



THE INFLUENCE OF A PERSUASIVE STRATEGY ON STUDENTS LEARNING DESIRE IN ENGLISH LANGUAGE CLASS AT MA DARUL ARQAM ISLAMIC BOARDING SCHOOL MUHAMMADIYAH GOMBARA

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ABSTRACT

This research aimed to determine the influence of the teacher's persuasive strategies on student learning desire in class XI MA Darul Arqam Muhammadiyah Gombara. There were two questions in this research, they are: 1) What techniques of a persuasive strategy are used by the teacher to influence the students' learning desire in English language teaching? 2) Is there any persuasive strategy influence the students' desire to learn the English language? The subjects from this research were the teacher of the English language and twenty students from MA Darul Arqam Muhammadiyah Gombara Class XI. This research was descriptive research with a qualitative approach. Data collection techniques include observation and interviews. The data analysis technique used in this research was the Miles and Huberman Model, consisting of data reduction, data display, and conclusion/verification. Based on this research, the results show that: 1) The persuasive strategy techniques used by teachers to influence students' desire to learn English were association techniques, integration techniques, reward techniques, ordering techniques, and red-herring techniques. 2) The effect of the teacher's persuasive strategy on students was: 1) increasing students' desire to learn English, 2) students are more interested in learning English, and 3) students are more active in speaking English. The implication of this research is that the persuasive strategy is good for the teacher to use to arouse the students learning desire.

Keywords: English learning; learning methods

1. INTRODUCTION

Students often find themselves less active in classroom participation in teaching and learning. That is caused they did not have the desire to learn. Puspitarini and Hanif (2019) categorized four indicators of learning desire: feelings of enjoyment, interest, student attention, and student involvement. Therefore, student desire to learn increased and developed well and the teachers were very influential in creating a learning atmosphere that could influence the students' activity and learning. In addition, the teacher should be creative in using learning methods that could make students happy and comfortable to feel an ideal learning atmosphere and could achieve the learning objectives as mentioned by Subroto (1997) that a competent teacher can create an effective learning environment and manage the class during the teaching and learning process to achieve desired learning outcomes.

Moreover, a student's learning desire was influenced by various factors, including motivation to learn, feeling obligated to study, being ashamed of not being educated, or their parent's pressures. Based on the observations that the researcher did in class XI MA Darul Arqam Islamic Boarding School Muhammadiyah Gombara, the learning method used by the teacher sometimes did not have an impact on some students in the class, especially in learning English which incidentally in the students perspective was a hypocritical language because the difference between writing and pronunciation, this was caused by several factors that prevent them from achieving learning outcomes because they did not get special attention from a teacher. One of the students felt he had excessive anxiety, which caused him to be unprepared to learn the English language. As a result, this student negatively perceives learning the English language.

Furthermore, the factors that could affect student desire to learn that Inayah (2012) believed were psychological, school, and family factors. Inayah (2012) added that students' desire to learn came from within students and their environment (external factors). Internal influences include intelligence, learning techniques, motivation, and student enthusiasm for learning. Meanwhile, external influences include learning facilities, teachers' teaching methods, and the teacher's role in providing internal encouragement to students while studying, such as integrating learning with students' interests or needs.

In addition, the teacher motivated the students to solve their problems in learning activities. Ahmad (2021) classified the factors that influence students learning desire by increasing their motivation as challenges that teachers who perform as motivators in the learning process must solve. The teacher must make a range of efforts, one of which is persuasive. Persuasive strategies used exceptional communication to continuously influence a person's attitudes, ideas, and actions vocally and non-verbally. This is related

to Oinas & Harjumaa (2009) stated that Persuasion was the art of influencing someone's beliefs, attitudes, intentions, motivations, or behavior.

a. Previous review of related research findings

The researcher intended to present some related information from the previous studies related to this research topic:

The first was research by Munoz (2021) under the title "Characteristics of a Persuasive Educational System: A Systematic Literature Review." This research focused on the necessity to compete for students' attention and provide the most significant student experience had expanded the use of persuasion tactics in modern systems. This research involved 19 studies that were found to be relevant. Persuasion techniques, the implementation of a tailored persuasion strategy, the research of students' susceptibility to strategies, and proposed tools to develop persuasive strategies were some findings from the analysis of chosen publications. The essential results were that persuasive strategies had seven criteria that must be present to create a persuasive educational system.

The second was Fenna's (2020) research about "Persuasive Teaching: The Effect of Persuasive Strategies in Game-Based Learning on Learning Outcomes." Using an RM-ANOVA and 453 out of 481 minigames with 96 students as participants, this study was conducted in Sudan to see if the influence of persuasive methods on performance changed among individuals. This research shows that persuasive strategies could influence students' performance because of the disparities in performance among games with different persuasive methods.

The researcher could conclude that the persuasive method could improve students' comprehension and skills based on some research findings. In other words, a persuasive method was essential for raising students' learning motivation. Furthermore, at class XI MA Darul Arqam Islamic Boarding School Muhammadiyah Gombara, the researcher would examine the impact of a persuasive strategy on students' learning desire in the English Language.

b. Pertinent ideas

1. Persuasive strategy

a) The definition of persuasive strategy according to experts

Betinghaus (1973) explained that persuasive strategy could affect a person's thoughts and actions, activity relationship between the speaker and the listener where

the speaker tries to influence the listener's behavior through hearing intermediaries and vision. R. Bostrom (1984) added that persuasive strategy was communication behavior that aims to change, modify, or shape the recipient's response (attitude or behavior). This is confirmed by H. A. W. Widjaja (2002), who said that: This persuasive strategy was nothing but an attempt to convince other people to act and behave as expected by the communicator by persuading them without forcing him without violence. Persuasion aimed to encourage the communicant to change their attitudes, opinions, and behavior of their own free will and not out of compulsion. Suranto A.W (2005) revealed this: "In this persuasive activity, a person or group of people who were persuaded to change their attitude voluntarily and happily following the messages they receive.

Based on some of the opinions above, the researcher stated that a person (the communicator) conveys stimuli (typically with verbal symbols) to influence and change the views, attitudes, and behaviors of other people/groups of people (communicants) by persuasion. The case when a teacher convinces students that a sub-competency will appear in the daily test, thus making students learn the sub-competency conveyed by the teacher because they feel the need to learn it.

b) Persuasive strategy stages and techniques

1. The stages of persuasive strategy

The Persuasive strategy was carried out using subtle and humane ways so the communicant can accept and carry out voluntarily following the messages conveyed. In this case, a communicating teacher must use a humanitarian approach in flexible ways. For success in persuasion, some stages must be considered. This was emphasized by Effendi (2004), who says that: This stage was known as the A-A procedure or from attention to action procedure through the AIDDA formula, which stands for Attention, Interest, Desire, Decision, and Action. Effendi (2004) revealed that: Based on the AIDDA formula, persuasion was preceded by efforts to generate attention. Ways that can be done to attract the attention of the communicant, for example, the selection of exciting words and a sympathetic physical appearance style. After the communicator succeeded in generating the attention of the communicant, the next step was growing the communicant's interest. After the communicator succeeded in growing interest, the next stage was followed by efforts to generate desire in alternative ways, including an invitation or persuasion. At this stage, the emotional appeal needs to be displayed by the communicator so that in the following stages, the communicant could immediately decide to take action as expected by the communicator. From these stages, it was seen that the stages in persuasion start from efforts to arouse attention, grow interested, generate desire, and make decisions to take action.

2. *Techniques of persuasive strategy*

Effendy (2004) classified the techniques that can be chosen in the persuasive strategy process, namely:

- a) Association Technique - it was the presentation of a communication message by spilling it on an object or event that attracts the audience's attention.
- b) Integration Technique - communicators, can unite themselves communicatively with the communicant. This means that through verbal and non-verbal words, the communicator describes that he is "in the same fate" and therefore becomes one with the communicant.
- c) Reward Technique was an activity to influence other people by luring things that are profitable or promising hope.
- d) Setting Technique - the icing technique in persuasion is the art of structuring messages with emotional appeals so that the communicant gets his attention.
- e) Red herring technique - concerning persuasive strategy, the red herring technique is the art of a communicator achieving victory in a debate by evading weak arguments and then diverting them little by little to the aspects they master to become a powerful weapon in attacking the opponent. Thus, this technique was done when communicators are in a desperate position.

3. *Learning desire*

1) *Definition of learning desire*

Desire was a sense of interest or attention someone has for something without encouragement. This desire settled and developed in him to get support from his environment through experience. Experience gained by interacting with the outside world through training or learning. Furthermore, in this case, the factor that caused learning desire was encouragement from within the individual. Social motives and emotional drives. Shah (2013) argues "desire means a high tendency and excitement or a great interest for something". The same thing was expressed by Slameto (2013), desire is a permanent tendency to pay attention and remember some activities. Activities that have interest will be noticed continuously and accompanied by feelings of pleasure. Djamara (2002) states "desire is a sense of preference and a sense of attachment to a thing or activity, without anyone telling". Then, Elizabeth (2006) added "that desire is a sense of preference and a sense of attachment to a thing or activity, without anyone telling". Thus, it was concluded that the notion of learning desire was the tendency of individuals to have a sense of pleasure without any coercion so that it could cause changes in knowledge, skills, and behavior (Putri: 2016).

2) Characteristics of learning desire

Learning desire had several characteristics. Whittaker in Soemanto (2006) learning is a process in which behavior is generated or changed through practice or experience. Thus, changes due to growth, maturation, fatigue, disease, or drug influence are not considered learning. When the student has a desire in learning, it will show several characteristics, namely:

- a. There is a feeling of pleasure in learning.
- b. There is a high interest in mastery and involvement with learning activities.
- c. There is a feeling of high interest in learning.
- d. As a subject of education, there is awareness of the importance of learning.
- e. Knowing the purpose of learning.

Based on the above opinion, it can be concluded that the desire in learning is a high sense of liking and interest with self-awareness of something that is seen as giving benefits and satisfaction to the students-self so that it encourages the students to participate in the activity without anyone telling.

3) Factors affecting students' learning desire

In a simple sense, desire was an interest in something without coercion. Learning desire, a student had different factors that influenced learning desire. Saswandi and Slameto (2014) classified the factors that could influence students into two types, namely:

a. Internal factors

Internal factors are factors that exist in individuals who are learning. Internal factors are divided into three factors, namely: Physical factors consist of a) health factors, b) body defects, and psychological factors

b. Student External Factors

External factors are factors that exist outside the individual. External factors are divided into three, namely:

a. Family factor

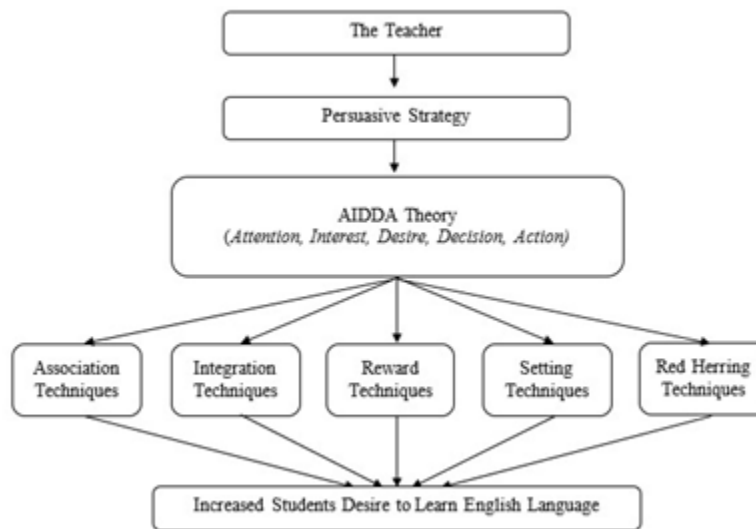
The family is the first environment that students have. Some things in the family that affect student learning are how to educate parents, relations between family members, home atmosphere, family economic conditions, understanding of parents, and cultural background.

b. school factor

The second environment is the school in the school which is a place to learn. there are several things that affect student learning, some of these things are teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, learning tools, school time, lesson standards above the size, state of the school building, and homework.

c. Community factor

Conceptual frameworks were instrumental in determining data collection and determining what was essential and what was not. The conceptual framework is related to the conceptualization of research (Miles dan Huberman:1994).



This research utilized narrative research that focuses on students' desire to learn, The AIDDA theory was the theoretical basis for this research. This theory explained that a persuasion activity begins by attracting attention and ends with a behavior change (Action). According to Onong (2016), a persuasion activity will be successful if it goes through stages of persuasive strategy. The Researcher used the AIDDA theory because it was closely related to how someone receives a persuasive message. This theory stated that persuasion will affect an individual if his attention, interest, and desire have been touched. The behavior of a communicant could change by attracting interest. The individual's desire for the object of persuasion. The object of persuasion here is in the form of students who have a low desire to learn English at the MA Darul Arqam Islamic Boarding School Muhammadiyah Gombara. The researcher divided the techniques of persuasive strategy used by the teacher to determine whether students had obstacles in their learning. This allowed students' desire to learn to increase significantly.

2. METHODS

The researcher used a qualitative and narrative research method on this occasion. Narrative research tells a story about an individual or group, about their life in spoken or written form. Narrative research was used when the researcher made a narrative report from an individual story. The researcher made bonds with participants to make both researchers and participants feel comfortable. Participants sharing stories thought that the story was important and felt heard. Narrative research was also used when the story had a chronology of events. According to Clandinin and Huber (2007), was a narrative report that details the timeline of events. The researcher used the narrative research to explain people's lives, collected stories about people's lives, and created stories about individual experiences.

In this study, the researcher used a purposive technique. Sugiyono (2013) defines purposive as a technique of determining the subject of data sources with specific considerations. Several MA Darul Arqam Islamic Boarding School Muhammadiyah Gombara students were randomly selected for this study's attention.

The selection of research subjects was carried out based on the following criteria: a) students of class XI MA Darul Arqam Islamic Boarding School Muhammadiyah Gombara; b) they have studied English subjects for at least four years; c) they have a status as students of a Darul Arqam Islamic Boarding School Muhammadiyah Gombara for at least four years; d) they agree to be selected as research subjects. As for the person in charge or English teacher, the criteria are: a) alums of the Darul Arqam Islamic Boarding School Muhammadiyah Gombara, and b) have taught at the boarding school for at least seven years. The respondents who were taken in conducting this study were 21 respondents, consisting of an English teacher to answer the first research question and 20 respondents from class XI MA Darul Arqam Islamic Boarding School Muhammadiyah Gombara students to answer the second research question.

The researcher's instruments to collect qualitative information in this study were one-on-one interviews and systematic observation. Kinney (2017) defined an interview as a specific pattern of interaction initiated orally for a specific purpose and focused on a specific content area, with a continuous elimination of irrelevant material. Meanwhile, a one-on-one interview was when the resource person was visited to get opinions or information about something that needed to be explained at length.

The observation was one method of data collection that involved observing or reviewing carefully and directly at the research site or field in order to learn firsthand the conditions that exist or to demonstrate the validity of a research design. Systematic

observation is an observational activity with a framework or predetermined framework frameworks in observation. Before starting the observation activity, several factors or parameters must be observed.

This research was conducted on August 17th – 24th, 2022, at MA Darul Arqam Islamic Boarding School Muhammadiyah Gombara to answer those questions; the influence of persuasive strategy on the students learning desire in learning the English language and the persuasive strategy influence students learning desire in the English language.

Data was information gathered through research. To collect reliable data, the researcher utilized a variety of techniques. The technique for collecting data was a crucial step in the research because the objective of the study was to collect data. Data was collected in any environment, from any source, and regardless. There were two methods of data collection. Observations and interviews were included.

The majority of qualitative data collection involved participant observation and in-depth interviews. Participation in the setting, direct observation, in-depth interviews, and documentation review, according to Sugiyono (2008), are the primary techniques qualitative researchers utilize to collect data. The researcher employed observation and interviews in this study.

After collecting the data, the next step was analyzing the data. The researcher used the Miles and Huberman Model. In this technique, the data analysis from the observation and interview given to the MA Darul Arqam Islamic Boarding School Muhammadiyah Gombara class XI student and the teacher of MA Darul Arqam Islamic Boarding School Muhammadiyah Gombara. There are several steps in analyzing the data, as follows: Data was defined as being selected, focused on simplifying, abstracting, and transforming data by doing things like summarizing, tracing themes, writing memos, and so on to remove unnecessary data or information, and the data was checked. Data display was a description of a structured collection of data that permitted drawing conclusions and taking action. The quantitative and qualitative data were presented in the narrative text that was designed to combine information in a coherent and understandable format. The final step in conducting data analysis was concluding and verifying. The conclusions obtained during the field were verified during the research by thinking about and reviewing the field notes so that they were in the form of affirmation of conclusions. This activity was intended to look for relationships, similarities, and differences. The researcher drew conclusions by comparing the relevance of the research participants' statements to the meaning of the research's fundamental concepts.

3. RESULTS AND DISCUSSION

a. *The techniques of the persuasive strategy used by the teacher*

After conducting the observation and interviews, the researcher found the fact about the change in the behavior of the students before and after the teacher persuaded them. Syahril (1991) suggests that "Diagnosing learning difficulties is an attempt to examine cases, find symptoms, causes and find and determine the possibility of assistance to be given to students who have learning difficulties. Meanwhile, according to Burton, a student can also be suspected of having learning difficulties if he shows inevitable failures in achieving his learning goals. In addition, the teacher used the teaching strategy to establish relationships with students during teaching. The accuracy of teaching strategy in the learning process was essential because each strategy had characteristics that only gave satisfactory results when applied in practical teaching and learning. So, the teacher must choose a more appropriate teaching strategy after determining the topic of discussion of the material in the learning objectives so that the design and implementation of the teaching strategy must be based on knowledge, understanding, and skills in using adequate teaching strategy because of that affect student achievement.

Based on the observation and the interviews, the researcher found that the teacher at MA Darul Arqam Islamic Boarding School Muhammadiyah Gombara divided the persuasive strategy into five strategies. The teacher used this strategy for five years to influence the student's learning desires, they are Association, reward, setting, integration, and red-herring techniques.

1. *The association technique*

The association technique presents a communication message by affixing it to an attention-grabbing object or event as said by UH (34) "My strength in motivating them is to use jokes related to topics that are currently being discussed or by making discussions to discuss certain cases, related to problems that are big themes in society. This creates an attitude of curiosity or curiosity among students. When I got the attention of the students, then I invited them. They as students must be serious about carrying out their obligations as students."

The Association technique is a technique that presents persuasion by placing it on an object or event that attracts the attention of the audience, commonly referred to as association techniques. The association technique is used to persuade students because the teacher uses jokes related to topics currently being discussed, accompanied by illustrations that are as close as possible to the student's daily lives. So, when the teacher said, "My strength in motivating them is to use jokes related to topics that are currently

being discussed." It means the teacher used the association technique. This follows the theory put forward by Effendy (2004) that the association technique presents messages that relate to an object or event that attracts the audience's attention. In this technique, the teacher at MA Darul Arqam Islamic Boarding School Muhammadiyah Gombara tries to attract students' attention by discussing specific cases students related to problems that are prominent themes in society, thus creating an attitude of curiosity or curiosity among students. How to find out the object or event currently attracting public attention can be obtained from mass media coverage.

2. Reward techniques

The teacher also uses reward techniques to persuade students whose learning motivation is low or has decreased. This reward technique is done by luring something profitable or promising hope. As described by UH (34): "I always explain that if you want to be successful, learning achievement must be good. I tell stories of successful people. Successful people have good academic achievements. So, they are encouraged to do that". UH (34) added: "I apply a system of reward and punishment. They will be rewarded if they actively teach and learn, so I will give additional value. Moreover, punishment if they violate the rules of the teaching and learning process, namely by reducing grades."

The teacher also uses reward techniques in persuading students whose grades are low or have decreased. When the teacher said "I always explain that if you want to be successful, learning achievement must be good. I tell stories of successful people. Successful people have good academic achievements. So, they are encouraged to do that." or "I apply a system of reward and punishment." It related to Effendy (2004) reveals that the reward technique is a method for influencing others by luring them with profitable or hopeful things. The teacher does this by giving an idea of how a student can become a successful person one day. Here, the teacher tells the stories of successful people. He shares his experience by explaining that students must achieve exemplary achievements to be successful. In addition, with the reward technique, the teacher applies a reward and punishment system. Students will get rewards if students are active in the teaching and learning process, so the teacher will provide additional values and punishment if students violate the rules of the teaching and learning process by reducing grades.

3. Setting technique

Sometimes the teacher used a setting technique where the teacher makes an effort to compose a communication message in such a way that it is enjoyable to hear or read and motivates the recipient to act on the message's suggestions. A statement from UH

(34) illustrated: "I sometimes slip a message outside of my material by issuing jokes that have wisdom so that it is easier for them to accept the message I convey."

Effendy (2004) states that the setting technique in persuasion activities is the art of structuring messages with emotional appeals so that the communicant becomes interested in his attention. By using the arrangement technique, the teacher makes efforts to compose the communication message in such a way that it is pleasant to hear, pleasing to the eye, or pleasant to read, and students tend to follow what is suggested by the message. In addition, when the teacher said "I sometimes slip a message outside of my material by issuing jokes that have wisdom so that it is easier for them to accept the message I convey." This can be done by issuing jokes or jokes that have wisdom and can also be used as a sniper weapon for teachers to raise students' learning motivation, seeing the character of students whose emotional level is still unstable and less able to accept a reprimand from the teacher.

Based on the researcher's observations, the teacher took many learning resources, such as from events in the surrounding environment, especially in learning English, from newspapers or media, which were then used as discussion material for students. The teacher provides examples from sources on negative issues and issues that have positive values. So those students are expected to be able to take wisdom. The teacher praises students who can answer questions from the teacher, and the teacher records the names of students who play an active role in the teaching and learning process. If there are students who violate, the teacher will reprimand them and advise them. Sometimes teachers also convey messages to motivate students. Sometimes, teachers include stories to students by relating them to the material being explained. The teacher provides a little humor by making one of the students the perpetrator of the teacher's example.

4. The integration techniques

The integration techniques are seen from the capacity of communicators to communicate effectively with the communicant. UH (34) statement illustrates this technique: "I tried to blend in with their language, trying to get along without having to lose my authority as a teacher". Then, UH (34) added a way to do this technique First, I see the students one by one. I looked for someone if he seemed to have a problem, then I called. I chatted alone if he was embarrassed by his friends. I invite the child to share and share stories about the problem. I will give you what kind of solution.

The following persuasive technique employs integration techniques based on teachers' communicative ability to unite themselves with students. According to Effendy (2004), the integration technique is the capacity of communicators to unite with the

communicant. This means that through verbal and non-verbal words, the communicator describes that he is "in the same fate" and therefore becomes one with the communicant. The teacher does this technique by blending in using the students' language, trying to be familiar without having to lose authority as a teacher. For them, the distance between students and teachers still exists, but it does not need to be rigidly separated as followed by the teacher said "I tried to blend in with their language, trying to get along without having to lose my authority as a teacher." then the teacher added "First, I see the students one by one. I looked for someone if he seemed to have a problem, then I called. I chatted alone if he was embarrassed by his friends. I invite the child to share and share stories about the problem. I will give you what kind of solution." Integration techniques can also be done more privately to students who feel embarrassed or reluctant to tell the problem that has made their learning achievement decline to the teacher. The first thing the teacher does is pay attention to the development of his students one by one academically. Then if there are students whose achievements are declining, the teacher tries to approach the students to be invited them to share stories about the problem. From there, the teacher can provide solutions and motivate the students.

5. Red-herring technique

Then the last technique used by the teacher in persuading students is to use the red-herring technique, where the teacher wins a debate by evading weak arguments and then diverting them little by little to the aspects they master to be used as a powerful weapon in attacking students. Teachers sometimes insert parents' names as a powerful weapon to win debates when delivering persuasive messages. UH (34) said, "I always say remember your parents. So, do not think about yourself if you want to be successful. Your parents finance your school. If you are successful, your parents will be happy. Be filial to your parents with diligent schooling". On the other hand, UH (34) said, "I always say that their schools here spend more money than public schools. Anyway, do not waste the opportunity that your parents have given you. Parents have spent money for school, so make parents proud."

The last technique commonly used by the teacher in persuading students is to use the red-herring technique. According to Effendy (2004), the red-herring technique is the art of a communicator to achieve victory in a debate by evading weak arguments and then diverting them little by little to the aspects he masters to become A potent tool for attacking students. Therefore, this technique is utilized when the communicator is in an urgent situation. The teacher makes an effort in the red-herring technique by inserting the parents' names as a powerful weapon to win the debate when conveying the message of persuasion as followed said by the teacher "I always say remember your parents. So, do not think about yourself if you want to be successful. Your parents

finance your school. If you are successful, your parents will be happy. Be filial to your parents with diligent schooling." Then, the teacher added "I always say that their schools here spend more money than public schools. Anyway, do not waste the opportunity that your parents have given you. Parents have spent money for school, so make parents proud." The message can be a warning that parents have spent more money than in public schools. The teacher emphasizes that students can serve their parents diligently in school and be able to become outstanding students so that students can make their parents happy and proud.

From the results of interviews and observations made by the researcher, the researcher argues that techniques of persuasive strategy are suitable for increasing student motivation in MA Darul Arqam Islamic Boarding School Muhammadiyah Gombara class by using integration techniques, reward techniques, and setting techniques related to Effendy (2004) reveals that Persuasion was a psychological activity that aimed to change attitudes, actions, and behavior with awareness and willingness. Because of the integration technique, where the teacher can mingle with the students and get to know them students, the motivational messages to students will be more readily accepted. In contrast, the reward technique is an effort to grow emotional excitement through rewards and creates emotional tension through the punishment given by the teacher. With a reward system, students will be motivated to play an active role in teaching and learning to get additional value. Furthermore, with the punishment system, students will feel afraid to violate the rules of the teaching and learning process, so they will not get punished or reduced grades. While the arrangement technique where the message is arranged in such a way that it is pleasant to hear and read to influence students to change their attitudes, opinions, and behavior.

b. The influence of persuasive strategy on the student's learning desire

Persuasion was a strategy that used communication, which can influence others' ideas, concepts, and beliefs. Persuasion can be done both rationally and emotionally. Rationally, the cognitive component, such as the ideas or concepts of students, could be influenced. While persuasion was done emotionally, it addressed the affective aspect of an individual's emotional life. In this manner, one's compassion and empathy are aroused, resulting in a positive emotional response.

The persuasive strategy aimed to make it easier for students to understand the lesson so that it appears with students' awareness of the importance of the subjects that the teacher had delivered because the teacher explains accompanied by practice or experiences in everyday life using persuasive strategy. With this strategy, the teacher and students were directly involved in the learning desire Because it created an environment conducive to learning and made it simpler for students to accept and

comprehend the lessons taught by the teacher. With students' understanding of the lesson, students' learning desire could increase. According to the interview made by the researcher with the XI of Students at MA Darul Arqam Islamic Boarding School Muhammadiyah Gombara, the researcher found the persuasion result in students learning the desire to learn English applying a persuasive strategy, namely:

1. Increased desire to learn the English language

The student's learning desire after the teacher conducted a persuasive strategy had increased significantly according to the result from observation and the interview that the researcher did as follow from the students IMZ (17) "The persuasive that used by the teacher influenced my desire to learn". AM (16) "I became more excited to learn English after the teacher persuaded me". AMN (17) "I am pleased to learn the English language". AHK (17) "I was persuaded. My desire to learn English was tremendous." AH (17) "My desire for the English language was growing time by the time". MFN (16) "The persuasive that the teacher gave to me, made my desire to learn English became bigger and it made me keep motivated to learn." FBI (17) "I had persuaded, and it made me more excited and caused my desire to learn English to grow". MAR (17) & AHA (17). "The teacher persuaded me, and it made my desire to learn English grow every day". MA (17) "The teacher persuaded and reminded me about English importance in daily life, so it convinced me to start learning English".

The more persuasive the teacher gave, the more students learning desires were affected. The effect of persuasion made the students-learning desire bigger and constantly reminded them about the importance of the English language to their daily activities in the future.

2. Interested in learning the English language

The student was more interested when they want to learn the English language after the teacher gave them a persuasive strategy by using a persuasive strategy, followed by an interview with AFA (17) that. "The persuasive that the teacher gave me made me more interested in learning the English language". Then, MM (17) added, "Yes, I had persuaded by the teacher, and the result of that made me every day excited to learn all think about the English language, especially in accent".

The second result from the persuasive that the teacher gave to the students made the student more interested in learning the English language than other topics. It excited a student when they wanted to know all about the English language.

3. Activated in learning the English language

Based on the result of observation and interview, the researcher found that students were more activated after they got persuasive from the teacher than before. This is related to KH (17) that said "I had persuaded by the teacher, and it made my intention always to learn English get bigger every day because I saw the result of learning English with my friend". Then GAQ (17) added, "The result of persuasive from the teacher made my desire always to learn English became great because I could respond to the teacher in the classroom when he spoke the English language".

The last result of the persuasive to the students made them more active in the classroom. It was caused that they became brave to speak the English language and communicate in the Islamic boarding school. The persuasive strategy successfully changes, modifies, or shapes the student's response (attitude or behavior).

Through observation and interviews, the researcher discovered that the students had a barrier to persuasion reception. The researcher's obstacle is students fear expressing opinions, asking questions, or responding to messages or information conveyed by the teacher. The attitude of being afraid or embarrassed to participate in the teaching and learning process actively or being afraid to tell the teacher about the difficulties that students face is because they are afraid of being considered pretentious by their friends or being scolded by the teacher.

The persuasive strategy could be concluded that it is successful if the behavior or attitude of someone changes from time to time. R. Bostrom (1984) defined the success rate of a persuasive strategy as one that could change, modify, or shape the recipient's response (attitude or behavior). Keraf (2004) talked about the seven strategies in persuasion that could guarantee the success of the persuasive strategy. They were identification, hypnotic, conformity, compensation, projection, and displacement strategy.

Based on interviews and observations, the researcher discovered that the teacher's persuasion influenced the students' desire to learn in some significant ways, including the increased desire to learn the English language as said by IMZ (17) "the persuasive that used by the teacher influenced my desire to learn. Because, he always reminded me about the importance of learning the English language.", interest in learning the English language as said by MM (17) "yes, I had persuaded by the teacher, and the result of that made me every day became excited to learn all think about the English language, especially in accent.", and activation in learning the English language as said by GAQ (17) "The result of persuasive from the teacher made my desire always to learn the

English became great because I could respond to the teacher in the classroom when he spoke the English language.”

The student’s desire to learn the English language when got a persuasion by the teacher increased significantly. Slameto (2003) categorized the students who were desired in learning one of them was prefers things that interest them more than anything else. Moreover, Wirda (2019) researched persuasive strategies to increase the learning desire of students in Yogyakarta for two weeks. The result from her research had the same condition as this research, that persuasive strategy could change or influence the behavior and attitude of the students. Thus, it could influence the students’ learning desire, especially in learning the English language.

Moreover, after the teacher gave the students a persuasive, the students believe that their interest and activation in learning about the English language grow up day by day. So, they can achieve what they want in their daily lives. However, this is inseparable from the students' efforts to face the obstacles that exist when persuaded by the teacher, for example: feeling afraid to express opinions and being embarrassed to tell the teacher that they are challenged to understand learning English. Additionally, student learning difficulties are usually evident from the decline in learning achievement. According to Mulyono (1999), children with learning difficulties obtain learning achievements far below their potential. Burton (1952) in Abin Syamsudin (2003) added that students are suspected of having learning difficulties if they show inevitable failures in achieving their learning goals.

CONCLUSION

Based on the data obtained, analysis, and discussion in the chapter before, the researcher concluded:

1. Implementation of a persuasive strategy to influence the learning desire of class XI MA Darul Arqam Islamic Boarding School Muhammadiyah Gombara students included persuasive strategy techniques used by the teacher, namely as follows;

- a. Association Technique

The association technique is a strength in motivating students because the teacher uses jokes related to topics currently being discussed accompanied by illustrations that are as close as possible to the student’s daily lives. In this technique, the teacher tries to attract students' attention first by making discussions to discuss certain cases with students related to problems that are big themes in society, causing curiosity or curiosity among students.

b. Integration technique

This technique is usually done by teachers by trying to blend in using their language, trying to be familiar without having to lose their authority as a teacher. For them, the distance between students and teachers remains. But it doesn't have to be rigidly spaced. Integration techniques can also be done more privately to students who feel embarrassed or reluctant to tell the problem that has made their learning achievement decline to the teacher. The first thing the teacher does is pay attention to the development of his students one by one academically. Then if there are students whose achievements are declining, the teacher tries to approach the students to be invited to share stories about the problem. From there the teacher can provide solutions and motivate these students.

c. Reward technique

This can be done by providing an overview of how a student can become a successful person. Here the teacher can share his experience by explaining that to be successful students must be able to achieve good achievements. With the reward technique, the teacher applies a reward and punishment system. Students will get rewards if students are active in the teaching and learning process, therefore the teacher will provide added value. And punishment if students violate the rules of the teaching and learning process, in the form of a value reduction.

d. Setting technique

The teacher makes an effort to compose the communication message in a way that is enjoyable to hear or read and is motivated to carry out the message's recommendations. This can be done by issuing jokes or jokes that have wisdom and can also be used as a sniper weapon for teachers to raise students' learning motivation, seeing the character of students whose emotional level is still unstable and less able to accept reprimands from teachers.

e. Red-herring technique

The teacher makes an effort in the red-herring technique by inserting the parents' names as a powerful weapon to win the debate when conveying the message of persuasion. The message can be in the form of a warning that parents have spent more money than in public schools. The teacher emphasizes that students can serve their parents diligently in school and be able to become outstanding students so that students can make their parents happy and proud.

2. The influence of persuasive strategy on the student's desire in learning the English language. The students' learning desire was influenced significantly after the teacher

gave them the persuasion. The students' interest in learning the English language increased, and they were influenced to engage in the process.

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