

CHAPTER I

INTRODUCTION

I.1. Background of the Study

Teaching is not an easy job. Teaching children, such as kindergarten, is more difficult than teaching adults. It is caused by special characteristics that children have.

Based on Piaget's Theory of Cognitive Development, in preoperational stage (2 to 7 years), children make a qualitative forward, thanks to their ability to use symbols such as words to represent people, places and objects. They can now think about objects that are not right in front of them, imitate actions they do not see at the moment, learn how to do numbers, and to use language - the most remarkable of symbol systems - in a sophisticated way. Papalia says that "They have the beginning of understanding that an object continuous to be the same thing even if its form changes, and they can

understand relationship between two events" (Papalia, 1987 : 420).

They are, however, major limitation in thought. Children at this stage generally fail to take all the aspects of situation into account and instead focus on only one aspect, ignoring other just as important ones. They do not understand that actions can be reserved to restore an original state. Furthermore, they are still **egocentric**, that is, they have difficulty considering another person's point of view, but often view life as if everyone were looking at it with their own eyes and perceptions and as if they are the cause of all significant events. For example, children of divorced parents may feel that they caused the divorce ("If I had not been bad, Mommy and Daddy would not have fought so much"). Sensitive adults will reassure children that they do not cause the divorce, a death, or another major event (Papalia, 1987 : 420).

Egocentric thinking refers to seeing and thinking of the world only from your own viewpoint and having difficulty in appreciating someone else's viewpoint. Piaget used the term egocentric thinking not

to mean that children are selfish but rather to mean that preoperational children are incapable of looking at the world from another person's point of view (Plotnik, 1996 : 357).

As far as language acquisition is concerned, children acquire language by using it to communicate with people. Every child has 6 stages on Developmental Psycholinguistics. At the fourth stage, a child (aged 3-5) elaborates on the basic of communication skill and language already acquired. He can produce a variety of utterances to communicate a variety of messages. In interacting with his peers, he hones his conversational skills, which includes taking turns rapidly and staying on the topic at hand (Taylor, 1990 : 227).

Based on the children's main characteristics above, of course it is really hard to motivate them, to ask them to do something. We might hear the teachers say "*Siapa sekarang?*" for several times, but we might see that almost none of the students listens to the instruction. They keep on talking to their peers, or may be daydreaming. Then the teachers may say "*Ayo.. nanti tidak*

boleh pulang." This is an example experienced by kindergarten teachers.

Besides motivating students and asking them to do something, kindergarten teachers still have another hard job such as teaching how to behave, because besides teaching how to do numbers, sing, identify colours, names of animals etc., they also have to teach morality, that is telling them which one is good and which one is bad, although they do it in an indirectly way.

As far as the use of language used by kindergarten teachers is concerned, the words "*Siapa sekarang?*" ("Anybody Now?") might be confusing because of what the words mean and what the words are intended to mean might be different. However this confusion is eliminated by the context of situation in which the words is used. It seems that the children find it easy to understand the meaning of the words. They are not confused with the meaning anymore, because of the context of the situation in which the language used. The meaning of "*Siapa sekarang?*" is actually "Who have to sing now?" if the situation is, the students are asked to sing (the students are in singing class. The meaning of "*Siapa*

sekarang?" might become "Who is absent today?" etc., depending on the situational context in which the language is used.

The writer finds this phenomenon interesting. It is easy to communicate to people who have the same schema. On the other hand, talking to people who do not have the same schema, especially children is difficult for us. In discourse analysis theory, it is said that schemata are mental representations of typical situations and they are used in discourse processing to predict the contents of the particular situation which the discourse describes (Cook, 1989 : 69).

In our daily life we could find that kindergarten teachers do not find any difficulty when they have to communicate to the students. The writer wants to find out the language used by kindergarten teacher. Since the study of language is too broad, the writer concern on how the context of situation helps the kindergarten students to interpret the language used by the teachers.

I.2. Statement of the Problem

The statement of the problem of the this research is:

How is classroom discourse carry out by the kindergarten teacher and the students?

I.3. Objective of the Study

The aim of this study is to know how classroom discourse carry out by the kindergarten teacher and the students.

I.4. Significance of the Study

1. This study is expected to give contribution to the study of discourse analysis, especially about the influence of the context of situation and the application of the theory of schemata..
2. To contribute to the study of linguistics in general.
3. This study is also expected to give information to the readers, studying about teaching young learners, especially how context of situation help students to interpret the language used by the teachers.

I.5. Theoretical Framework

Context of situation concerned with stating meaning in terms of the context in which language is used (Palmer, 1981 : 51).

Depending on the situational context, any one word may be interpreted in radically different ways (Taylor, 1990 : 256).

Firth in Palmer (Palmer, 1981 : 53-56) preferred to see context of situation as part of the linguist's apparatus in the same way as the grammatical categories that he uses. It was best used as 'a suitable schematic construct' to apply to language events.

It is important to stress that Firth saw context of situation as one of the linguist apparatus or rather as one of the techniques of description, grammar being another such technique on a different level, but of the same abstract nature. For language was for him a sort of hierarchy of such techniques all of which make statements of meaning. Here he used the analogy of the spectrum in which light is dispersed into its various wavelenghts linguistics similarly would 'disperse' meaning in a 'spectrum of specialized statements'. Thus, for Firth all

kinds of linguistic description, the phonology, the grammar, etc., as well as the context of situation, were statements of meaning. Describing meaning in terms of context of situation is, then, just one of the ways in which a linguist handles a language, and not in principle very different from the other ways in which he carries out his task.

It must be remembered too that Firth believed we could never capture the whole of meaning. One virtue of Firth's approach was that he set out to make only partial statements of meaning. It may be that this is all we can ever hope to achieve. But it is difficult to see how we can dismiss them without denying the obvious fact that the meaning of words and sentences relate to the world of our experience."

Schemata are said to be 'higher-level complex (and even conventional or habitual) knowledge structures' (Van Dijk, 1981 : 141), which function as 'ideational scaffolding' (Anderson, 1977) in the organization and interpretation of experience. In the strong view, schemata are considered to be deterministic, to

predispose the experience to interpret his experience in a fixed way (Yule and Brown, 1983 : 247).

Schemata are mental representations of typical situations, and they are used in discourse processing to predict the contents of the particular situation which the discourse describes. The idea is that the mind, stimulated by key words or phrases in the text, or by the context, activates a knowledge of schema, and uses it to make sense of the discourse (Cook, 1989 : 69).

Knowledge of the world is interlinked sets of knowledge areas which would add up to generalised knowledge that humans, in comprehending discourse, appear to use. This is intuitively a very reasonable idea since we read a piece of text, we presumably only use that limited subset of our knowledge which is required for the understanding of that text. That is, knowledge of the world could be incorporated if the 'world' was an extremely limited one (Yule and brown, 1983 : 237).

There must be principles of interpretation available to the hearer which enable him to determine a relevant and reasonable interpretation one particular occasion of utterance. One principle in which we can identify, we

shall call the principle of local interpretation. This principle instructs the hearer not to construct a context any larger than he needs to arrive at an interpretation. Thus if we hears someone says "Shut the door", he will look towards the nearest door available for being shut (if that door is shut, he may say 'It's shut', rather than consider what other doors are potentially available for being shut) (Yule and Brown, 1983 : 58-59).

Halliday and Hasan in Yule and Brown state that the primary determinant of whether a set of sentences do or do not constitute a text depend on cohesive relationships within and between the sentences, which create texture: "A text has texture and this is what distinguishes it from something that is not a text... The texture is provided by the cohesive relation". Cohesive relationship within a text has texture are set up 'where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the sense that it cannot be effectively decoded except be recourse to it (Yule and Brown, 1983 : 191).

A text is said to be coherence while the reader's (hearer's) effort to arrive at the writer's (speaker's)

intended meaning in producing a linguistic message. The reader or hearer base his interpretation on local interpretation, general features of context. He also has more knowledge than knowledge of discourse (Yule and Brown, 1983 : 224-225).

I.6. Method of the Study

In doing the research, the writer use qualitative descriptive method, because she will describe the meaning of the language used by kindergarten teachers based on the context of situation and how the students interpret the language used by the teachers.

I.6.1. Definition of Key Terms

Kindergarten is a level of education for students of 3 - 6 year old.

Kindergarten teachers are those who teach at kindergarten, in this case, teachers of Krisnamurti III.

Group A is the first grade of kindergarten, which is also called *nol kecil*.

Group B is the second grade of kindergarten, which is also called *nol besar*.

Context of situation is the situation in which the language is used.

A text is the verbal record of the communicative event.

Spoken text is a tape recording of a communicative act.

Presupposition is what is taken by the speaker to be the common ground of the participants in the conversation.

Schemata are data structures, representing stereotypical patterns, which we retrieve from memory and employ in our understanding of discourse.

I.6.2. Limitation

Limitation is important to clarify the core of the research and the matter of the study. In this study, the analysis is about the discourse carries out by kindergarten teachers. Since the study of discourse is too broad, the writer concerns only on how the context of situation and how the theory of schemata help the kindergarten students understand the language used by the teachers.

I.6.3. Sampling

Since this study is a case study, the sampling of discourse are those between the teacher and the students of Krisnamurti III. The writer chooses Krisnamurti III is based on several reasons.

Krisnamurti is a very famous Kindergarten. This kindergarten is very famous because of their activities. Almost every week, the students show their abilities to sing or read some poems at RRI (The Radio of the Republic of Indonesia). They have won number of competitions in singing, dancing etc. Some of the awards won by Krisnamurti (1997) are:

- a. Runner up, for a singing competition, at Taman Gembira RRI, September 14, 1997.
- b. Winner and runner up, for a dancing competition for kindergarten, 1996/1997.
- c. Best singer, at Taman Remaja Surabaya, October 11, 1997.
- d. Third winner for a gymnastic championship in 1996/1997.

Based on the facts above, the writer finds that the teachers have an important role to motivate and guide the students.

In Surabaya, there are Krisnamurti I (jalan Jagiran 28), Krisnamurti II (jalan Tambak Sari 43), and Krisnamurti III (jalan Rungkut harapan G-27). The writer chooses Krisnamurti III because this kindergarten is located in the middle to upper class real estate. The students of Krisnamurti are from the same social class, or at least almost the same social class. The writer thinks it is important that the students come from the same social class, or at least almost the same social class. It is said that people from different social class use different styles (Trudgil, 1984 : 14).

I.6.4. Technique of Data Collection

First of all, the writer chooses the population. In this study, the classroom discourse that will be observed here are discourse carries out by Krisnamurti teachers (Krisnamurti III).

Second, the writer records every single word that occur during the discourse. Only half an hour of the

conversation will be recorded in a day. The part of the conversation which is recorded can be at the beginning, in the middle or final part of a session.

In short, the procedures in collecting the data are:

1. Choose the population
2. Record the language used by the teachers

I.6.5. Technique of data Analysis

After recording the data, the respondents language would be transcribed. The writer only transcribes 15 minutes of the recording, which could be the initial part of the session, the middle or the last of the session. The transcription would be analyzed by using the qualitative descriptive method. Since the responses of the students are important, the writer finds it is important also to transcribe the responses of the students, in order to know whether they understand or do not understand the teachers' instructions.

The qualitative data would be processed in a descriptive way. The writer only describes the meaning of the language used by the teachers (Indonesian language).

In this case, the meaning is based on the context of situation in which the language is used.

Next, after giving the meaning of the Indonesia language used by the teachers in English, the writer will analyze how the language of the teacher is understood by the students.

In short, the procedures of analysing the data are as follows:

1. Transcribe the data
2. Translate the language (Indonesia language) used by the teachers into English
3. Analyse each of the discourse by applying context of situation and schemata theory, and see whether there is any coherence and cohesion in the discourse.
4. Make a conclusion

CHAPTER II

GENERAL DESCRIPTION OF THE OBJECT OF THE STUDY