

CHAPTER IV

CONCLUSION

Kindergarten teachers have to use the language clearly when they have to explain something to the students in order to be understood by the students. 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, PR nya rapi sekali, bu guru tanya 'siapa yang mengerjakan?' anak-anak jawabnya 'mama ...'. Yang sekolah itu anak-anak atau mama?" (Data 2). The writer finds that the students find it easy to understand what the teacher is talking about by answering "Anak-anak ...".

Sometimes the teachers do not have to explain clearly or use complete utterances when they ask something to the students. However, it seem that the students find it easy to understand instruction. The writer finds that the meaning of the language used by the

teacher is understood by the students. When the teacher asks the students to take the hat and glue, she just refers to the hat by mentioning the name of the fruit only. The students seem to understand that they have to take the hats from a particular fruit group, not the fruit itself. The students also understand that they have to come in front of the class to take the glue according to the name of the group.

Context of situation has an important part in specifying the meaning of a word or sentence. The writer finds that sometimes what the words are intended to mean based on the context of situation is different from the literal meaning of the words. In the data, we could find that the name of fruit is meant to be the name of group. *Semangka*, for example, what the word really mean is watermelon. Based on the context of situation in which the language is used, the word *semangka* is actually intended to mean watermelon group. The words "sama kakak", meaning "with your brother or sister", based on the context of situation have different meaning. The words "sama kakak" are intended to mean "Are your brother or sister allowed to help you to do your assignment?"

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 understand and interpret what the teacher actually mean if they do not have the same schema with the teacher. The students, especially are expected to have the same schema with the teacher. The students already have the "knowledge of the world". Although the teacher just mention the name of fruit, the students know what to do. They do not have to interpret the words far from their schema, or in other words, the students do not have to interpret the words far from their 'world' in order to understand what the teacher intends to mean.

In other words, the teacher assumes that the students know what she is talking about. Although the teacher just say "semangka" or "apel", the students know that those from watermelon group or apple group have to come in front of the class to take the glue. 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. So, the teacher makes a presupposition here and the students accept it.

In the data, the writer also finds that sometimes, the meaning of Indonesian language used by the teachers based on the context of situation and the meaning refer to the words really mean is just the same, or at least, almost the same. In this case, what the words really mean or literary mean and what the words are intended to mean are just the same. For example, "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" (Data 2) mean "It is you who are learning at school. Your mother has to work. Your mother is not allowed to do your assignment. It is allowed that your mother is 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".

Since the data constitutes a text, the writer finds that the text is cohesive and coherent at the same time. It is said to be cohesive while the interpretation of the students lies within the text. For example, when

the teacher have to explain something to the students. It is said to be coherent since there is semantic relation between the utterances. For example, when the teacher mentions a name of fruit, their interpretation are a name of particular fruit group.

Of course, we cannot deny that the context of situation, presupposition, the schemata, the idea of cohesion and coherence play important roles in classroom discourses. They are important in making classroom discourse successful.

BIBLIOGRAPHY