

CHAPTER III
PRESENTATION AND ANALYSIS
OF THE DATA

III.1. Presentation of the Data

III.1.1. Data I

(Thursday, December 11, 1997, 07.00-07.15 a.m.)

GROUP A

S : Tangan ke atas, tangan ke samping, tangan ke muka,
duduk yang manis

T : Selamat pagi anak-anak

Good morning children

S : Selamat pagi bu Sum, selamat pagi bu Susi

T : Ayo sekarang berdoa yang baik, biar bisa belajar
dengan baik. Satu, dua, tiga.

*Lets take a prayer in a nice way, so you can study
well. One, two, three.*

S : Ya Tuhan. Ampunilah segala dosa kami dan ibu
bapak. Berikanlah kami kepandaian dalam belajar
nanti. Amin.

T : Sekarang lihat ke papan tulis. Pelan-pelan tidak usah bunyi.

Now, look at the blackboard. Turn your chair, be quite, do not make any noise.

S : (noise)

T : Anak-anak ayo!

Children do not make any noise!

Sekarang lihat papan tulis. Degarkan! Rio ya!

Siapa yang masih bersuara boleh duduk di sebelah bu Sum. Ya...

Now look at the blackboard. Listen to me! Rio don't be naughty! Anyone who makes any noise may sit next to me.

Yang ambil topi Aji, Ila, Daniel.

Aji ambil topi semangka. Ila ambil topi apel. Daniel ambil topi salak.

Aji, Ila, Daniel take the hats and put at the proper place.

Aji, take the hat from the watermelon group. Ila, take the hat from the apple group. Daniel, take the hat from the snakefruit group.

Dengarkan. Ibu mau absen anak-anak. Kalau dipanggil harus menjawab. Kalau diam berarti tidak masuk. Soalnya kalau dipanggil tidak ada suara sama bu Sum ditulis apa ...

Listen to me. I will call you one by one. If you are called, you must answer. If you do not answer, it means that you are absent. If you are called and you do not answer, what I will write?

S : Bolos ...

T : Jadi kalau dipanggil harus apa? Harus ...

What do you have to do if you are called?

You have to ...

S : Jawab ...

T : Sekarang dengarkan. Aji mana?

Now listen to me. Aji are you here?

S : Saya bu Sum

T : Bayu

S : Saya bu Sum

T : Ila

S : Saya bu Sum

T : Daniel

S : Saya bu Sum

T : Lina
S : Saya bu Sum
T : Agung
S : Saya bu Sum
T : Kristian
S : Saya bu Sum
T : Lia
S : Saya bu Sum
T : Kadek
S : Saya bu Sum
T : Tanti
S : Saya bu Sum
T : Novly
S : Saya bu Sum
T : Rachmat
S : Saya bu Sum
T : Raditya
S : Saya bu Sum
T : Reza
S : Saya bu Sum
T : Rio
S : Saya bu Sum

T : Vanessa
S : Saya bu Sum
T : Handie
S : Saya bu Sum
T : Wahyu
S : Saya bu Sum
T : Okki
S : Saya bu Sum
T : Naya
S : Saya bu Sum
T : Eva
S : Saya bu Sum
T : Thia
S : Saya bu Sum
T : Tommy
S : Saya bu Sum
T : Revi
S : Saya bu Sum
T : Ferlycia
S : Saya bu Sum
T : Nuri
S : Saya bu Sum

T : Jeco

S : Saya bu Sum

T : Sudah dipanggil semua anak-anak?

Have you all been called?

S : Sudah ...

T : Dengarkan. Sekarang hari apa anak-anak?

Listen to me. What day is today children?

S : Kamis

T : Anak-anak hari ini punya teman baru. Namanya Putri.

Putri ini adiknya Tanti.

Children, today you have a new friend. Her name is

Putri. Putri is Tanti's little sister.

S : Aku sudah tahu

T : Sudah kenal sama Lina? Sudah kenal di rumah ya?

Do you know Lina? Do you know her at home?

S : Ya

T : Nah gitu. Kalau ditanya harus dijawab.

If you are asked you have to answer.

Anak-anak senang punya banyak teman?

Do you like to have a lot of friends?

S : Senang ...

T : Di rumah punya banyak teman?

Do you have a lot of frinds at home?

S : Banyak ...

T : Sekarang putri boleh duduk. Hari ini putri tidak memakai seragam. Minggu depan putri sudah pakai.

Now you can sit Putri. Today putri does not wear uniform. Next week Putri will wear the uniform.

Besok hari apa anak-anak?

What day is it tomorrow tomorrow children?

S : Jumat

T : kalau hari Jumat anak-anak bagaimana?

What do you do on Friday, children?

S : Olah raga

T : Senamnya sudah bisa anak-anak?

Can you do the gymnastic children?

S : Sudah

T : Sebentar lagi mau ada lomba. Kalau anak-anak tidak mau latihan di rumah, cuma di sekolah, nanti tidak pintar-pintar. Kalau tidak pintar, tidak boleh ikut lomba.

There will be a gymnastic competition. If you do not practice at home, only practice at school, you could

not do the gymnastic well. If you could not do the gymnastic well, you could not join the competitions.

Dengarkan. Anak-anak kalau hari Kamis biasanya sama bu Sum disuruh apa?

Listen to me. What do I usually ask you to do on Thursday?

S : Main di kolam bola.

T : Berapa yang main di kolam bola?

How many of you will play in the ball pool?

S : enam-enam

S = student/students

T = teachers

III.1.2. Data 2

(Saturday, December 13, 1997, 08.00 - 08.15 a.m.)

Group A

T : PRnya boleh ketinggalan atau tidak anak-anak?

Is it allowed or not to leave your assignment, children?

S : tidak boleh ...

T : Kalau diberi tahu, hari Sabtu ada tugas, berarti hari Senin bukunya harus dibawa, tidak boleh ketinggalan. Siapkan bukunya sore-sore. Yang biasanya bawa tas untuk tempat kue, langsung masukkan. Yang tidak bawa tas, bukunya diletakkan di meja belajar. Pagi-pagi mau berangkat ke sekolah, bukunya harus langsung dibawa.

If I tell you that you have an assignment on Saturday, you have to bring your assignment on Monday. You have to prepare it in the after noon. Everyone who always has a bag for his cake, has to put his assignment in it. Everyone who does not bring any bag, has to put his book on the table. The morning before you go to school, you have to bring your book.

Yang mengerjakan PR anak-anak atau kakak di rumah?

Who does your assignment, you yourself, your brother or your sister?

S : anak-anak ...

T : Boleh dibantu mama?

Is your mother allowed to help you to do your assignment?

S : tidak boleh ...

T : sama kakak?

Are your brothers or sisters allowed to help you to do your assignment?

S : tidak boleh ...

T : Bu guru mesti periksa lho kalau hari Senin. Kalau dibantu mama atau kakak, pasti kelihatan. Soalnya, kalau tulisanmu sendiri itu meskipun jelek, ibu tahu. Tapi kalau di suruh dari sekolah tidak pernah mau, PR-nya rapi sekali, bu guru tanya "Siapa yang mengerjakan?" anak-anak jawabnya "Mama ...". Yang sekolah itu anak-anak atau mama?

I will check your assignment on Monday. If you were helped by your mother, brothers or sisters, I would find out. I know if it is your own writing, even if it is not good. When I ask you to write something at school and you do not want to do your assignment, but your home work is very good, I will ask you "Who did your homework?" You answer "Mama ... " Who is learning at school, you or your mother?

S : Anak-anak ...

T : Yang sekolah itu anak-anak. Mama itu kerja. Tidak boleh mamanya yang mengerjakan PR. Kalau mama nunggu anak-anak mengerjakan PR itu baru boleh. Tapi kalau yang mengerjakan mama, kelihatan bukunya. Sama bu Sum ya tidak diberi B penuh. B kurang atau C. Iya C.

It is you who are learning at school. Your mother has to work. Your mother is not allowed to do your homework. Your mother is allowed to wait for you while you are doing your assignment. But if your mother does your assignment, I will find out. I will not give you a B. I will give you a B minus or a C. I will give you a C.

S : (noise) Kamu dapat C
(noise)

T : Jangan ribut. Lihat sini.

Do not make any noise. Look at me.

Mau nempel gambar buah. Gambar apa ini?

You are going to stick the picture of fruits. What picture is it?

S : jambu monyet ...

T : kalau ini?

What picture is it?

S : jambu air ...

T : Nanti ditempel di kertas ini.

You will stick the picture of fruits on to those papers.

Yang bawa tugas bawa ke sini.

Submit your assignment here.

S : (noise)

T : Nuri cepat ke sini.

Nuri submit your assignment here.

S : (noise)

T : Jangan ribut. Nanti semua diberi.

Do not make any noise. Everyone will be given the pictures and the paper.

S : (noise)

T : Diputar. Hadap ke papan tulis. Kertasnya tidak boleh rusak. Sudah dapat kertas semua?

Turn your chair facing the blackboard. Do not tear your paper. Do you have the paper?

S : Sudah ... (noise)

S : Bu Sum kuncritku lepas ...

(noise)

T : Dengarkan biar tidak salah. Kertasnya jangan ditekuk-tekuk.

Listen to me, so you will not do any mistake. Do not fold your paper!

Lihat sini. Anak-anak disuruh menempel berapa?

Look at me. How many pictures will be stuck on to the paper?

S : Dua...

T : Warnanya apa ini?

What colour is it?

S : Merah ...

T : Sekarang lihat sini. Kalau memberi lem, jangan banyak-banyak. Lemnya kamu ambil sendiri. Jangan keliru lho. Minggu lalu banyak yang keliru. Tempelkan di tepi, jangan di tengah.

Now look at me. Do not give too much glue on to the picture. Take the glue yourselves. Do not make another mistake. Last week you made some mistakes.

Stick the picture on to the picture on the side of the paper, do not stick it on the center of the paper.

Dengar tidak anak-anak?

Did you hear my instruction children?

S : Dengar ...

T : Kalau dipanggil, anak-anak ke sini. Ambil lem.

If you are called, come here to take the glue.

Salak ke sini.

The Snakefruit group, come here to take the glue.

S : (noise)

T : Semangka

The Watermelon group, come here to take the glue.

S : (noise)

T : Apel

The Apple group, come here to take the glue.

S : (noise)

T : Ayo jangan ribut.

Come on, do not make any noise.

Lina ke sini.

Lina come here.

S : (quiet, students concentrate on their work)

T = teacher

S = student/students

III.1.3. Data 3

(Wednesday, December 17, 1997, 10.30. - 10.45)

Group B

S : (noise)

T : Ayo!

Do not make any noise!

S : (noise)

T : Hari ini ada yang nangis lagi. Kenapa Erza?

Today, someone is crying again. What is wrong to Erza?

S : Tadi Erza main slurutannya dari depan

T : terus ...

What happened next

S : Habis gitu slurutannya dari belakang.

T : terus

What happened next

S : Habis gitu Erza naik

Habis gitu aku loncat

T : terus akhirnya

What happened finally

S : kebentuk

T : Kebentuk apanya?

Which part was hurt?

S : Kebentuk kepala. Di sini. Kebentuk slurutannya.

S : Kebentuk slurutan. Iya ... (noise)

T : Kok mau loncat. Berarti berdiri?

You wanted to jump. Did you stand?

S : Iya ...

T : Terus

What happened next

S : Habis gitu Erza naik pakek pegang tangan, kakinya langsung mau dinaikno. Habis gitu aku kebentuk kepalanya Erza.

T : Berarti dua-duanya salah. Iya kan?

Both of you made a mistake did you?

S : Iya ...

T : Kenapa kok pakai loncat-loncat? Itu kan bukan ntuk loncat.

Why did you jump? This toy was not used for jumping.

S : bukan ...

S : Rio juga loncat-loncat bu di slurutannya
(noise)

T : semua anak laki-laki kalau di sana itu maunya loncat. Tadi ibu lihat Andika, Ian juga loncat-loncat. Iya kan?

Boys want to jump at that toy. I saw Andika and Ian jump at that toy, did not they?

S : Iya ... (noise)

S : Yani mesti loncat dari depan. Habis gitu tangannya nggak dipegangi. Habis gitu langsung naik. Nggak mau dipegangi bu. Langsung naik.

T : Untung tadi tidak parah. Lain kali mainannya dibuang saja ya?

Luckily she was not badly hurt. Next time I will throw away that toy.

S : Biar ndak bisa mainan bu ...
(noise)

T : Iya kalau kamu nakal mainanya dibuang saja sama bu guru. Ada yang maunya loncat, naik dari depan. Ada yang ayunannya keras.

If you are naughty, I will throw away the toys. You want to jump, come up from the front. You also swing that hard.

S : Mestinya yang minta di ayun tadi Teti bu ...

T : sama saja.

Both of you made a mistake

S : Itu aku tadi nggak mau dikerasno sama dian bu ...
aku takut kebentuk.

T : sudah. Sekarang kita belajar lagi.

Okey, it is enough. Now we will study again.

Kemarin sudah dinilai belum tugasnya?

*Did you have your mark for your assignment
yesterday?*

S : belum ... (noise)

T : Kemarin tugasnya apa?

What did you do yesterday?

S : (noise)

Buat gambar bunga ...

T : Sudah selesai?

Have you done your assignment to draw flowers?

S : sudah ...

Belum ...

(noise)

T : Ayo ... yang sudah bawa sini. Jangan ribut.

Yang belum selesai, selesaikan dulu gambarnya.

Come on ... you can submit your work if you already finish it.

You can continue your work if you have not finish yet.

S : Bungaku warnanya merah ...

Bungaku biru ...

(noise)

T : Jangan ribut.

Do not make any noise.

S : Bu ... Aldo bikin empat.

T : Ibu nyuruh gambar empat atau lima?

How many flowers I did ask you to draw, four or five flowers?

S : Lima ...

T : dengarkan. Gambarnya lima.

Listen to me. I asked you to draw five flowers.

S : Ye ... lima

(noise)

T : Jangan ribut. Yang kerja itu tangannya atau mulutnya?

Do not make any noise. What part of your body is working, your hand or your mouth?

S : tangan ...

(noise)

T : sekarang semuanya dikumpulkan

Now submit your work.

S : (noise)

T = teacher

S = student/students

III.1.4. Data 4

(Saturday, December 20, 1997, 10.15-10.30 a.m.)

Group B

T : Anak-anak kok tidak bisa diam ya!

Sekarang kumpulkan.

Tidak usah lari-lari, pelan-pelan.

Children do not make any noise.

Now, submit your work.

Do not run, just walk.

S : (noise)

T : Aldo Ayo!

Aldo do not be naughty!

Anak-anak mau menyanyi tidak?

Do you want to sing or not, children?

S : mau ...

(music play)

S : Berjalan di spanjang pasir

Memandang ombak dan buih

Kunanti riak berdesir

Membasahi ujung kaki

Melayang-layang burung camar

Bermain-main di ujung layar

Alam senang, hati senang

Berjalan-jalan di pantai (music stop)

(music play)

T : Lagu apa anak-anak?

Do you know the title of this song?

S : Gosok gigi ... (music stop)

T : Dengarkan lagunya. Jangan teriak-teriak!

Listen to the music! Do not shout!

(music play)

S : Berapa kali kau harus gosok gigi

Pertama kali setelah bangun pagi

Habis makan siang gigi harus bersih

Sebelum tidur malam digosok lagi
Sejak kapan kau lakukan
Sudah dulu kukerjakan
Tiada pernah aku tinggalkan
Kuingin mengikutimu
Ayo jangan malu-malu
Terus kerjakan setiap waktu (music stop)

(music play)

S : Jika ku pergi dari sekolahku
Tidak kulupa pada bu guru
Tidak kulupa pada pak guru
Ilmu yang kukejar
Semasa belajar
Dibimbing bu guru
Jika berkenan kan kuberi bintang
Tanda trima kasihku
Jika berkenan kan kuberi bintang
Tanda trima kasihku (music stop)

(music play)

T : Lagu apa anak-anak?
Do you know the title of this song?

(music stop)

S : Adik manis ...

T : Siapa yang tadi nangis?

Who was crying?

S : Aldo ...

S : Tapi aku tadi ndak jadi nangis

S : Aku tadi tahu Aldo nangis bu ...

(music play)

S : Siapakah yang tidak akan gembira hatinya

Mendapat hadiah baru dari ibu

Adik manis kecil mungil nan rupawan

Senyum simpul di pangkuan

Menikmati belaian sayang

Siapa yang melihat pasti tertawa

Bak permata di untaian

Gelak candanya menawan

Pabila adik melirik

Hatiku makin tertarik

Jarinya berjentik-jentik dan menari

Geraknya diam sekali

Minumnya berkali-kali

Satu botol tambah lagi

Adik manis (music stop)

T : Anak-anak mau pulang tidak?

Do you want to go home or not children?

S : mau ...

T : Sekarang ayo!

Come on prepare yourselves to go home!

S : (noise)

Tangan ke atas, tangan ke samping, tangan ke muka,
duduk yang baik.

T : Selamat siang anak-anak.

Good bye children.

S : Selamat siang bu Susi, selamat siang bu Sum

T : Berdoa dulu. Satu, dua, tiga

Let's take a prayer. One, two, three

S : Ya Tuhan lindungilah kami selama di jalanan sampai
di rumah nanti. Amin.

S = student/students

T = teacher

III. 2. Analysis of the data

III.2.1. Data 1

In Data 1, we can find that kindergarten teachers speak clearly, when they have to explain something, in order to be understood by the students. For example, *"Dengarkan, Ibu mau absen anak-anak, kalau dipanggil harus menjawab. Kalau diam berarti tidak masuk. Soalnya kalau dipanggil tidak ada suara, sama bu Sum ditulis apa"*. Another example is,

" Sebentar lagi mau ada lomba. Kalau anak-anak tidak mau latihan di rumah, cuma di sekolah, nanti tidak pintar-pintar. Kalau tidak pintar, tidak boleh ikut lomba ".

From the two examples above, we know that what the words really mean and what the words are intended to mean based on the context of situation is just the same.

" Dengarkan , Ibu mau absen anak-anak, kalau dipanggil harus menjawab. Kalau diam berarti tidak masuk. Soalnya kalau dipanggil tidak ada suara, sama bu Sum ditulis apa". means *" Listen to me , I will call you one by one. If you are called, you must answer me. If you do not answer, it means that you are absent. If you are called*

and you do not answer me, what I will write?" The second example also shows that what the words really mean and the words are intended to mean based on the context of situation is just the same, or at least, almost the same. "*Sebentar lagi mau ada lomba. Kalau anak-anak tidak mau latihan di rumah, cuma di sekolah, nanti tidak pintar-pintar. Kalau tidak pintar, tidak boleh ikut lomba*" means "There will be a gymnastic competition. If you do not practice at home, only practice at school, you could not do the gymnastic well. If you could not do gymnastic well, you could not join the competition."

Beside the two examples above, we could find some more in Data 1, that what the words really mean and what the words are intended to mean based on the context of situation is just the same, or the least almost the same. When the teacher has to explain something to the students, she usually uses complete sentences.

On the other hand, sometimes the teachers do not use the language that way. In this case, the context of situation plays an important role. We can find the examples from the data. "*Sekarang lihat ke papan tulis. Pelan-pelan tidak usah bunyi*". The words really mean is,

" Now, look at the blackboard. Be quiet, don't make any noise ". The situation at that time is, the students sitting around the table are divided into three groups around the table. The teacher wants them to turn their chairs facing the blackboard. So the meaning of "*Sekarang lihat ke papan tulis. Pelan-pelan tidak usah bunyi*" becomes "Now look at the blackboard. Turn your chair, be quiet, don't make any noise ".

In Data 1, we can find some examples. Another example, "*Aji ambil topi semangka, Ila ambil topi apel, Daniel ambil topi salak*". The words or sentences really mean is " Aji take the watermelon hat, Ila take apple hat, Daniel take snakefruit hat ". The situation at that time is, the students are sitting and facing the blackboard, while they are still sitting in their groups. They are divided into 3 groups, the watermelon group, the apple group and the snakefruit group. The teacher wants Aji to take the hats from the watermelon group, Ila to take the hats from the apple group, and Daniel to take the hats from the snakefruit group. So the meaning of those sentences are ("*Aji ambil topi semangka, Ila ambil topi apel, Daniel ambil topi salak*") " Aji take

the hats from watermelon group, Ila take the hats from apple group. Daniel take the hats from snakefruit group".

The words really mean and what the words are intended to mean based on the context of situation are different. The meaning of semangka becomes watermelon group. The meaning of apel becomes apple group and the meaning of salak becomes snakefruit group. The meaning of the sentence " *Pelan-pelan tidak usah bunyi* " means " Turn your chair, be quiet, do not make noise ". The meaning of those words and sentences becomes different because of the context of situation in which the language is used. Depending on situational context, any one word may be interpreted in radically different ways.

Although the words really mean and the words mean based on the context of situation are different, but it seems that the students find it easy to understand. In this case, the speaker and the hearer (the teacher and students) have to have the same schema. The students, especially, are expected to have the same schema as the teacher. If they do not have the same schema, it is impossible for the students to interpret and understand

what the teacher actually mean. The students already have the same knowledge of the world as the teacher. Although the teacher just mentions the name of fruit, the students know what to do. Aji, Ila and Daniel know that they have to take the hats from the particular group. They do not interpret the words outside from their schema or their 'world' in order to interpret and understand what the teacher says.

The teacher assumes that her addressees (the students) know what she is talking about. The teacher assumes that the students take what she says as she really intends them to do. So, the teacher makes a presupposition here. Although the teacher just says " *Aji ambil topi semangka* ", Aji knows that he has to take the hats from the watermelon group, not the hat of watermelon itself. When the teacher says " *Pelan-pelan tidak usah bunyi* ", the students know that they have to turn their chairs facing the blackboard, without making any noise.

Since Data 1 constitute a text, a spoken text, the writer finds the cohesive relation within the text. Furthermore, the context of situation plays an important part.

What the teacher say is coherent enough to the students, since there is semantic relation between the utterances. This is proved by the fact that the students understand the teacher's utterance clearly. For example, when the teacher says "*Aji ambil topi semangka*", Aji knows that he has to take the hat of the watermelon group, instead of interpreting the instruction according to the literal meaning of the words. When the teacher says "*Pelan-pelan tidak usah bunyi*", the students know that they have to turn their chair facing the blackboard, quietly, without making any noise. In this case, the writer finds that the context of situation has an important part. It is impossible for the students to interpret the language used by the teacher if they do not know the context of situation in which the language is used.

It said to be cohesive relation while the interpretation of the students lies within the text. In Data 1 we can find cohesive relationship while the teacher has to explain something to the students. The students do not have to look elsewhere for their interpretation. For example, when the teacher says

"Dengarkan. Ibu mau absen anak-anak. Kalau dipanggil harus menjawab. Kalau diam berarti tidak masuk. Soalnya kalau dipanggil tidak ada suara sama bu Sum ditulis apa ...", the students understand what she is talking about by answering "bolos ...".

III.2.2. Data 2

Based on Data 2 we can find that kindergarten teachers speak clearly, when they have to explain something, in order to be understood by the students. For example "Kalau diberi tahu, hari Sabtu ada tugas, berarti hari Senin bukunya harus dibawa, tidak boleh ketinggalan. Siapkan bukunya sore-sore. Yang biasanya bawa tas untuk tempat kue, langsung masukkan. Yang tidak bawa tas, bukunya diletakkan di meja belajar. Pagi-pagi mau berangkat ke sekolah, bukunya langsung di bawa." The second example is, "Sekarang lihat ke sini. Kalau memberi lem jangan banyak-banyak. Lemnya ambil sendiri. Jangan keliru lho. Minggu lalu banyak yang keliru. Tempelkan di tepi, jangan di tengah."

From the two examples above, we know that what the words really mean and what the words are intended to mean based on the context of the situation is just the same, or at least, almost the same. *"Kalau diberi tahu, hari Sabtu ada tugas, berarti hari Senin bukunya harus dibawa, tidak boleh ketinggalan. Siapkan bukunya sore-sore. Yang biasanya bawa tas untuk tempat kue, langsung masukkan. Yang tidak bawa tas, bukunya diletakkan di meja belajar. Pagi-pagi mau berangkat ke sekolah, bukunya langsung dibawa"* means "If you are told that you have an assignment on Saturday, you have to bring your assignment on Monday. You have to prepare it in the afternoon. Everyone who always has a bag for his cake, has to put his assignment in to his bag. Everyone who does not bring any bag, has to put his book on the table. The morning before you go to school, you have to bring your book."

The second example also shows that what the words really mean and the words are intended to mean based on the context of situation is just the same, or at least, almost the same. *"Sekarang lihat ke sini. Kalau memberi lem, jangan banyak-banyak. Lemnya kamu ambil sendiri."*

Jangan keliru lho. Minggu lalu banyak yang keliru. Tempelkan di tepi, jangan di tengah" means "Now look at me. Do not give too much glue on to the paper. Take the glue yourselves. Do not make another mistake. Last week you made some mistakes. Stick the picture on the side of the paper, do not stick it on the center of the paper."

Beside the two examples above, we could find in Data 2 that the words really mean and the words mean based on the context of situation is just the same. Another example is "*Yang sekolah itu anak-anak. Mama itu kerja. Tidak boleh mamanya yang mengerjakan PR. Kalau mama nunggu anak-anak mengerjakan PR itu baru boleh. Tapi kalau yang mengerjakan mama, kelihatan bukunya. Sama bu Sum ya tidak diberi B. B kurang atau C. Iya C.*" means "It is you who are learning at school. Your mother has to work. Your mother is not allowed to do your assignment. Your mother is allowed to wait for you while you are doing your assignment. But if your mother does your assignment, I will find out. I will not give you a B. I will give you a B minus or a C. I will give you a C."

However, sometimes the teacher does not use the language that way. In this case, the context of

situation play an important role. We can find in Data 2, from example, "Semangka" really means "watermelon". The situation at that time is, the teacher asks the students to come in front of the class (to the teacher) to take the glue. The teacher wants the students from the watermelon group come to take the glue. So the meaning of "Semangka" becomes "The watermelon group, come here to take the glue". In Data, what the word "Apel" is intended to mean "The apple group, come here to take the glue", because it has the same context of situation to the word "Semangka" said by the teacher. The situation at that time is, the teacher wants the students from the apple group to take the glue. So the meaning of "apel" becomes "The apple group come here to take the glue".

Beside the two examples above, we could find in Data 2 that the words really mean and what the words are intended to mean based on the context of situation is different. The context of situation plays an important role. For example, the words "sama kakak?" really mean is "with your brother/sister?" In Data 2 we find that the meaning is different. The situation at that time is, the teacher asks the students whether it is allowed or not

for them to have their assignment done by their brother or sister. So, in Data 2, we can find that the meaning of "Sama Kakak?" becomes "Are your brother or sister allowed to help you to do your assignment?" We still can find in Data 2 that the words really mean and the words mean based on the context of situation is different.

It is said that depending on situational context, any one word may be interpreted in radically different ways. Although the words really mean and what the words are intended to mean, based on the context of situation is different, but it seems that the students are easy to understand to the language used by the teacher. In this case, both speaker and the hearer (the teacher and the students) have to have the same schema. The students, especially, are expected to have the same schema to the teacher. If they do not have the same schema, it is impossible for the students to interpret and understand what the teacher actually mean. The students already have the 'knowledge of the world'. Although the teacher just says "apel", the students know that apple group has to come in front of the class to take the glue. When the teacher says "sama kakak?" or "Sama mama?" the students

know what the teacher is intended to mean. They do not have to interpret the words far from their schema or their 'world' in order to understand what the teacher says.

The teacher assumes that her addressee (the students) know what she is talking about. The teacher assumes that the students take what she says as she really intends them to do. So the teacher makes a presupposition here. Although the teacher just says "Semangka", the students know that watermelon group has to come in front of the class to take the glue. The same case happens when the teacher says "Apel" or "Salak". The students know what to do, that they have to take the glue to the front of class. When the teacher says "Sama kakak?" the students know what the teacher is talking about. In Data 2 we can find that the students answer "tidak boleh ..."

Since Data 2 constitute a text, a spoken text, the writer finds the cohesive relation within the text. At the same time the context of situation plays an important part.

It is said to be cohesive while the interpretation of the students lies within the text. In the Data 2 we can find the cohesive relationship while the teacher has to explain something to the students. The students do not have to look elsewhere for their interpretation. For example, when the teacher says "*Bu guru mesti periksa lho kalau hari senin. Kalau dibantu mama atau kakak pasti kelihatan. Soalnya, kalau tulisanmu sendiri itu meskipun jelek, ibu tahu. Tapi kalau disuruh dari sekolah tidak pernah mau, PRnya rapi sekali, bu guru tanya 'siapa yang mengerjakan?' anak-anak jawabnya 'mama'. Yang sekolah itu anak-anak atau mama?"*" the students know what she is talking about by answering "*anak-anak ...*".

It is said to be coherent since there is semantic relation between the utterances. This is proved by the fact that the students understand the teacher's utterances clearly. For example, when the teacher says "*semangka*" or "*apel*", they understand that they have to come in front of the class to take the glue, according to each of groups : the watermelon group, the apple group and the snakefruit group. In this case, the writer finds that the context of situation has an important part. It

is impossible for the students to interpret the language used by the teacher, if they do not know the context of situation in which the language is used, if they do not have the same schema as the teacher and if they do not have the same knowledge of the world to the teacher.

III.2.3. Data 3

Since Data 3 constitute a text, the witer finds the cohesive relationship within the text. The students do not have to look else where for their interpretation. It seems that the students find it easy to understand to the language used by the teacher. For example, when the teacher says "*Kemarin sudah dinilai belum tugasnya?*" the students know what she is talking about by answering "*belum ...*".

The writer also find the discourse is cohesive and coherent at the same time. It is said to be coherent while there is semantic relation between the utterances.

Mostly in the Data 3, the writer finds that what the words really mean and what the words are intended to mean based on the context of situation is just the same,

or at least almost the same. For example, the teacher says "terus" for several times. The meaning of the words based on the context of situation and what the words really mean is just the same, or at least, almost the same, "What is going to happen next?" The situation at that time is, the teacher wants to know what is wrong to Erza because she is crying. The teacher asks the students to find out what has happened to her. When the students explain sentence by sentence, the teacher asks "terus", which means "What is going to happen next?" It seems easy for the students to understand what the teacher actually mean. They answer the question by telling her what has happened to Erza and why she is crying.

The second example is "Semua anak laki-laki kalau di sana itu maunya loncat. Tadi ibu lihat Andika, Ian juga loncat-loncat. Iya kan?" What the words really mean and what the words are intended to mean based on the context of situation is just the same or at least almost the same. The meaning of "Semua anak laki-laki kalau di sana itu maunya loncat. Tadi ibu lihat Andika, Ian juga loncat-loncat. Iya kan?" becomes "Boys want to jump at

that toy. I saw Andika and Ian jump at that toy, didn't they?"

Beside the two examples above, we can find that the real meaning of "*Iya kalau kamu nakal nanti mainannya dibuang saja sama bu guru. Ada yang maunya loncat, naik dari depan. Ada yang ayunannya keras.*" The meaning of "*Iya kalau kamu nakal nanti mainannya dibuang saja sama bu guru. Ada yang maunya loncat, naik dari depan. Ada yang ayunannya keras*" becomes "If you are naughty, I will throw away the toys. You want to jump, come up from the front. You also swing that hard."

In Data 3 the writer also finds that the real meaning and what the words are intended to mean based on the context of situation is different. The words "*Sudah selesai?*" becomes "Have you done your assignment to draw flowers?" The students understand what the teacher actually mean by answering the question. Some students answer "*sudah ...*" and some students answer "*belum ...*".

Although the words really mean and what the words are intended to mean is different, it seems that the students find it easy to understand the language used by the teacher. In this case, the context of situation has

an important part. Both the speaker and the hearer (the teacher and the students) have to have the same schema. It is impossible for the students to interpret and understand the language used by the teacher if they do not have the same schema to the teacher. Although the teacher just says "Sudah selesai?" the students know what she is asking about. It is caused by the schema that the students had in class. So it is easy for the students to understand what she is talking about.

The teacher assume that her addressees (the students) know what she is talking about. The teacher assumes that the students take what she says as what she really intends them to do. So the teacher makes a presupposition here. In this case, the writer finds that the context of situation has an important part. It is impossible for the students to interpret the language used by the teacher, if they do not know the context of situation in which the language is used.

III.2.4. Data 4

Since Data 4 constitute a text, the writer finds the cohesive relationship within the text. The students do not have to look else where for their interpretation. It seems that the students find it easy to understand the language used by the teacher. For example, when the teacher says "Lagu apa anak-anak?" the students know what she is talking about by answering every title of the song being played by the teacher.

In Data 4, the writer also finds the text is coherent. It is said to be coherent since there is semanticrelation between the utterances.

In Data 4, we can find that the words really mean and what the words are intended to mean based on the context of situation is just the same, or at least, almost the same. When the teacher says "*Anak-anak kok tidak bisa diam ya! Sekarang kumpulkan*", the words really mean "Children do not make any noise. Now, submit your assignment."

The second example is, when the teacher says "*Lagu apa anak-anak?*" The situation at that time is, the teacher wants the students to sing together. The teacher

plays the music and asks the students the title of the song which is played by the teacher. The meaning of "*Lagu apa anak-anak?*" becomes "Do you know the title of this song?".

From the two examples above show that the words really mean and what the words are intended to mean based on the context of situation is just the same, or at least, almost the same. The writer finds that the students find it easy to understand the language used by the teacher. Another example is, when the teacher asks the students "*Siapa tadi yang nangis?*" It is easy for the students to understand the question. They answer the question together "Aldo ..." because they already saw Aldo was crying. Then Aldo says "*Tapi aku tadi ndak jadi nangis bu ...*"

The writer also finds that in the following data, the words really mean and what the words are intended to mean based on the context of situation is different. The words "*Sekarang ayo!*" meaning "come on now!". The situation at that time is, the time is up, the students have to go home. So the meaning of "*Sekarang ayo!*" becomes "Come on get ready to go home!"

The text is cohesive and coherent at the same time. But it seems that the students find it easy to interpret what the teacher actually mean. In this case, both the speaker and the hearer (the teacher and the students) have to have the same schema. It is impossible for the students to interpret the language used by the teacher if they do not have the same schema to the teacher.

The teacher assume that the students know what she is talking about. The teacher assumes that the students take what she says as she really intends them to do. So the teacher makes a presupposition here. In this case, the writer finds that the context of situation has an important part. It is impossible for the students to interpret the language used by the teacher, if they do not know the context of situation in which the language is used. So, when the teacher plays the music, the students know that they have to sing the particular song.

CHAPTER IV

CONCLUSION