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Dramaturgical Conception for the Process of Teaching

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Abstrak: Penelitian ini diadakan atas dasar tingkat kebutuhan guru terhadap penguasaan kelas. Menguasai kelas menjadi hal yang sangat penting bagi berjalannya proses belajar-mengajar yang ideal. Sepintar apapun guru, kalau tidak mampu menguasai kelas akan tampak tidak profesional. Dari fenomena tersebut, peneliti membuat sebuah formulasi dengan mengintegrasikan beberapa konsep penguasaan, baik secara psikologis maupun secara dramaturgis menjadi satu yang dinamakan “Dramaturgi Mengajar”. Untuk menformulasi, digunakan metode Research and Development-nya Borg and Gall. Hasil formulasi Dramaturgi Mengajar ditemukan bahwa untuk menguasai kelas dibutuhkan enam langkah, yaitu: a) square mapping 1 (memahami ekspresi murid melalui mikro ekspresi mata), attracting students (menarik perhatian murid sambil menentukan pilihan latar kelas), b) material explaining (menjelaskan materi sambil mengintegrasikan gesture, blocking, gradation, intonation, dan rhythm), 3) square mapping 2 (memahami ekspresi murid terhadap respon penjelasan guru), strengthening (memberi penguatan materi sambil melakukan hal yang sama dengan b)), c) closing (menutup sambil menarik perhatian, memberi penguatan, dan menyampaikan pesan).

Kata kunci: dramaturgi, dramaturgi mengajar, pemetaan kotak

Abstract: This study was conducted based on the level of the needs toward class’s mastery for teachers. Class mastery becomes important for the ideal teaching-learning process. The teachers would seem unprofessional when they are not able to master the class. From this phenomenon, the researcher made a formulation by integrating several concepts of class mastery, both psychologically and dramaturgically become one term called "Dramaturgy of Teaching". For formulating, the researcher used Borg & Gall’s Research & Development.

The result of “Dramaturgy of Teaching” formulation consists of six steps, namely; a) square mapping 1 (understanding student expression through eyes using micro expressions), attracting students (engaging students' attention while determining the choice of class background), b) material explaining (explaining the material while integrating gesture, blocking, gradation, intonation, and rhythm), 3) square mapping 2 (understanding student expression on the response of the teacher's explanation), strengthening (giving reinforcement of material while doing the same thing with b)), c) closing (closing while attracting attention, reinforcement members, and conveying some messages).

Keywords: dramaturgy, dramaturgy of teaching, square mapping
BACKGROUND

You must have often seen this very common phenomenon, that is, when a teacher delivering the material in the classroom with a variety of arguments, ranging from A to Q, it turns out even talking to his students without regard to the teacher. As a result, teachers who knows about it snarled and spontaneously said "shut..............up, while slapping the table as hard as possible". Students immediately silent because of their fear to teacher’s anger. Then the teacher still continuing his/her anger with so many advises, which essentially "Students should pay attention to the teacher". Maybe the question that is on the minds of students is "Why I must pay attention, if the performance isn’t interesting?" But they remain silent ("because of fear").

This phenomenon is very common and often occur around us. Sometimes it takes a firm stand for a teacher, but firmness is not to create students in a state of fear, but introspection. Sometimes the teacher in a classroom becoming a super power figure, which is ready to excite various vent frustration or even existing problems at home into the classroom."Teacher" in Javanese’s terminology is a figure that can be trusted, replicated, and emulated “digugu lan diiru”. Therefore, a teacher must be able to dribble himself as someone who is able to convince (without any force) and give an example.

Teaching is a horizontal transformation process from a teacher to students, creating a new paradigm in the people who is taught, so that these people find something new in the course of his life. Teaching is like playing a particular role in a drama so that learners know what educators say. Dynamic teacher is a teacher who is able to follow the pattern and the class atmosphere.

Dynamic teacher is a teacher who is able to utilize a variety of situations, instruments, and conditions for teaching and develop themselves continuously. Therefore, Edmund Bachman (2005: 2) suggested to keep learning and learning with the widest and extends learning in the innovation process, so that we remain competitive, increase productivity or added some values.

Teacher in the teaching process is the process of combining some elements of a person to convey something, like an actor in the process of conveying a story through the stage of drama. The teacher”s stage is the class itself. In this regard, of course, all it takes is dramaturgy. A teacher should at least master about the role of the actor, which are; 1) how to control audience, 2) making the audience mesmerized, 3) transforming knowledge to imprint in the hearts of the audience, and 4) make the audience want to see teacher”s performance again.

The term 'dramaturgy' is taken from theory Goffman's theory “The Presentation of Self” (Goffman's Dramaturgical Model). For Goffman model of dramaturgy is as said by Shakespeare in “As You Like It” that All the Worlds are Stage, all aspects that exist on this earth is the stage for humans.

The phenomena and theoretical discourse above was the basic idea for the researcher to develop a learning model called "Dramaturgy of Teaching". The main reason is a teacher needs to have a specific instrument in a class by themselves for treating a variety of acting, gestures, vocalizations, intonation, block, property, eye contact, grading, and analysis of micro-expressions, so communication is both physical and psychological well occur between teachers and learners.

THEORETICAL REVIEW

According to Goffman (1959), we became an actor and made a stage when interacting with others. Humans are the actors who are trying to incorporate personal characteristics and goals to others through "drama performances themselves". "Dramaturgy" understands that in interaction human need "agreement" approved behavior that can deliver to the final destination of human social interaction meant. Playing the role is one tool that can refer to that agreement. On the other side, teaching-learning process is also very closely related to the communication process, so teacher is a communicator who is able to pretend like an actor to transform some ideas through the stage of class.
Dramaturgy is a theatrical of life, which is presented by human. Goffman divides the condition as the front and the rear (back). Front cover setting, personal front (personal appearance), and the expressive equipment (equipment for self-expression). The rear part is the self, that is all hidden activities to complement the success of self-acting or appearance that is in front (Goffman via Musta’ain, 2010: 1). Likewise happens on stage of class that the condition of „front”, the „back”, the „expressive equipment”, and „the self” are also need for a special formulation with respect to self attitude towards the audience (in this case students). Teacher”s interaction in the classroom is a symbolic interaction that aims to form a self-image that the teacher is still considered as an attractive figure. In this case, „attention” according to Goffman is what he called "interaction order", which includes structure, process, and product of social interaction. Interactions order would appear to meet the maintenance needs of "wholeness." (Goffman via Musta’ain, 2010: 8). It means, an interaction order or ourselves arrangement in interacting regularly affect to the magnitude of the power level of the possibility of being hired by the other person.

In practice, in the classroom, a teacher who has the power of constructive interaction more easily attracts the attention of the learners than those without. Whereas to have the power of the interaction are needed intensive changing of character. The fact that can be seen in general is often the teacher does not care about himself or herself in teaching performance, but more concerned with the performance of learners in the notice. If a decline in attention performed or experienced by learners, the teacher necessarily blame the students.

**RESEARCH METHODOLOGY**

The main objective of this research is to formulate the learning model by integrating scientific drama of each of the educators. Therefore, the methods used in this study is Research and Development (R & D). In general, the purpose of R&D is to get or develop products such as the development of a school model, learning media and so on. The basic reason in using R & D method is that in many respects this method is often used to produce a particular product and test the effectiveness of the product. Another reason is that this method is very suitable to be applied in the research that is developing a pattern or system in the aspect of education because its existence is always changing evolved the needs of the community.

R&D according to Borg and Gall (1989: 782) is "a process used to develop and validate educational product". Sometimes this research is also called 'research-based development', which appears as a strategy and aims to improve the quality of education. In addition, developing and validating the results of education research and development also aims to discover new knowledge through 'basic research', or to answer specific questions about the problems of a practical nature through 'applied research', which is used to improve educational practices.

Borg and Gall (1983: 772) explains that Research and Development is a process used to develop or validate products that are used in education and learning, in terms of R & D approach is very suitable for assessing or verification models of learning in learning process, teaching in educational institutions or even to judge or evaluate the pattern or model on the course of teaching and learning as well as educational supervision.

The stages that must be passed in R&D are: 1) research and information collecting; 2) planning, 3) developing preliminary form of product, 4) preliminary field testing, 5) operational product revision, 6) field testing), 7) operational product revision, 8) operational field testing, 9) final product revision, 10) dissemination and implementation (Borg & Gall 1989, 784-785).

From those ten stages, if it is observed deeper, there are six basic stages that must be done, they are; 1) research and information collecting, 2) planning, 3) a preliminary form of product development, 4) preliminary field testing, 5) product revision, 6) playing field testing.
RESULT OF THE STUDY

This study began with the observation of several implementations and learning processes. Based on field observations, it was found that the teaching and learning processes in the classroom often found a phenomenon that a teacher has mastered the material well, but they are not fully able to excite the class so that it becomes uninteresting class. Class becomes a vehicle for them (the students) who really have a high IQ, while for those with low IQ; they are more likely to force themselves to pay attention.

These conditions indicate the existence of poor classroom management occurs as a result of inequality of learning in a classroom. Though effective classroom management will maximize student learning opportunities (Charles (2002); Everstone, Emmer, & Worsham (2003) in Santrock, 2004: 553). Principles of good classroom management must pay attention to the aspects of the class structure, in which different treatments must occur between the base class, middle, and upper. However in this study are given a basic concept for teachers in classroom management. Obviously the concept practiced flexibly adjusts the conditions of existing class.

According to Doyle (1986) class consists of six characteristics that reflect the complexity and the potential of the problem, namely: 1) Class is multidimensional, it means the class setting contained many activities, ranging from academic to social activities, 2) activities occur simultaneously, as an example of student there are tasks, others discuss a story, and yet another told about what to do after class, 3) things happen quickly, it means events that occur in the classroom often need respond a quick response of teachers, for example, a student complained that another student cheat himself. Another example might be a student arguing with her friend about the ownership of the record books and so on, 4) occurrence is often not predictable, for example, when you (the teacher) have to prepare everything carefully, you found one students in unconscious condition the middle of the learning process and so on, 5 ) there is little privacy, which means that the class is a public space that is always noticed by his teacher about how he solve the problems in the classroom, 6) had a history class, meaning that students have memories of what happened in the first grade at the time. They always remember the teachers being so good to him and there is traumatized when dating a new teacher, and so on will stick in the memory (Santrock, 2004: 555-556).

1. Dramaturgical Conceptions for Teacher’s Process of Teaching

In this study found that the structure of the process of teaching could be arranged through some steps as follows;

![Dramaturgical Conception](image)

**Figure 1: Dramaturgical conception**

a. Starting the Class Beautifully

To start the class with a beautiful course requires an interesting concept and a brief analysis of the psychological structure of the class, which is going on. In this case a teacher is required to analyze his/her profile. Some questions that should be present in the minds of teachers are; 1) whether the students seem to be happy with my arrival or not, 2) whether the students seem to wonder about whether I am a good teacher or a bad teacher, and 3) whether the student was waiting my coming or not.

Giving the impression of a beautiful beginning of the meeting is fairly exhausting struggle for teachers, but if the teacher had been accustomed to observe the psychology of class, it is not a difficult thing. In Dramaturgy of Teaching, a teacher is given an analysis of the class condition concept in a glance (glance reviews of a class condition). The steps of the analysis are called “Square Mapping”. Square Mapping is the process of looking briefly to imagine that the class consists of four cube mapped adjacent to each other. In class students sat in rows of chairs and tables formatting
square, so it requires a mapping of the square as in the picture below;

![Figure 2: The Pattern of Square Mapping](image)

When the teacher enters the classroom, he/she can imagine trough imaginary line in the form of square like in the picture above. The red line boundary is intended to be easier to analyze the condition of student’s micro-expressions. These conditions can be studied through the students’ pastures (eye expression) of teacher arrival. MJ Watt and V. Bruce (2000) say that the eye is a visual stimulus that can give an idea about the strong human condition. For the response of the cells in the body is predominantly can be described by the eye. Examples of eye expression that can be observed are:

![Figure 3: Some expressions](image)

Therefore, to see the condition of the students in the class at first glance is by observing the expression of the eyes. The (+) is a condition when in the square, the area of a, b, c or d are not gloomy outlook, swollen, and or views that are not friendly to the arrival of the teacher. The opposite condition is the (-) condition, when in one of the boxes there was a student who has negative expressions.

When the teacher had known about the (+) or (-) area, the opening greeting or expression dominantly must be directed to students who experience (-) toward the arrival of the teacher. It is intended to evoke the negative situation in order to be (+).

b. Attracting Students

Drawing the attention of the class after a brief overview and analysis of the psychological condition of the class is very vital. Because the method is determined by the results of expression analysis, which has been done. If the minus (-) expression occurs in the box (Example: a box) then the teacher should be more likely to use the back stage, meaning that the concentration of the stage is at the rear of the class. This does not mean ignoring the front or toward the front of the stage. However, students are conditioned to pay attention to the teacher who was in the back comfortably. With these treatments, there will be an intensely attention to a box (minus area).

When the box (area) is minus, e.g. in c and b area, the teacher should organize the class using „arena“ stage. This means that the teacher should put himself into „arena“ position. By that position teacher is able to give constant attention to the direction of the rear and front area or it is also called „round the stage“. That type of stage could be held with the teacher sitting among the students.

At this stage the teacher started to perform the characterization of him adjusting to classroom conditions. He must be able to demonstrate that he was the figure of most fun for the students at that time. Some jokes and small talk may be leveled at this phase, because this phase is the most crucial phase for the next days for teachers.

c. Integrating gesture, blocking, gradation, intonation, rhythm, and eye contact.

When a student has been considered together with the teacher character, then the next step for teachers is to slowly penetrate the
material. Some things that need to be understood by teachers when explaining the material include:

1) Gesture means that a teacher must have a body language that is not rigid. Movement of the body is the most significant support in the delivery of the material, so it is considered very necessary. Gesture in teaching does not need such rules as in general perspective but, in teaching gestures is done through the rhythm of sentences and psychological purposes that were raised by a teacher. It is done in order the figure or image of teachers in the eyes of students easily understood. Gesture also serves for teachers to stimulate the sentence to be thrown to the students. Because remember things require a stimulus from one of the members of the body.

2) Blocking can be interpreted as the control scheme of the background class by the teacher. A teacher in the classroom requires a movement in its own scheme in accordance with the intonation and discussion to be emphasized by the teacher to the student. When the teacher wants to step up to the midpoint of the class, he/she should have strong reason to step toward. For example, when a teacher saw one of his/her students ignored him, instead focusing on gadget. One of the solutions for teacher is to steps close to student while asking sentence that has to do with a material with a relatively high volume (not hard) towards that student. Then followed by questions "roughly what I described earlier?" And when the student is able to answer well, give him more praise in order to feel much noticed by the teacher. The result is students will be ashamed of it for not paying attention. Front direction is to explain the material in general, the side is used if you want to emphasize something important that is needed to be repeated, so it is needed to be explained to the right and left side to approach the student (done naturally).

3) Gradation is the degree of tilt of the body when the teacher explains the material. If a teacher wants to emphasize his words to the students, then the degree of slope of the teacher's body must be integrated with voice and gesture selected. For example, if the teacher threw the phrase "do you know that........... comes from ......", then to support that sentence must be supported by the following expression of the eyes: then bent approximately 40 degrees to the front of the pupil. It is useful to dramatize the teacher each sentence, making it easier to be remembered and noticed by students.

4) Intonation means the ups and downs of the teacher's tone. Teachers should have their own style when speaking. Intonation of each individual is strongly influenced by teacher's background of culture, so that teachers cannot be forced to have a certain accent. But existing intonation can be explored by each individual based on their needs and background he spoke. Exploration intonation can be done in several ways including; 1) maturation vocalizations, 2) determine the rise and fall based on the tone of the word emphasis, 3) determine the rise and fall of tones based on gesture, and 4) determine the rise and fall based on the tone of the atmosphere in the classroom.

5) Eye contact is the expression of the eyes that functioned to support a series of sentences presented to the audience or students. Expression of the eyes is usually able to reinforce the teacher sentences, such as instances when the teacher says "It is really true that....." then eye contact should be able to ensure that the sentence is a sentence that is being asked a very important and serious. Just as in the picture below

6) Rhythm is a teacher in presenting the material. This means that the delivery of content requires the dialectic structure, so that the conversation is not difficult to understand. Some types of rhythm and function are classified as follows; a) fast rhythm, teacher sometimes have to talk fast. It is mostly like there is no distance among one word to other words. This serves to demonstrate to students that the teacher is really familiar with the material. At one time this type can be done in the middle of a explaining. It is done when there is rather doubtful eye expression toward teacher’s explanations, b) broken rhythm, the rhythm is usually done by giving a rather long distance between one word with another word. It serves to emphasize the sentences that are
difficult to be more easily captured by the pupil, c) random rhythm, usually used to describe material that is quite easy and normal, and d) repetitive rhythm is usually carried out by repeating the phrase several times in explaining. This rhythm has the same function with a broken rhythm.

d. Square Mapping, stage 2

At this stage teacher is recommended to analyze using Square Mapping again. This analysis can be done while explaining. This stage is the stage of teacher to see the psychological condition of students in the midst of explaining. When there is a lot of negative points (minus), then the teacher should take action or to do certain refreshment with various forms of refreshment. It can be in the form of games, songs, and so on.

Square mapping also serves as a note to the teacher about some students who are often made unstable class (trouble maker). We already know some of the individual teacher who becomes the motor instability class, and then the next action is to give special attention to some of the pupils. This stage would be very nice if done before question and answer.

e. Strengthening

The strengthening phase in this case is in the form of questions and answers related to the material that has been explained by teacher. Some elements that exist in this stage are relatively similar to the stages c. But the contents of this phase are the students” floor to communicate with the teacher. Here, teacher has to be intensive to invite students to speak and constructing questions.

Even though its elements are same as c, but this phase is the opposite of c. It means, c phase is teacher’s floor to be active, but e phase is students” floor to be active.

f. Closing

Closing phase is chance for teacher to put some image on students” mind. If the teacher wants to legitimize himself as an entertaining and funny teacher, so he can displays his humor totally. If a teacher wants to legitimize himself as a strict, but friendly, then at this stage of he to approach students and asking sentences of friendship. If a teacher wants to legitimize himself as an intelligent and insightful teacher, then at this stage he must show that he knows about a lot of things. And if a teacher wants to legitimize himself as an associate teacher, then at this stage he can shows his knowledge of young people, as well as style jock of the pupil.

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