

THE USE OF PERSUASSIVE APPROACH IN CLASSROOM INTERACTION

Fibri Indira Lisanty AD

indirafibrie@gmail.com

Cokroaminoto Palopo University

Abstract

In interaction between teachers and students, there are some approaches that the teachers usually apply in teaching process in the classroom but the case here is what kinds of approaches that the students can appropriate. The approach which is not appropriate in the teaching and learning process will have an impact on development of cognitive, affective, and psychomotor students themselves. One of the existing approaches in teaching is *persuasive approach*, in which this approach can convince the students to adopt the material. This research is qualitative research which uses discourse analysis to analyze the data that the researcher has found. The samples of this research are three classes of sixth grade of Elementary school. The quantities of this class is 25 people for every class and it has been taken in one of course in Makassar, namely JILC. Having done the research, the researcher found that the negative persuasive appeals that to be used in classes and it makes the negative impacts of the students' motivation in teaching and learning process.

Keywords: classroom interaction, persuasive approach, appeals, teacher communication.

Abstrak

Dalam Interaksi antara guru dan peserta didik, ada beberapa macam pendekatan yang biasa digunakan oleh guru dalam proses pengajaran didalam kelas. Namun, yang menjadi masalah disini ialah jenis dari pendekatan apa yang cocok digunakan oleh guru. Pendekatan yang tidak sesuai dalam proses belajar mengajar akan memberikan dampak dalam perkembangan kognitif, afektif, dan psikomotor peserta didik itu sendiri. Salah satu pendekatan dalam pengajaran adalah pendekatan persuasif, dimana pendekatan ini mampu memberikan keyakinan peserta didik untuk beradaptasi pada materi ajar. Penelitian ini merupakan penelitian kualitatif yang menggunakan analisis wacana dalam menganalisis data yang ditemukan oleh peneliti. Sampel dari penelitian ini sebanyak tiga kelas yaitu kelas enam sekolah dasar dengan jumlah masing 25 orang untuk setiap kelas. Lokasi penelitian, di salah satu lembaga kursus di Makassar, JILC. Setelah melakukan penelitian ini, peneliti menemukan bahwa penggunaan pendekatan negative sangat sering digunakan pada proses belajar mengajar dan ini akan membuat dampak yang negative pula pada motivasi belajar peserta didik didalam kelas.

Kata Kunci: Interaksi kelas, pendekatan persuasif, daya tarik, komunikasi guru.

Introduction

Teachers-students interaction is one of the fundamental factors in the successful of the student's achievement. The basic problem in interaction is that teachers try every day to encourage students to participate effectively in classroom discussions but unfortunately these efforts may fall flat (Moguel,2004). According to Beyaz-Kurk & Kesner (2005), students benefit from encouraging relationships and positive interaction with their teachers. The previous research related interaction in classroom has focused mostly on pedagogical methodology, on teachers' actions during the lesson (Cazden, 1986; Edwards & Westgate, 1994; Hicks, 1995; Mecha, 1998). Not only pedagogical methodology that the teacher should be engaged in teaching-learning process but also teachers could make 'mental notes' to record which students interact more, interact less or do not interact at all. Such mental notes will help teachers to encourage students to interact appropriately and improve learning (Wilson,1999).

In interaction between teachers and the students, there are some approaches that the teachers usually apply in teaching process in the classroom but the case here is what kinds of approaches that the students can appropriate. The approach which is not appropriate in the teaching and learning process will have an impact on development of cognitive, affective, and psychomotor students themselves. (Dukmak: 2010). One of the existing approaches in teaching is *persuasive approach*, in which this approach can convince the students to adopt the material. The effective persuasive appeals to the mind and emotions of an audience. (Littel: 2006). From this research, the writer wants to analyze *the use of persuasive approach in classroom interaction*.

Based on the explanation above, the writer attempts to study persuasive approach in classroom interaction between the teacher and the students. This study focuses on one main problem: What are the persuasive approaches that can be found in the interaction between the teacher and students in the classroom?

Review of Related Literature

What is Persuasive Approach

The Oxford Dictionary defines “persuade” as causing another person or even oneself to believe realize or agree with a point of view or to carry out an action. To persuade is to convince. Whether through speaking or writing, persuasive communication has the aim of convincing people to do something or agree with an opinion. Successful persuasive communication requires meticulous planning for an effective choice of words and content. It appears in all aspects of life, in daily conversation such as at home or in the office even in classroom interaction. According to *Ronald B. Adler*. Persuasion is the process of motivating someone, through communication, to change a particular belief, attitude, or behavior. Implicit in this definition are several characteristics of persuasion.

Characteristics of Persuasive Approach

a. Persuasion Is Not Coercive

Persuasion is not the same thing as coercion. If you held a gun to someone’s head and said, “*Do this, or I’ll shoot,*” you would be acting coercively another example if a teacher ask his student to do some assignment and he say “do this assignment or i will punish you.” Besides being illegal, this approach would be ineffective. As soon as the authorities came and took you away, the person would stop following your demands. Persuasion, on the other hand, makes a listener want to think or act differently.

b. Persuasion Is Usually Incremental

Attitudes do not normally change instantly or dramatically. Persuasion is a process. When it is successful, it generally succeeds over time, in increments, and usually small increments at that a teacher can not change the students behaviour and attitude in a short time, the teacher need to observe then control the students action in daily classroom interaction.

c. Persuasion Is Interactive

Persuasion is not something you do to your students but rather that it is something you do with them. This mutual activity is best seen in an argument

between two people, in which an openness to opposing arguments is essential to resolution. Ask the students to be active participant in classroom interaction.

Types of Persuasion that Use in Classroom Interaction

Theory of Theory of Ronald B. Adles

a. Convincing

When you set about to convince your students you want to change the way of their think it is not mean that you have to swing them from one belief or attitude to a completely different one. Sometimes the students will already think the way you want them to, but they will not be firmly enough committed to that way of thinking. When that is the case, you reinforce then, their opinions.

b. Actuating

When you set about to actuate your students, you want to move them to a specific behavior. There are two types of action you can ask for—adoption or discontinuance. The former asks the students to engage in a new behavior; the latter asks the audience to stop behaving in an established way.

From the literature above the writer can conclude that persuasion is one of the most critical skills you can teach in a classroom setting. It is also essential to developing critical thinking of the students As teacher , trying to convince others to act ypur students or think in a certain way to change their minsed and actuating them to better behaviour.

Theory of Aristoteles

2300 years ago in a work called "On Rhetoric", Aristotle, one of ancient Greece's greatest minds, wrote down the secret to being a persuasive speaker. The secret was the 3 "appeals" and they are the basis of every successful public speaking book written ever since. The 3 appeals are: ethos, logos and pathos.

a. How to Persuade with Ethos

Ethos is Greek for "character". Ethos appeals are based on ethics and reputation. In a speech, this could include endorsements from key people, building your own personal credibility, and citing expert testimony. To build your credibility, you have to persuade others that you are of good character, that you are trustworthy, and that you are an authority on the topic of your talk. This is

often a finely-balanced trick of how well you pitch your testimonials and self-promotion to ensure your audience believes you.

b. How to Persuade with Logos

Logos appeals are based on logic, and include statistics, facts and evidence in support of your case. Aristotle thought it was the most important of the three appeals. Today, "logos" appeals are sometimes called "push" arguments because they persuade people by the force of the evidence. A good persuasive talk will have a good amount of logical evidence that convinces an audience that your proposition makes sense and is the best and most reasonable course to adopt.

c. How to Persuade with Pathos

Pathos appeals are based on emotion. In a persuasive speech, you could use pathos in two ways: either to attract people towards what they want to happen or frighten them away from what they don't want to happen. Today, pathos appeals are sometimes called "pull" arguments because they persuade people by locking in to what they need and then offering some resolution of these needs. Pathos speakers use empathy and emotion to connect with their audience.

d. The Most Persuasive Combination

Many teachers of communication, speech, and rhetoric consider Aristotle's *On Rhetoric* to be the most important single work on persuasion ever written. It is hard to argue with this claim. For when you try to persuade others, people first buy into you (ethos), then into your arguments (logos) and finally into their own conviction (pathos).

Classroom Interaction

Interaction is an important word for language experience and classroom observation in the teacher. Interaction can be developed through different types of activities. A great deal of time is devoted to interaction between the teacher and the learners and to interaction among the learner themselves. The quality of interaction is thought to have a considerable influence on learning (Ellis, 1985). The concept of interaction has a significant importance in the classroom too; it is an essential part in learning and teaching processes. Allwright and Baily (1991) hold that interaction is something people can do together i.e. collectively.

Obviously, in the classroom it is considered as important for the teacher to manage who should talk, to whom, on what topic, in what language and so on.

Teacher-Learner Interaction

In this case we will use *Teacher-Learner Interaction*. This type of interaction as Coulthard (1977) mentions has received a great deal from teachers in a wide range of disciplines. It happens between the teacher and one learner or many other learners, that is to say a teacher takes a part in such interaction. He negotiates with his students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective. Scrivener (2005: 85) made the following diagram to show clearly how the interaction happens between the teacher and the students.

Research Design

The research was used descriptive qualitative research. The research's goal is to find out the use of persuasive approaches in classroom interaction. It has stages those are: by doing observation and video recording to subject.

Finding and Discussion

Recording 1 : T's Classroom Interaction

The recording was taken on 26th April 2013, at JILC Anditonro Gowa at 3 o'clock in the afternoon. The time that the writer recorded the classroom interaction was about 60 minutes for one meeting in that course. The teacher taught the fifth grade of Elementary School.

Extract 1 : The Beginning of Teaching-Learning Process

- Teacher : Siapa suruhko ndag bawa handbook kah?.(sedang duduk)
'Who does ask you not to bring your book?' (sitting)
- Students : Dirumahnya'ka tante ku bermalam.
'I spend one night in my aunt's house'
- Teacher : hal. 71, struktur bumi dan matahari. Tutup pintu!. Sudah ?
'page 71, the structure of world and sun. close the door! , Have you?
- Student (K) : hal. Berapa kak?
'What page, Miss?'
- Student (I) : 71

- Teacher : ‘Seventy one’
: Struktur bumi dan matahari... sudah mie itu di’?
‘The solar system (open the book)...have you learned solar system?’
Student : Sudah mie itu kak.
‘It has done, Miss’

Analysis of Extract 1

Based on the Aristoteles theory about persuasive approach, the teacher from the conversation in this recording used ‘ethos appeals’ as one of the pillar in persuasive approach. It was proved in first line when the teacher said ‘*siapa suruhko ndag bawa handbook kah?*’, she taught the students by the arrogant character (negative character) because she used the impoliteness sentences to ask her students, it means she used the negative ethos in her classroom interaction. She also used ‘actuating persuasion’ in her interaction, it can be shown in sentence: ‘*tutup pintu! sudah?*’, it means she ask to her student to act something that as she wanted. But in this case, she used negative actuating because she used authority sentences to persuasive her students. Another example cab be seen in the next extract.

Extract 2 : Teaching Material

- Teacher : Kak titi ulang jelaskan nah. Perhatikan!.Daur air dan peristiwa alam pentingnya air untuk kehidupan sehari-hari , untukapa?.
‘Miss repeats the explanation. Attention! The cycle of water and natural phenomena. What are the important of water for daily activities?’
Student (Y) : Untuk makan dan minum.
‘For eating and drinking’
Teacher : Apa?? Makan?? Untuk keperluan rumah tangga contohnya?
‘what? Eating? What are the example for the need of household?’
Students : Minum,memasak,mencuci.
‘drinking,cooking,washing.’

Analysis Extract 2

In this extract, the teacher explain material to her students by using the sample of the daily activities. According the Aristotele’s theory in ‘logos appeals’ someone can persuade the other people by using example of logical argument. It means the teacher here, used logos appeal to teach her students, and therefore the

students can receive the material easily by using the logical sample. It can be proved when the teacher asked her student the important water for daily activities and she completed their students' answer.

Extract 3 : Doing Exercise

- Teacher : Latifah, pinjamka dulu pulpenmu!. Kamu Citra! ,sini Citra.
' Latifah, I want to borrow your pen!.. You Citra!, come here Citra!'
- Students : Hallo...
'Halo'
- Teacher :wei, kerja mie itu cepat!, apa kau makan terus (menatap Tifah)
'wei!, do it your exercise fast!, you eat regularly (looking at Tifah)'
- Students :Kak, bias liat buku kak??
'Miss, can I look for the answer in book?'
- Teacher :Terserah!
'up to you'
- Teacher :Kenapa pindahko disitu lagi?. Inieh (mengembalikan pulpen kepada C)
'Why do you move again?. This your pen (return the pen to C)

Analysis Extract 3

From the conversation above, the writer found the usage of persuasive approach based on Ronald's theory. The teacher used 'actuating persuasive' when the teacher said "*wei kerja mie itu cepat*" but the problem is the teacher used to change the students' behavior in doing exercise by using negative sentences and it sounds as necessity for the students. The teacher also used 'pathos appeals' to expression her emotional feeling when she said "*kenapako pindah disitu lagi?*".

From the data has been analyzed above, the writer found that different teachers have different persuasive approaches in classroom interaction. The data analysis show some persuasive approach that were used by teacher, for example, in L's classroom interaction, she used convincing persuasive to change their students think by using suggestion sentence "*kalian sebagai siswa harus belajar dengan baik yah!*". The writer found the use of Aristotele's theory and Ronalds theory of persuasive approach. The theories are convincing persuasive, actuating persuasive, the pillars or appeals in persuasive approach: logos, ethos, and pathos.

From the data that the writer summarized in some extracts. In extract 1, the writer found the used of ethos appeals, the ethos appeals focused in teacher's character. But the use in ethos appeals of this extract is in negative sentences

because the teacher in this recording sounds like authority or dictator to her student. The sentence that use in this extract is “*Siapa suruhko ndag bawa handbook kah?*”.

In extract 2, the writer found the use of logos appeals based on the Aristotele’s theory. It has can be categorized as logos appeal because the teacher delivered her material by asking the sample for her material. It can be shown of the sentence “*kak titi ulang jelaskan nah. Perhatikan!. Daur air dan peristiwa alam. pentingnya air untuk kehidupan sehari-hari , untuk apa?. And the students’ response by using answer “memasak, mandi”*. The use of samples is as the logical appeals in persuasive approach. In extract 3, the writer found that the teacher used actuating persuasive but in negative sentence. The sentence that shown negative is “*wei kerja mie itu cepat!*”. It can be categorized persuasive approach but in negative sentence because the teacher said in harsh manner.

Conclusion

From the finding and the discussion of the research, the writer found some of persuasive approach using in classroom interaction. Based on the Aristotle’s theory, the teacher used combination appeals to persuade their students, the appeals are ethos, logos, and pathos. The teacher also used the different type of persuasive approaches, they are actuating and convincing. Different teacher has different persuasive approach.

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