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available online at: [www.jtuh.org/](http://www.jtuh.org/)**Aya Qasim Hassan**

Samarra University College of Education for Humanities

**Israa Burhanuddin Abdurrahman (PhD)**

Tikrit University College of Education for Women

\* Corresponding author: E-mail :  
[aya.qasim@uosamarra.edu.iq](mailto:aya.qasim@uosamarra.edu.iq)**Keywords:**  
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THE CC BY LICENSE<http://creativecommons.org/licenses/by/4.0/>**Persuasion in Obama's Back-to-School Speech:  
A Pragmatic Study****A B S T R A C T**

This study uses Aristotle's ethos, pathos, and logos rhetorical framework to give a pragmatic analysis of the persuasive techniques used by Barack Obama in his 'Back to School' speech to the students. This study aims to analyze how Obama persuades the student (audience) by using these persuasive arguments to build credibility, arouse feelings, and apply logical reasoning. The approach centers on locating distinct ethos, pathos, and logos moments within the speech and examining the rhetorical implications of those instances. The study emphasizes the rhetorical devices—such as personal tales, allusions to his own experiences, and the use of inclusive language—that were employed to create Obama's ethos. It examines the use of emotional appeals, such as tales of tenacity, optimism, and common goals, to establish a connection with the students. Furthermore, the analysis looks at how Obama persuades the students with his message by using reasoning, factual data, and logical arguments. The results illustrate how well Aristotle's rhetorical framework explains Obama's use of persuasion techniques in his speech. This pragmatic approach advances our knowledge of persuasive discourse and sheds light on the strategies employed by well-known speakers to captivate and inspire their listeners.

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DOI: <http://doi.org/10.25130/jtuh.32.2.2025.24>**الإقناع في خطاب أوباما "العودة إلى المدرسة": دراسة تداولية**

آية قاسم حسن/ جامعة سامراء/ كلية التربية

اسراء برهان الدين عبد الرحمن/ جامعة تكريت/ كلية التربية للبنات

**الخلاصة:**

تستخدم هذه الدراسة الإطار الخطابي لأرسطو الذي يعتمد على السمات التراثية الاخلاقية والعاطفة

والمنطق لتقديم تحليل عملي للتقنيات الإقناعية التي استخدمها باراك أوباما في خطابه "العودة إلى المدرسة" للطلبة. تهدف هذه الدراسة إلى تحليل كيفية إقناع أوباما الطلبة (الجمهور) باستخدام هذه الحجج الإقناعية لبناء المصداقية وإثارة المشاعر وتطبيق التفكير المنطقي. يركز النهج على تحديد لحظات الأخلاق والعاطفة والمنطق المتميزة داخل الخطاب وفحص الآثار البلاغية لتلك الحالات. تؤكد الدراسة على الأدوات البلاغية - مثل الحكايات الشخصية، والتلميحات إلى تجاربه الخاصة، واستخدام اللغة المؤثرة. كما تدرس استخدام المناشدات العاطفية، مثل حكايات المثابرة والتفاؤل والأهداف المشتركة، لجذب انتباه الطلبة. علاوة على ذلك، يتناول التحليل كيفية إقناع أوباما الطلبة برسائله باستخدام المنطق والبيانات الواقعية والحجج المنطقية. وتوضح النتائج مدى قدرة الإطار الخطابي لأرسطو على تفسير استخدام أوباما لتقنيات الإقناع في خطابه. ويعمل هذا النهج التداولي على تعزيز المعرفة بالخطاب الإقناعي وإلقاء الضوء على الاستراتيجيات التي يستخدمها المتحدثون المشهورون لجذب انتباه مستمعهم وإلهامهم.

الكلمات المفتاحية: الإقناع، خطاب العودة إلى المدرسة، التداولية، أرسطو

## 1. Introduction

Language is the most powerful device that people use to communicate, it is used to do a remarkably wide range of activities. The speakers' ideas, views, intentions, requests, orders, etc. can all be expressed by language. These aspects are done by the speaker/writer to get an understanding with the listener/reader via the use of a wide variety of strategies including persuasion. Unquestionably, the concept of 'persuasion' is dated back to Aristotle who relates it to 'rhetoric' as when he argues that rhetoric can be defined as the capability of observing the possible means of persuasion (Kennedy, 2007). According to Charteries-Black (2011, p.13), persuasion "refers generally to the use of language by one party to encourage another to accept a point of view." Furthermore, it reveals the effect and the action of changing the thinking and the audiences' belief.

The present study aims at conducting a pragmatic analysis in order to identify the persuasive strategies used by Obama in his speech 'Back to School'. In order to analyze these strategies, Aristotle's model is adopted. according to the percentages got through the application of the model, the sentences are analyzed and interpreted in terms of persuasion, and the conclusions are drawn.

## 2. Literature Review

### 2.1 Persuasion

For more than 2000 years, scholars have been concerned with the art of persuasion. They have been captivated by different persuasive techniques utilized in different periods in various societies, cultures, and types of discourse. Although there are many developments through which persuasive communications pass, its nature is still grounded in Aristotle's appeals in rhetorics which are proposed in the 4<sup>th</sup> C. BC (Pelclová & Lu, 2018). It is revealed that persuasion is comprehended as language which tries to adjust or reaffirm audience's interpretations and behaviors. It is a collaborative process that is shaped by contextual factors arising from the diverse situations where the verbal encounters occur. Persuasion is absolutely directed at a public and never takes place in a void (Halmari & Virtanen 2005).

Jones & Simons (2017, p. 23) view persuasion as “human communication designed to influence the judgments and actions of others”. Thus, realizing how persuasion works aids to choose the best means to achieve one’s objectives. That is, the study of persuasion helps one make the right judgments. Besides, the persuasion process is not only to persuade the other, but also to respond brilliantly and wittily to the armies of the message makers who compete for approval and participation.

### 2.2 The Language of Persuasion

Aristotle elucidates that the careful choice of the linguistic units creates part of the effective strategy of persuasion. He promoted the employment of emotional expression as it communicates the listener’s feelings with the speaker. Nevertheless, the emotional expression must be suitable to the current situation or context. Aristotle further recognized that the speaker would utilize more emotionally charges when the public has similar feelings about the subject (Fisher, 1987). Furthermore, Aristotle showed that in addition to the fact that an attention must be paid to the technique of persuasion and the appropriate arrangement of the different pieces of information must also gain such attention. At the same time, the speaker has to cover his speech and to create the impression of speaking naturally rather than artificially.

(Austen, 2010, p. 33) “Persuasion can influence a person's belief, attitudes, intentions motivation or behaviors.” The process of persuasion involves one person

or entity trying to get another person or group of people to change their ways of thinking or acting. It differs from coercion in that the message's recipient has the option of acting upon it or not. (Kendra Cherry, 2022, p.29). Accordingly, persuasion is an effective deliberate attempt to change someone else's mental state through communication in a situation where the persuaded party has some degree of autonomy making it an effective strategy that can help one accomplish his personal goals. For instance, it can be used to rally others to support a cause someone cares about or persuade them of an idea you strongly believe in (O'Keefe, 2002. P.5).

### 3. Methodology

This section puts forward a pragmatic analysis of persuasive strategies in Obama's "Back to School" speech. On September 8, 2009, President Barack Obama delivered a national address to the students of America. During this special address, the president spoke directly to the nation's children and youth about persisting and succeeding in school. The president challenged students to work hard, set educational goals, and take responsibility for their learning. The investigating of persuasive strategies involves three different pillars: Logos, Ethos, and Pathos which are analyzed qualitatively in twenty-eight extracts.

#### 3.1 The Model Adopted

The ideas of ethos, logos, and pathos were first presented by the Greek philosopher Aristotle in his treatise on rhetoric, "Rhetoric." Since Aristotle wrote this work in the 4<sup>th</sup> C. BC, it can be said that he introduces the persuasive appeal. His theories on rhetoric and persuasion techniques have had a significant impact on communication studies and are still used today in a variety of settings. He coins **Logos** (the logic and reasoning in the message), **Ethos** (the character, credibility and trustworthiness of the communicator), and **Pathos** (the emotional dimension). The circumstances determine how much of each appeal is used. A technical manual's process description, which is a highly informative message, will emphasize logos; the message must be coherent and obvious. exact and clear-cut. This type of communication requires little to no pathos or ethos; nevertheless, a project proposal presentation intended to persuade senior management may include a blend of logos (Simons, H. W. 1976). These three strategies commonly employed when attempting to persuade a reader:

1. **Pathos**, or the appeal to emotion, refers to the strategy of persuading an audience by deliberately arousing certain emotions in order to elicit the desired response from them. Authors employ meaningful language, thoughtful word choices, and emotionally charged instances and tales. A variety of emotional reactions, such as pity, rage, frustration, or even humor, can be desired by authors.
2. **Logos**, or the appeal to logic, implies appealing to the audience's sense of logic or reason. When an author uses logos, they employ facts and data together with logical, obvious linkages between ideas. Another tactic is to construct a logical case by literal and historical analogies. There shouldn't be any logical fallacies, which are defined as ambiguous or incorrect assumptions or links between ideas, in the argument.
3. **Ethos** is employed to convey the author's authority and credibility. The reader needs to be aware of the writer's qualifications before assessing any written work. By citing reliable sources, utilizing acceptable language, and proving that they have fairly investigated the matter (by taking the opposing viewpoint into consideration), the writer can effectively convey their authority (Barker, 2020).

### 3.2 Procedures of Analysis

The procedures to be followed in analysis are as follows:

1. Selecting the sample of analysis which is Obama's speech directed to university students.
2. Choosing a suitable model for analysis which is Aristotle's *Rhetoric* 4<sup>th</sup> c. (logos, ethos, pathos).
3. Analyzing (37) texts according to the model.
4. Showing the results and discuss them.

### 4.1 Data Analysis

In this section, (37) extracts taken from Obama's *Back to School* speech are going to be analyzed. Each extract represents one utterance in Obama's speech

**Extract (1)** Hello everyone - how's everybody doing today?

The president begins with greeting The greeting is informal to reflect familiarity, intimacy to show the people that he's one of them.

**Logos:** No logos.

**Ethos:** The president selected informal language to show the people that he is one of them.

**Pathos:** The feel with the (inclusion). The president is part of them.

**Extract (2)** I'm here with students at Wakefield High School in Arlington, Virginia. And we've got students tuning in from all across America, kindergarten through twelfth grade.

**Logos:** He is telling facts. It means that the President is currently at Wakefield High School in Arlington, Virginia, and there are Students from all grades across. Participating in the event or activity.

**Pathos:** No Pathos.

**Ethos:** The President is addressing group of Students from different age groups and locations.

**Extract (3)** I'm glad you all could join us today.

**Logos:** No logos are here.

**Ethos:** He is expressing their happiness or gratitude for the Presence of the People who have Joined them, in a nice way.

**Pathos:** The students feeling of being appreciated and welcomed, and Possibly asense of inclusion and belonging.

**Extract (4)** I know that for many of you, today is the first day of school. And for those of you in kindergarten, or starting middle or high school, it's your first day in a new school, so it's understandable if you're a little nervous.

**Logos:** He is speaking about it being the first day of school for many students. The President's acknowledgment of the nervousness that comes with starting a new School. as it is a common feeling for many Students.

**Ethos:** The President Shows empathy and understanding towards the student by recognizing their feeling and experiences.

**Pathos:** They feeling the credibility and ethos of the President, when he speaks about their Problems and feel he is part of them.

**Extract (5)** I imagine there are some seniors out there who are feeling pretty good right now, with just one more year to go. And no matter what grade you're in, some of you are probably wishing it were still summer, and you could've stayed in bed just a little longer this morning.

**Logos:** No logos.

**Ethos:** Here is acknowledgement of the different emotions and experiences that students may be feeling of the first day of school can have to a Positive impact on them.

**Pathos:** This creates a sense of connection and support, which can be comforting for Student Who may be feeling anxious or an unsure about the new school year.

**Extract (6)** I know that feeling. When I was young, my family lived in Indonesia for a few years, and my mother didn't have the money to send me where all the American kids went to school. So she decided to teach me extra lessons herself, Monday through Friday - at 4:30 in the morning.

**Logos:** The President talks to the pupils about his life, his experiences and what happened to him. His mother's dedication to ensuring he received an education despite of their circumstances.

**Ethos:** through this away he is trying connect with Students who may also feel different or have unique experiences, and to show that they understand and empathize with these feelings.

**Pathos:** No pathos.

**Extract (7)** Now I wasn't too happy about getting up that early. A lot of times, I'd fall asleep right there at the kitchen table. But whenever I'd complain, my mother would just give me one of those looks and say, "This is no picnic for me either, buster."



**Ethos:** He uses this a way of remind them that they are not the only ones facing difficulties and that they need to Persevere despite the challenge.

**Pathos:** The Students here feel the same Suffering when they walk up with their families, and it Seems that the speaker is one of them.

**Longs:** No logos.

**Extract (8)** So I know some of you are still adjusting to being back at school. But I'm here today because I have something important to discuss with you. I'm here because I want to talk with you about your education and what's expected of all of you in this new school year. Now I've given a lot of speeches about education. And I've talked a lot about responsibility.

**Logos:** Here he Wants to tell them the main reason for their meeting and what he wants to talk about their academic future.

**Ethos:** The Speaker wants to emphasize the importance of taking responsibility for their education and making the most of the opportunities Presented to them in the new School year.

**Pathos:** No Pathos.

**Text (9)** I've talked about your teachers' responsibility for inspiring you, and pushing you to learn.

**Logos:** No logos.

**Pathos:** No pathos.

**Ethos:** The president is show the importance of teacher student relationships and the impact that teachers can have on their student's motivation and learning.

**Text (10)** I've talked about your parents' responsibility for making sure you stay on track, and get your homework done, and don't spend every waking hour in front of the TV or with that Xbox.

**Logos:** He's talk that parents play a crucial role in educating their children and their value in raising them.

**Pathos:** No pathos.



**Ethos:** The President demonstrated to them the Value of Parental involvement in helping their children develop good Study habits and have a balanced approach to the in free time.

**Extract (11)** I've talked a lot about your government's responsibility for setting high standards, supporting teachers and principals, and turning around schools that aren't working where students aren't getting the opportunities they deserve.

**Logos:** No logos are here.

**Ethos:** The Speaker is expressing tower Support and encouragement for your Passion and advocacy for education.

**Pathos:** They feeling Validated, encouraged, and motivated.. Knowing that their efforts are being recognized and appreciated can boost their confidence and sense of Purpose.

**Extract (12)** But at the end of the day, we can have the most dedicated teachers, the most supportive parents, and the best schools in the world- and none of it will matter unless all of you fulfill your responsibilities. Unless you show up to those schools; pay attention to those teachers; listen to your parents, grandparents and other adults; and put in the hard work it takes to succeed.

**Logos:** Emphasizes the importance of individual responsibility and effort in achieving success in education.

**Ethos:** No Ethos.

**Pathos:** He calls the students to take ownership of their education and recognize the impact of their Personal efforts on their academic achievement.

**Extract (13)** And that's what I want to focus on today: the responsibility each of you has for your education. I want to start with the responsibility you have to yourself.

**Logos:** No logos.

**Pathos:** No pathos.

**Ethos:** It encourages students to become active participants in their learning process.

**Extract (14)** Every single one of you has something you're good at. Every single one of you has something to offer. And you have a responsibility to yourself to discover what that is. That's the opportunity an education can provide.

**Logos:** No logos.

**Pathos:** No logos.

**Ethos:** The President belief that every individual Possesses unique talents and abilities. The responsibility lies with each Person to explore and discover their own Strengths and Passions.

**Extract (15)** Maybe you could be a good writer - maybe even good enough to write a book or articles in a newspaper - but you might not know it until you write a paper for your English class.

**Logos:** No logos.

**Ethos:** The President assures them that although they might not know it until they turdy actually write an English class Paper, they might be a gifted writer.

**Pathos:** They may be filled with optimism, wondering if their English class assignment will reveal their hidden Skill and Present them with new opportunities.

**Extract (16)** Maybe you could be an innovator or an inventor - maybe even good enough to come up with the next iPhone or a new medicine or vaccine - but you might not know it until you do a project for your science class. Maybe you could be a mayor or a Senator or a Supreme Court Justice, but you might not know that until you join student government or the debate team.

**Logos:** It's emphasizing the importance of trying new things, getting involved in different activities, and exploring your interests to discover your abilities and potential career paths.

**Pathos:** No pathos.

**Ethos:** The president continues to inspire students to uncover his abilities, by becoming involved in a variety of events and professions.

**Extract (17)** And no matter what you want to do with your life - I guarantee that you'll need an education to do it. You want to be a doctor, or a teacher, or a police

officer? You want to be a nurse or an architect, a lawyer or a member of our military? You're going to need a good education for every single one of those careers. You can't drop out of school and just drop into a good job. You've got to work for it and train for it and learn for it. And this isn't just important for your own life and your own future. What you make of your education will decide nothing less than the future of this country. What you're learning in school today will determine whether we as a nation can meet our greatest challenges in the future.

**Logos:** He talks the importance of elicitation for Various Careers and the future of the country. While education is undoubtedly crucial for many Professions and can Significantly impact an individual's opportunities and Success.

**Ethos:** The President emphasizes a good education can provide a strong foundation of knowledge, skills, and critical thinking abilities that are valuable in many fields.

**Pathos:** No pathos.

**Extract (18)** You'll need the knowledge and problem-solving skills you learn in science and math to cure diseases like cancer and AIDS, and to develop new energy technologies and protect our environment. You'll need the insights and critical thinking skills you gain in history and social studies to fight poverty and homelessness, crime and discrimination, and make our nation more fair and more free. You'll need the creativity and ingenuity you develop in all your classes to build new companies that will create new jobs and boost our economy.

**Logos:** Research suggests that solving Societal and Scientific issues requires a Plethora of ex expertise across several domains. The fields, we have many example Previously.

**Ethos:** It highlights the interconnectedness of subjects and the importance of interdisciplinary thinking in addressing complex issues.

**Pathos:** No pathos.

**Extract (19)** We need every single one of you to develop your talents, skills and intellect so you can help solve our most difficult problems. If you don't do that-if

you quit on school - you're not just quitting on yourself, you're quitting on your country.

**Logos:** No logos.

**Ethos:** He Persuades students of the value of education in their life and the necessity of continuing their education by using persuasive language.

**Pathos:** In this speech, students feel motivated and empowered. Makes them to overcome challenges.

**Extract (20)** Now I know it's not always easy to do well in school. I know a lot of you have challenges in your lives right now that can make it hard to focus on your schoolwork.

**Logos:** No logos.

**Ethos:** He empathize with students and their circumstances. emphasizing that there are external factors that can impact their ability to fully focus on their education.

**Pathos:** Here the Students feel that the President is a part of them and he feels their suffering and circumstances.

**Extract (21)** Get it. I know what that's like. My father left my family when I was two years old, and I was raised by a single mother who struggled at times to pay the bills and wasn't always able to give us things the other kids had. There were times when I missed having a father in my life. There were times when I was lonely and felt like I didn't fit in.

**Logos:** No logos.

**Ethos:** He shares his Personal experience of growing up with over a Single-Parent with the students and talks. about the difficulties and challenges, they faced.

**Pathos:** Some students may feel motivated and inspired by the emphasis on the importance of education, it may encourage them to take their education Seriously and strive for Success. on the other hand, Some Students might feel Pressured ar overwhelmed by the weight placed on their education.

**Extract (22)** So I wasn't always as focused as I should have been. I did some things I'm not proud of, and got in more trouble than I should have. And my life could have easily taken a turn for the worse.

**Logos:** He reflecting on a period of his life where you may have made some mistakes or gotten into trouble. The statement "did some things I'm not proud of" indicates that you have regrets about certain actions or behaviors.

**Ethos:** He mentions some mistakes he made in the past.

**Pathos:** the students here smiling feeling in inspired, reflect because this speech Some mistakes they learn from.

**Extract (23)** But I was fortunate. I got a lot of second chances and had the opportunity to go to college, and law school, and follow my dreams. My wife, our First Lady Michelle Obama, has a similar story. Neither of her parents had gone to college, and they didn't have much. But they worked hard, and she worked hard, so that she could go to the best schools in this country.

**Ethos:** The President uses a persuasive technique by sharing a personal Story of their own and his wife's journey to emphasize the importance of second chances and the transformative Power of education.

**Pathos:** No pathos.

**Logos:** No Logos.

**Extract (24)** Some of you might not have those advantages. Maybe you don't have adults in your life who give you the support that you need. Maybe someone in your family has lost their job, and there's not enough money to go around. Maybe you live in a neighborhood where you don't feel safe, or have friends who are pressuring you to do things you know aren't right.

**Logos:** No logos.

**Ethos:** He here sheds light on the various challenges and obstacles that some students face.

**Pathos:** Student get the impression from this speech that someone knows them and their struggles, almost as if he were one of them.

**Extract (25)** But at the end of the day, the circumstances of your life - what you look like, where you come from, how much money you have, what you've got going on at home - that's no excuse for neglecting your homework or having a bad attitude. That's no excuse for talking back to your teacher, or cutting class, or dropping out of school. That's no excuse for not trying.

**Logos:** No logos.

**Ethos:** The President is emphasizing that regardless of one's Personal circumstances. Such as their appearance, background financial Status, or family situation, these factors should not be mused as excuses for neglecting academic responsibilities. Everyone should make an effort to overcome Challenges and Strive to succeed, irrespective of their circumstances.

**Pathos:** This text evokes different feelings for students, that is clear through, they are thinking about Personal responsibility, resilience and the importance of trying one's best in the Pursuit of education.

**Extract (26)** Where you are right now doesn't have to determine where you'll end up. No one's written your destiny for you. Here in America, you write your own destiny. You make your own future.

**Logos:** The President refers to the fact that in America, individuals have the freedom to choose and take action that will Shape their future.

**Ethos:** The President is encouraging listeners to believe in their ability to overcome Challenges and rise above their Current Situation. They rejected the notion that external factors or Predetermined destinies control one's future.

**Pathos:** No pathos.

**Extract (27)** That's what young people like you are doing every day, all across America. Young people like Jazmin Perez, from Roma, Texas. Jazmin didn't speak English when she first started school. Hardly anyone in her hometown went to college, and neither of her parents had gone either. But she worked hard, earned good grades, got a scholarship to Brown University, and is now in graduate school, studying public health, on her way to being Dr. Jazmin Perez.

**Logos:** This Passage highlights the inspiring story of Jazmin Perez, a young Person who overcome Various obstacles and achieved academic Success.

**Ethos:** The President by mentioning Jazmin story is to illustrate the Potential for Success and upward mobility among young People, it serves as a motivational example to inspire others who May be in Similar circumstances, highlighting the importance of Perseverance and education in achieving their goals.

**Pathos:** Students feel inspired, and when Can relate to these Challenges, It Can Provide a sense of Comfort knowing that their experiences are acknowledged and ask they are not alone in facing these difficulties.

**Extract (28)** I'm thinking about Andoni Schultz, from Los Altos, California, who's fought brain cancer since he was three. He's endured all sorts of treatments and surgeries, one of which affected his memory, so it took him much longer - hundreds of extra hours - to do his schoolwork. But he never fell behind, and he's headed to college this fall. And then there's Shantell Steve, from my hometown of Chicago, Illinois. Even when bouncing from foster home to foster home in the toughest neighborhoods, she managed to get a job at a local health center; start a program to keep young people out of gangs; and she's on track to graduate high school with honors and go on to college Jazmin, Andoni and Shantell aren't any different from any of you. They faced challenges in their lives just like you do. But they refused to give up. They chose to take responsibility for their education and set goals for themselves. And I expect all of you to do the same.

**Logos:** He shares the inspiring stories of three individuals: Andoni Schultz, Shantell Steve, and Jazmin. Who have faced great Challenges in their live: Andoni Schultz Despite facing the Challenges of brain cancer and undergoing treatments that affected his memory, he helves gave up. Shantell Steve, who hails from the President hometown of Chicago, Illinois, experienced a turbulent upbringing, moving from one foster home to another in tough weighed heads. Despite these challenging circumstances, she managed to secure a job at a local health center and initiated a Program aimed at keeping Young Paella away from gang. They have demonstrated Resilience determination, and a strong commitment to their education, and worked hard to overcome obstacles.



**Ethos:** The President aims to inspire and Motivate readers by Showcasing real-life examples of individuals who have overcome adversity and achieved academic success through their Perseverance and dedication.

**Pathos:** After learning about all the hardships that others have faced, the students are even more driven, taking responsibility for their education and setting goals for themselves.

**Extract (29)** That's why today, I'm calling on each of you to set your own goals for your education - and to do everything you can to meet them. Your goal can be something as simple as doing all your homework, paying attention in class, or spending time each day reading a book. Maybe you'll decide to get involved in an extracurricular activity, or volunteer in your community, maybe you'll decide to stand up for kids who are being teased or bullied because of who they are or how they look, because you believe, like I do, that all kids deserve a safe environment to study and learn. Maybe you'll decide to take better care of yourself so you can be more ready to learn. And along those lines, I hope you'll all wash your hands a lot, and stay home from school when you don't feel well, so we can keep people from getting the flu this fall and winter.

**Ethos:** The president is encouraging the listeners to take ownership of their education and set personal goals to improve themselves academically. They suggest various goals, such as completing homework, paying attention in class and dedicating time to reading, also, he emphasize the importance of creating a safe and inclusive environment for all Students to study and learn. They also mention the significance of taking care of one's health.

**Logos:** No logos.

**Pathos:** No pathos.

**Extract (30)** Whatever you resolve to do, I want you to commit to it. I want you to really work at it. I know that sometimes, you get the sense from TV that you can be rich and successful without any hard work - that your ticket to success is through rapping or basketball or being a reality TV star, when chances are, you're not going to be any of those things. But the truth is, being successful is hard. You won't love every subject you study. You won't click with every teacher. Not every homework

assignment will seem completely relevant to your life right this minute. And you won't necessarily succeed at everything the first time you try.

**Logos:** He tells them of the fact that success does not come easily, as your fact challenges along the way.

**Ethos:** He shares them important of commitment and hard work in achieving the goals, also said, that hat every subject or task will be enjoyable or immediately relevant, and that initial attempts may not always lead to immediate Success. It's a reminder that setbacks and obstacles are a natural Part of the Journey, and it's important to keep pushing forward and learning from experiences.

**Pathos:** Students focus on the importance of speaking, and understand that obtaining success is not an easy journey, also they must stay focused on their goals and not let failures get in the way of their success.

**Extract (31)** That's OK. Some of the most successful people in the world are the ones who've had the most failures. JK Rowling's first Harry Potter book was rejected twelve times before it was finally published. Michael Jordan was cut from his high school basketball team, and he lost hundreds of games and missed thousands of shots during his career. But he once said, "I have failed over and over and over again in my life. And that is why I succeed." These people succeeded because they understand that you can't let your failures define you you have to let them teach you. You have to let them show you what to do differently next time. If you get in trouble, that doesn't mean you're a troublemaker, it means you need to try harder to behave. If you get a bad grade, that doesn't mean you're stupid, it just means you need to spend more time studying.

**Logos:** Reference to red-life takes Stories involving well-known figures. here. It highlights the experiences of notable individuals like JK Rowling and Michael Jordan, who encountered numerous Setbacks and failures before achieving remarkable accomplishments.

**Ethos:** The President explains to them that failure should not define a person but rather serve as a Valuable learning opportunity. Instead of being discouraged by failures. individuals should use them as motivation to improve and grow.

**Pathos:** No pathos.

**Extract (32)** No one's born being good at things, you become good at things through hard work. You're not a varsity athlete the first time you play a new sport. You don't hit every note the first time you sing a song. You've got to practice. It's the same with your schoolwork. You might have to do a math problem a few times before you get it right, or read something a few times before you understand it, or do a few drafts of a paper before it's good enough to hand in.

**Ethos:** The President talks about to crucial practice and hard work are to becoming Proficient in a variety of life skills. Be it academics, music, sports, or other endeavors, mastery demands commitment and hard work.

**Logos:** He talks about that fact that no one is born with talent or skill, this is especially true when/earning anything new.

**Pathos:** No pathos.

**Text (33)** Don't be afraid to ask questions. Don't be afraid to ask for help when you need it. I do that every day. Asking for help isn't a sign of weakness, it's a sign of strength. It shows you have the courage to admit when you don't know something, and to learn something new. So find an adult you trust - a parent, grandparent or teacher; a coach or counselor - and ask them to help you stay on track to meet your goals.

**Logos:** No logos.

**Ethos:** The Speaker encourages individuals not to fear reaching out for assistance in Various aspects of life. Asking for help is Portrayed as an act of strength rather than Weakness. it demonstrates Courage, as it requires acknowledging one's limitations and being Willing to learn and grow.

**Pathos:** Have adopted to students the idea of seeking help and recognizing that it is a positive step towards Personal growth, learning, and ultimately achieving their goals.

**Extract (34)** And even when you're struggling, even when you're discouraged, and you feel like other people have given up on you - don't ever give up on yourself. Because when you give up on yourself, you give up on your country.

**Ethos:** It acknowledges that there may be moment when individuals face difficulties, feel discouraged, and Perceive lack of support from other. It suggests that personal growth and success are closely tied to one's self-confidence and refusal to Surrender.

**Pathos:** The impact of a speech on a listener can vary depending on the individual's mindset, Personal experiences, and receptiveness to the content, some is listeners May find the speech Motivating and inspiring, while other may not resonate with it as much.

**Logos:** No logos.

**Extract (35)** The story of America isn't about people who quit when things got tough. It's about people who kept going, who tried harder, who loved their country too much to do anything less than their best.

**Ethos:** The President is emphasizing the idea that the history of America is not defined by those who give up when faced with difficulties. Rather, it honors these who endure, go above and above, and show a steadfast commitment to their nation.

**Logos:** no logos.

**Pathos:** no pathos.

**Extract (36)** It's the story of students who sat where you sit 250 years ago, and went on to wage a revolution and found this nation. Students who sat where you sit 75 years ago who overcame a Depression and won a world war; who fought for civil rights and put a man the moon. Students who sat where you sit 20 years ago who founded Google, Twitter on and Facebook and changed the way we communicate with each other. So today, I want to ask you, what's your contribution going to be? What problems are you going to solve? What discoveries will you make? What will a president who comes here in twenty or fifty or one hundred years say about what all of you did for this country?

**Logos:** Highlights the historical achievements of Previous generations of Students and their impact on shaping the World We live in today. By referencing historical events such as the American by revolution, overcoming the great depression, winning world War II, fighting for civil rights, and the technological advancements of recent years.

**Ethos:** The President Seeks to instill a sense of hope ambition, and responsibility in students by highlighting the achievements of those who came before them, inspiring them to dream big and Strive for greatness in their own lives and endeavors. It reminds them that each person has their unique talents, passions, and shot Potential areas of impact. Whether it's through solving problems, making discoveries, or creating positive change.

**Pathos:** No pathos.

**Extract (37)** Your families, your teachers, and I are doing everything we can to make sure you have the education you need to answer these questions. I'm working hard to fix up your classrooms and get you the books, equipment and computers you need to learn. But you've got to do your part too. So I expect you to get serious this year. I expect you to put your best effort into everything you do. I expect great things from each of you. So don't let us down - don't let your family or your country or yourself down. Make us all proud. I know you can do it.

**Logos:** No

**Ethos:** This is a motivational message directed towards Students, encouraging them to take their education seriously and strive for excellence. It acknowledges the efforts Made by families and teachers to Provide the necessary resources and support for the student's education. However, he emphasizes that the responsibility for Success ultimately lies with the students themselves.

**Pathos:** This speech had a Profound impact on Students, encouraged to strive for Success and make everyone Proud, And Motivate and inspire Students to Putting forth their best effort in everything they do.

#### 4.2 Results and Discussion

The results of analysis show that Barak Obama in his Speech has used a variety of persuasion strategies to convince the students to achieve success. The table below shows the frequencies and the percentages of the three types of persuasion strategies following Aristotle's model in *Rhetorics*.

### Frequencies and Percentages of Persuasion Strategies

| Persuasion Elements | Logos | Pathos | Ethos | Total |
|---------------------|-------|--------|-------|-------|
| Frequency           | 18    | 21     | 36    | 75    |
| Percentage          | 24 %  | 28 %   | 48 %  | 100 % |

It can be noted that Obama's in his speech back to the school used the ethos strategy, more frequently in his speech followed by the pathos strategy, and the logos strategy, which he used the least frequently. As shown in the formula below.

$$\begin{array}{ccc} \text{Ethos} & > & \text{Pathos} & > & \text{Logos} \\ 48\% & & 28\% & & 24\% \end{array}$$

In President Obama's *Back to School* event speech, he used Ethos more than other strategies for several reasons, establishing trust and credibility, he could establish trust with his audience, especially with students and young people who may have been inspired by his journey to the presidency. It was important for Obama to connect with his audience on a personal level. By sharing stories from his own life and experiences, he could relate to the challenges and aspirations of young people, making his message more relevant and impactful to inspire young people to believe in themselves, work hard, and strive for their goals. Ethos can be particularly effective in inspiring and motivating audiences.

While Barack Obama uses the Logos strategy in his speech, it has been used less frequently compared to Ethos and Pathos because Back to school events are typically more focused on inspiring and motivating students rather than presenting logical arguments or facts. Obama's main remarks may be backed up by facts or other proof, but the main intention is to emotionally connect with students and inspire them to work hard and achieve their objectives. Therefore, it's that ethos and pathos will be more successful than logos in reaching these goals.

### 5. Conclusions

This research sheds light on the various persuasive techniques used by Barack Obama in his '*Back to School*' speech, and their impact on audience perception and behavior. By examining the persuasion strategies utilized by Obama in this address, we have gained valuable insights into how Barack Obama as a political

figure effectively communicates his message to influence audience perceptions and behaviors. Through a meticulous examination of Obama's speech, he used the ethos strategy more frequently in his speech followed by pathos strategy and the logos strategy establishing trust and credibility, he could establish trust with his audience, especially with students and young people who may have been inspired by his journey to the presidency.

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