

Research article

Negotiation Strategy to Persuade Students in an International Class

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ORCIDRiefki Fajar G.W.: <https://orcid.org/0000-0002-9069-1962>**Abstract.**

The word “persuasion” carries both good and bad connotations. Teaching as a form of persuasion needs strategies to persuade and negotiate with students. The negotiations are aimed at making students actively involved in the teaching and learning process. This article analyzes several persuasion strategies used in the classrooms to negotiate with students. For this purpose, the author observed the ESP (English for Specific Purposes) class for university students at International Program Universitas Islam Indonesia (UII). It was observed that during interpersonal communication between a teacher and students, the language used contained interpersonal function as the communication that aims to educate students has a lasting effect and also affects how well the students comprehend information or acquire the message. The persuasion that the teacher applies should consider several negotiation strategies. The study showed how certain acts of speech can influence students’ minds and drive their actions.

Keywords: negotiation, persuasion, classroom interaction

1. Introduction

In everyday conversation, the word persuasion carries both good and bad connotations. Therefore, if “teaching as persuasion”. It is very necessary to apply several strategies to persuade and negotiate with the students. The negotiation is aimed to make the students are involved actively in the teaching and learning process. This paper wants to analyze several persuasions strategies used in the class to negotiate with the students. The class that will be observed is ESP (English for Specific Purposes) for university students in International Program Universitas Islam Indonesia (UII).

Since negotiation is interpersonal communication, it consists of at least two persons, for instance; between a husband and wife, two best friends, a teacher and students, etc. It means that interpersonal communication is an exchanging process between the sender (sayer) and the listener (receiver). In interpersonal communication between

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a teacher and students, the language used contains interpersonal function because the communication which aims to educate students lasts for long time. It is important for teachers to be able to communicate interpersonally with their students since it affects how well the students comprehend information or acquire the message from their teachers.

In this kind of communication, the communication between the teacher and students should be as clear as possible. It will affect how students comprehend the material. In order to make the students can understand the material and participate actively. The teacher should persuade the students to improve the teaching and learning process.

In classroom negotiation the students will serve as the foundation for examining negotiation. Teachers establish ways of interacting verbally with their students [1]. These participation patterns are based on how teachers assume various roles in the classroom; the roles embraced in the classroom are often influenced by past experiences, family background, and interactions that they have with colleagues and students [2]. Given the diverse influences on teacher roles, the exact nature of a teacher role for a particular context must be clearly defined before determining how well the norms match the students' expectations [3, 4]. Such a comparison of the differing views of the instructors and students serves as the starting point for the process of negotiation.

The strategies that are applied in the classroom to negotiate with the students can reduce several potential conflicts and it also assists the teacher to make the students give more attention in the teaching and learning process. There are so many conflicts that appear in the class when the teacher tries to negotiate with the students. The grading system that the teachers have will be offered to the students so the students are expected to acquire certain skills. The expectation that the teacher explained will give positive and negative impact. It will be either a big burden for the students or it will motivate them to be a better students. The first dialogue will show the negotiation that happened in the class:

T: We need to participate actively in a class discussion because the activity in the class will affect your final score. (the class was opened by reading an article about multiculturalism)

T: What do you think about the text?

S: Can I go to the toilet sir?

In the dialogue above, the teacher asks the students to say something about the text. The students did not give any responses to their teacher's question. The students already informed that they need to participate actively in the discussion because they already asked to do so in the beginning of the class. It shows that the negotiation

conducted by the teacher in that moment was not really successful to motivate the student to speak actively in the discussion. In this case the students did not realize that their score is important and get a good score in this course is not their main priority. The negotiation strategy conducted by the teacher did not give any changes on the students' behavior. Then, the teacher needed to apply another strategy in order to make the students is more active.

This paper wants to find out what kind of negotiation strategy can be used effectively in order to persuade the students to be more active and cooperative in the teaching and learning process. The focus of the study in this paper is how certain speech act and maxim applied in the persuasion.

2. Material and Methods

2.1. Material

Since pragmatic deals with the study of language use to interact with other people, it means any kind of communication can be observed as the research object of pragmatic studies. One of the topics discussed in pragmatic is persuasion. This part will be more focus on how persuasion strategies are used to negotiate with the students in the classroom.

In the proses of persuasion, the utterer needs to employ several strategies of language use which considers the participants, e.g., the relationship between participants, the circumstance of the communication, etc. The strategy is used to make the communication becomes more effective. A communication is effective when the transfer of meaning in which a state of mutual knowledge of communication is attained. Robin Lakoff stated that persuasive discourse is defined as the nonreciprocal attempt or intention of one party to change the behavior, feelings, intentions, or viewpoint of another by communicative means [5].

In order to make the negotiation becomes more effective Grice identified some of the communicational norms and showed how they are involved in the reasoning that makes it possible for utterances to convey rather more than is literally encoded in the underlying sentences [6]. He proposed four maxims: a) Quality – try to be truthful when communicating b) Quantity – give appropriate amounts of information, not too little and not too much c) Manner – utterances should be clear: brief, orderly and not obscure c) Relevance – contributions should be relevant to the assumed current goals of the

people involved. Grice defines “the utterer’s intention in the making of an utterance to produce an effect in the hearer’s recognition of the intention to produce that effect.”

Negotiations occur for several reasons: (1) to agree on how to share or divide a limited resource, such as land, or money, or time; (2) to create something new that neither party could do on his or her own; or (3) to resolve a problem or dispute between the parties. Sometimes people fail to negotiate because they do not recognize that they are in a negotiation situation. By choosing options other than negotiation, they may fail to achieve their goals, get what they need, or manage their problems as smoothly as they might like to [7].

In persuasion, the atmosphere setting, context and language use can be seen that there are two possible ways of persuading someone using a language. The choice of words used, tone and situation might be in an informal or formal context, depending on the choice of words used by both speakers, the intention, and the frequency of contact between both speaker. When both have done many contacts before, than the choice of words and the situation involving in the setting might be in an informal setting. When the contacts are for the first time, the use of the language might be in the formal settings.

However, the interaction processes are not limited to making choices that focus on the utterer’s side. As Levinson states, “The heart of the matter is intention attribution: given the observed behavior, the interaction engine must be able to infer likely goals that would have motivated the behavior [8].”

The persuasion that the teacher applied should consider several negotiation strategies. It is always interesting that we can figure out how certain act of speech can trigger someone to do something. Rank stated that the components of persuasive speech as the following Cicero’s classical oration and Aristotle’s ethos. Those components are (a) attention-getting, (b) confidence building, (c) desire-stimulating, (d) urgency stressing, and (e) response-seeking (9).

Thus, this study addresses the following research questions: How do students respond to the teacher negotiation? And how do teachers respond to the various responses conducted by the students to achieve the pedagogical purposes in the ongoing interaction?

2.2. Method

The investigation considers speech act production to ascertain how the teacher and students communicate efforts “to change someone else’s behavior, feelings, intentions,

or viewpoint” [9].The study analyzes the illocutionary force of speech acts in classroom interaction. The following questions were addressed:

1. Which speech acts were most frequently used in the teaching and learning process in bridging class IP UII?
2. How does the teacher use persuasion strategy to approach his students?
3. Is the persuasive strategy effective?

The researcher recorded the teaching and learning process conducted in the class. Then, the transcript was interpreted using several approaches discussed in the previous part of this paper. In the end of the class, the researcher interviewed the students and the lecturers related to the general process of the class. The interview aims to observe deeply the reason for choosing several expressions to explain the material.

3. Discussion

Situation 1

The first transcript was happened in the reading class. The lecturer assigned the students to read an article and discussed it in the next meeting. The article was set to measure their reading comprehension.

L : Dodi have you read the article?

S : Not yet.

L : Please go out and read it and comeback when you have prepared

S : May I discussed it with my partner

L : Yes you may but you have to read it first. If you want to join the discussion you need to comprehend the text first.

Transcript 1(class activity)

In this dialogue the lecturer asked the students to leave the class and read the article. The lecturer also gave him a chance to comeback when He is ready to join the discussion. The students responded by asking the lecturer to stay in the class and join the discussion. The students tried to negotiate with the teacher to stay in the class or change the lecturer’s point of view about his fault. The lecturer responded it by saying “Yes you may, but you have to read it first”. The lecturer gave warn to the students and try to make the students realized that being prepared is important.

R : Why did you get him out from the class?

L : I want to warn them that being prepared is essential for them If they're going to discuss they need to read and participate actively in the class

R : What is your expected goal by asking him to do that?

L: I want them to change their behavior

Transcript 1(lecturer interview)

In this part, the researcher also investigated the students' response to the punishment or warned given by the lecturer. The transcript shows that the lecturer wants to change his student's perspective on the preparation before the class was started.

R : Did you realize why your lecturer asks you to read the article outside the class?

S : Yes sir. I know that I made a mistake this morning

R : What did you learn from this?

S : I need to read the article and being more prepared before coming to the class

R : What will you do in the next meeting?

S : I will try to be more prepared but the problem is my English is not really good

Transcript 1 (Student interview)

The transcript above shows that the student realized his mistake and what he needed to do in the next meeting. The lecturer was successfully changing her student's behavior. The transcript also shows that the lecturer did not employ other strategies such as building student's level of confidence and the desire stimulating. The first situation shows that the teacher intends to change the students' behavior and the students can understand what his teacher expected from him.

Situation 2

In this situation, the researcher recorded interaction between the students and the lecturer during the classroom activity. The duration is around 100 minutes, and the transcript is more focused on the important part of the interaction.

L : Writing is one of the most essential skill that the students need to acquire. Why do you think writing is important?

S : As an economic students I don't think that writing is important for me sir

L : Very good, but is it right?

S : Probably writing is only important for language students not for economic student sir

L : It is very strong opinion, but how will you apply for a job Giska? After graduating from this university?

S : By writing an application letter sir

L : How will you graduate from this university?

S : By writing thesis sir

L : see, writing is closely related to us no matter what our job is. It should deal with good writing ability.

Transcript 2 (Class activity)

This transcript shows that the lecturer wants to persuade the students to learn about writing. The lecturer tried to persuade the students by asking their attention on the topic was going to be discussed. The lecturer tried to change their point of view about writing. In this dialogue the lecturer tried to show the connection between their needs and their future. The lecturer employed this strategy (changing their perspective) to make the students realized that writing is an ability which is very important for them to master as university students. In this transcript, the students did not respond it directly to the lecturer but they did not interrupt or produce verbal expression related to the last statement of their lecturer.

R : Based on my observation you tried to persuade the students to be more about writing, what do you expect from them?

L : I hope they can understand that writing is important. Writing is not only for literature students. It is very important for them to be able to write for academic purposes. The ability to write will give them big help to face their future.

R : What's the next step that you will conduct to change their perspective about writing

L : Give them more contextual activities which are related to their fields

Transcript 2 (Lecturer's interview)

Based on this interview we can see the intention of the lecturer by saying "writing is closely related to your life" is to make the students have an intention to write more and change their perspective about writing. This transcript shows what is actually the lecturer expected from the students. This illocution will direct the students to do something related to the request that the lecturer did in the class.

R : What do you think about writing before this class?

S : I think writing is not important for my future

R : Did the lecturer change your perspective about writing?

S : I think the lecturer can change my thought about writing but He could not convince me that I can write.

R : Why do you think so?

S : It is related to my previous education because my school does not require me to be able to write.

Transcript 2 (Student Interview)

This perlocution act shows that the students understand that they need to change their perspective about writing. The transcript above shows that they have acquired the lecturer's intension. In this transcript the lecturer forget to employ other strategies to persuade the students. In this case the lecturer did not build the students' confidence that they can write. It will give a bad impact to their behavioral aspects because the activity conducted in the class become more meaningless for them. They do not know the urgency and they have no trust that they are able to write.

4. Conclusion

In teaching and learning processes, it was very essential for the educator to comprehend the way how to interact and persuade the students. The process of interaction will determine the teaching and learning process in the class. The educator also needs to comprehend the students' need in order to be able to use good strategy to persuade them. One of the strategies employed by the lecturer in this research is changing behavior. The lecturer is also violating several maxims such as maxim of quality and relevance in order to make the communication more effective. This research also showed that the lecturer needs to be more aware of their needs in order to persuade the students to do something. In certain cases, the student might have a good ability to discuss the topic in the class, but they are not brave enough to express their idea. In this case, the lecturer needs to be more aware of their level of confidence. This research also shows that persuasion is a reciprocal process. The student's response to the lecturer is to prove that they are giving a reciprocal process.

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