Analysis of Consultative Variations in Dramaturgy the Teacher's Role in Learning Activities

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Abstract

The purpose of this research is to describe variations in consultative language, functional dramaturgical models, and dramaturgical forms of the teacher's role in learning activities. This research is qualitative and sociolinguistic research. The method used is descriptive analysis. The data source for this research is Indonesian language learning videos at MTs Maarif 19 Assalamah Sukadana Lampung (https://youtu.be/v_RjvbLsyPo). The data for this research are quotes of words, phrases, clauses or sentences contained in Indonesian language learning videos. The results of the research are the characteristics of the use of consultative language variations in the form of greeting words, questioning processes, requesting sentences, explanatory sentences, and exclamatory sentences. The functional model of dramaturgy is front stage dramaturgy, appearance or appearance and front stage dramaturgy, manners or style. As well as the characteristics of the teacher's role as a teacher, namely being able to master the material or subject matter to be taught, being skilled in providing information to the class and being able to help the development of students to be able to accept, understand and master science.

Keywords: Dramaturgy; Sociolinguistics; Consultative Variation

Introduction

Communication is a social process that involves the use of language in it. In communicating, communicative competence is required, namely the ability to speak or use language in accordance with the function, situation and language rules in society (Ibrahim, et al. 2007). This communicative competence gives birth to speech community groups which then give rise to various language variations. Language variations are arranged coherently and continuously. The division of language variations is grouped starting from language variations based on speakers, language variations based on areas of language use, language variations based on level of formality, and finally language variations based on means of use.

Language variations based on the level of formality are divided into 5 types (Hasanah, 2012) there are frozen or frozen language variations, formal language variations, business or consultative language variations, casual or casual language variations and intimate or intimate language variations.

Consultative variations are part of language variations which are grouped based on their level of formality and are located between formal language variations and casual language variations. Consultative language variations are usually used in casual conversations at school or at meetings (Utami, 2007). Consultative variations have marking characteristics, namely the use of greeting words, questioning processes, requesting sentences, explanatory sentences, and exclamative sentences.

The functional model of language is a complex and dynamic change, selection and sorting of language and is related to psychology, sociology and anthropology. One of the functional models of language with an interactional approach is dramaturgy. Dramaturgy according to Erving Goffman in (Suciptaningsih, 2021) is that someone must play their role when carrying out social interactions. According to dramaturgical theory, life, such as the theater stage and social life, is divided into front areas and back areas. Front stage dramaturgy has its own characteristic markers. Appearance according to (Priyadi, 2018) is part of the appearance that a person brings when they are in front, as an effort to convince the public or audience about their role and the characteristic marker in this appearance is that the actor needs tools as an effort to convince the role. Manners according to (Prasetya, 2019) is a person's style to help them appear in front of the stage. Characteristics of manners are the use of speaking style, movement or facial expressions.

There are several previous studies that are relevant to consultative variations, namely the first, research conducted by Nur Shaillawati entitled "Language Variations of Native and Immigrant Populations in Kenegerian Kopah, Central Kuantan District". In this research, the research results found that the business or consultative variety consisted of 7 data, 24 data of the casual or casual variation, and 24 data of the intimate or intimate variation. The second relevant research was written by Hasanah with the title "Variations in Language Formality of the Martin Joos Model in the WA Group 'IPI Garut'". This research shows that chats in the WhatsApp group "IPI GARUT" consist of 95 official variations, 12 business variations, and 201 familiar variations spoken by 57 people.

There is research that is relevant to the focus of studying the role of teachers, namely research written by Edy Surahman, Mukminan entitled "The Role of Social Sciences Teachers as Educators and Teachers in Improving Social Attitudes and Social Responsibility of Middle School Students". The results of this research show (1) the contribution of the role of social studies teachers as educators and instructors was 62.7%; (2) the contribution of social attitudes of students at SMP Negeri 1 Pangkajene Sidrap was 67.1%; (3) the social responsibility contribution of students at SMP Negeri 1 Pangkajene Sidrap was 62.7%; (4) the role of social studies teachers as educators and instructors is proven to have a positive influence in improving students' social attitudes; (5) the role of social studies teachers as educators and instructors has also been proven to have a positive influence in increasing students' social responsibility.

This research has several differences from previous research, namely the focus of studying consultative language variations. In previous research, it studied all language variations, whereas in this research it focused on consultative language variations. Apart from that, this research studies data analysis focused on the characteristics of the use of consultative language variations. Furthermore, in the focus of dramaturgical studies, the difference between previous research and this research is in the grouping of forms of front stage dramaturgy. In previous research, all forms of dramaturgy were mentioned without being classified based on their marker characteristics, whereas in this study they were classified according to the characteristics of front stage dramaturgy markers. In the focus of the study of the role of teachers as teachers, the difference between previous research and this research is in the focus of the study regarding the role of teachers. Previous research examined the influence of the teacher's role as a teacher on students, while this research examines the characteristics that teachers must fulfill in their role as teachers. This research focuses on the problem of language variations used by teachers during the learning process, namely consultative language variations. Then the functional model used by the teacher during the learning process is dramaturgy and the characteristics of the teacher's role as a teacher. Based on the problems raised in this research, this research aims to describe the characteristics of consultative language

variations, the form of functional models of dramaturgy, and the characteristics of the teacher's role as a teacher in class VII Indonesian language learning at MTs Maarif 19 Assalamah Sukadana Lampung.

Method

This research is qualitative descriptive research, namely research that describes data analysis using the description method. This research uses a sociolinguistic approach. Sociolinguistics is a branch of linguistics which is an interdisciplinary field of linguistics and sociology which focuses on the study of language with various factors in speech communities.

The data source in this research is Indonesian language learning videos on Ahmad Zubaidi's YouTube channel. In the video entitled "Implementation of PPL 3 PPG Daljab 2021 Ministry of Religion B. Indonesia Batch 2 University of Muhammadiyah Malang" on the link https://youtu.be/v_RjvbLsyPo .

Data collection techniques are carried out by listening and taking notes. Listening is done by observing online learning videos on the YouTube platform. Then use note-taking techniques to write down the data that has been obtained. The data in this research is in the form of remarks from teachers to students. The data processing technique is carried out in the following way: (1) making a transcript of the conversation between the teacher and students; and (2) grouping the findings according to indicators of consultative language variations and functional dramaturgical models. The data analysis technique is carried out through the following steps: (1) Examining the data that has been collected, (2) Classifying the data according to research indicators related to consultative language variations and dramaturgical functional models. (3) Explaining the data using a sociolinguistic approach, 4) Summarizing the research findings.

Results and Discussion

Based on data analysis, three aspects were found. These aspects include: the characteristics of the consultative language variations used by teachers, the form of functional dramaturgical models used by teachers, and the characteristics of teachers in their role as teachers in learning activities.

Variations in Teacher Consultative Language

Based on the results of data analysis regarding consultative language variations in Indonesian language learning, it was found that there are characteristics of the use of consultative language variations. Consultative variations are part of language variations that are classified based on their level of formality and are located between formal language variations and casual language variations. Consultative language styles are usually used in casual conversations at school or at meetings. This research uses the theory put forward by Ambarsari & Mujianto (2022) which states that there are five characteristics of consultative language variations.

There Is Use of Greeting Words

Greeting words are words used to greet the person you are talking to (second person) or replace the name of a third person. The dialogue at minutes 2.58 and 6.34 contains characteristics of consultative language, namely the use of greetings.

Guru	:	*Selamat pagi **anak-anakku.***
Teacher	:	*Good morning **my children.***
Guru	:	*Ya, **Okta.***
Teacher	:	*Yes, **Okta***

This data shows the use of consultative language used by teachers in interacting learning activities. This can be proven by the use of the words "my children and okta" which indicates a word of greeting. Greeting words are words used to greet the person you are talking to (second person) or replace the name of a third person. A greeting can be in the form of personal names such as Adi and Nia, words that are classified as kinship terms such as father, mother and child, titles of rank, profession or position, such as captain, village head or sub-district head, names such as sir, madam or darling. In this data, the teacher uses greetings in the form of personal names and words that are classified as kinship terms, namely "my children". The purpose of the teacher's speech is to greet students when they are about to start learning and to call students according to their names during teaching and learning activities. Based on this explanation, this data is included in the consultative variety because it meets the characteristics of consultative language, namely the use of greeting words.

There Is a Questioning Process That Contains Elements of 5W+1H

Asking is the process of asking questions to get answers from the person being asked. The dialogue at minutes 4.17 and 6.44 contains characteristics of consultative language variations, namely the questioning process which contains elements of 5W+1H.

Guru	:	***Apa itu teks berita?***
Teacher	:	***What is news text?***
Guru	:	***Apa itu persuasif?***
Teacher	:	***What is persuasive?***

This data shows the use of consultative language used by teachers in interacting learning activities. This can be proven by the use of the word "what" which shows the process of asking questions using the 5W+1H elements. Asking is the process of asking questions to get answers from the person being asked (Shaillawati, 2020). In the process of asking students questions, the teacher uses the word "what" which is part of the 5W+1H, namely what, why, where, when, who and how. In this data, the teacher carries out the process of asking students by asking questions that contain elements of 5W+1H, namely using the word "what". The purpose of the teacher's speech is that the teacher asks questions to students before starting to deliver the material. Based on this explanation, this data is included in the consultative variety because it meets the characteristics of consultative language, namely there is a questioning process that contains elements of 5W+1H.

There Is Use Of Exclamative Sentences

Exclamative sentences are sentences that show admiration and these exclamative sentences are composed of declarative sentences whose predicates are adjectives. The dialogue at minutes 9.49 and 11.58 contains characteristics of consultative language variations, namely the use of exclamative sentences.

Guru	:	*Iya,* ***bagus.***
Teacher	:	*Yes,* ***good***
Guru	:	*Iya,* ***luar biasa.***
Teacher	:	*Yes,* ***amazing***

The data shows the teacher's use of consultative language in learning interactions. This can be proven by the use of the words "good" and "extraordinary" which indicate the use of exclamative sentences. Exclamative sentences are sentences that show admiration and these exclamative sentences are composed of declarative sentences whose predicates are adjectives (Darwin* et al., n.d.). The words "good" and "extraordinary" are expressions of the teacher's admiration for his students. The purpose of

the teacher's speech is to praise or express admiration for the answers given by the students. Based on this explanation, this data is included in the consultative variety because it meets the characteristics of consultative language, namely the use of exclamative sentences.

There Are Sentences Used That Refer to Requesting and Giving Suggestions, Opinions, and Complaints

A request sentence is defined as a sentence that contains a request for another person to do something. The dialogue at minute 11.58 contains characteristics of consultative language variations, namely the use of request sentences.

Guru	:	*Adakah dari kalian yang siap untuk menyimpulkan kegiatan pembelajaran hari ini?* ***Siapa coba? Silakan***
Teacher	:	*Are any of you ready to conclude today's learning activities?* ***Who's trying it? Please***

The data shows the teacher's use of consultative language in learning interactions. This can be proven by the use of the words "who try" which indicates or functions as a request or command that requires a response from students as well as the use of the word "please" which refers to an invitation where the teacher asks students to convey conclusions regarding the learning material that has been studied. This explanation is in accordance with the linguistic characteristics of request sentences which are characterized by the use of the words please, please, please, beg, try, don't, request, request, and please (Darmawanti et al., 2019). Based on this explanation, this data is included in the consultative variety because it meets the characteristics of consultative language, namely the use of request sentences.

There Is the Use Of Explanatory Sentences or Statement Sentences

A statement sentence is a sentence that has an explanatory function to provide evidence or examples that a statement is true. The dialogue at minute 4.55 contains characteristics of consultative language variations, namely the use of request sentences.

Guru	:	*Kompetensi dasar pada pagi hari ini ada 2 yang akan kita capai. Indikator pencapaian ada 3, lalu ada tujuan pembelajaran. Nah setelah ini kita menyusun gagasan, pesan, ajakan teks iklan dengan kreatif dan kolaboratif.*
Teacher	:	*There are 2 basic competencies that we will achieve this morning. There are 3 achievement indicators, then there are learning objectives. Now! After this we compose ideas, messages and invitations for advertising text creatively and collaboratively.*

The data shows the teacher's use of consultative language in learning interactions. This can be proven by the use of the words "There are 2 basic competencies that we will achieve this morning. There are 3 achievement indicators, then there are learning objectives." which shows the correct statement conveyed by the teacher, because the teacher conveys the basic competencies that students will learn during learning. This is in accordance with one of the linguistic characteristics of consultative language variations which use statement or explanatory sentences. A statement sentence is a sentence that has an explanatory function to provide evidence or examples that a statement is true. Based on this explanation, according to Hasibuan (2020), this data is included in the consultative variety because it meets the characteristics of consultative language, namely the use of statement or explanatory sentences.

Dramaturgical Functional Models

Based on the results of data analysis regarding dramaturgy in Indonesian language learning, it was found that there were forms of dramaturgy carried out by teachers in Indonesian language learning. Erving Goffman stated that dramaturgy is a theatrical stage, individuals will display different characters on the front stage and back stage. In this research, using the theory put forward by Erving Goffman in (Subuatningsih, 2021), it is stated that as a theatrical stage, individuals will display different characters on the front stage and back stage. In the front stage, there are 2 types of dramaturgy, namely appearance or appearance and manners or style.

Appearance

Appearance or appearance is part of the appearance that a person brings when he is in front, as an effort to convince the public or audience about his role and the signifying characteristic of this appearance is that the actor needs tools as an effort to convince the role. The dialogue at minute 5.30 has a dramaturgical form of front stage appearance.

Guru	:	*Saya akan tampilkan video, silahkan kalian simak baik-baik.*
Teacher	:	*I will show a video, please watch it carefully.*

The data shows that there is a dramaturgical appearance or appearance made by the teacher in learning interactions. This can be proven by the use of the sentence "I will show a video" which shows the teacher using tools as an effort to convince the audience about the role they play, namely as a teacher. Aids in playing a role can be clothing, accessories or other tools that support ongoing activities. In this data, teachers use video aids and projectors when delivering material to students as a form of effort to convince the audience about their role as teachers. The purpose of the teacher's speech is to provide information that the teacher will show a video regarding the material that will be presented.

Manners

Manners or style is a person's style to help them appear in front of the stage. Characteristics that indicate manners are the use of speaking style, movement intonation or facial expressions. The dialogue at minute 6.34 has a dramaturgical form of front stage manners or style.

Guru	:	*Baik, dari yang saya sampaikan tadi, ada yang mau bertanya? Silahkan.*
Teacher	:	*OK! do any students want to ask? Please*

The data shows the existence of dramaturgical manners or styles used by teachers in learning interactions. This can be proven by the use of the sentence "does anyone want to ask? Please" which shows the use of speaking styles, especially intonation, by the teacher during learning. Speaking style is the way a person expresses their thoughts to others by using different languages, pronunciations, expressions and body language. In this data, the teacher uses the question "does anyone want to ask? Please" shows the speaking style used by the teacher to help appear in front of students because this question will build students' trust in the role played by the teacher, and the intonation used sounds low and nurturing like a teacher towards his students. The purpose of the teacher's speech is to make an offer to students if there are things they want to ask regarding the material that has been presented.

Characteristics of the Teacher's Role as an Instructor

Based on the results of data analysis regarding the role of teachers in Indonesian language learning, it was found that there are 3 characteristics of teachers in their role as teachers. In his role as a teacher, the teacher must have several things that ultimately a teacher will be able to play his role as a teacher well, if he masters and is able to carry out these characteristics. In this research, the theory put forward by (Prasetya, 2019) is used. In their role as teachers, teachers must have several characteristics.

The Ability to Understand the Curriculum and the Material or Subject Matter That Will Be Taught

As a teacher, you should be able to master the material or subject matter that will be taught. The 4.17 minute dialogue shows that there are characteristics of teachers as teachers, namely being able to understand the curriculum and material that will be delivered.

Guru	*:*	*Kompetensi dasar pada pagi hari ini ada 2 yang akan kita capai. Indikator pencapaian ada 3, lalu ada tujuan pembelajaran. Nah setelah ini kita menyusun gagasan, pesan, ajakan teks iklan dengan kreatif dan kolaboratif.*
Teacher	*:*	*There are 2 basic competencies that we will achieve this morning. There are 3 achievement indicators, then there are learning objectives. Now! After this we compose ideas, messages and invitations for advertising text creatively and collaboratively.*

The data shows the characteristics of teachers as teachers in the classroom. This can be proven from the sentence "There are 2 basic competencies that we will achieve this morning. There are 3 achievement indicators, then there are learning objectives. So, after this, we compose ideas, messages, invitations for advertising text creatively and collaboratively," which shows that the teacher has mastered the characteristics as a teacher. As a teacher, teachers should be able to master the material or subject matter to be taught. In this data, the teacher understands, memorizes and masters the material to be taught, as can be seen from the teacher being able to explain it to students before learning begins. The purpose of this speech is that the teacher provides information to students regarding the material to be studied.

Skills in Providing Information to the Class

As a teacher, you should be skilled in providing information to the class. The 5.30 minute dialogue shows that there are characteristics of teachers as teachers, namely being skilled in providing information to the class.

Guru	*:*	*Saya akan tampailkan video, silahkan kalian simak baik-baik.*
Teacher	*:*	*I will show a video, please watch it carefully.*

The data shows the characteristics of teachers as teachers in the classroom. This can be proven from the sentence "I will show a video" which shows the teacher has mastered the characteristics as a teacher. As a teacher, teachers should be skilled in providing information to the class. In this data, the teacher uses skills in delivering material, namely using video as an apperception of learning so that it is easy for students to understand. The purpose of this speech is that the teacher provides information that he will show the video as an apperception and students are asked to listen carefully.

The Ability to Help the Development of Students to Be Able to Receive, Understand and Master Science

As a teacher, you should be able to help the development of students to be able to receive, understand and master science. The 6.34 minute dialogue shows that there are characteristics of teachers as teachers, namely being able to help the development of students to be able to accept, understand and master science.

Guru	*Baik, dari yang saya sampaikan tadi, ada yang mau bertanya? Silahkan.*
Teacher	*OK! do any students want to ask? Please*

The data shows the characteristics of teachers as teachers in the classroom. This can be proven "Okay, from what I said earlier, does anyone want to ask? Please." which shows the teacher has mastered the characteristics as a teacher. As a teacher, teachers should be able to help the development of students to be able to receive, understand and master science. In this data, the teacher intends to make an offer to students if they have questions about the material that has been explained. This is a form of teacher effort in helping the development of students to be able to accept, understand and master science. The purpose of this speech is that the teacher offers students to ask questions if there are things related to the material that they do not understand.

Conclusion

Based on data analysis of the results and findings that have been carried out on videos of class VIII Indonesian language learning activities at MTs Maarif 19 Assalamah Sukadana Lampung, research results showed five characteristics of consultative language variations, namely: First, there is the use of greetings. The teacher uses personal names and kinship terms. Second, there is a questioning process which contains elements of 5W+1H. The teacher uses interrogative sentences marked with the word "what". Third, there is the use of exclamative sentences. The teacher praises students with the words "good" and "extraordinary". Fourth, there is the use of sentences that refer to requesting and giving advice. The teacher uses a request sentence which can be marked with the word "please". Fifth, there is the use of statement or explanatory sentences. The teacher uses statement sentences which are characterized by providing information about the material to be presented and this information is correct.

Furthermore, in the role of teachers as instructors in this research three characteristics were found. First, be able to master the material or subject matter that will be taught. In the research results, it is proven that teachers understand, memorize and master the material to be taught as seen from the teacher being able to explain it to students before learning begins. Second, be skilled in providing information to the class. In the research results, teachers use skills in delivering material, namely using videos as learning apperceptions so that they are easily understood by students. Third, being able to help the development of students to be able to accept, understand and master science. In the research results, the teacher intends to make an offer to students if they have questions about the material that has been explained. This is a form of teacher effort in helping the development of students to be able to accept, understand and master science.

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