

## CHAPTER II

### GENERAL DESCRIPTION OF THE OBJECT OF THE STUDY

#### II.1. Language Used by the Teachers

The teacher usually speaks clearly when they have to explain something to the students. For example, *"Anak-anak kalau pulang sekolah sepatunya dibuka sendiri atau dibukakan pembantunya di rumah? Kalau dibuka sendiri itu namanya anak pintar. Kan anak-anak sudah besar. Sudah sekolah. Kalau belum sekolah, tidak apa-apa sepatunya dibukakan mama atau pembantu di rumah. Kalau sudah sekolah, sepatunya harus dibuka sendiri. Mengerti tidak anak-anak?"*

But sometimes, the teachers do not use the language that way. The teachers may just say *"Siapa sekarang?"* ("Anybody now?"). The words may have no meaning. But it seems that the children find it easy to understand the meaning. If we know the context of situation in which the language is used, of course, it is easy for us to know

the meaning of those words. The same utterance may mean "Who has to sing now?" if this is said in a singing class. The meaning of "Siapa sekarang?" might become "Who is absent today?" or "Who is next?" etc. The meaning of the words vary. This variation of meaning is caused by different context of situation where the language is used.

Based on the description above, we know that the context of situation has an important part. For example the teacher say, "*Anak-anak, ayo tempelkan melonnya!*" ("Come on children, stick that melon"). It is impossible for the teacher to ask the students to do that (stick the melon). But if the students know from the context of situation that the meaning of the sentence becomes different, that is "Come on students, stick the picture of the melon onto the paper". In this case, although the teacher says, "*Anak-anak, ayo tempelkan melonnya!*" they understand that they have to stick the picture, not the melon itself.

The very important thing of language used by teachers is how the language can be understood by the students.

## II.2. Kindergarten Students

The writer finds it important to describe the students of kindergarten. This study is a case study. The kindergarten students that will be described here are the students of Krisnamurti III.

The students of Krisnamurti III are between 3-6 year old. The students are divided into 2 groups, group A and group B. Group A is the first grade, which is also called *nol kecil*. Group B is the second grade, which is also called *nol besar*.

The students of group A have more time to play with their friends than group B. For example, on Thursday, students of group A play in the ball pool. But the students of group B do not have special day to play in the ball pool, except during their break.

The students have a lot of activities and they have to join the activities. For example, almost every week some of them have to show their capabilities to sing or read some poems at the Radio Republik Indonesia. So they have to practice to sing and read. On Saturday before they go home, the teachers usually play music and the students sing together. They also have to join a lot of

competitions, and they have already won a lot of competitions.

On Saturday, the students of group A and group B leave the class earlier. The students of group A do not have any activities anymore, but the students of group B have English lessons after class (10.30-11.30 a.m.).

Since Krisnamurti III is located in the area of an upper class real estate, the writer finds that all of them are middle to upper class children. It is important that the students come from the same social status or at least almost the same social status, because the same social status will use the same style of language. The students speak Indonesian, instead of Javanese when they communicate with their friends and their teachers.

## **BAB III**

# **PRESENTATION AND ANALYSIS OF THE DATA**