & Simile is Analogies and similes are the likening of one thing with another in order to drive home a point or help readers see a connection.

Examples: Analogy: The deep wells of her eyes

Simile: Her eyes were like deep wells.

e) Attacks

Attack is directly attacking or insulting views which oppose your own can weaken them and make them seem less than yours.

Examples: Anyone who thinks that TV is a good substitute for books should try wearing a blindfold. It's basically the same idea.

f) Cause & Effect

Cause & effect is suggesting that opposing view points or arguments could cause undesired effects, even though the actions and results may be unrelated.

Examples: Obviously our new teacher sucks- she gave me a C+ when our old one gave me an A!

g) Colloquial Language

Colloquial Language is informal, casual or local language used everyday which can help the audience identify with the author. This can include common phrases and clichés.

Examples: if you think that, then you're a bunch of half wits [a group of idiots].

h) Connotations

Connotation is an idea or feeling which a word invokes for a person in addition to its literal meaning.

Examples: Childlike [immature] vs. youthful [lively and energetic].

i) Evidence

Evidence is quotes, statistics or other definitive information used to prove a point.

Examples: After all, Einstein used to say “if you can’t explain it to a 6 year old, you don’t understand it yourself”.

j) Formal Language

Formal Language is avoiding colloquia language to seem more professional or intellectual.

Examples: If you think that, then you will need to reconsider your position.

k) Generalizations

Generalization is speaking broadly and avoiding specifics to create a purposefully blurred image of an argument or idea, or using a small amount of evidence to support a wider claim.

Examples : I saw a view teenagers shoplifting the other day. Honestly, this entire generation is doomed.

l) Humor

Humor can be used to make the author seem more likeable or to keep the reader entertained.

Examples: Most health bloggers want to perfect their articles, but we all know most of there is spent perfecting their instagram account.

m) Hyperbole

Extreme exaggeration of a trait pr argument to :

- Highlight holes in the argument
- Present an extreme version of events

Example: If we agree to remove regulation on gun control, soon enough my

3-year old will be able to own one!

n) Images

Images can help a write convey large amounts of information in a small space. Comics or Graphics can be particularly helpful, as they often contain text.

o) Imagery and Figurative language

Imagery and Figurative language helping the reader to creatively imagine the outcome of an argument so as to better understand the situation and the consequences.

p) Inclusive and Exclusive language

By using inclusive language, the reader is positioned alongside the writer. The sense of other is created by exclusive language.

Examples: I think we all know what wrong going on here. They just don't want to admit it!

q) Jargon

Jargon or technical language, suggest expert knowledge or high levels of intelligence. If the author is previewed as an expert in their field, the reader is more likely to believe them. These are specific terms that are individual to expertise areas.

Examples : Your objection would be overruled (legal jargon).

r) Repetition

Repetition drives home arguments or major points the author wishes the reader to remember.

Examples: We need to take action now. We need to move forward now. If we do not, nothing will change. Our now is yesterday's someday.

s) Rhetorical Questions

Rhetorical Questions allow the author to prompt the reader to come to their own conclusion. The reader then believes that they have made these decisions themselves.

Examples: After all, is not nice to know your kids are safe?

3. EFL Classroom

According to Nort'quist (2017) EFL is a traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication. An EFL classroom is in a country where English is not the dominant language. Students share the same language and culture. The teacher may be the only native English speaker they have exposure to. Outside of the classroom students have very few opportunities to use English. For some learning English may not have any obvious practical benefit. Students have limited exposure to English-Speaking culture, most often through a distorted lens like TV or Music. Based on these definitions, we can see that there are important differences in the student population. Effective lesson planning must take them into account.

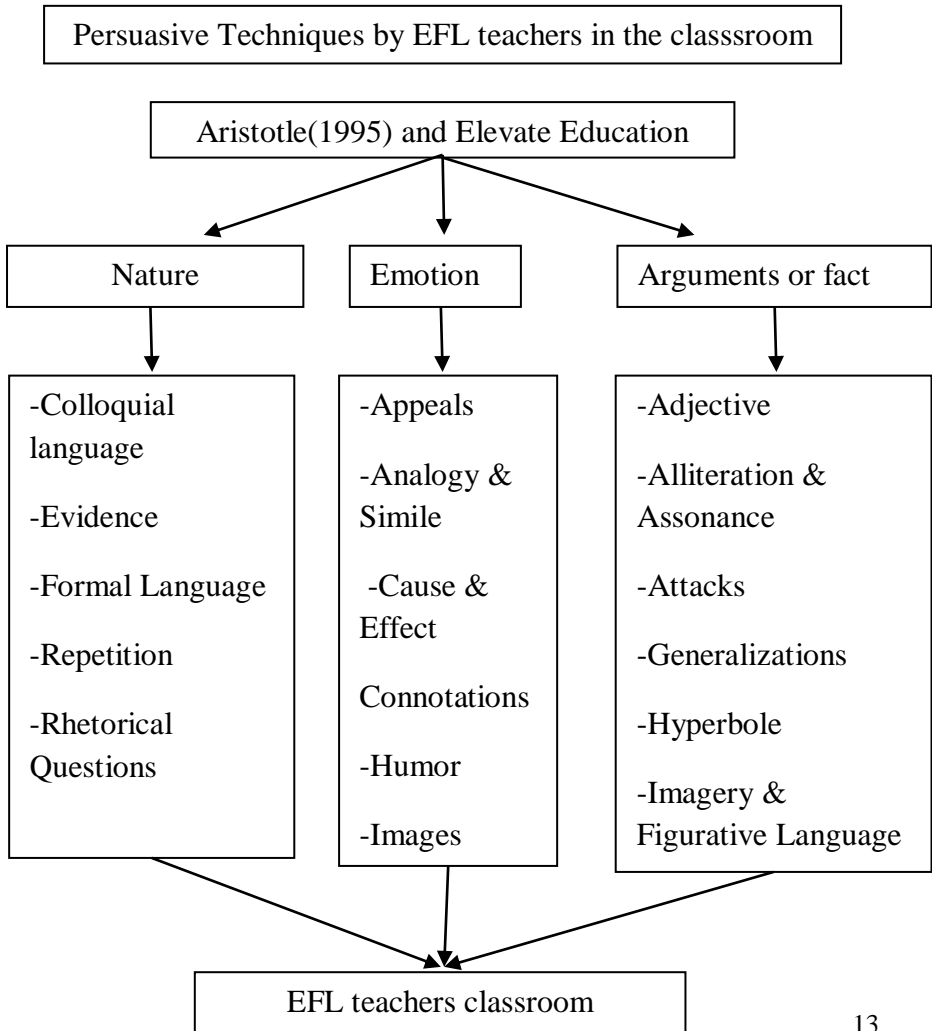
There are some students need :

1. Lots of practice using English, Especially orally. Get them speaking in the classroom. But also the teachers teach students where to find opportunities to practice speaking english outside of class. And reward the students for doing so.
2. Exposure to living English. Never lead students to believe that English is a set of rules and words to memorize. It is the living, breathing creation of cultures and communities around the world.
3. Reasons to learn English and motivation to stick with it. There are so many English
4. Communities online and off that it is possible to find a tie-in for almost any other area of interest.

English as a foreign language (EFL) corresponds roughly to the expanding circle described by linguist Braj Kachru in “Standards, Codification and Sociolinguistic Realism: The English Language in the Outer circle” (1985).

B. Conceptual Framework

Based on the theoretical above, the researcher will try to imagine the theoretical basic into conceptual framework. In this research the conceptual framework can be seen in this diagram below:



The researcher made a conceptual framework. And also in this research, the researcher made a conceptual framework was designed as the limitation of the researcher.

C. Assumption

The assumption of this research is The EFL teachers can use Persuasive Technique when teaching in the classroom interaction.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher explains the methodology which is used to complete the processes of this study. It is divided into four subchapters, starts from research approach, data and source data, data collection, and data analysis.

A. Research Approach

According to Creswell (2009), that “qualitative research tend to collect data in the field at the site where participant experience the issue or problem under study”. Qualitative inquirers use theory on their studies in several ways. The researcher begins by gathering detailed information from participants and then forms this information into categories or themes.

In additionally, Creswell (2009) mentioned that qualitative research is an interpretative research in which researcher make an interpretation of what they see, hear, and understand. Their interpretation cannot be separated from their own background, history, context and prior understanding. Also, Qualitative is an interpretative approach with the inquirer is typically involved in a sustained and intensive experience with participants. This introduces a range of strategic, ethical, and personal issues into the qualitative research process.

From that definition above, Descriptive method in a research method that is intended to describe existing phenomena that take place today or in the past. The aims of descriptive are to explain, classify, and analyze the data.

B. Data and Source Data

In this research, the researcher is trying to analyze the teachers conversation EFL classroom interaction. The data of this study is sentence or clause in a conversation that contains persuasion. The source data is teacher delivery.

C. Data Collection Technique

To support this research, the researcher completes the data collecting procedure by using observation and interview. In this research, the researcher will observe the activity to know the situation and condition while teaching and EFL process happen. Then, the interview as a method are chosen because it involve interaction, which is essential in an open dialogue. Therefore, the interviewer's task is to create an atmosphere during the interview where the interviewee feels comfortable enough and to get deeper information from the teacher.

D. Data Analysis

After the process of collecting the data, the researcher will analyze for the data. It can be defined as the process of analysing data required from the result of the research. In this research, the researcher use descriptive qualitative to analysed the data. Qualitative data are gained from participant observation and interview who are analysed by the data

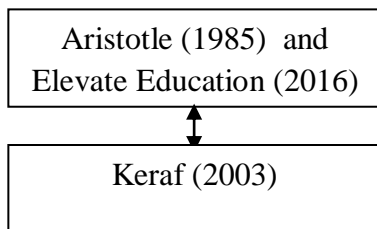
Adapted from Marshall and Rossman (2006), Cresswell (1994), and Cohen et al. (2000) here the following steps. First is Transcribing data. The data collected through participant observation with recording, then transcribed into the written data orthographically. The Transcription for this research uses "conventional orthography" (Gumperz and Berenz, 1993, P. 96) or "standard orthography" (Ehlich, 1993, p. 125). Ehlich describes these types of transcription as "a filter whose relationship to the acoustic structures of the data is indirect, serving to regulate the translation of auditory input into written output". Orthographic way means that the words in the data are transcribed as they are according to the utterances expressed by the researcher subject. Second is selecting and Categorizing communicative events or dialogues. The last is categorizing types of Persuasive Techniques based on form of rubrics.

E. Data Validity

In this research, the researcher use triangulation to get the validity of the data to support this research. In general, triangulation

use as an independent method to obtain data in an investigation to achieve the same research findings. According to Denzin (1978), there are four types of triangulation, they are Data triangulation (using data sources in a study, such as interviewing people in different status positions or with a different point of view). Investigator triangulation (to use several different researchers or social scientists). Theory triangulation (the use of multiple points of view in interpreting a single set of data). Methodological triangulation (using multiple methods to examine a single problem or program, such as interviews, observations, and documents).

Among the types of triangulation, the researcher use theoretical triangulation



CHAPTER 4

RESULT AND DISCUSSION

This chapter explains the finding of the investigation procedures described in the previous chapters. The writer divides this chapter into two main sections: Research result and Discussion. In the research result, the writer presents the data analysis and it is interpretation based on the theory of Aristotle and Elevate Education. Then the second part is discussion, in which the writer provides the explanation based on the analysis result which covers the answer of problem statement.

A. Result of the study

This sub-chapter is intended to answer the research question. The study had been started on October 28th 2019 to November 15th 2019. The researcher was conducted for 2 teachers.

1. Types of persuasive techniques

Table 4.1 Types Persuasive Techniques

No	Types of persuasive	Expressions containing Persuasive Techniques	Total
1.	Adjective	(9) <i>Review lesson last time.</i> (11) <i>Do you feel text #3 is easy?</i> (58) <i>Do you still remember about our discussion last week?</i> (60) <i>Poem, last time we have discuss about poem.</i>	4
2.	Appeals	(5) <i>Give your phone please.</i> (17) <i>Hopefully you can study at home.</i> (29) <i>Now, I will decide you become 3 group. Oh sorry, 1 2 3 4 only 4 boys. Ok one group 3 people. Hopefully you can discuss it. Saya berharap kalian bisa mendiskusikan "what text about?" dan mengetahui tentang apa text itu. Ok. And for difficult word you can also ask and translate in goggle translate. And I hope also you can</i>	15

		<p><i>memorize it.</i></p> <p>(31) <i>One group there are 4 people than next group there are 3 people. Punya 3 yaa.. Now, get out from your sit. Berdiri dari bangkunya .bring your pen, bring your hp, eraser, ok . Now get out from your sit mencari teman grupnya.</i></p> <p>(35) <i>Attention please!</i></p> <p>(38) <i>Wahyu Wahyu..take your HP please!</i></p> <p>(40) <i>Come on come forward. Who is your delegation? Come forward please!</i></p> <p>(42) <i>Please, read the text clearly!</i></p> <p>(44) <i>Please be careful with the pronunciation.</i></p> <p>(46) <i>Your reading is better than last presentation Hasin, I hope you study well. Because you have spirit study English. Who is the next group?</i></p> <p>(50) <i>I hope you prepare well, than make me proud of you.</i></p> <p>(66) <i>Maybe you have gotten about short story when in junior high school.</i></p> <p>(78) <i>Oke educate. Oke, can be educate the moral value that include in short stories. And another reason, maybe? Alasan lain? entertain, educate. Ayo di lihat di</i></p>	
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		<p><i>social function anak-anak Apa lagi?</i></p> <p>(101) <i>One table please, discuss about what are element of short stories? Langsung saja ya, 5 menit.</i></p> <p>(103) <i>Student, discuss with your friend please!!! I want to check your present.</i></p>	
3.	Alliteration and Assonance	-	
4.	Analogy and Simile	-	
5.	Attacks	-	
6.	Cause and Effect	<p>(46) <i>Your reading is better than last presentation Hasin, I hope you study well. Because you have spirit study English. Who is the next group?</i></p> <p>(76) <i>You said that you like reading short story because it is entertain. Another? What is your reason?</i></p>	2
7.	Colloquial language	(82) <i>Experience is the best teacher in our life. Yah.... It's not only our own experience. It can be other people.</i>	1
8.	Connotations	-	
9.	Evidence	-	
10.	Formal Language	<p>(3) <i>How are you today?</i></p> <p>(13) <i>Do you understand?</i></p>	6

		<p>(15) Have you studied at home?</p> <p>(53) How are you student?</p> <p>(58) I am very well thank you.</p> <p>(60) Do you know what our topic is today?</p>	
11.	Generalizations	(7) Before we start our lesson today, let's pray together. Al-Fatihah.	1
12.	Humor	-	
13.	Hyperbole	-	
14.	Images	-	
15.	Imagery and Figurative language	-	
16.	Inclusive and Exclusive language	-	
17.	Jargon	-	
18.	Repetition	(21) Ok now, for understanding first. What will you do first? Do you still remember the way? First, what will you do?	1
19.	Rhetorical Questions	(11) How about text one and text two? Do you feel text three is easy?	3

		<p>(58) <i>Do you still remember about our discussion last week? What topic we have discuss?</i></p> <p>(91) <i>What is generic structure ? The component the text ?jadi isinya text itu apa saja? Kamu lihat dibagian 2. Bagian stucture of short story is include orientation, resolution, action.</i></p>	
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Table 4.1 above is made to answer the first research question which is about the types of persuasive techniques used by the teacher in SMA ASSAADAH. From the table, we can see there are eight from nineteen techniques of persuasive that are used by the teacher in SMA ASSAADAH. They were used Appeals, Cause and effect, Formal Language, Adjective, Theoretical Question, Colloquial Language, Generalization, Repetition and Rhetorical Question. Then the writer discusses it.

a. Appeals

Persuasive Strategies that were often used by The Teachers in EFL classroom interactions is “Appeals”. *Appeals* can be found in this research when the teachers wanted the students to do some actions through her speeches. Here are the examples of *Appeals*;

1. (5) *Give your phone **please**.*
2. (17) ***Hopefully** you can study at home.*
3. (29) *Now, I will decide you become 3 group. Oh **sorry**, 1 2 3 4 only 4 boys. Ok one group 3 people. **Hopefully** you can discuss it. Saya berharap kalian bisa mendiskusikan “what text about?” dan mengetahui tentang apa text itu. Ok. And for difficult word you can also ask and translate in goggle translate. And I **hope** also you can memorize it.*

4. (31) *One group there are 4 person than next group there are 3 person. Punya 3 yaa.. Now, get out from your sit. Berdiri dari bangkunya. **bring your pen, bring your hp, eraser, ok** . Now **get out** from your sit mencari teman grupnya.*
5. (35) *Attention **please!***
6. (38) *Wahyu Wahyu..take your **HP please!***
7. (40) ***Come on** come forward. Who is your delegation? Come forward **please!***
8. (42) ***Please**, read the text clearly!*
9. (44) ***Please** be carefull with the pronunciation.*
10. (46) *Your reading is better than last presentation Hasin, **I hope** you study well. Because you have spirit study English. Who is the next group?*
11. (50) ***I hope** you prepare well, than make me proud of you.*
12. (66) ***Maybe** you have gotten about short story when in junior high school.*
13. (78) *Ok educates. Ok, can be educate the moral velue that include in short stories. And another reason, **maybe?** Alasan lain? entertain, educate. Ayo di lihat di social function anak-anak Apa lagi?*
14. (101) *one table **please**, discuss about what are element of short stories? Langsung saja ya, 5 menit*
15. (103) *Student, discuss with your friend **please!!!** I want to check your present.*

The speech above show that the teachers often use Persuasive Techniques by using Appeals, they imply their suggestion in their speech. For instance what their said in one of their speech, they persuade ((40) **Come on** come forward. Who is your delegation? Come forward please!) by using Appeals, the teachers hoped that the students would do what the teachers implied in their speech.

b. Formal Language

Formal language is the opposite to slang. Formal language is the opposite to slang and is mostly spoken by posh people Tungaa (2015). Formal Language was mostly used by the teachers in EFL classroom interactions. Here are some the examples of Formal Language:

1. (3) ***How are** you today?*

2. (13) ***Do you** understand?*
3. (15) ***Have you** studied at home?*
4. (53) ***How are** you student?*
5. (58) ***I am** very well thank you.*
6. (60) ***Do you** know what our topic is today?*
- c. Adjective

Adjective is describing words which can add emphasis to a statement. Based on the data above, the teachers seldom used Adjective in EFL teachers in the classroom interactions. Here are the examples of the use persuasive techniques Adjective:

1. (9) *Review lesson **last** time.*
2. (11) *Do you feel text #3 is **easy**?*
3. (58) *Do you still remember about our discussion **last** week?*
4. (60) *Poem, **last** time we have discussed about poem.*

From that sentence, it can be understood that all adjectives describe noun. Structurally in English grammar. For instance what their said in one speech, their persuade the student ((*Do you feel text #3 is **easy**?*). with this function, the teacher uses adjectives to describe and provide the details to the students.

- d. Rhetorical Questions

Rhetorical Questions allow the author to prompt the reader to come to their own conclusion. The reader then believed that they made these decisions themselves. Here are the examples of the use Rhetorical Questions:

1. (11) ***How about** text one and text two? **Do you** feel text three is easy?*
2. (58) ***Do you** still remember about our discussion last week? **What topic** we have discussed?*
3. (91) ***What is** generic structure? The component the text? jadi isinya text itu apa saja? Kamu lihat dibagian 2. Bagian stucture of short story is including orientation, resolution, action.*

The writer finds that Rhetorical Question is seldom used by the teacher in EFL teacher classroom interactions. By arousing, the emotion the student can be raised when they hear persuade from the teacher. Like what the teacher says in their speech ((58) ***Do you** still remember about our discussion last week? **What topic** we have discussed?*). By this speech, it implies that the teacher can raise the

student emotion up, and then their spirit to remember their subject last week. And they can raise up also.

e. Cause and Effect

Cause & effect is suggesting that opposing viewpoints or arguments could cause undesired effects, even though the actions and results may be unrelated. Here are the examples of the use persuasive techniques Cause and Effect:

1. (46) *Your reading is better than last presentation Hasin, I **hope** you study well. **Because** you have spirit study English. Who is the next group?*
2. (76) *You said that you like reading short story **because** it is entertain. Another? What is your **reason**?*

Concerning with two part of utterances above, it uses Pathos technique or emotional appeal. The teachers provides with the word ((76) *You said that you like reading short story **because** it is entertain. Another? What is your **reason**?*). It identifies that the teacher take sympatric the student using Cause and effect. The teacher repeats the student answer then asks the reason to them.

f. Colloquial Language

Colloquial Language is informal, casual or local language used everyday which can help the audience identify with the author. This can include common phrases and clichés. Here are the examples of the use persuasive techniques Colloquial Language:

1. (82) *Experience is the best teacher in our life. **Yah**.... It's not only our own experience. It can be other people.*

In this persuasive techniques, use some informal language which occurs fears to the student. The example of informal language appeal in the teacher speech, ((82) *Experience is the best teacher in our life. **Yah**.... It's not only our own experience. It can be other people.*). Here, the teacher uses informal language like “**Yah..**” to make some fears to the student if they must believe the teacher speech. It has the purpose to make the student can be motivated to change their behavior.

g. Generalizations

Generalizations is speaking broadly and avoiding specifics to create a purposefully blurred image of an argument or idea, or using a small amount of evidence to support a wider claim.

1. (7) *Before we start our lesson today, let's pray together. **Al-Fatihah.***

h. Repetition

Repetitions drive home arguments or major points the author wishes the reader to remember.

1. (21) *Ok now, for understanding first. **What will** you do first? **Do you** still remember the way? First, **what will** you do?*

Repetition is used to push the student to take action for something is spooked by the teacher. It can make the student be brave to do something that actually they do. The example is ((21) *Ok now, for understanding first. **What will** you do first? **Do you** still remember the way? First, **what will** you do*). In this sentence, the teacher repeats the question to encourage the student to be brave.

2. Reasons why The Persuasive Techniques used.

Table 4.2 Reason why Persuasive Techniques used.

No	The Persuasive Techniques	Reasons why The Persuasive Techniques used.
1.	Adjective	(112) <i>Yes I agree. I believe that adjective very crucial. Adjective purposes to explain the noun. So of cross we explain something by using nouns, and to describe noun we need adjective.</i>
2.	Appeals	(114) <i>Yes, comparing something is part of explanation something. So we try to describe</i>

		<i>something to make someone understand. We need to compare a thing to another thing. So that the student can comprehend.</i>
3.	Alliteration and Assonance	<i>(116) No, it is quite difficult for my students.</i>
4.	Analogy and Simile	<i>(118) When I explain something I want to make them understand about my explanation.</i>
5.	Attacks	<i>(122))No, I would say no because attacking something is not my style.</i>
6.	Cause and Effect	<i>(124) Yes I agree, is part of Explanation. Because it is reasonable statement.</i>
7.	Colloquial language	<i>(126) Yes I agree. Because more easy for them to understand.</i>
8.	Connotations	<i>(128) I disagree. karena bisa membuat muridbingung, lebih baik menggunakan denotasi</i>

		(makna sebenarnya).
9.	Evidence	(130) Yess , jelas wajib. We have to prove make something clear , we have fact to purpose to them (student) understand.
10.	Formal Language	(132) I would rather say no, because formal language is too applied right now. We are teacher, we need to creativity.
11.	Generalizations	(134) Yes, I agree. Because this is Islamic school .
12.	Humor	(136) A little bit, because I have no humor (laugh)
13.	Hyperbole	(138) Disagree, because it refers to arrogance . Secara psikis.
14.	Images	(140) Between agree and disagree, because they are in Senior high school I think they do not need it.
15.	Jargon	(142) I agree using Jargon, because it can be make

		<i>compact the class.</i>
16.	Repetition	<i>(144) Between Agree and Disagree. Too many using repetition can make situation bored.</i>
17.	Rhetorical Questions	<i>(146) I really agree. Rhetorical question is part of Persuasive language. And purpose of persuasive language is to get attention from the student, and I am believed that Rhetorical Question is very relevant and I very agree using persuasive language.</i>

Table 4.2 indicates to answers of the second research question which is about the reason why types of persuasive techniques were used by the teacher in SMA ASSAADAH. From the table we can see that the teachers have several reason why the persuasive techniques were used in their classroom interactions.

1. Adjective

From Data (112), it can be inferred that the teacher employed the adjective as one her persuasive techniques because he thought that the use of adjective was very important. The use of adjective is intended for clarifying things he was explaining. It can be seen from “*Yes I agree. I believe that adjective **very crucial**. Adjective purposes to explain the noun. So of cross we explain something by using nouns, and to describe noun we need adjective*”.

2. Appeals

The second persuasive techniques used by the teacher is Appeals. This appeal was used to challenge the student to have brave or to insist that can make emotional ((114) *Yes, comparing something is **part of explanation something**. So we try to describe something to make someone understand. We need to compare a thing to another thing. So that the student can comprehend.*) From the statement above, the teacher statement can make emotional that probably can change the student to take action, what they must do, formal request or to be serious.

3. Alliteration and Assonance

In this section, the teacher disagrees using Alliteration and Assonant to persuade the student in EFL teachers classroom interaction. We can see her reason ((116) *"No, it is quite **difficult** for my students."*) Alliteration is repetition is similar consonant sounds, usually in the beginner of words. It means that Alliterations and Assonance not suitable for her students.

4. Analogy and simile

In this persuasive strategy, the use of Analogy and simile is important. One point to remember is that simile is figures of speech. While analogy is types of argument, making the strange familiar and more complicated and lengthy. It can be seen from ((118) *"Yes, I will use it. And I really agree. When I explain something I want to make them **understand about my explanation**."*) From those reasons, Simile is like something that an analogy explains how one thing being like another thing.

5. Attack

In this occasion, the teachers made sure and get serious with their statement. From their statement, ((122) *"No, I would say no because attacking something is not **my style**."*) they are not used to attack techniques for their student because attacking is a strong critics of someone or something.

6. Cause and Effect

From data ((124) *"Yes I agree, is part of **explanation**. Because it is reasonable statement."*). With Cause and effect, the teacher persuade the student, because Cause and effect is a relationship between events or things. This is a combination of action

and reaction.

7. Colloquial language

From data ((126) "*Yes I agree. Because more easy for them to understand.*") From the statement above, persuasion has occurred. In this case, the teacher tries to persuade the student with informal language, spoken English. One of way the teacher speaks the student without giving any thought to what they are saying, as opposed to formal. It is not vulgar language, but slang language.

8. Connotations

From the data ((126) "*I disagree. karena bisa membuat murid **bingung**, lebih baik menggunakan denotasi (makna sebenarnya).*") It means Connotation too difficult for the student, the teacher did not use this technique because when using the connotation of a word or phrase it has secondary meaning. The teacher said that better use of the denotation of a word because it is explicit meaning.

9. Evidence

One of persuasive techniques used by the teacher is Evidence. From the data ((128) "*Yes, jelas wajib. We have to prove make something clear, we have fact to purpose to them (student) understand.*") From the statement above, the teacher uses Evidence to give information which is used in court to try to prove something.

10. Formal language

((130) "*I would rather say no, because formal language is too applied right now. We are teacher, we need to creativity.*"). according to the statement, the teacher disagrees use to Formal Language in EFL teacher classroom interaction. Formal language is used in situation in which natural language is unsuitable.

11. Generalizations

In addition, (132) "*Yes, I agree. Because this is Islamic school.*") it means that the teacher agree, a general statement or concept obtained by inference from specific cases.

12. Humor

Next statementis ((134) "*A little bit, because I have no humor (laugh)*") It means, the teacher does not have ability to be amused by something seen, heard or thought about. Humor sometimes causes to smile or laugh.

13. Hyperbole

According to the teacher statement ((136) "*Disagree, because it refers to **arrogance**. Secara psikis.*") It means that hyperbole is unreal exaggeration to emphasize the real situation.

14. Images

From the data ((138) "*Between agree and disagree, because they are in Senior high school I think they do not need It.*") it means Images good media for the student and they do not need it because they are already in the senior high school.

15. Jargon

Next techniques of persuasive used by the teacher is Jargon. The teacher agrees to use to Jargon In their persuasive techniques. It can be seen on data ((140) "*I agree using Jargon, because it can be making **compact** the class.*") means that Jargon is used by the teacher to special word or expression that is used in the classroom interaction and difficult to understand for others.

16. Repetition

One of persuasive techniques used by the teacher is Repetition. Repetition literary repeat the same words or phrases a few times to make ideas clear and memorable. But sometimes the teacher is afraid of it will make the student get bored. According todata ((142) "*Between Agree and Disagree. Too many using repetition can make situation **bored**.*"). Itmeans that these are repeated words can make the student weary.

17. Rhetorical Questions

The last Persuasive techniques used by the teacher is rhetorical question, ((144) "*I really agree. Rhetorical question is **part of Persuasive language**. And purpose of persuasive language is to get attention 55from the student, and I am believed that Rhetorical Question is very relevant and I very agree using persuasive language.*") from those statement the teacher hopes that the students can answer the question and the teacher actually already knows the answer or an answer is not actually demanded. Well, sometimes these rhetorical questions are asked to punch up a point.

B. Discussion

1. Types of Persuasive Technique Used in EFL Teachers Classroom Interactions.

After analyzing and classifying the data into Persuasive Techniques, the researcher intends to discuss the findings that there are eight out of nineteen types of persuasive techniques that are used by the teacher. The most often used techniques is using Appeal techniques with occurrence 15 times, Formal languages are 6 times, and then Adjective 4 times, followed by Rhetorical language are 3 times.

Next is the of cause and effect, only two times. The last, was Colloquial language, Generalization and Repetition they only appear one time in the EFL teachers' classroom interactions. In contrast, the use of Alliteration & Assonance, use Analogy and simile, Attack, Connotations, Evidence, Humor, Hyperbole, Image, Imagery& Figurative language, Inclusive & Exclusive language and Jargon are not found in EFL teacher's classroom interactions.

Pathos means emotional appeal. This technique is a process that is related to human emotions. When conveying something that aims to persuade and seduce. It concerns with the feelings of listeners and sometimes creates a lot of listeners and sometimes creates a lot of empathy or even sympathy from the listener. The speaker must be able to bring a lot of empathy or even sympathy from the student. The teacher must be able to bring the listener's emotion into the topic of the problem that they told. If the expected response appears, so the speaker succeeded in having an aspect Pathos in their persuasion speech. This is also supported by the grammar and speech style of the speaker. It means the teacher prefer to identify the condition and situation of the student to take their attention. By knowing the students situation, the teacher will be easy to convince the student for doing what the teacher wants. The target the teacher in EFL classroom interaction is for the student to do something that the teacher wants.

Logos is persuasive techniques that used logical meaning and logical reason. It means the teacher only needs some statement as the proof to justify their argument. It can be shown by many ways, for the example: Statistic, quotation, use factual data etc. in order to

be effectively persuasive, the teacher needs to be rooted, at least in part of logic and rationality. The information from the teacher will depend on the student how they will process the information that is given by the teacher. In this case, the teacher should know the conditional of the student to accept the material in the class. According to Aristotle in Charters-Black (2015), Logos is the proof to support the argument. Most students believe when the teacher gives proof and logical reason, it should use logical reason to make sure that the student understand with the information that delivered by the teacher. For keeping logical reason the teacher need to give some subtle way such as giving an example, as like give some picture, and other, use a specific number to make sure the audience (Murthy, 2014). While according to Sweeney (n.d.) the way to appeal logic or reason are: Theoretical or abstract language, denotative meaning or reason, informed opinions.

Ethos is persuasive strategies used to make the audience believe by showing good image or good character in front. In this data, the teacher commonly used ethos strategy to persuade the student. The teacher has a good image in front of the student such a in their physical and the nature. It refers to the reputation of the student wished in present. Foss (1996) states, *Ethos* has been defined as the trust worthiness and character of the speaker. It deals with the “the effect or appeal of the speakers character” (cited in Mohan 2013). It means the student speech becomes believable by confessing their beliefs, value and they also show their personality. There are many factors of ethos that it can be influence the teacher in their speeches. It can be their personality, characters or reputation. According to Murthy (2014) there are two factors of Ethos, they are indigenous factor and adventitious factor. Indigenous factor is qualities of the speaker which includes speaking, writing skills, and physical appearance of the speaker which is naturally. While, adventitious factor includes those elements which is develop by the effort such as Education, Knowledge, Character, etc.

It can be concluded that EFL teacher classroom interaction used all types of persuasive techniques composed by Aristotle's. From their speeches the researcher found that categorized as persuasive strategies, they are Ethos, Pathos and Logos. Those types

have each function to support the process of teaching and delivering the purpose.

2. Reason Why Persuasive Techniques Used by EFL Teacher Classroom Interaction

The second research problem of this study is “why are the persuasive strategies used in his speeches?” Accordingly, it is very important to discuss the use of each persuasive strategy in the teacher speeches. From the discussion above, it can be identified that the persuasive techniques can be applied in the EFL teacher classroom interaction.

The use of persuasive language strategies in teaching process is very crucial because the persuasive language strategies function to grasp the attention of the students. It can be also known as a strategy to make the students get interested in the topic the teacher delivers. Of course, persuasive language strategy also refers to how interaction is polished with emotional and interpersonal communication. With this sense and how things are uttered and heard, meaning is delivered. With no doubt, persuasive language, once again, is very vital in its use in the classroom.

There are some reasons to describe in details about the use of persuasive language strategies in classroom. From data ((110) “Yes of cross... I very agree. I agree with your statement.” Because without persuasive we cannot control the class. We cannot pay attention to the student. And before we explain something to get attention. So that persuasive language or persuasive techniques need in the classroom interactions.) it means, the teacher need uses persuasive techniques in EFL teacher classroom interaction. It can be seen from data (112), (114),(116),(124), (126),(130),(134), and (142).

Furthermore, this research has similar and theory with previous studies. Many researchers have analyzed in the area of Advertisement, sermon and speech based on the Aristotle’s theory found three types of persuasive techniques. However, this research uses Persuasive techniques to be analyzed and finds three types of persuasive strategies based on the Aristotle’s theory. In short, the

most frequently used persuasive strategy by the teacher is *pathos* and *logos* strategies.

Some researchers have investigated based on the Aristotle's theory. One of them is Sari (2012) who investigated persuasive strategies in Prophet Muhammad's sermon and found three types persuasive strategies based on the Aristotle's theory. She found that Prophet Muhammad Saw mostly used *logos* strategy to persuade the viewer.

Regarding of the result in this research, the researcher correlates this finding with some related studies in similar fields. Based on the research which has done by Orji (2018), Sari (2012) Budiani (2014), and Rizka (2016), there are some differences from this recent study. Mostly they analyze persuasive techniques about Advertisement, Marketing, Service product etc. Moreover this study analyzed techniques of persuasive EFL teacher classroom interaction.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the conclusions and the suggestions deal with the finding of study. The conclusion was the summary findings that have been discussed in chapter 4. The conclusions were the answer of the research problems that formulated in chapter 1, while the suggestions were recommended to the next researchers who are interested in doing the future research in this area.

A. Conclusions

In this section, the researcher concludes the finding of two researcher questions. This study observes the types of Persuasive Techniques and Reason why Persuasive Techniques used in EFL teacher Classroom Interaction. The types of persuasive techniques is calssified by Elevate education (2016). As the classification, elevate education categorize into 19 types of Persuasive techniques and this present study applies those technique in EFL teacher classroom interaction. The most often used techniques is Appeal techniques with occurrence 15 times, Formal languages are 6 times, and then using Adjective 4 times, followed by using Rhetorical language are 3 times. Next is cause and effect, only two times. The last, was Colloquial language, Generalization and Repetition they only appear one time in the EFL teachers' classroom interactions. In contrast, the use of Alliteration & Assonance, use Analogy and simile, Attack, Connotations, Evidence, Humor, Hyperbole, Image, Imagery & Figurative language, Inclusive & Exclusive language and Jargon are not found in EFL teacher's classroom interactions.

Overall, the results of this study shows that persuasive strategies based on Aristotle's theory is applied in EFL teacher classroom interaction. In this case, all the three appeals of persuasive strategies (*pathos*, *logos*, & *ethos*) are equally important to persuade the student. It is because from these strategies the teacher can persuade the student by showing good image or good character in front of the audience (*ethos*), draws the audience intention by offering and control the audience's emotion (*pathos*) and also appeals to logic/reason or give proof to the audience (*logos*).

In addition, the most frequently persuasive strategies used by the teacher are *pathos* and *logos* strategies. Furthermore, they used *pathos* strategy frequently through the sentence and phrase by rising up the emotion of the student and also mostly used *logos* strategy by giving an example, factual data and statistic, and also informed opinion. Moreover, they also usually used *ethos* strategy in his speeches by showing his reputation and good character.

Of the three strategies, it could be observed that *pathos* and *logos* strategies were the most employed by the teacher in EFL teacher classroom interaction. Rising up the emotion of the student and giving an example.

B. Suggestions

Persuasive techniques are an essential topic to discuss because in this life we have to know the techniques of persuasion in order to makes people follow our ideas or argument. Persuasive techniques not only happen in the advertisement, but also it can happen in daily conversation, presentation, speech, sermon and many more. Furthermore, this research is far from perfect and has many mistakes. The researcher only analyzes the persuasive techniques in EFL teachers which has many limitations.

This present study gives the suggestion for the further researcher who wants to consider better researcher. The researcher hopes for those who interested in the function of language especially in discourse analysis can continue this research to be better.