ANALYZING THE USE OF PERSUASIVE UTTERANCES

IN THE CLASSROOM INTERACTION

AT SMP NEGERI 1 PALLANGGA, GOWA

*(Analisis Penggunaan Ujaran Persuasif Di Dalam Kelas Interaksi Di SMP Negeri1 Pallangga, Gowa)*

Nur Fitri Ulfa

**ABSTRACT**

The aims of this research are to find out the kinds of persuasive utterances that teacher used in classroom interaction and to know the role of persuasive utterances in the classroom interaction. The samples of this research are the teacher and the students of the eighth grade at SMP Negeri 1 Pallangga, Gowa. The approach employed in this research is qualitative. The type of this research belongs to discourse analysis (DA). Data collection of this research was conducted through (1) recording, (2) observation, and (3) interview. The data gathered was analysed through discourse analysis which was used in analysing the kinds of persuasive utterances that teacher used in the classroom interaction and the role of persuasive utterances in the classroom interaction. The research findings show that in teaching-learning process there were three kinds of persuasive utterances and five techniques of persuasive utterances that teacher used in made interaction with the students. Those are ethos, pathos, logos, association technique, integration technique, reward technique, arrangement technique and red-herring technique. Pathos was the dominant persuasive utterances that teacher used in interaction. The data shown that there was 149 times pathos utterances that teacher used from 295 utterances from the first recording until the third recording. The ethos persuasive utterances was used 84 times, logos was used 41 times, arrangement technique was used 19 times, reward technique was used 17 times, association technique was used 10 times, integration technique was used 7 times and red-herring technique was used twice (2x) . The researcher also found the positive role to the students in the classroom at SMP Negeri 1 Pallangga, Gowa. By persuasive utterances, it makes the student’s more active to speak, give enthusiasm and motivate in studying.

Keywords: Persuasive Utterances, and Classroom Interaction.

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**Introduction**

Language has an important role in teaching and learning process in the classroom. It is a medium to communicate for the teacher and the students in their classroom interaction. The teacher uses language when he/she give instruction, asks questions, gives feedback to the students and manages the classroom. All of the students use language to make interaction with the teachers and the other classmates. They use it to ask questions, give responses to the teachers’ questions, express their thoughts and opinions in the discussion.

In the other words, all dimensions of pedagogical processes in the classroom, from the provision of feedback through monitoring, the establishments of small groups, giving instruction and explanations, disciplining and questioning students involve language. Therefore, the role of language in the communication between teacher and students is very important (Nunan and Lamb, 1996).

As a teacher, teacher has very important role in the teaching and learning process in the classroom. The teacher as the center of the students to ask everything that they do not know or understand. In this case, teacher should use variation facility in the classroom to support the teaching and learning process. As an English teacher, the teacher has to use English in the classroom to make students usually listen English utterances. Therefore, the students can easily understand what the teacher utterances. It means that the teacher uses English in the classroom at least the simple utterance in the classroom. The teacher’s utterances are called teacher talk (TT).

Teacher talk is the kind of language used by the teacher instruction in the classroom. Longman dictionary of language teaching and applied linguistics defines teacher talk as the variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teacher often simplify their speech, giving it many of the characteristics of foreigner talk in other simplified styles of speech addressed to language learners (Richards, 1992: 471).

## Teaching and learning is a process of engaging with others in coming to know. The teaching and learning process as a lived experience of engaging with others in coming to know involves the multidimensional processes of expanding imaginal margins, naming the new, going with content-process shifts, abiding with paradox, giving meaning, inviting dialogue, noticing the now, and growing story (Bunkers, 1999).

Teaching and learning cannot be separate each other. Teaching includes all the activities of providing education to other. The person who provides education is called teacher. The teacher uses different method for giving best knowledge to his students. He tries his best to make understand the students. His duty is to encourage students to learn the subjects.

Learning is familiar words that always be heard around us, because this word always uses infinite in formal education. It used to express the activity to get information, knowledge, or new skill that they do not know or understand before. In teaching learning process, there are many factors in successful of student’s achievement. Those factors come from the approaches, the strategies, the quality of teachers, and the classroom interaction. In this case, the researcher focuses in utterances that teacher use and classroom interaction factors. The researcher means that the persuasive speaking that teacher use in classroom interaction.

There are many utterances that teacher use in teaching learning process. One of them is persuasive speaking. This utterance sets out of the relation between teacher and students. Teacher has to keep communication with students, so that teacher can solve the students’ problems that appear in teaching learning process. The teacher created to be parents for the students, so the students feel comfortable and enjoy as long as they study or the teaching and learning process.

In persuasive utterances, the teacher has role as a facilitator and motivator for the students. The teacher has to create comfortable classroom situation, so the teacher can support and help students to express and explain their want by individually or grouping.

Aristotle is one of ancient Greece’s greatest minds wrote the secret to being a persuasive speaker. The secret was consists of three appeals and those are the basis of every successful public speaking. The 3 appeals are: 1) ethos, 2) logos and 3) pathos. Ethos is the source’s credibility (or character) of the speaker, the speaker's/author's authority. Logos is emotional connection to the audience or the logic used to support a claim (induction and deduction); can also be the facts and statistics used to help support the argument. Pathos is the logical argument or the emotional or motivational appeals; vivid language, emotional language and numerous sensory details. There are many teachers in communication, speech, and rhetoric. By considering Aristotle’s on rhetoric, to be the most important single work on persuasion that he ever written (Dlugan, 2010).

Persuasive speaking can be applied in teaching learning process. Sometimes, the teacher unaware that uses of persuasive speaking have important role in teaching learning process. It can give role to the students’ achievement.

The other factor in successful of students’ achievement is the teachers-students interaction. The basic problem in interaction is that teachers try every day to encourage the students to participate effectively in classroom discussions but unfortunately these efforts may fall flat (Moguel, 2004). According to Beyazkurk and Kesner (2005), the benefit of students comes from encouraging relationships and positive interaction with their teachers.

The quality of the teachers becomes a priority to improve the students’ achieve­ment. There are many ways to increase the quality of teacher as long as they teach their students. Such as seminar of education and certification program; the government gives the chance for teachers to join the training and education program. Therefore, the teachers have a great responsibility to the students to improve the students’ achievement in teaching learning process.

**Research Methodology**

This research will use descriptive qualitative design. Qualitative design goals to analyze the use of persuasive utterance, describe the kinds of persuasive utterance and to find out the role of persuasive utterance in classroom interaction. Wallace (1998) states that qualitative research is a type of investigation in which there is a substantial subjective element. It means that qualitative research is collecting, analyzing, and interpreting data by observing what people do and say. Qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. It has stages those are: by doing observation, interview and video recording to the target.

1. Classroom interaction is the communication between teacher and the students. Interaction in the classroom refers to the conversation between teacher and students, as well as among the students, in which active participation and learning of the students becomes vital. The researcher can say that classroom interaction is the process face to face action between teacher and students in the classroom.
2. Persuasive utterance is the way that speaker uses to persuade the listener, to influence the beliefs, attitudes, values, or behaviors of audience or listener. In order to persuade, a speaker has to construct arguments that appeal to audience or listener. It can also say that persuasion is the process of motivating people through communication, to change belief, attitude, or behavior.
3. Ethos is a rhetorical appeal to an audience based on the speaker/writer's credibility. Ethos is the plural word of ethe. It is an appeal to the authority or honesty of the presenter and how well the presenter convinces the audience that he or she is qualified to present (speak) on the particular subject. Ethos also is credibility, or ethical appeal, means convincing by the character of the author.
4. Pathos is the quality of a persuasive presentation which appeals to the emotions of the audience or an appeal to the audience's emotions. Pathos also is the emotional, it means persuading by appealing to the listener’s or reader's emotions.
5. Logos is synonym with a logical argument. Logos or logical means persuading by the use of reasoning. Logos is Greek word; it refers to the internal consistency of the message, the clarity of the claim, the logic of its reasons, and the effectiveness of its supporting evidence.

In getting the data, the researcher applied the purposive sampling. Gay et al (2006:113) said that purposive sampling referred to as judgment sampling, is the process of selecting a sample that is believed to be representative of a given population. Therefore, the subjects of this research are one of the English teachers and the students of the eighth grade in one of junior high school in Gowa Regency, namely SMPN 1 Pallangga. The data comes from the interviewers, the sound and utterance from the English teachers’ to the students when they were in teaching-learning process in the classroom.

One of the most important activities in doing research is how to get and collect the data needed: the researcher tried to apply some appropriate research instrument. There are several ways to collect the data like questionnaire, observation, filed notes, interview, documentation and test. But in this research, the researcher was gathering the data by using several instruments namely: observation, interview, and documentation.

1. Observation

According to Gay et al (2006: 413), in observation, qualitative researchers obtain data by simply watching the participants. There are two types of observation: participant and non participant observation. The researcher will use non participant observation in this research. Non participant observation in this research will be used to monitor the students’ activities during the teaching learning process. In conducting observation, the researcher will see the activity and record it among the elements which are in the classroom by using smart phone’s camera or video recorder or handy cam. The researcher will transcribe the teacher and students’ conversation or utterances in classroom interaction from the recording.

1. Interview

Sometimes interview called as oral questioner. Gay et al (2006) state that interview is a purposeful interaction in which one person is trying to obtain information from another. The researcher as interviewer provides some questions, ask for explanation, take note, etc. The interviewer (can be teacher and students) answer the question, explain and sometimes give question back to the interviewer. Interview is used to get the additional information from the teacher related to the use of persuasive utterance in the classroom interaction. In this interview, the researcher will try to obtain information from the teacher to clarify and support the data from observation.

1. Documentation

Arikunto (2006) state that documentation method is a technique of data collection by gathering and analyzing documents, whether written documents, drawings and electronic. Documents are mainly written texts which relate to some aspect of the social world. The researcher was used written documents (the students’ score) to know the role of persuasive for students.

The procedures of collecting data in this research were as follows:

1. The researcher met the teachers to make deal schedule.
2. The researcher used observation directly as the first way to get the data.
3. The researcher recorded the English teacher as long as the teaching learning process in every meeting.
4. The section of interview was held after the recording is identified.

This research used discourse analysis. The researcher listened to the recording in its entirety before a transcription of the interaction between a teacher and students, than the researcher focused on the teacher’s utterances. “Transcribing is a way to bring into focus the characteristics of spoken discourse, which are surprisingly obscure to most people, familiar as they with the written form”, (Cameron, 2007).

The data was analyzed by using discourse analysis and conversational analysis, which is required to the analytic exploration. Before analyzing and interpreting the data, the researcher reduction and display the data. In data reduction, the data was sort out and classified into the trilateral rhetoric from Aristotle’s theory of persuasive utterance.

**Findings and Discussion**

**Data Presentation for the Kinds of Persuasive Utterances in the Classroom Interaction**

From observations that researcher has done, there are three kinds of persuasive utterances in the classroom interaction that researcher found in three recordings. All the kinds of persuasive utterances in the classroom interaction are ethos, pathos and logos. Below the researcher present analysis of the kind’s persuasive utterances that teacher used in the classroom interaction in the eighth grade (VIII3) at SMP Negeri 1 Pallangga Gowa.

1. Ethos

Ethos is one of the kinds of persuasive that the researcher found in three recordings and observations. From all the recordings and observations, the researcher presents the data into some extracts. Those all the data analyzed by the researcher according to Aristotle’s theory (2007) related to the kinds of persuasive. The following paragraph presents the extracts of the ethos persuasive.

Extract 1

This extract was taken from the first recording and observation. The grade of this recording is the eighth grade (VIII3) of the students at SMP Negeri 1 Pallangga which includes 42 students. This recording and observation was taken on twenty-fourth September 2014, at SMP Negeri 1 Pallangga at 9.04 a.m. This class is handled by Miss Yaty (Yt). The interaction in this extract happened between teacher and a student, namely Yt. as the teacher and Nur Indah as a student. This extract was taken in main activity of teaching-learning process.

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| **Extract 1**  Teacher = *Tiuplah balon itu!*  ‘Blow the balloon!’  *Ok, any questions about it? (Ada yang ditanyakan?)*  A student = *I (raise hand)*  Teacher = *Ok, Nur Indah*  A student = *Itu bu, kalau misalnya itu bu, kenapa dihapuski -ed?*  ‘That Mom, if like that Mom, why do you delete -ed?’  Teacher = *Kenapa dihapus, yang mananya*?  ‘Why deleted it, which one?’  A student = *Yang itu bu (sambil menunjuk)*  ‘It is Mom’  Teacher = *-ed nya?*  *Yah, setiap kalimat instruksi harus dimulai dengan kata kerja murni atau pertama. Tidak bisa ditambah-tambah meskipun dimulai dengan kata kerja tetapi kalau sudah ditambah itu bukan lagi kalimat perintah atau instruction. Do you understand?*  ‘-ed<X word X>?’  ‘Yeah, every instruction sentences must begin by infinitive or verb one. It cannot add although it is beginning by verb but if you have added, it is not instruction sentence’.  ‘Do you understand?’ |

Analysis 1

In extract one, the researcher found the used of ethos to persuade the students in teaching-learning process in the classroom. The teacher has good or positive appeals because the teacher gave the chance for the students to ask question about that subject until there was a student raise her hand namely Nur Indah and she want to ask question. It is one of teacher’s ways to persuade students to understand about that subject and make interaction with the students. It can be shown when the teacher said *‘Ok, any questions about it?’* and Nur Indah said that ‘*That Mom, if like that Mom, why do you delete -ed?*’. The teacher also gave explanation clearly about the reason deleting -ed in verb word by saying ‘*every instruction sentences must begin by infinitive or verb one. It cannot add although it is beginning by verb but if you have added, it is not instruction sentence’*. It is means that the teacher has large knowledge and good ethic to persuade the students by using ethos.

Extract 2

This extract also was taken from the first recording and observation. The grade of this recording is the eighth grade (VIII3) of the students at SMP Negeri 1 Pallangga. This class is handled by Miss Yt. This recording and observation was taken on twenty-fourth September 2014, at SMP Negeri 1 Pallangga at 9.04 a.m. This extract was taken in processing of teaching-learning process.

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| **Extract 2**  Teacher = *Do you understand?*  Students = *Yes*  Teacher = *Today we are going to take games.*  *Jadi, kita akan bermain. Bermain dengan instruksi. Jadi, sebentar saya akan berikan instruksi. Kalian … melakukannya.*  ‘So, we are going to take games. Instruction game. So, later I will give instruction. You are … doing that’.  *For example: I say touch --. What is the meaning touch?*  Students = *Menyentuh*  ‘Touch’ |

Analysis 2

Extract two also shows that the use of the ethos persuasive in classroom interaction between teacher and students. It can be shown when the teacher said *“Today we are going to take games. So, we are going to take games. Instruction games. So, later I will give instruction. You are …? Doing that”*. In this case, the teacher will give games as a way of creative teaching process to persuade the students to be spirit in study, especially English. It means that this teaching - learning process used ethos persuasive because the teacher had large knowledge for thinking the way to persuade students to study English through games.

Extract 3

Extract three was taken from the second recording and observation. The grade of this recording is still the eighth grade (VIII3) of the students at SMP Negeri 1 Pallangga. This class is handled by Miss Yaty (Yt). This recording and observation was taken on twentieth October 2014, at SMP Negeri 1 Pallangga at 8.27 a.m. This extract was taken in the opening of the meeting in the classroom.

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| **Extract 3**  Teacher = *Ok read holy Qur’an.*  *Beside it, take us let, it is our true program.*  *Itu adalah program sekolah kita.*  ‘It is our school program’.  *So I just ask your friends. “Why did not you bring holy Qur’an?”.*  Students = *<X words X>% smile* |

Analysis 3

The extract three reveal the use of the ethos persuasive in classroom interact ion between teacher and students. It can be proven by the teacher utterance *“Why did not you bring holy Qur’an?”*. In this case, the teacher asked the reason of students who did not bring Qur’an but the students only gave smile respond. Indirectly, the teacher was persuade the students to obey the rule in their school and shown her reputation as the teacher.

Extract 4

Extract four also was taken on twenty-fourth September 2014, at 9.04 a.m., at SMP Negeri 1 Pallangga and still from the second recording and observation. Miss Yt was the teacher in this class. The grade of this recording was the eighth grade (VIII3) of the students at SMP Negeri 1 Pallangga. This extract was taken in main activity of teaching-learning process.

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| **Extract 4**  Teacher = *What is the meaning of many?*  Students = *Beberapa, banyak*  Teacher = *Banyak. Many is banyak. What is the meaning of “how’?*  Students = *Berapa, bagaimana*  Teacher = *Berapa or bagaimana?*  Students = *Beberapa*  Teacher = *How, the meaning of how is bagaimana and berapa but here the meaning of how is berapa.*  *How itu bisa bermakna bagaiamana, bisa berapa. Tetapi di sini ia bermakna berapa.*  *Jadi tadi temannmu katakan masa ada bagaimana banyak.*  ‘So, just now your fried say is there what many’.  *Berapa banyak.*  ‘How many’ |

Analysis 4

In extract four, the teacher was used ethos to persuade the students in teaching-learning process in the classroom. The teacher has authority in explain the subject clearly that the students did not understand. It can be shown when the teacher explained that *‘How, the meaning of how is bagaimana and berapa but here the meaning of how is berapa. How itu bisa bermakna bagaiamana, bisa berapa. Tetapi di sini ia bermakna berapa*’. Because of the teacher explanation, it can conclude that the teacher was persuading the students with ethic and it was proven that teacher has large knowledge.

Four extracts above indicates ethos persuasive utterance that teacher used in teaching-learning process in classroom interaction. Extract 1 and 4 shows the teacher ways to persuade the students by ethos through explanation clearly and show the authority as a teacher. It is mean that teacher has large knowledge and credibility in teaching. Extract 2 shows the ways of the teacher in persuading the students by games. Extract 3 also shows the teacher ways to persuade the students by showing her reputation as a teacher. So, all of the extract above was used ethos to persuade the students.

1. Pathos

Based on the recordings and observations one until three, the researcher also found pathos that the teacher used to persuade the students in classroom interaction at SMP Negeri 1 Pallangga Gowa. The extracts come from the process of teaching and learning in the class. The researcher was analyzed the extract to present the data. Below the paragraph that teacher’s utterance was used to persuade the students by using pathos.

Extract 5

This extract was taken from the first recording and observation. The grade of this recording is the eighth grade (VIII3) of the students at SMP Negeri 1 Pallangga. This class is handled by Miss Yati (Yt). This recording and observation was taken on twenty-fourth September 2014, at SMP Negeri 1 Pallangga at 9.04 a.m. This extract was taken in the end of teaching-learning process.

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| **Extract 5**  Teacher = *Do you understand?*  Students = *Yes*  Teacher = *Sekarang saya akan bagikan kelompoknya.*  *I divide you in seven groups.*  *Ok your group based on number.*  *Jadi kelompokmu berdasarkan nomor kamu.*  *We count until seven. Jadi 1 hingga 7.*  *Ok, kemudian diulangi lagi 1 sampai 7.*  *Ok do you understand?*  ‘Now, I will divide your group’  ‘I divide you in seven groups.’  ‘Ok your group based on number.’  ‘So your group based on your number.’  ‘We count until seven. So one until seven.’  ‘Ok, then repeat again one until seven.’  Students = *Yes*  Teacher = *Please pay attention. Coba perhatikan dulu.*  ‘Try pay attention’ |

Analysis 5

Extract five shows the use of the pathos persuasive in classroom interaction between teacher and students. In this case, the teacher persuades the students through nudge their hurt with hopefully and affection or it can be said emotional appeal. It can be shown when the teacher said “*Please pay attention. Try pay attention”*. Therefore, the teacher hopes to the students focus on her instruction and understand what they are going to do and the member in their group assignment.

Extract 6

Extract six was taken on twentieth October 2014, at 8.27 a.m., at SMP Negeri 1 Pallangga and this is from the second recording and observation. Miss Yt was the teacher in this class. The grade of this recording was the eighth grade (VIII3) of the students at SMP Negeri 1 Pallangga. This extract was taken in main activity of teaching-learning process.

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| **Extract 6**  Teacher = *Ok, what is the different between many and much?* Students = *Mam tidak apa-apaji kalau salah Mam?*  ‘Mom, is it ok if I wrong Mom?’  Teacher = *Tidak apa-apaji nak kalau salah. Ada lagi?*  *Coba yang lain. Dengarkan temannya.*  *Ok raise your voice.*  ‘It is ok if you are wrong students. Any else?’  ‘Try the others. Listen to your friend’  ‘Ok raise your voice’  Students = <X words X>*There are many different answer* |

Analysis 6

This extract reveals the use of pathos persuasive by the teacher. It can be shown when the teacher said *‘It is ok if you are wrong; students, any else and try the others’*, it was indicated that the teacher persuade her student to answer the question although their answer are wrong. So the students feel attentive because the teacher was called them ‘*Nak’* and finally they can be interested to join the English subject. The teacher also gave the chance to the others students to speak up; it can be proven when the teacher said *‘any else?* and *try the others’*. Therefore, it was shown that the teacher persuade by using emotional appeal.

Extract 7

The extract seven was taken from the third recording and observation. The eighth grade (VIII3) of the students at SMP Negeri 1 Pallangga was still as the target. One of her students namely Ikram and Miss Yt as the teacher in this recording. This recording and observation was taken on twenty sixth October 2014, at SMP Negeri 1 Pallangga at 9.15 a.m. This extract was taken in the processing of the meeting in the classroom.

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| **Extract 7**  Student = *I clean the house everyday*  Teacher = *I clean the house every day. Ok, who else.*  *Ikram* (mention the students name)  Student = *I read a book every day*  Teacher = *I read a book every day. What book?*  *Buku apa itu?*  ‘What book?’  Student = *Buku pelajaran*  ‘Reading material’ |

Analysis 7

From this extract above describes the use of pathos persuasive between teacher and a student in classroom interaction. It can be proven by the conversation that was found in the above extract when the teacher said *“Ikram* and *‘What book?”*. It means that the teacher was persuading her students to feel attentive and affection because teacher call his name *‘Ikram’* and asked him the kinds of book that he was read by saying *‘what book?’*.

1. Logos

The following extracts reveal the last of the kinds of persuasive namely logos that the researcher found in three recordings and observations. All the recordings and observations that the researcher has done will be described into some extracts. The following paragraph presents the extracts of the logos persuasive.

Extract 8

This extracts eight come from the first recording and observation. It was taken on twenty-fourth September 2014, at SMP Negeri 1 Pallangga at 9.04 a.m. The time that the researcher recorded in the classroom interaction was about 90 minutes for one meeting in that school. This extract includes kinds of persuasive namely logos. Below, the paragraph reveals the extract of logos that teacher used in classroom interaction.

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| **Extract 8**  Teacher = *What is the meaning of .. (menunjuk jam tangan).*  *What is say in English jam?*  Students = *Clock/o’clock*  Teacher = *This is watch and that (text)?(menunjuk jam dinding).*  Students = *Clock*  Teacher = *That is clock.*  *Jadi kalau itu clock, ini…..?(menunjuk jam dinding dan tangan)*  ‘So, if it is clock, this is ….?’  Students = *Watch* |

Analysis 8

This extract reveals the teacher used logos appeal to persuade the student. It can be proven when the teacher gave statement. The teacher’s statement; ‘*What is the meaning of .. (menunjuk jam tangan)’, ‘this is watch and that (text’)* and *‘so, if it is clock, this is ….?’*. It means that the teacher explained the material with the real example or logical example by using *“clock and watch”*. When the students gave the feedback, it means the students got persuasive and interaction in teaching-learning process. The response of the student can be shown when the students answer teacher’s question *‘clock and watch’*. From the analysis above, it appropriates with logos appeal.

Extract 9

Extract nine was taken from the second recording and observation. This extract was taken on twentieth September 2014, at SMP Negeri 1 Pallngga Gowa at 8.27 a.m. This extract is in the main activity phase in the second recording. The grade in this recording was the grade eight (VIII3) which is taught by Miss Yt.

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| **Extract 9**  Teacher = *Ok, well what do you see in this picture?(2x).*  *Apa yang kalian lihat?*  Student = *I see one elephant*  Teacher = *Risma says that she see one elephant.*  *Ok who else? Siapa lagi?*  *What do you see?*  Student = *One bird, tiger* |

Analysis 9

In extract nine, the teacher was used logos to persuade the students in teaching-learning process in the classroom. The teacher asked the students by using picture. It is real evidence and logic, so it can be shown when the teacher state that *‘Ok, well what do you see in this picture?*’. Then, a student namely Risma gave feedback to answer the teacher’s question by saying *‘I see one elephant’*. In that time, it was happened logos persuasive and interaction between teacher and student. Because of the teacher question, it can conclude that the teacher was persuading the students with logos.

Extract 10

The extract ten was taken from the third recording and observation. The eighth grade (VIII3) of the students at SMP Negeri 1 Pallangga was still as the target. Miss Yt as the teacher in this recording. This recording and observation was taken on twenty sixth October 2014, at SMP Negeri 1 Pallangga at 9.15 a.m. This extract was taken in the processing of the meeting in the classroom.

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| **Extract 10**  Teacher = *S, ok good. Jadi plays football. Why do you use S?*  *Kenapa kita gunakan S di sini?*  ‘S, ok good. So plays football. Why do you use S?’  ‘Why we use S in this?’  Students = *Karena Sidiq merupakan orang ketiga tunggal.*  ‘Because Sidiq is the third person.’  Teacher = *Orang ketiga tunggal. Ok good.*  *Next, siapa lagi yang mau menyampaikan apa yang biasa dikerjakan?*  *Siapa lagi yang lain? Ada? Ok Afandi!*  ‘The third person. Ok good.’  ‘Next, who wants to speak up about what do you usually do?’  ‘Who else? There is?’Ok Afandi! |

Analysis 10

This extract reveals the teacher used logos appeal to persuade the student. It can be proven when the teacher gave explanation. The teacher’s statement; ‘*Why do you use S?* and *The third person. Ok good’.* The teacher explained about the reason in adding S at the verb. It indicated that the teacher gave explanation about the material with the logical and fact. When the students gave feedback, it means the students got persuasive and interaction in teaching-learning process. The response or feedback of the student can be shown when the students answer like this *‘Because Sidiq is the third person*’.

As long as this research, the researcher also found the other kinds of persuasive utterances that teacher used in the classroom. The other utterances were five techniques namely; association technique, integration technique, reward technique, arrangement technique, and red-herring technique. It can be seen in the extract below.

Extract 11

The extract eleven was taken from the first recording and observation. The eighth grade (VIII3) of the students at SMP Negeri 1 Pallangga wasthe target. Miss Yt as the teacher in this recording. This recording and observation was taken on twenty fourth September 2014, at SMP Negeri 1 Pallangga at 9.04 a.m. This extract was taken in the processing of the meeting in the classroom.

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| **Extract 11**  T = *We try now.*  “Simon says take your book”  “Simon says put your book”  “Simon says take your pen”  “Simon says put your pen”  “Jump! Jump!”  Ss = @@@@@ |

Analysis 11

In extract eleven, the teacher was used association technique to persuade the students in teaching-learning process in the classroom. The teacher used interesting communication or ways, such as the use of joke or game to persuade the students. It can be shown when the teacher state that *‘We try now! Simon says take your book. Simon says put your book. Simon says take your pen. Simon says put your pen. Jump! Jump!’*. Then, students gave feedback by doing the teacher’s instruction and they laugh together (@@@@@) and also felt happy. In that situation, it was happened association process and interaction between teacher and student. Because of the teacher ways, it can conclude that the teacher was persuading the students with association technique.

**Conclusion**

There are three kinds and five techniques of persuasive utterances that teacher used to persuade the students in classroom interaction that researcher found during the teaching-learning process from the first meeting until the third meeting. Those were ethos, pathos, logos and association technique, integration technique, reward technique, arrangement technique, and red-herring technique. From the first recording until the third recording, the total of ethos persuasive utterances that teacher used in teaching learning process was 84 times. Then, there was 149 times of pathos utterances that teacher used in teaching learning process in classroom interaction from the first until the third recording and observation. During the teaching-learning process in classroom interaction, there was 41 times logos and also the other was 55 times utterances that teacher used. The dominant of persuasive utterances that teacher used in teaching-learning process was pathos.

There are positive roles of persuasive utterance for the students’ in the classroom interaction. The role included making the students’ more active to speak, giving enthusiasm and motivating in studying.

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