TEACHER'S RHETHORIC IN LEARNING REVIEWED FROM VARIETY OF SPEECH IN MTs MUALLIMAT NWDI

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Abstrak

Fenomena proses pembelajaran di sekolah menunjukkan bahwa cukup banyak guru yang kurang mampu menggunakan retorika dengan baik dan efektif. Bahkan, guru cenderung tidak menyadari pentingnya retorika. Bahkan, tidak sedikit guru hanya menyampaikan maksudnya tanpa mengetahui apakah peserta didik telah paham atau tidak. Berangkat dari persoalan itu maka tujuan penelitian ini untuk menunjukkan bahwa guru dapat menggunakan pola dan pengorganisasian retorika yang berbeda dalam tuturan dengan peserta didik. Kemampuan guru dalam menghadapi peserta didik juga dapat dipengaruhi oleh tempat dan situasi yang berbeda. Penelitian ini menggunakan metode deskriptif qualitatif. Penelitian ini difokuskan pada tuturan guru yang dilakukan selama melakukan interaksi dengan siswa di dalam kelas. Untuk menjawab pertanyaan yang mendasar tentang bagaimana pola tuturan, prinsip tuturan dan teknik pengembangan tuturan guru dengan siswa dalam interaksi belajar mengajar di kelas. metode pengumpulan data yang digunakan adalah: observasi, *recording* (rekaman) dan wawancara. Teori yang digunakan ialah teorinya Mahsun (2005 : 234) yang berbunyi bahwa teknik dari pengumpulan data dilakukan dengan tujuan agar teknik satu dengan teknik yang lain dapat saling melengkapi, setidaknya ada tiga jenis teknik pengumpulan data yang bisa dilakukan dalam penelitian sosiolingusitik dan tidak jauh beda dengan penelitian sosial. Hasil analisis diharapkan dapat menunjukkan penataan tuturan dan retorika berkomunikasi dalam pembelajaran di dalam kelas agar tercipta suasana yang harmonis, informatif dan edukatif bagi siswa agar tercapai tujuan pelajaran.

INTRODUCTION

The function of language in general is as a communication tool used by each individual in daily interactions with fellow humans. The purpose of language is to express ideas, ideas, opinions, thoughts and feelings. These ideas, ideas, thoughts and feelings are expressed using the language desired by the speaker so that the speech partner can quickly understand what is meant. The process of communication interaction also occurs in the school environment in the learning process in the classroom between teachers and students. Communication that occurs in the classroom is usually in the form of teacher and student conversations that aim to discuss subject matter to achieve learning objectives. In an effort to achieve these goals the teacher can control and determine the topic of

conversation. Through the topic of conversation, the teacher can organize speech and regulate rhetoric in conversation. The use of rhetoric by teachers is intended to arouse students' enthusiasm in carrying out learning, students are used as student centers that are adapted to students' conditions, basic abilities, backgrounds, motivations and learning styles of each student (Sanjaya, 1012: 9).

This study aims to determine the types of communication arrangements between teachers and students in the classroom. What and how is the speech pattern used by the teacher, the dominant speech organization principle is used and then how is the teacher's speech development technique in learning to persuade students that is informative, educative and fun.

This type of research has previously been carried out by Sang Ayu Putu Nilayani, I Nyoman Merdhana, Ida Ayu Md. Darmayanti, who researched "Implementation of Rhetoric Principles in Speech Manuscripts for Class IX Students of SMPN 7 Singaraja". This study aims to describe the unity, coherence, variety, emphasis, and parallelism in the speeches of class IX students of SMPN 7 Singaraja. The method used is the method of documentation, namely the data obtained were analyzed by qualitative descriptive techniques. This study focuses on the description of unity, coherence, emphasis and parallelism in the students' speeches. While this research focus on the type of rhetoric in classroom learning in terms of the type of speech used which was seen in the interaction of teachers and students in the classroom.

The second research was conducted by I Wayan Mardana on rhetoric with the title "The Rhetoric of the Speech of Dalang Nardayana, Cenk Blonk Wayang Kulit Performance (A Study on the Kumbakarna Lina Play). This research describes (1) the rhetorical aspects of Dalang Cenk Blonk's speech variety; (2) how to construct the rhetorical composition of Dalang Cenk Block; and (3) the rhetorical function of Dalang Cenk Block's speech variety. The data collection methods used in this study were recording, observation and in-depth interviews.

I Wayan Mardana, produced three conclusions from his research, namely the first aspect of rhetoric as a component that builds rhetoric in speech activities in Cenk Block which is used to attract the attention of the audience, secondly that rhetoric is functioned to increase the aesthetic level of the performance, emphasize the character of the performance. character and improve the atmosphere of the performance and the third is an attempt to build a rhetorical composition that shows that Dalang *Cenk Blonk* has expertise and skill in developing creativity and improvement.

METHOD

The method used is a qualitative descriptive study, which examines phenomena that are closely related to the use of teacher and student rhetoric in classroom learning, which includes the principles and patterns of speech organization and the development of techniques applied in communication. Descriptive analysis is intended to describe a phenomenon with scientific steps to get actual answers describing words, phrases, and sentences that are grouped and analyzed according to their original context. The research subjects consisted of 4 (four) Indonesian language teachers who served at MTs Muallimat NWDI Pancor. Data collection uses several techniques, namely observation, recording, and interview techniques. The data is classified into three stages, namely; preparation, implementation, and analysis of data or drawing conclusions

FINDING

The focus of this research is related to social phenomena that can be seen from the variety of teacher speech which includes the ability and types of rhetoric that occur in the interaction of learning Indonesian language and literature which includes several aspects including, (a) the pattern of teacher speech organization in learning Indonesian language and literature. at MTs Mu'allimat NWDI Pancor, (b) principles of teacher speech organization in learning Indonesian language and literature at MTs Mu'allimat NWDI Pancor, and (c) techniques for developing teacher speech in learning Indonesian language and literature at MTs Mu'allimat NWDI Pancor .

The analysis was carried out on the data in the form of speech types of teachers who teach in class IX (nine), totaling 8 (eight) study groups (rombel) in parallel. The teacher's speech data collection was only focused on six classes, namely classes IX.A, IX.B, IX. C, IX.F, IX.G and IX.H, from the eight existing ninth grades. Of the six classes, the researcher did not continue taking data to other classes because the data was deemed sufficient. That the patterns, principles and techniques of rhetorical development of speech which are the focus of the research studied have been found. It was found patterns of repeated teacher speech, organizational principles, and techniques for developing teacher speech in learning Indonesian language and literature in class IX (nine) MTs Mu'allimat NWDI Pancor. The results of this study are as follows: It was found patterns of repeated teacher speech, organizational principles, and techniques for developing teacher speech in learning Indonesian language and literature in class IX (nine) MTs Mu'allimat NWDI Pancor. The results of this study are as follows: It was found patterns of repeated teacher speech, organizational principles, and techniques

for developing teacher speech in learning Indonesian language and literature in class IX (nine) MTs Mu'allimat NWDI Pancor.

The results of this study are as follows:

1. Pattern of Teacher Speech Organization in Indonesian Language Learning in class IX (nine) at MTs Mu'allimat NWDI Pancor.

Types of teacher speech include: speech organization patterns that appear include; topical order patterns, chronological patterns, causal patterns, spatial patterns, and problem solving patterns.

1.1. Topical order pattern

Topical order patterns are usually used when the central basic idea relates to natural parts (Beebe and Beebe in Sudiana, 2007: 107). This type of teacher speech usually contains various parts according to the nature of what is said in the learning interaction, meaning that no part is more important than the other. The topical pattern as described is relatively widely used by teachers in developing their speech. This can be seen in the opening activities, core activities, and closing activities as in the data excerpt below.

(1) MK :" Anak-anak sekarang kita akan membahas masalah unsur- unsur intrinsik dalam sebuah cerpen. Dalam materi ini kita akan membahas tentang apa saja unsur-unsur intrinsik. Apakah kalian sudah mengetahui unsur-unsur intrinsik dari sebuah cerpen atau kalian pernah mencoba mencari tahu unsur-unsur intrinsik dalam sebuah cerpen".

(1) MK : "Students, now we will discuss about the problem of intrinsic elements in a short story. In this material we will discuss what the intrinsic elements are. Do you already know the intrinsic elements of a short story or have you ever tried to find out the intrinsic elements in a short story?".

1.2. Chronological order pattern

This type of chronological order pattern describes the order or arrangement based on the time of occurrence of an event. The pattern of chronological order of speech organization is used when the thought, the central idea of the event can be explained based on the sequence or stages (Beebe and Beebe in Sudiana, 2007: 107). Sort by when the event occurred. There are two types of patterns that are usually used, namely the type of progressive pattern, meaning that the type of speech is organized based on the type of previous event to the type of present event, and the second type of pattern, namely the regressive pattern, meaning that the ideas or ideas of speech are organized in such a way based on the current order to the previous or reverse from progressive.

Indonesian language learning conducted at MTs Mu'allimat NWDI Pancor shows that the teacher uses a chronological pattern. This pattern is generally in the form of a progressive pattern, which describes an idea, an idea from speech that is organized based on the order from previous to present. This can be seen from the speech organization as in the following examples.

(2)   MK : "Anak-anak, tujuan pembelajaran hari ini, yang pertama ialah kalian menentukan unsur-unsur intrinsik sebuah cerpen. Kemudian kalian pahami isi cerpen tersebut".
(3)   SA   : "Nah ....baiklah pagi ini kita akan mempelajari tentang teks Diskusi. Pernah anak-anak diskusi?"
(2)   MK : "Students, the purpose of today's learning; the first thing is that you decide about intrinsic elements of a short story. Then you understand the contents of the short story".
(3)   SA   : "Well.... this morning we will study about Discussion text. Ever student discussion before?".

1.3. Causal Sequence Pattern

To organize utterances that contain causal elements, a causal pattern is used. In this case, there are central ideas relating to causes. And vice versa, there is a central idea regarding the effect. In principle, the causal sequence pattern is more similar to the logical pattern (Sulanjari, 2010: 29). Logical sequences and messages are arranged from a cause to an effect or from an effect to a cause. The causal pattern technique is relatively little used by the teacher in developing his speech as described previously. This can only be seen in the core learning activities as quoted in the speech below.

(4) SA : "Anak-anak ada yang tahu tentang pengertian dari wawancara..?"
   tadi kalian kan mengatakan, sudah pernah melihat orang wawancara di Stasiun TV. Berdasarkan yang kalian lihat, kalian semestinya dapat merumuskan pengertian dari wawancara. Siapa yang bisa...? coba saja, salah pun tidak apa-apa. Siapa yang bisa jawab ayo…?"
(4)   SA : "Any one of you know about the meaning of the interview?"
   You said just now that you have seen people interviewing on TV stations. Based on what you seen, you should be able to formulate the meaning of the interview. Who can...? just try it, it's okay to be wrong. Who can answer come on…?"

1.4. Troubleshooting Pattern

Problem solving patterns are usually used if the speech is in the form of a central idea about how a problem can be found or a solution to the problem. Speakers can already identify in advance between the problem and its cause. Then, only after that think about the most effective and efficient way to solve the problem. The problem-solving pattern is a type of pattern in which the speaker describes a problem, discusses the cause, offers a solution to the problem, and suggests a series of problem-solving actions that are most likely to solve the problem appropriately. The problem-solving pattern as described is widely used by teachers in developing their speech.

(5) GR : "Oo..., ini tidak boleh. Ini kan memang singkatan. Maksudnya menulis kata yang jangan yg".
SN : (kebingungan)
(Konteks : Setelah mencermati tulisan, guru menemukan siswa yang menullis dengan singkat-singkat, seperti penulisan "yang" ditulis yang)

(5) GR : "Oo..., this can't be. This is an abbreviation. I mean write words "yang" not "yg".
SN : (confused)
(Context: After looking at the writing, the teacher finds students who write briefly, such as writing "yang" is written by "yg")

2. Principles of Teacher Speech Organization in Indonesian Language Learning at MT's Mu'allimat NWDI Pancor

The organization of a speech when viewed from its principle consists of the principle of coherence, the principle of unity, and the principle of emphasis (Sudiana, 2007: 100). Speech as a unified whole in terms of content, purpose, or nature requires the principle of unity. Contents in unity will reflect the existence of a single idea that may dominate the entire description. These goals can be persuasive, informative and recreational. The principle of coherence requires that parts of speech reflect a coherent and logical connection. To realize the coherence of an utterance, coherence tools can be used, namely language tools that can be used to show explicit relationships. In addition, the coherence of an utterance can be used in three ways, namely the expression of connecting, aligning, and echoing. Conjunction is a type of word that is used to connect parts of speech, such as, because, but, even though and so on. While the alignment is done by aligning the same or similar sentence structure with the same expression on each subject. While the echo is assumed to be a repetition of ideas.

3. Techniques for Development of Teacher Speech Types in Conversation in the Classroom

In developing a speech, there are several kinds of techniques that are commonly used, including inductive techniques, deductive techniques, causal techniques, narrative techniques, analogy techniques, climax techniques, explaining techniques, giving examples, and repetition techniques. The results of this study indicate that Indonesian language teachers in classroom learning use quite varied techniques, including inductive techniques, deductive techniques, causal techniques, explanations, sample techniques and repetition techniques.

DISCUSSION

a. The organizational pattern of the teacher's speech types in learning Indonesian language and literature in class IX of MT's Mu'allimat NWDI Pancor, in the form of chronological order

patterns, topical patterns, causal patterns, and problem solving. The more dominant pattern used by the teacher is the topical pattern which can be found in the opening, core and closing activities of learning. Then there are some patterns and troubleshooting patterns. The chronological pattern appears in the opening, core and closing of the lesson. Meanwhile, problem solving patterns can be said to only appear at the core of learning. The emergence of causal patterns can be said to be few and only visible at the core of learning. This type of topical pattern can be seen from the example of the teacher's speech below:

(2) MK : "Nah…sekarang kalian sudah mengerti apa itu unsur-unsur intrinsik. Hal-hal yang perlu diketahui bahwa dalam unsur-unsur intrinsik itu terdapat tema, latar, alur, amanah dan sudut pandang. Sudah paham ini…?".

(3) MK : "Jadi ada yang mau ditanyakan. Ayo..tanyakan…?".

(4) SA : "Coba alfia tentang unsur-unsur yang ada di diskusi. Apa ada yang ditanyakan?

(2) MK :"Well…now you understand what intrinsic elements are. The things that need to be known are that the intrinsic elements contain a theme, setting, plot, trust and point of view. Do you understand ?"

(3) MK :"So, there is something you want to ask. Come on ask it?".

(4) SA :"Try alfia about the elements of discussion. Is there anything to ask?
Please. What you don't understand, we can discuss it again".

b. The principles of the organization of the types of teacher speech in learning Indonesian language and literature in class IX of MTs Mu'allimat NWDI Pancor include several principles, including; the principle of coherence, the principle of unity, and the principle of emphasis. The three principles are interrelated with each other to create informative and persuasive speech, which can be seen in the opening activities, core activities, and closing activities. The type of teacher's speech is built with coherent sentences, meaning that there is a linkage of meaning between one sentence and another. Therefore, the type of teacher's speech has a unified idea with informative and persuasive purposes. In the type of teacher's speech, there is also an emphasis, namely speaking by saying sentences a little slowly. Furthermore, at the end of the teacher's speech, both in the opening, core and closing activities of learning in general which end with a slightly raised/high intonation when asking questions which seem to attract attention and ask students to respond to the type of teacher's speech. This type of speech can be seen in the following example:

(18) Gr : "Nah… sekarang, sebelum saya jelaskan tentang unsur-unsur intrinsik atau unsur-unsur dari dalam sebuah cerita (nada agak lambat). Jadi unsur-unsur intrinsic itu ialah gambaran yang menjelaskan tentang suatu yang dari dalam ya, yang mana unsur-unsur dari dalam?". (nada diperlambat).
Sn : "Pertama tema, latar, alur, amanah dan sudut pandang". (dijawab bersama-sama oleh santri)
Gr : "nah… di sana ada penambahannya…ya?" (sambil merendahkan kalimat bertanya), Tahapan alur atau apa?. Tahapan alur…? (sambil agak mengeraskan suara bertanya) Alur itu jalan cerita kan? (suara agak lambat)
(19) Sn : "Jalan cerita" (santri merespon bersama-sama)

(18) Gr : "Well… now, before I explain about the elements of intrinsic or element-elements from within a story (slightly slow tone). So the intrinsic elements are a description that explains something from within, yes, which are the elements from within?". (tone slowed down).

Sn : "First theme, setting, plot, trust and point of view". (answered together by students)

(20) Gr : "now…there are additions there?" (while lowering the question sentence), Stages of plot or what?. plot stages? (while raising his voice slightly asking) The plot is the storyline, right? (sound a bit slowly)

Sn : "The storyline" (students respond together)

c. Techniques for developing teacher's speech in conversation in class IX of MTs Mu'allimat NWDI Pancor in the form of inductive techniques, deductive techniques, causal techniques, explaining techniques, giving examples, and repetition techniques. In general, these techniques are used by the teacher to organize the type of speech in the core learning activities, namely in discussing the subject matter. Thus, the type of teacher's speech can influence and attract students' attention to pay attention and try to understand the subject matter so that learning objectives can be achieved optimally. The type of speech with this repetition technique can be seen in the following example:

(43) Gr : "Nah...di dalam diskusi juga ada namanya ..(sambil menulis) Pro dan Kontra (dan diikuti santri bersuara)..apa itu pro..? apa itu kontra..?..ayoo.....pro di sini mendukung (diikuti santri) kalo kontra menolak....(diikuti santri). Biasanya kalimat yang digunakan dalam pro dan kontra adalah kalimat dukungan dan kalimat sanggahan...ha...contohnya.. tadi.."pengaruh youtube terhadap remaja". Ini judul diskusi yang akan di bahas..nah terjadilah yang namanya pro dan kontra. Ada yang setuju ada yang tidak setuju. Ada yang berdampak positif ada yang berdampak negatif…(jenis tuturan guru menekankan beberapa kali terkait materi diskusi antara yang pro dan kontra).

(43) Gr: "Well... in the discussion there is also a name ..(while writing) Pro and Kontra (and followed by santri voice)..what are the pro? what are kontra?..let's go.....the pro here support (followed by students) if kontra refuse....(followed by students). Usually the sentences used in the pro and kontra are sentences of support and sentences of refutation ... ha ... for example .. earlier .. "the influence of youtube on teenagers". This is the title of the discussion that will be discussed... now there are pro and kontra. Some agree and some disagree. Some have a positive impact, some have a negative impact… (the type of teacher utterance emphasizes several times regarding the discussion material between the pro and kontra).

SIMPULAN

The results of the study of teacher rhetoric in learning Indonesian language and literature class IX (Nine) MTs Mu'allimat Nahdlatul Wathan Diniyah Islamiyah (NWDI) Pancor, can be concluded as follows: First, The pattern of speech organization in learning Indonesian language and literature in class IX (Nine) of MTs Mu'allimat Nahdlatul Wathan Diniyah Islamiyah (NWDI) Pancor in the form of topical order patterns, causal order patterns, chronological order and problem solving. The most dominant pattern used by the teacher is the type of topical pattern that can be seen in learning activities both at the beginning, core activities to final or closing activities and some of them use problem solving patterns. The chronological pattern appears when the opening, core and closing activities of learning, while the causal pattern can be said to be few and only appears in the core learning activities.

Second, the principle of organization of types of teacher speech in learning Indonesian language and literature in class IX (Nine) MTs Muallimat NWDI Pancor includes several principles, including; principles of unity, coherence and emphasis. These three principles are interrelated with each other to create informative and persuasive teacher utterances that can be seen in the opening activities, core activities and learning closing activities. The type of teacher's speech is built with sentences that are coherent, meaning that they have a strong relationship between one meaning and the meaning of another sentence. Therefore, the unity of ideas from the teacher's speech is very strong with persuasive and informative purposes.

Third, speech development techniques used by teachers in conversation activities in class IX (Nine) MTs Mu'allimat NWDI Pancor in the form of inductive techniques, deductive techniques, causal techniques, explaining techniques, sample techniques and repetition techniques. The teacher performs the technique of structuring his speech, which is generally carried out in the core learning activities, namely in discussing lessons so that they are interesting, formative and persuade students to be motivated and have enthusiasm in learning. Structuring the teacher's speech is also done to influence and attract the attention of students to try to understand the subject matter as well.

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