

Persuasive mode in learning English with Lucy on TikTok

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Abstract

TikTok is promising social media for creative content creators to share information and get more followers. The more followers they have, the more successful they are as influencers. One of the persuasive appeals is Aristotle's three persuasive modes: logos, pathos, and ethos. Higgins(2012) demonstrated how persuasive strategies activate the 'middle ground' discourses of responsible and sustainable business constructed in three social/environmental reports. This study complements discourse analysis on using those three persuasive strategies in English learning content on TikTok by English native speaker Lucy. The result showed that ethos played a very strong role, and those motivated to learn English strongly supported 100% of the comments. Lucy, as an English native speaker, plays the audience's trust and confirmation. Pathos and Logos are less claimed in this context because the content is more about learning material. This study shows that mode plays a significant force in social media, especially TikTok.

Keywords: Discourse analysis; persuasive mode; TikTok

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INTRODUCTION

Persuasive is an utterance that plays a very significant role in influencing and convincing others. This communication strategy is mainly used in education. Teachers apply it for emerging motivational instruction that we can also call purposive utterance. Gaeng (1971) analyzed persuasion into three requirements: firstly, communication requires a goal; second, it is a way to reach the goal; and third, the audience shows free will. The last requirement is a mode to move audiences to follow their heart and define their mind to accept our message and follow our instructions.

Education is another field that uses persuasive communication strategies in instructional theory to hook students' attention. It should reach the goal without putting too much pressure and demand on the students to create natural responses to reach the learning objectives. The persuasive utterance is analyzed pragmatically. There are many previous studies about persuasive analysis and mode analysis. Two of them are initiated by Alshaity (2021), who studied discourse analysis in persuasive techniques uttered by TV presenters, and she found they used varied techniques to persuade audiences by giving justification through their convincing statements to show their consistency and commitment, while the second previous study was stated by Mohammad (2021) who investigated rhetorical appeals used in English as a Native Language (ENL) and English as a Second Language (ESL) research abstract (RAs) and revealed that ESF RAs were more used logos and pathos than ENL RAs.

This study puts different considerations on analyzing specific text viral in TikTok as one of English learning contents by a British native speaker, Lucy, and analyses its persuasive utterances, then identifies its techniques, next slices using pragmatic theories to finally put the detail on its mode. Learning English with Lucy has become a preference among others since it is recorded as one of the five top English learning content in TikTok by ieltsidp.com. She has a teaching background and is a specialist in British English, whose contents cover a wide range of subject matter essential to comprehending English vocabulary in an accessible manner for all her viewers all around the world.

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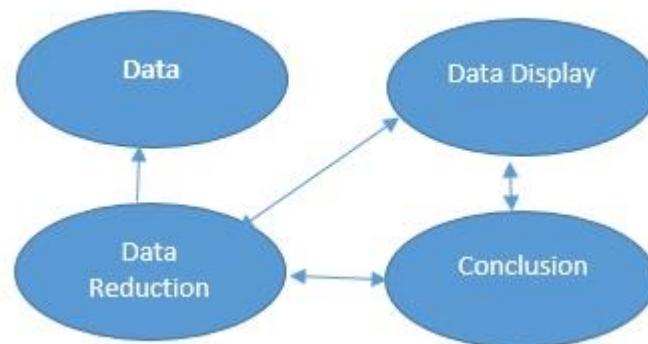
This study, developed by Miles and Hubberman's (1998) interactive model focusing on Cialdini's (1984) persuasive technique, elaborated with pragmatic analysis and ended with the mode of persuasion by Aristotle. This analysis will contribute varied analysis on how pragmatic studies empower mode analysis, and its trend issue gives us an urgency to scrutinize and publish for wider attention and further elaboration.

METHODS

The methodology used in this study is purposive sampling, focusing only on @english.with Lucy from January until February 2023, and the data emphasizes only the persuasive expression. The analysis technique used to evaluate was an interactive model by Miles and Huberman (1998). This technique consists of four components: data reduction, data display and drawing and verifying conclusions (Pawito, 2007).

Figure 1

Interactive Models (Miles & Hubberman, 1998, p. 12 in Pawito, 2007, p. 105)



In this technique of data collection, the researcher only focused on data reduction as follows:

1. The Process of Selecting Data

Data was taken from the content posted by account English with Lucy (@english.with.lucy) from January to February 2023. There were 29 videos intended as the primary data.

2. Coding

Coding is a way of indexing or categorizing the data for a thematic idea framework (Gibbs, 2007, p: 132). It helps the researchers to conceptualized their data, and as stated by Strauss (1987, p: 27), qualitative research should be presented by definite coding. That's why a researcher has to learn it well. In this research, the data was indicated by T1-T31, which represented utterances 1-31.

3. Making Cluster

Clustering is a good strategy for handling and re-categorizing early codes and coding structures. At this step, the researcher made notes to identify whether a sentence could be compiled as data or not by considering the persuasive expression.

4. Making Partitions

Partition in this study means data storage. The temporary data were stored from 29 videos and 58 persuasive expressions, and then the data obtained were only 31 by considering the persuasive technique and pragmatic analysis.

5. Tabulation

According to Glaser (1978, p: 83), a memo is the theorizing write-up of ideas about codes and their relationship as they strike the analyst while coding. It can be a sentence, a paragraph or a view page. In this research, a memo is presented through tabulation. It organized the data in rows and

columns to facilitate comparison and data calculation. The data were discussed in tabulation through three main linguistics items: persuasive theory, pragmatic theory and rhetorical triangle by Aristotle.

By seeing the method mentioned before, we can conclude that this research is a triangulation study by combining some data collection theory, multiple linguistics analysis and investigators to answer the following questions:

1. What is the most dominant persuasive theory used by native English Learning Content creators?
2. Does pragmatic theory go in line with the rhetorical triangle?
3. What communication strategy pattern is shown in this study?

Data

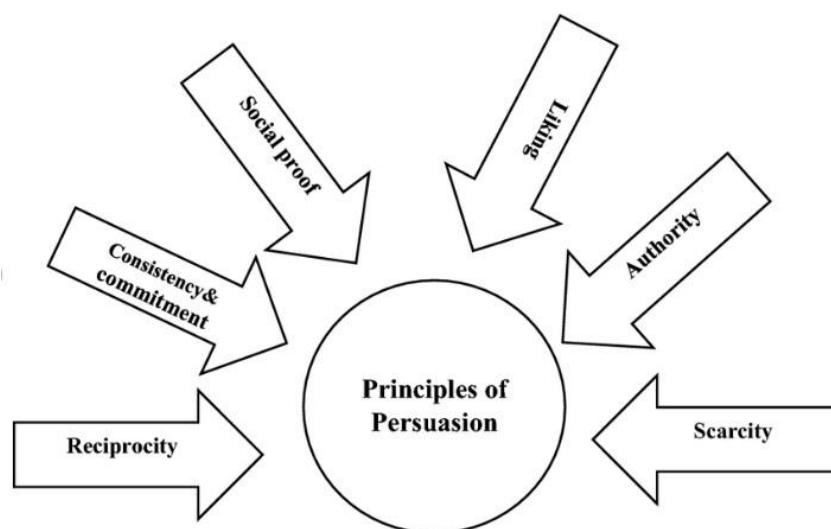
This study used purposive sampling by analyzing learning English content uploaded by native speaker content creator Lucy to her account @english.with Lucy uploaded during January – February 2023. The primary data were 29 videos, and then the data was specifically limited to the persuasive expression used by the creator. In this selected data, there were 58 data that were recently split into 31 data based on the pragmatic analysis. Finally, the data were tabulated and compared pragmatically to see the meaning beyond the expression, to construct textual meaning, and rhetorically to see the persuasive mode of each utterance.

Instruments

This study is a triangulation study that combines three instruments to analyze the data. The first instrument to eliminate the primary data is Persuasive Analysis by Cialdini's persuasive technique (see Figure 2).

Figure 2

Cialdini's Principle of Persuasion



The second instrument used to analyze the selected data is the speech act pragmatic analysis by Austin (1962), depicted in Figure 3. **Procedures**

The selected data were coded T1-T31 to give well-organized identification, then analyzed using tabulation by indicating its' persuasive theory, and then identified more specifically using Caldini's Speech Act Pragmatic Analysis. The result was then compared to the Rhetorical Triangle displayed in Figure 4 to find their relation in building a good communication strategy to influence audiences.

Figure 3

Austin's Speech Act Pragmatic Analysis

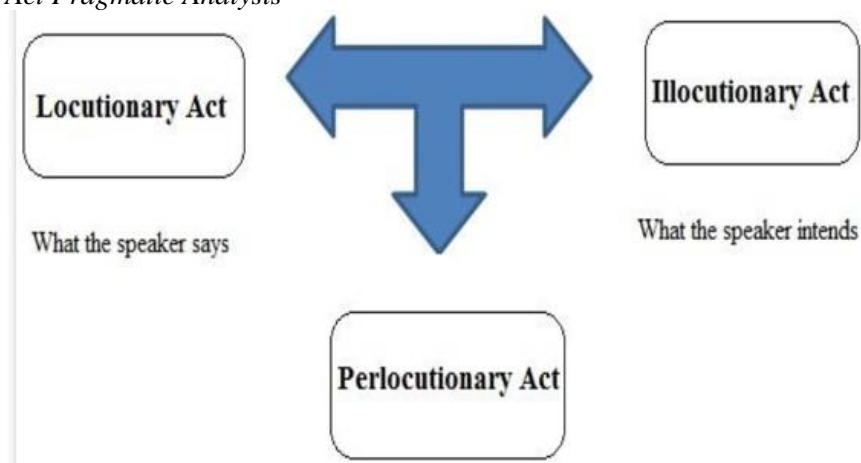
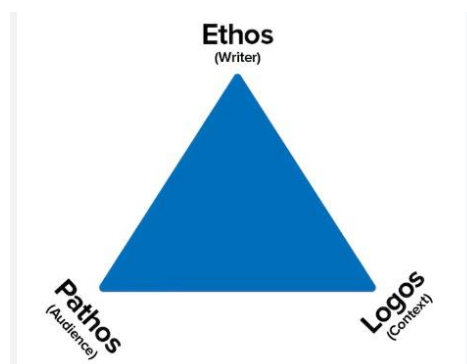


Figure 4

Rhetorical Triangle



Data analysis

The primary data were taken from 29 videos with 58 speech acts, which were identified only by persuasive acts and then analyzed using Caldini's Principle of Persuasion, which consists of 7 principles.

- | | |
|----|-------------|
| 1A | Reciprocity |
| 1B | Commitment |
| 1C | Consistency |
| 1D | Consensus |
| 1E | Authority |
| 1F | Liking |
| 1G | Scarcity |

Then the selected data were analyzed through Austin Speech Act Pragmatic Theory: Locution (2A), Illocution (2B) and Perlocution (2C). Finally, it will be related to the persuasive mode through Aristotle's Rhetorical Principles: 3A (Logos), 3B (Ethos), and 3C (Pathos). The data tabulation is provided in Table 1.

Table 1
Data Tabulation

Code	Rhetorical Triangle												
	Persuasive Technique							Pragmatic Analysis					
	1A	1B	1C	1D	1E	1F	1G	2A	2B	2C	3A	3B	3C
TI					v			v			v		
T 2				v				v			v		
				v									
T3				v					v			v	
T4	v								v			v	
T5					v				v			v	
T6					v				v			v	
T7		v							v				v
T8					v			v			v		
T 9					v					v			v
T 10					v			v				v	
T 11	v									v			V
T 12	v									v			V
T 13				v						v			V
T 14					v			v					V
T 15	v									v			V
T 16	v									v			V
T 17					v					v			V
T 18	v							v					v
T 19	v							v					v
T 20					v			v					V
T 21	v									v			V
T 22				v				v					V
T 23					v					v		v	
T 24				v				v					V
T 25	v									v			V
T 26	v							v					V
T 27					v					v			V
T 28	v									v			V
T 29					v					v			V
T 30	v									v			V
T 31	v									v			V

The data were tabulated based on three basic component analyses: Persuasive Theory, Speech Act Pragmatic Analysis and Rhetorical Triangle. Those three components are evaluated in detail through their details. In contrast, the selected data were coded T1- T31. The checklist was done based on FGD held with three raters who are experts in linguistics.

RESULTS AND DISCUSSION

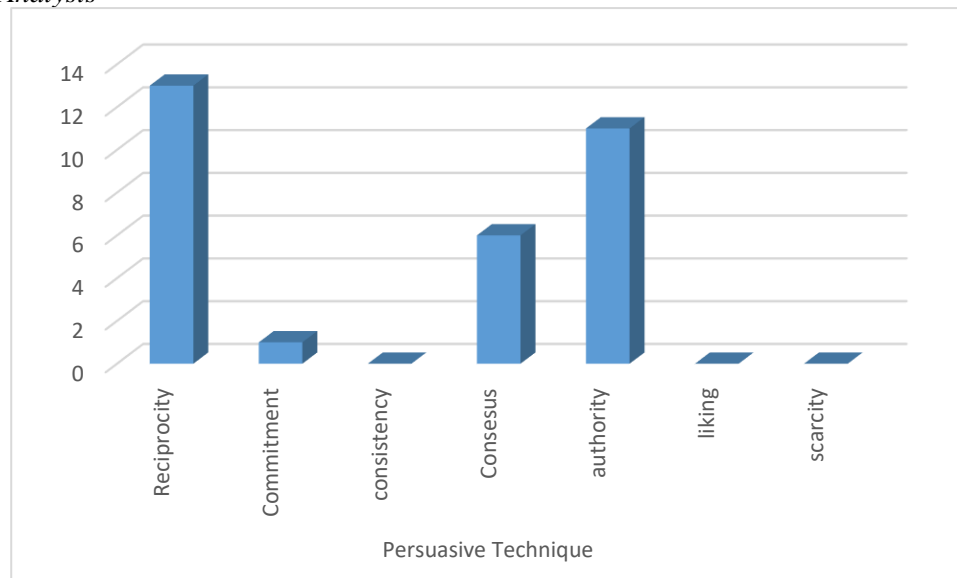
Persuasive analysis

Persuasive is one significant technique in communication. This speech act commonly appears in advertisements or speeches and has become a strategy in education. There is no objection that the teacher will gain attention through persuasive speech acts and invite more responses without

challenging students with hard feelings. This phenomenon gets more interesting in this digital era when everything is converged in one device and shared through social media, especially TikTok.

Content uploaded on @english.withlucy during January – February 2023 were 29 videos with 31 persuasive expressions analyzed by Cialdini's persuasive principle. The Persuasive Principle that emerged from the data pictured as the dominant principle that was mostly used by Lucy to attract the audience's attention. The data were measured by percentage from 31 total data collected. Then, based on the analysis, we can categorized the data through two points: the most dominant principles and the least principles. The result can be seen in Figure 5 below.

Figure 5
Persuasive Analysis



There are three dominant principles used as a persuasive strategy in this data: Reciprocity 42%, authority 32% and consensus 22%. It proves that in the learning process, especially learning English, reciprocity plays a dominant role in obliged audiences' responses to answer and do the instruction for demanding more practice and targeting competence. It is not strange that the teacher, as the facilitator, leads credibility and is a knowledgeable expert who has authority, especially in this content. Lucy is a credible native speaker.

The data also proves that in delivering information, especially learning English, likely and Scarcely are two principles never used by the teachers and facilitators since in delivering reliable and valid information, subjectivity and economic values never be the priority strategy in communication since teaching is a service and devotion to knowledge.

Speech act Pragmatic Analysis vs Rhetorical Triangle

After the data were shorted by Cialdini's persuasive principles, the analytical process was conducted by comparing and connecting Speech Act Pragmatic Analysis with the Rhetorical Triangle. The chart organized Pragmatic and Rhetorical Analysis and will be in percent from 31 data. The pattern shows that Perlocution, as it requires attitude and action, had in line entailment to Pathos that issuing agreement through sympathy, gesture, invitation and media visual. It reflects the learning process's vibe that presents more demonstration and practice, while the approaching strategy from the rhetorical triangle is Pathos without any driving force but effectively motivates students to do so. The result can be seen in the following figure.

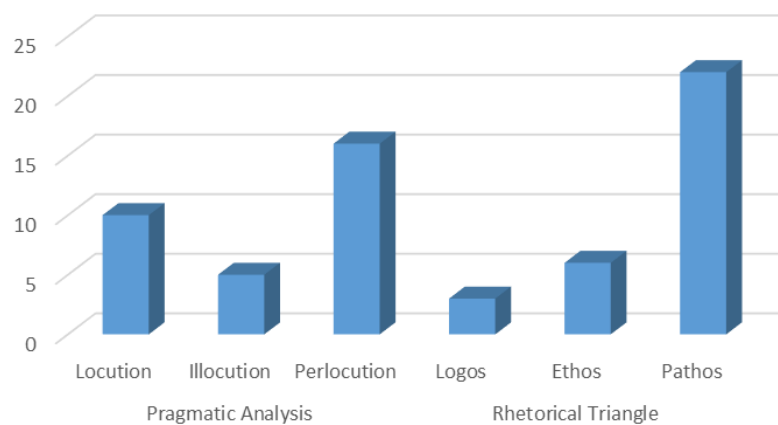


Figure 6. Pragmatic and Rhetorical Triangle

The opposite result can be seen from Locution and Logos, which theoretically should be in a persuasive communication strategy. The data shows that Locution, as part of the literal meaning that is used by teachers to define and share general information, was not presented by the Logos rhetorical triangle. In the learning process, especially in conventional or offline learning, general information will be shared systematically through definition or problem-based learning, but in this TikTok English content, the creator tends to strengthen her position as a native speaker and English educator to show her credibility and authority to deliver the material, so Ethos plays more relevancy to Locution in this case.

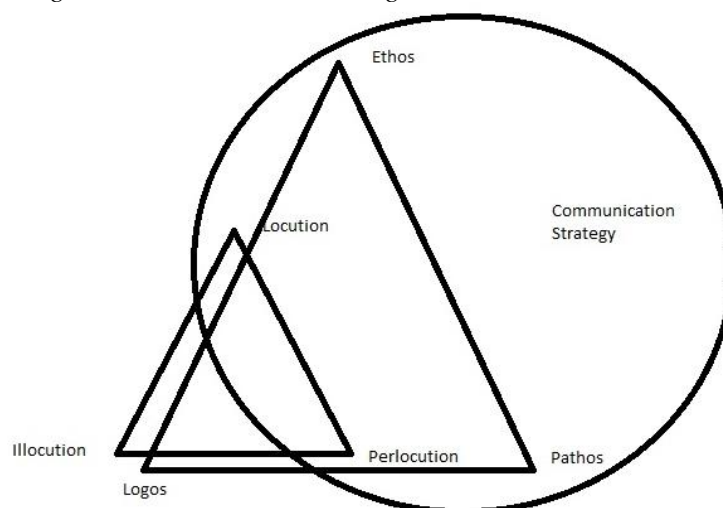
In order to engage with the audience, the creator focuses on empowering sympathy and her credibility to gain more viewers and followers. This communication strategy shows a difference between offline and digital communication strategies.

Persuasive Mode

From the data, we can draw a persuasive mode in digital communication, especially TikTok from (@english.with.lucy), using the following diagram.

Figure 6

Pragmatic and Rhetorical Triangle



The figure represents how the persuade mode is used pragmatically to win the audience's attention as part of communication strategies. In digital communication, content creators avoid giving monotonous and conventional explanations to define and torturing the audiences with instruction and

explanation. On the other hand, she prefers to use audiences' emotions and trust to demonstrate the language.

It can be seen that perlocution was followed by pathos to see the output and whether locution and illocution were presented through ethos instead of maximizing logos. Pathos used a dominant strategy that was supported by gesture, communicative mimic, media and visuals to empower the message.

This pattern implied a unique shift from a conventional learning strategy or communication strategy into more in-touch distance communication through social media.

The use of the persuasive mode is seen by emphasizing Author's credibility and experience as a native English speaker and also an educator. She also won the audience's trust through sympathetic expressions, gestures, and authentic data used by native speakers, which she then completed with advanced expertise in the language source.

CONCLUSION

The research proved that in TikTok, persuasive acts played a dominant strategy, especially in English content, or we call it a digital English learning source. For the Persuasive Speech Act, reciprocity contributed 42%, followed by the Perlocution pragmatic theory, which indicates demonstration and practice. The shift in digital communication behaviour appeared when Ethos was used as a referent for expressing communication intention and pragmatic effect, although Pathos played a role as the dominant rhetorical that was mostly used to manipulate audiences.

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