The Persuasive Approach Of English Teachers In Encouraging Students Of Learning English

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A B S T R A C T

This study was conducted to determine the process of implementing the persuasive approach of English teachers in encouraging students to learn English and to increase students' interest in learning. The subjects in this study were grade VII students of SMP Negeri 2 Baranti. Research This use method study qualitative descriptive . Research results from implementation approach persuasive language teacher English in push student Study Language English at SMP Negeri 2 Baranti show that emergence motivation Study as well as increase experience student in Study Language English with that's it psychology educator as well as approach important For owned and implemented by every teacher or educator use increase quality results more education Good .Approach persuasive is one of an important approach conducted by language teachers English Where approach This aiming For give understanding about Language English as support career for students . Speaking English is education is very important Where student can learn knowledge worldwide knowledge and provide chance For can compete in the international world .

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INTRODUCTION

The teacher is a figure who can shape the soul and character of students. The teacher has the power to shape and build the personality of students into someone who is useful for religion, homeland and nation. In particular, Law no. 14 of 2005 concerning Teachers and Lecturers provides an understanding of teachers as professional educators who have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal primary education and secondary education. In the learning process there will be interaction between students and their environment. Thus, the learning process does not only occur between teachers and students but also with other sources such as media and materials. Language is a tool to express meaning that is realized through language words and vocabulary. Thus language plays an important role in human life. Language is increasingly functioning in one's language use, it can be seen from the quality and capacity of the vocabulary possessed. (Oemar Hamalik, 2003:57)

Learning at school will run well if students have motivation in learning. Because if students have high learning motivation, the teacher will have no difficulty in conveying the material and of course students can receive learning well. From the results of initial observations made by researchers during PLP II in January 2021, the problem that occurred at SMP Negeri 2 Baranti was the lack of an English teacher approach in the learning process. Another problem that occurs at SMP Negeri 2 Baranti is the lack of practice in learning English. So that students are less able to master English, it is possible that among all teachers, there are teachers who only teach, but they do not see the condition of their students, there are even teachers who are indifferent to their students. A teacher must understand the role of an educator, one of the goals of educators is that what is conveyed can be accepted, understood and understood by students. One of the teacher's efforts that must be done in restoring student interest in the process of learning English must have a strategy. It can be said that the strategy is a plan of operation achieving something while the method is a way in achieving it .

The development of English teaching materials for junior high schools so far often does not use a learning technology approach and only uses a disciplined approach to English language education as a foreign language or teaching English as a foreign language / TEFL. Apart from teaching English, several junior high schools do not provide accompanying materials in the form of audio media for listening skills training. This research is Sugeng's research. (Susilo Adi, Page: 01 – 20).The persuasive approach is one of the important approaches by English teachers where this approach aims to provide an understanding of English as a career supporter for students. Speaking English is a very important education where students can study knowledge around the world and provide opportunities to be able to compete in the international world.From the description above, researchers are interested in researching the lack of an English teacher approach in the learning process and the lack of practice in learning English. So that students are less able to master English. Therefore, researchers will conduct research with the title: "The English Teacher's Persuasive Approach in Encouraging the Practice of Learning English".

LITERATURE REVIEW

The persuasive approach in education, particularly in language learning, has been widely recognized as an effective strategy for enhancing students' motivation, engagement, and overall academic performance. Research on motivation in language learning has highlighted the pivotal role that teachers play in fostering an environment conducive to learning, with persuasive communication techniques being central to this process.Motivation has long been acknowledged as one of the key factors influencing language learning success. According to Gardner (1985), motivation in second language acquisition can be categorized into two types: integrative and instrumental. Integrative motivation refers to a desire to learn a language to integrate into a community, while instrumental motivation is driven by practical goals, such as career advancement or academic achievement. The persuasive approach in teaching English often aligns with both types, encouraging students to see English not just as an academic requirement but as a tool for global communication and personal growth.

Persuasion, in the context of teaching, involves using effective communication strategies to influence students' attitudes, behaviors, and perceptions of a subject. Hattie and Timperley (2007) argue that feedback and teacher-student communication are fundamental to fostering motivation and improving student learning outcomes. Persuasive strategies can include motivational speeches, providing real-life examples of how English proficiency can benefit students' future careers, and using positive reinforcement to build students' confidence in their abilities.In the context of English language teaching, persuasive approaches may also incorporate techniques such as goal-setting, scaffolding, and creating a supportive and encouraging classroom atmosphere. According to Deci and Ryan's (2000) Self-Determination Theory, when students perceive that their teachers are invested in their success and use persuasive techniques to encourage autonomy, competence, and relatedness, their intrinsic motivation to learn increases significantly.

The psychological approach of teachers, which includes their emotional intelligence, empathy, and interpersonal communication skills, has been found to be a significant factor in student engagement. As emphasized by Goleman (2006), teachers who possess high emotional intelligence are better able to understand and respond to students' emotional needs, creating a learning environment where students feel valued and motivated.In the context of English language learning, a teacher's ability to motivate and persuade students can enhance their interest in the subject. Teachers who employ empathetic, supportive, and motivating communication techniques can inspire students to develop a positive attitude towards learning English, ultimately leading to improved academic performance and a greater willingness to engage in the language outside of the classroom.

The significance of learning English as a global lingua franca is well-documented in academic literature. English proficiency has been linked to numerous benefits, including better career prospects, increased access to information and global networks, and the ability to participate in international dialogues. As highlighted by Crystal (2003), English is the dominant language of international business, science, technology, and diplomacy, making it an essential skill for students in today's interconnected world.Furthermore, learning English is not only beneficial for career advancement but also enriches students' cultural awareness and cognitive development. According to Snow (2002), students who are proficient in English are better equipped to understand diverse perspectives and contribute to global conversations, thus enhancing their overall educational experience.

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In the Indonesian educational context, where English is a foreign language, the use of persuasive approaches can be particularly impactful. Studies by Supriyanto (2011) and Suryanto (2014) show that Indonesian students often struggle with learning English due to low motivation, a lack of perceived relevance, and cultural barriers. By applying persuasive approaches, such as showing the relevance of English to students' future goals and careers, teachers can bridge this gap and increase students' engagement in learning. The literature on persuasive teaching approaches in language education underscores the importance of motivation and teacher-student interaction in fostering a positive learning environment. Teachers who utilize persuasive communication techniques can effectively motivate students, particularly in language learning contexts, where motivation plays a central role in success. In the case of English language learning, the benefits of proficiency in English, both academically and professionally, further justify the implementation of such approaches. This study builds on existing literature by examining the application of persuasive techniques in encouraging students at SMP Negeri 2 Baranti, offering insights into how motivation and engagement in English learning can be improved through effective teaching strategies.

RESEARCH METHOD

The research that will be used is a qualitative research design. According to Sugiyono (2013) Qualitative Research is research that produces descriptive data in the form of written or spoken words consisting of observable behaviors. Qualitative research is intended to understand the phenomenon of something experienced by the research subject, for example behavior, perception, motivation, action, and so on in the condition of scientific objects and by utilizing the scientific method. Sukmadinata (2009) qualitative method is a research to describe and analyze phenomena, attitudes, and social activities individually and in groups. behavioral angle. In qualitative research, the researcher analyzes and then reports on the phenomena in a study.

This approach is used by researchers because in collecting data in this study is descriptive qualitative. Qualitative descriptive research is considered to be able to understand and observe the phenomena that are happening. Qualitative research does not use numbers but uses an analysis using theory as a basis for conducting research. Qualitative research is a scientific research that aims to understand a phenomenon in a natural social context by prioritizing the process of deep communication interaction between researchers and the phenomenon under study. Qualitative research aims to explain the phenomenon in depth through in-depth data collection.

In this study, the researcher used an interview instrument to collect data. This interview test will also be conducted to students and teachers to determine the extent of students' and teachers' understanding skills about the persuasive approach in encouraging students to learn English. The source of this research data comes from the words taken from the informants , as well as their travel documents and records. The data studied in this research can be divided into two , namely: Primary data sources are data taken from field research obtained from interviews, observations, and documentation with resource persons or informants. Primary data is data collected directly from researchers from the original source. The main data source for this research is the human-focused one. That is, individuals who can provide information about the research location of

SMPN 2 Baranti . The data sources are an English teacher and several students from class VII-B of SMPN 2 Baranti.

Secondary data is supporting data from primary data, namely those obtained from books, documents, and references that are related and relevant to this research. Secondary data is data that is usually edited in the form of a document. For example, data about the problem discussed by the researcher (articles, journals, book literature). Secondary data is data obtained from books, documents, interviews that are related and relevant to this research.

In this study, the researcher used the observational method to directly confirm the status of SMPN 2 Baranti. . Namely the state and working environment of the principal, teachers and employees, the state and use of facilities and infrastructure, the process of educational and learning activities, extracurricular activities for students, and other activities related to the practice of learning English at SMPN 2 Baranti.The research was conducted at SMPN 2 Baranti . By Class VII-B ways to collect data, including the following: Observation is a collection of data used in conducting observations of the object that is the goal in order to support the completeness of the data.Interview or interview is a method of collecting data to obtain oral information through question and answer and face to face with people who can provide information. This technique provides secondary data and primary data that will support research.

Interview is a dialogue conducted by interviewers to obtain informants from interviewees. Interviews are used by researchers to assess a person's condition, for example, to find data about students' background variables, parents, education, attitudes towards something (Sugiyono 2013). In this case, the researcher conducted interviews not only with English teachers but also with several students of SMPN 2 Baranti.Documentation is data collection by analyzing documents containing data that support analysis in research. Documents used by researchers for the purposes of completing data and observations and interviews. Researchers obtained data related to school work programs, school organizational structure, circumstances and number of teachers and other staff, situation and number of students, background conditions of students' parents, school decisions, library book data, school archives, research institute journals, regulations, agenda, and other data in the research used are photos during activities.

RESULT AND DISCUSSION

Teacher is educator professional with task main educate , teach , guide , direct , train , and evaluate Participant educate . Teachers are role main In the learning process , in other words, the role of the teacher can be said tasks to be done implemented by teachers in teach student For progress that is improvement practice students . The role of teachers has wide coverage No only limited as teacher in the learning process teach so the role and function of teachers is very helpful very in restructuring a well- established person matter This is part from the role of teachers in reach objective education . Therefore That the role of teachers in schools very much important as a parent second for child moreover in push student in learn . encourage student Study requires a long process . Improvement practice students can be interpreted earnest effort in frame push For Study with use means

programmed education and coaching with good and implemented with seriously as well as consistent . Teacher of SMP Negeri 2 Baranti is one of trusted educator from party public especially parents who need it assistance for education his son . One of the purpose namely so that his child become more clever in Study .

As for the interview deep with Mrs. Hj. Warnidah , S.Pd. as a language teacher English class VII-B at SMP Negeri 2 Baranti , regarding approach persuasive teacher , namely : There are several the approach that I take use in the learning process teaching at SMP Negeri 2 Baranti that is : Behave Paralel, Multiply Discussion, Direct in a way fine will avoid from fear,Accompanying Communication.

Based on results observation researcher can be concluded that with existence approach persuasive language teacher English in push student Study Language English so that students can increase practice students can be interpreted earnest effort in frame push For Study with use means programmed education and coaching with good and implemented with seriously as well as consistent.so students the more day the more increase in Study .After researcher collect research data obtained from results interviews , observations , and documentation , then researcher do data analysis for more explain study the .In accordance with analysis of data selected by researchers that is use analysis descriptive qualitative (exposure) with method analyze the data that has been researcher collect from results interview , meeting speech , and documentation during researcher do study with agency related .

Data that has been obtained and presented by researchers will analyzed by researchers in accordance with results research that refers to the formulation problem. Researcher carry on ask about How about Ms. Hj ? Warnidah , S.Pd. convey message or material in push students Study teach as for the answer that is : a. Communicative Language Teaching or CLT, b. Project Based,c. Silent Way, d. Triple T Approach.For strengthen results interview researcher do observation of teachers in class when the teacher delivers message or material . After observe matter the in accordance with the data that the researcher get through interview . The results of observation as following : " The first time I do after enter class is to pronounce regards moreover before , after That chairman class I order For lead prayer Then I roll call students , after take attendance I start learning with invite students For remember the last material I give and give question for students who can answer it will I give mark addition or present ."

Motivation Study is matter important thing to do known by a teacher. Knowledge and understanding about motivation Study students are very useful for teachers. So one of them the way that can conducted by English teachers at SMP Negeri 2 Baranti For push student student Study Language English . Based on the results of the data collected , researchers can conclude that approach persuasive language teacher English in push student student Study Language English is the level of attention student to learning increase. With thus the language teacher English at SMP Negeri 2 Baranti give award to student with hope student motivated For study . Students will direct attention to what has been achieved and strived for For get award on the results that have been he did.

CONCLUSION

Based on results research that has been described in chapter previously so can concluded that Approach persuasive conducted by language teachers English is implementation approach persuasive language teacher English in push student Study Language English . With use approach persuasive or method gentle student easy to direct and there is reciprocity , if students in the classroom normal will stressed his soul so that the material presented hard to understand . Approach persuasive is one of an important approach conducted by language teachers English Where approach This aiming For give understanding about Language English as support career for students . Speaking English is education is very important Where student can learn knowledge worldwide knowledge and provide chance For can compete in the international world .

Data collection techniques used is observation , interviews , and documentation . While data analysis using data reduction , data presentation , and data verification . Research This use method study qualitative descriptive . Research results from implementation approach persuasive language teacher English in push student Study Language English at SMP Negeri 2 Baranti As conclusion from interview . That approach persuasive action carried out by English teachers it's very good .

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