

**A PSYCHOLINGUISTIC STUDY ON HOW TEACHERS TALK
TO THEIR STUDENTS IN KINDERGARTEN PGRI 02 BATU**

THESIS

**BY
KA ASTA AKHEBAT MARTANI
NIM. 0410330020**



**ENGLISH STUDY PROGRAM
LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF CULTURE STUDIES
UNIVERSITY OF BRAWIJAYA**

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**A PSYCHOLINGUISTIC STUDY ON HOW TEACHERS TALK
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THESIS

**Presented to
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In partial fulfillment of the requirement
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**BY
KA ASTA AKHEBAT MARTANI
NIM. 0410330020**

**ENGLISH STUDY PROGRAM
LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF CULTURE STUDIES
UNIVERSITY OF BRAWIJAYA
2011**

DECLARATION OF AUTHORSHIP

Herewith I,

Name : Ka Asta Akhebat Martani

NIM : 0410330020

Address : Jl. Patimura VI/ 32 Batu

declare that:

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Malang, 8 August 2011

Ka Asta Akhebat Martani
NIM. 0410330020



This is to certify that the *Sarjana* thesis of **KA ASTA AKHEBAT MARTANI**
has been approved by the Board of Supervisors

Malang, 22 July 2011
Supervisor

Dra. Sri Endah Tabiati, M.Ed.
NIP. 19540129 198010 2 001

Malang, 22 July 2011
Co-supervisor

Isti Purwaningtyas, SS. M.Pd
NIP. 19790519 200501 2 003



This is to certify that the *Sarjana* thesis of **KA ASTA AKHEBAT MARTANI** has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Sastra*

Dra. Sri Endah Tabiati, M.Ed., Chair
NIP. 19540129 198010 2 001

Isti Purwaningtyas, SS. M.Pd, Secretary
NIP. 19790519 200501 2 003

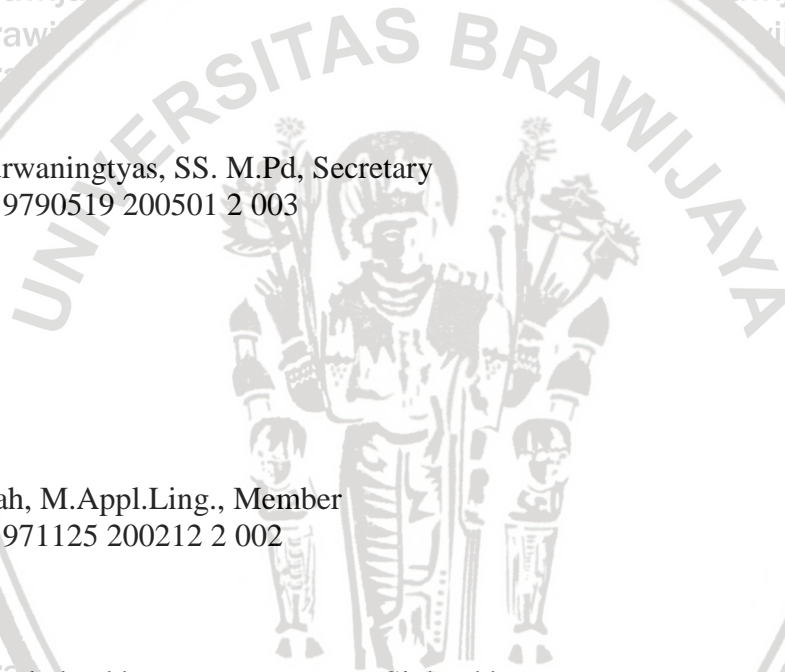
Fatimah, M.Appl.Ling., Member
NIP. 1971125 200212 2 002

Acknowledged by,
Head of English Study Program

Sighted by,
Head of Language and Literature Department

Fatimah, M.Appl.Ling.
NIP. 1971125 200212 2 002

Syariful Muttaqin, M.A.
NIP. 19751101 200312 1 001



ABSTRACT

Martani, Ka Asta Akhebat, 2011., **A Psycholinguistic Study on How Teachers Talk to Their Students in Kindergarten PGRI 02 Batu.** Study Program of English. Supervisor: Sri Endah Tabiati. Co Supervisor: Isti Purwaningtyas.

Keywords: Psycholinguistics, Teacher's Talk

Talking to young children is different from talking to adults because children still have limited knowledge of language structure and words. Therefore, kindergarten teachers use certain register, called teacher-talk to communicate to their young students. The writer conducted a psycholinguistic study about how teachers talk in Kindergarten PGRI 02 Batu. The research problems are (1) what strategies are used by the kindergarten teachers so that their students understand what they are uttering and (2) how the students respond to the teachers' strategies.

This study uses qualitative approach with descriptive data since the data is in the form of words. In addition, the type of research is case study.

There are some ways that the teachers use to make their students understand what they are uttering: (1) talking about what is happening surrounding the children at the time of the teachers and children are speaking as well as past and future events, (2) taking turn, (3) slowing down, (4) making correction, (5) using shorter sentences, (6) using more repetition, (7) using higher pitch, (8) using more exaggerated intonation, (9) using careful enunciation, (10) using indirect translated instructions, (11) using soft tone - not yelling, (12) using local language, and (13) using loud volume (in a class with many students). Generally, the students can understand the teachers' utterances by giving answers correctly, giving opinion to respond the teachers' utterances, continuing the teachers' words, repeating what the teachers say or the words that the teachers just introduced, and doing what the teachers ask to do.

The writer suggests the other researchers to use other studies, such as semiotic which studies the non-verbal language, to investigate teachers' talk. Also, it is more interesting to count the words per minutes and the pauses inserted in the teachers' utterances so that the next writer can investigate how slow the teachers should talk to make the students understand what they are uttering. Moreover, it is better for kindergarten teachers to concern about how they talk to their students so that the learning process can be more effective.

ABSTRAK

Martani, Ka Asta Akhebat, 2011. **Studi Psikolinguistik tentang Bagaimana Guru berbicara kepada Murid-muridnya di TK PGRI 02 Batu.** Program Studi Bahasa Inggris. Pembimbing (I) Sri Endah Tabiati. (II) Isti Purwaningtyas.

Kata Kunci: Psikolinguistik, Bahasa Guru

Berbicara kepada anak – anak kecil berbeda dengan berbicara kepada orang dewasa karena anak-anak masih memiliki pengetahuan tentang struktur bahasa dan kata yang terbatas. Oleh karena itu, guru – guru TK menggunakan register yaitu bahasa guru untuk berbicara kepada murid – muridnya yang masih kecil. Penulis mengadakan studi psikolinguistik tentang bagaimana guru berbicara di TK PGRI 02 Batu. Rumusan masalahnya adalah strategi apa yang digunakan oleh guru TK sehingga muridnya mengerti apa yang mereka ucapkan dan bagaimana respon para murid terhadap strategi guru.

Studi ini menggunakan penelitian kualitatif dengan data deskriptif karena data-datanya dalam bentuk kata-kata. Selanjutnya, tipe penelitiannya yaitu studi kasus.

Ada beberapa cara yang guru-guru gunakan untuk membuat murid-muridnya mengerti apa yang sedang mereka ucapkan, seperti (1) membicarakan apa yang terjadi di sekitar anak-anak pada saat guru dan anak-anak berbicara begitu juga dengan kejadian yang terjadi pada masa lampau dan akan datang, (2) berbicara bergantian, (3) berbicara dengan pelan, (4) mengkoreksi, (5) menggunakan kalimat-kalimat lebih pendek, (6) pengulangan, (7) nada tinggi, (8) intonasi yang berlebihan, (9) pengucapan yang berhati-hati, (10) perintah yang tidak diterjemahkan secara langsung, (11) menggunakan nada yang lembut – tidak membentak, (12) menggunakan bahasa lokal, dan (13) menggunakan volume suara yang keras (di dalam kelas yang terdiri dari banyak murid) . Secara umum, para murid bisa mengerti ucapan guru dengan memberikan jawaban benar, memberikan pendapat terhadap ucapan guru, melanjutkan kata-kata guru, mengulang apa yang guru katakan atau kata-kata yang guru baru kenalkan, dan melakukan apa yang guru minta.

Penulis menyarankan peneliti berikutnya untuk menggunakan teori yang lain, seperti semiotik yang mempelajari bahasa non verbal, untuk meneliti bahasa guru. Begitu juga, akan lebih menarik jika menganalisisnya dengan menghitung kata-kata guru dalam satu menit dan berapa sela yang digunakan dalam percakapan guru sehingga peneliti berikutnya bisa menganalisa seberapa pelan guru seharusnya berbicara untuk membuat para murid mengerti apa yang mereka ucapkan.. Juga lebih baik bagi para guru TK untuk lebih memperhatikan bagaimana mereka berbicara kepada murid agar kegiatan belajar mengajar bisa lebih efektif.

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Finally, the writer also hopes that this study can be useful for anyone who needs it, especially for students and lecturers in University of Brawijaya, Faculty of Culture Studies to develop their knowledge in linguistics.

Malang, 8 August 2011

The writer

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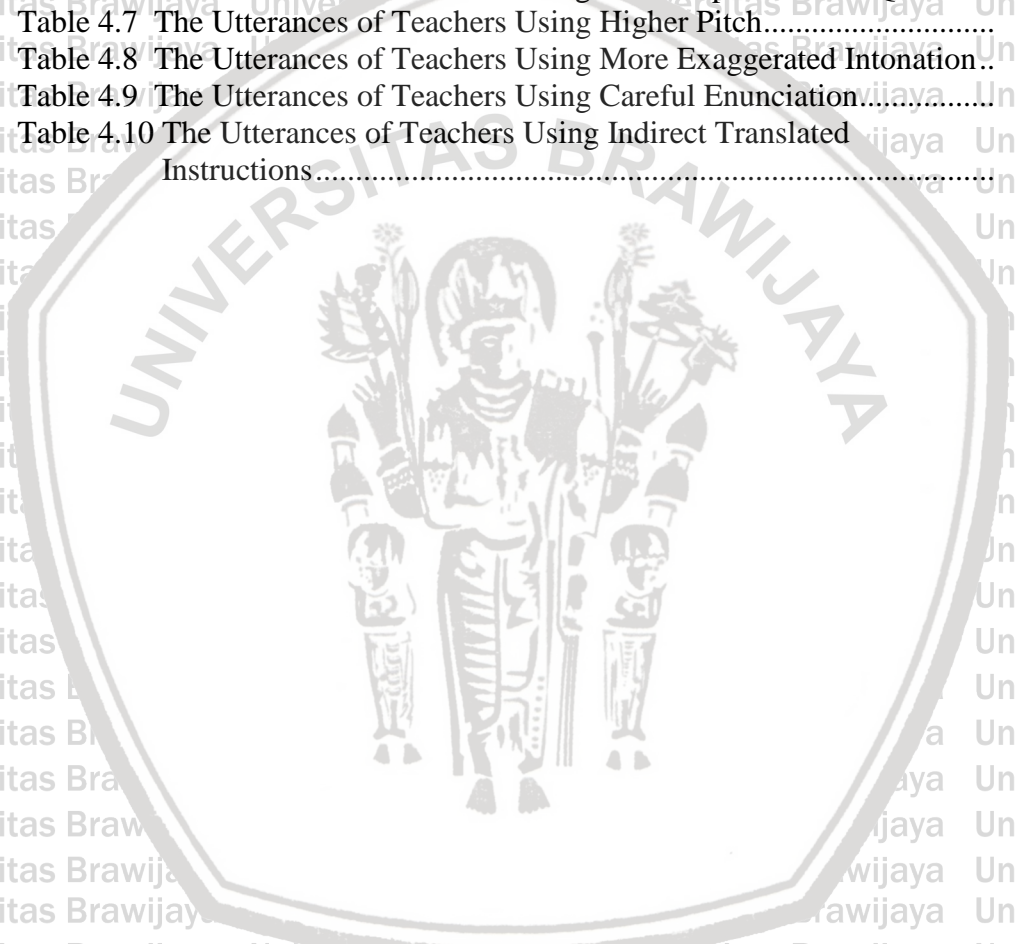
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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, problem of the study, objectives of the study, scope and limitation, significance of the study, and definitions of key terms.

1.1 Background of the Study

Language is a very important aspect for human life because it is a means of communication that can help people share ideas, wants, and anything else. Carroll (2008, p. 3) stated that it is our most important tool in communicating our thoughts and feeling to each other. Even a very small kid needs language to communicate with others although his language is still very limited. This is supported by the statement of Shweder (cited in Sonawat and Francis, 2007, p. 2) saying that language is defined as everyday communications between children.

When they are playing games, they also communicate by language so that they can share ideas, express their feeling, emotions, and needs. Also, when they are in school, they need to communicate with their teachers to undergo the learning process. Moreover, the teachers also use language to deliver the lesson to the students and talk to them.

The language that the teachers use in the classroom for talking to the students is different from that of doctor's talk for patients or other adults' talk. This happens because the setting and goal are different. The teacher's talk setting is

mostly the classroom which has an academic background and the goal is to make the students understand what they are teaching and talking. Moreover, teachers become role models and care takers so that they have to use good language and grammar. In that way, they can show the good way to use language to students.

Thus, they have to control the language that comes out from their mouths. Moreover, they have to control a large number of students in one class consisting of thirty or more students to get something done, such as to ask the students to do their work quickly. It is not such an easy task to do those things at the same time.

Thus, teachers usually use certain register to communicate with their students.

Ferguson (cited in Alatis and Tucker, p. 145) said that a register in a given language and given speech community is defined by the uses for which it is appropriate and by a set of structural features which differentiate it from the other registers in the total repertory of the community. From that statement, we can see that a register is defined by the uses based on the need of the speaker and listener, and we can differentiate one register used by a community from the other registers because each register has its own special features.

Here, we can say that teacher's talk is a kind of register because it is used in a classroom or school, which is considered as a register in one community and it, has special features that we can differentiate from other register. Teachers use the register because they need to do their duty, which is to teach their students in an academic background; especially the teachers in a kindergarten have to talk to their students who are still four to six years old. They still have very limited language, and they have short concentration time. To deal with these things, the

teachers have to talk in a special way to attract them so that their students can pay attention and understand what they are teaching. The language or register and the way to talk that the kindergarten teachers use are unique and have special features because the students are still very young and have limited language development. That is why the researcher wants to investigate this phenomenon.

Teachers in kindergarten have a task to prepare the students to enter elementary school. They teach the students to know their personal experience, family, environments, as well as to write, count numbers, read. Usually the teachers also ask them to play because the children in the kindergarten belong to an age group who like playing very much. Therefore, we can say that actually kindergarten is not considered as a real school. Chaer (2003, p. 237) stated that education in kindergarten and even playgroup cannot be considered as school because it only helps the children to get ready to enter the education in elementary school. Besides, the lesson method is learning and playing since the young students' world is playing. By using the playing method to learn about this world, the students can understand the lesson well. The education in the real schools, such as elementary, junior high, and senior high school, uses the pure lesson method. The playing method is not used anymore because the students are mature enough to understand the lesson well.

The children language development in kindergarten is limited. Indeed, they can make positive, interrogative, and negative sentences, but they cannot make passive and imperative sentences perfectly. Harwood (cited in Chaer, p. 238) said that children age five and a half years old cannot make passive sentences well.

Besides, Ervin-Tripp (cited in Chaer, p. 238) also added that children in the pre-school age group still have difficulty to make imperative sentences. Furthermore, the vocabulary that they have still develops in this age. Robinson, Strickland, and Cullinan (1977, p. 23) found that children of five years old have five to six thousands word vocabulary. Yet, by having communication with others, this language acquisition can develop more and more as they grow up. Also, Clark (cited in Chaer, p. 237-238) said that children aged two to six years old often create new words for new concepts, such as '*plant-man*' for gardener. It might be caused by the children's lack of understanding of the good word of the concepts, and their parents are not aware of the children's words so that they cannot fix them. Besides, children still have simple language concepts so they do not know how to use the appropriate ones. Moreover, by using the inappropriate words they can communicate with other adults, and they think it is enough to share their ideas, wants, and emotion although it is not right.

Therefore, teachers have to know the children language well so they can communicate with their students and can make the children understand what they are saying. Furthermore, they can fix the children inappropriate language or at least they can show the appropriate words or grammar to the children. Children are very imitative so that the teachers' talk can influence them to use correct word, grammar, and utterances so that they can get ready to enter the real school which is the elementary school. It is not easy to do those tasks because they have to know the children's language development, and each child has different language development depending on their maturity, sex, and so on. That is why this can

interest the writer to use kindergarten as the place to investigate how the teachers talk to their young students.

In this research, the writer focuses the investigation in Kindergarten PGRI 2 Batu since the students here come from city and village. Therefore, the kindergarten can be a good representative for the kindergarten in a city or remote area. Besides, the students here are active so the communication between the teachers and students is good. Hopefully, with this qualification this kindergarten can be the example of kindergarten which is the place where young students can learn more about this world through the language used by the teacher. Therefore, the writer expects that it can give good strategies of teaching and talking to young children.

In this research, the writer uses psycholinguistic theory to investigate the strategies that the kindergarten teachers use to talk to their students. Harley (2005, p. 4) stated that psycholinguistics examines the psychology of language. He also added that psycholinguistics studies understanding, producing, and remembering language, and language acquisition as well as the way in which it interacts with other psychological system. To communicate with the young children, the teachers have to know their language and psychology development so that they can understand them and make them understand what they are talking about.

When they understand how to talk and deal with these young children, they can get successful to communicate with them. Therefore, they can teach them and influence them how to be better children and prepare them to enter the elementary school as well as to interact with others as social beings.

The writer expects that this study will be useful for anyone who is interested in teacher's talk especially in kindergarten. The special language that the teachers use can give new perspectives to the other adults to deal with the communication with children since the children still have limited language so it is not easy to make them understand. Clark and Clark (1977, p. 320) said that one reason for studying adult speech to children is to find out what model of language young children are exposed to. Teachers as the representative of adults or caretaker can be good examples for the study of how to talk to young children. Therefore, we can know what model of language that the children are exposed to.

In brief, this study which is entitled "A Psycholinguistic Study on How Teachers Talk to Students in Kindergarten PGRI 02 Batu" is to show the model of adult's utterance to children as well as the kindergarten classroom language strategies that the teachers use so that the young children can understand well and how the adults are supposed to talk to them.

1.2 Problems of the Study

Based on the above mentioned statement in the background of the study, this research aims to answer the following problems:

1. What are the strategies used by the kindergarten teachers so that their students understand what they are uttering?
2. How do the students respond to the teachers' strategies?

1.3 Objectives of the Study

The objectives of this study in this research are to find out:

1. what strategies are used by the kindergarten teachers so that their students understand what they are uttering.
2. how the students respond to the teachers' strategies.

1.4 Scope and Limitation

The writer wants to investigate the strategies that are used by teachers in Kindergarten PGRI 2 Batu, who are considered as the representatives of adults, to talk to their students who are four to five years old. She uses kindergarten as the place to investigate the topic because the children language in kindergarten is still limited and in the process of development. Therefore, the teachers have special way to talk to them and to attract them to pay attention to their talking so that the children can focus in the learning process. Additionally, Kindergarten PGRI 2 Batu has students who come from city and village which can be a good representative for all kindergartens in city or village. Also, the students are quite active so the communication between teachers and students is good enough. The classes that were investigated were Class A2 and B2. The age group of Class A2 students is four to six years old and the age group of Class B2 students is five to six years old. There are two teachers that were investigated, consisted of one teacher from Class A2 and one from Class B2. The name of Class A2 teacher is Ms. Hariati and the Class B2 teacher is Ms. Wiwik. The writer took the data from Class A2 and B2 because she observed the four classes in the kindergarten and

found that the students of the two classes are more active and have good communication with their teachers. The writer took the data from the first and second grade classes to make the data more diversified because they contain the teachers-talk of the different grades. The teachers' talk that was investigated was taken from everyday teaching and conversation between the teachers and students.

The observation was held on 11 to 24 April 2008, and it lasted for seven days. The writer investigated the teachers' utterances inside the classroom when they are teaching their students. In this study, the writer tries to find the strategies that the teachers use to talk to the students and the students' responses to the teachers' strategies. In addition, she uses psycholinguistics theory to investigate this research.

1.5 Significance of the Study

It is expected that this study is useful for:

1. The writer

This study will help the writer to know more about psycholinguistic field, especially how adults talk to children. Because she studies linguistics so it can improve the knowledge about one of the linguistic fields that she learns which is psycholinguistics.

2. The English Study Program of University of Brawijaya

This research can give more collection of the research in this department, and give information to anyone in this English Department.

3. Other Researcher

This research can be useful for other researchers because they can use this as a medium of reference, and the data can be developed more for the next research. The other researchers can also add their knowledge to conduct the next research in the same field through this research.

4. Society

The society can get new knowledge about how adults talk to children, particularly how kindergarten teachers talk to their students. In this way, parents or the other adults also can learn the strategies of talking to young children so they can talk in two-way process.

5. The Kindergarten Teachers

This study can give a description on how kindergarten teachers should talk to their young students so that they can make the students understand what they are talking and teaching.

1.6 Definition of Key Terms

Psycholinguistic study: a study that examines the psychology of language; psycholinguistics is the name given to the study of the psychological process involved in language. (Harley, 2005, p. 4)

Teacher talk: The teacher talk is different from the talk of doctor to patient or the talk of adult to another adult because the setting of the language occurs, the social relations, and the job that the teacher has are different from the others. (Sinclair and Brazil, 1982, p. 13)

Kindergarten PGRI 2 Batu. this place is a kindergarten for children who are four to five years old which is located on Terusan Kasiman no. 8 in Batu, East Java.



CHAPTER II

REVIEW OF RELATED LITERATURE

This review of related literature consists of some theories that are related to the study, such as psycholinguistics, which covers what adults say to young children, how adults talk to children, teacher's talk, the characteristics of kindergarten student. In addition, it also presents profile of kindergarten PGRI 02 Batu, and previous studies.

2.1 Psycholinguistics

According to Harley (2005, p. 4), psycholinguistics examines the psychology of language; psycholinguistics is the name given to the study of the psychological process involved in language. The psychological process here can involve how children acquire language, how our brain produces language, how we can understand other saying, and so on.

Field (2003, p. 2) said that psycholinguistics explores the relationship between the human mind and language. Additionally, Field (2003, p. 2) added:

... both the concern of Psycholinguistics: (a) to establish an understanding of the processes which underlie the system we call language. (b) to examine language as a product of the human being and thus as evidence of the way in which human beings organize their thoughts and impose patterns upon their experiences.

Therefore, we can say that psycholinguistics deals with the process when language is produced and accepted by human being. While human is trying to

produce the language, the brain is working to make an appropriate statement. The brain also works to organize our thoughts, what we are going to say or respond to someone else. That is why if the brain, which produces language damages, we cannot produce sentences or thoughts well.

Field (2003, p. 2) also stated that there are six major areas of psycholinguistics research. The six major areas are

1. **language processing**, which explains what happen while listening, speaking, reading, and writing and the way to turn the grammatical structure in to a piece of information.
2. **language storage and process**, which explains how our mind can store vocabulary, how we manage them when we need it, and also about the grammar rules.
3. **comprehension theory**, which explains how we manage our knowledge to bear new information which is presented to us and also manage to construct a global meaning representation from words that we hear or read.
4. **Language and the brain**, which explains the brain activity that deals with the language process in our mind.
5. **Language in exceptional circumstances**, which explores language impairments and brain damage.

Psycholinguistics tries to examine the psychological processes, which happens if someone is expressing sentences when he listens in communication, and how the language is acquired by human being (cited from Slobin, 1974; Meller, 1964; Slama Cazahu, 1973). When someone is having conversation with

others, he tries to produce language that is appropriate to respond the other's saying. At this moment, his brain is working to produce sentences and to understand others' saying. Here, we can learn how the brain works to produce language and understand others' saying by using psycholinguistics. Furthermore, a child who was just born cannot speak any languages. As long as he grows up, he can speak and understand the language. How the language is acquired by the child is also studied in psycholinguistics.

In short, psycholinguistics is the study of the psychological process involved in language, which explores the relationship between the human mind and language that happens if someone is saying sentences when he listens in communication, and how the language is acquired by human being. In psycholinguistics, we can study what someone is going to say, how the brain produces the language, and how human can acquire the language.

2.2 What Adults Say to Young Children

Speaking to young children is not as easy as speaking to adults. The language of children is still limited compared to the adults. Adults usually choose special words and ways to speak to children so that they can understand what the adults say. Therefore, there are some possibilities of what adults say to the children.

Clark and Clark (1977, p. 322 – 326) proposed some ways that the adults use to talk to children:

1. Here and Now

Talking to children about the “here and now” means that the adults talk about recent activities and describe what is happening around the children at the time when they talk to the children. For example, a teacher said, “Diana sekarang menggambar pohon yang besar. Bagus sekali!” (*Right now Dian is drawing a big tree. Very good!*) The adults always comment on what children do, anticipate their actions, or describe what has just happened (Clark & Clark, 1977, p. 320).

The example of commenting on children do is “sangat pintar” (*very clever*). The example of anticipating children’s action is when a teacher asked his students to sit down when they were running in their classroom, such as “Duduk, anak-anak. Jangan lari-lari” (*Sit down, kids. Don’t run!*). The example of describing what has just happened is “Dika tadi lari waktu masuk kelas terus dia jatuh” (*Dika ran when he came to class then he felt down*). Moreover, adults choose certain words to talk to children.

Here are some special ways that adults usually use:

- (1) Some words which are easier for children to pronounce than others.
- (2) Some words which are more useful for children than others.
- (3) Some words which are hard to understand and best avoided.

Adults also try to avoid certain words. For example, they often repeat the antecedent noun phrase instead of using pronouns, such as he, she, or they. They would say “The girl was walking, the girl ate an ice cream”. Normally, for the second instance, the girl is changed to she. In Indonesian, the adults avoid the words, such as saya, kamu, dia. For example, a teacher said, “Sekarang Bu guru

minta anak-anak menggunting kertasnya. Bu guru liat siapa saja yang bisa menggunting kertasnya dengan baik” (*Now the teacher is asking the students to cut the paper. The teacher sees who can cut the paper well.*). It is done because adults think that the change can be difficult and confusing for children who still have limited grammatical knowledge.

Brown, R. (cited in Clark and Clark, 1977, p. 321) argued that the words parents use in speaking to young children anticipate the nature of the child's world. In this case, adults select words that have the most immediate relevance to what the children are going to say. For example, an adult wants to point out a Dalmatian (a kind of dog), he would say “Itu anjing!” (*That's a dog!*) rather than “Itu Dalmatian!” (*That's a Dalmatian!*). For fruits, adults often directly mention the kinds of fruits, such as mango, apple, banana, rather than saying “Itu buah” (*That's fruit*) Adults use this way to children because they want to introduce certain words, which are important and useful to the children.

2. Taking Turns

Adults also give opportunities to the children to make contribution in a conversation by taking turns. Clark and Clark (1977, p. 322) showed some models of dialogues that show the taking turns. The first model is that the same speaker asks a question and then supplies a possible answer to it. For instance, when adult asked, “Itu gambar apa? Sapi” (*What picture is that? Cow*) The second model is when adults expatiate on whatever topic the child introduces. We can see a dialogue below:

Child : Itu kucing. (*That is a cat*)

Adult : Kucing suka makan ikan. Apa warna kucing itu ya? (*The cat likes to eat fish. What is the cat's color?*)

In this way, the adults give the children opportunity to take turn by giving him a question in the ending. The third model is that the adult gives the child "prompt" questions to let the child give a contribution to the conversation, such as "Kamu lihat apa?" (*You see what?*)

3. Making Corrections

Adults also make correction to the children's speech. Children are still limited in language structure and vocabularies so it is normal for them to make some mistakes. To show the correct ones, adults make correction to the wrong contributions, which are said by children. Brown, R and Hanlon (cited in Clark and Clark, 1977, p. 325) said that adults seldom correct what children have to say, but when they do, they only seem to do it to make sure the child's contribution is true. Adults seldom correct the grammar of the child's statement, and they often correct the truth of what the children have said and whether they have used the right words. For example, a child said, "Itu Kuda" (*That's a horse*). An adult corrected, "Ya. Itu mirip kuda. Itu zebra." (*Yeah. That looks like a horse. It is zebra.*)

Kess (1992, p. 337) also said that some properties of adult speech to children have to do with what the adult is trying to accomplish. For example, an adult is trying to direct the children's behavior. The discourse is filled with question, such as 'Who dropped the water in the table?' and an imperative, such as 'Wipe the

water with a clean napkin!'. Moreover, adults usually talk to children about things and events, which are in view. It is because children always talk about what they have already known, particularly about anything in the immediate environment.

Also, he showed that parents usually teach their children some discourse routines, like greeting, seasonal or holiday formulas and polite question which using 'please'. Furthermore, to show the children how to interact and talking to other people, parents also teach them some aspects of pragmatic behaviors, such as turn taking, interrupting, volume, not speaking with mouth full, and so on.

When adults talk to young children, they usually use motherese or parentese.

It is used by adults to talk to children who are in the process of acquiring their mother tongues (Djardjowidjojo, 2000, p. 242). The very young children still have limited language structure and concentrations as well as they still acquire new words and language structures. Therefore, adults use motherese or parentese because it attracts the children's attention. Besides, it is simpler and more understandable.

Dardjowidjojo (cited from Moskowitz, Pine, Barton & Tomasello, 2000, p. 49) said that motherese or parentese has some characteristics: (1) the sentences are short, (2) does not contain complex sentences, (3) said in a higher pitch, (4) the intonation is more exaggerated, (5) spoken slowly, (6) contains many redundancies, and (7) contains many greetings.

In brief, adults often use special ways or modify words to speak to children.

They usually talk about 'here and now' of the child's world, give opportunity to children to make contribution in a conversation by giving them 'taking turn' for

the conversation, and make correction. Also, adults teach children about some discourse routines, like greeting, seasonal or holiday formulas, and polite question which using please. By doing such ways, adults can make the children understand well to what the adults are saying.

2.3 How Adults Talk to Children

The way adults talk to children is different from the way they talk to the other adults. It requires bigger efforts when they talk to children. It is because children still have limited knowledge of language, such as grammar and vocabulary. Therefore, adults use special ways when they are talking to children so they can understand what the adults say. According to Clark and Clark (1977, p. 326), adults talk to children in three ways: they slow down, they use short simple sentences, and they repeat themselves frequently.

When adults speak to children, they tend to speak slowly and use some pauses. They do this to make the children understand what they are talking more easily. Speaking slowly and using a pause when talking to children is important since they still have to catch and understand what adults are saying word by word. In addition, children still have limited capacity of language understanding and they are also still in the language process learning.

Adults also use simple utterances and words to talk to children. For example, a teacher prefer to say, “Kemarin Dina tidak masuk sekolah. Dia sakit. Dia masuk rumah sakit” (*Yesterday Dina did not go to school. She was sick. She stayed in the hospital.*) to “Kemarin Dina tidak masuk sekolah karena dia sakit dan masuk

rumah sakit” (*Yesterday Dina did not go to school because she was sick and stayed in the hospital.*) The second sentence is a compound sentences and it is more complicated for the children to understand.

To make the children really understand what the adults are saying, the adults often repeat their saying. The repetition is used to make the children really get the point of the adults saying because it gives the children more time to interpret the adults saying so they do not need to remember the whole sentences that the adults say. That is why the repetition is really important.

Steinberg (1993, p. 22) said that adults’ speech to children tend to be slower, the pitch higher, and more pauses inserted. Also, more words are given stress and emphasis. Adults talk slowly to children in order to make them follow their saying. In result, the children are not confused and are able to understand each word that comes out from the adults’ mouth. Sometimes the adults also use higher pitch to modify their speech so the children can keep paying attention to the adults. It can attract the children’s attention so they are not bored with the adults’ speech. The stressed and emphasized word can mark off any word that is more important and also it can be used to introduce new words to the children.

Moreover, Kess (1992, p. 336) found that speech to children is highly repetitive, containing both paraphrases and expansions of deleted material. He also added that input tends to be feedback productive, since it contains many imperatives and questions, with a much higher percentage of these than to adults.

In other words, adults use repetition and simple words to children so the children understand them easily. Furthermore, to respond the children, adults use

imperative sentence and also questions to children. It is because imperative sentence is clear enough to make the children do something. Also, the question is important to check the understanding and respond of the children.

In short, adults always talk slowly and use short simple words as well as repetition when they talk to children. Additionally, they also use higher pitch, stress, and emphasis to tell a story to children. And to make an effective communication to children, they also use imperatives and questions to give respond the children. By using and modifying these ways, adults can make the children understand and pay attention to what they are saying to children.

2.4 Teacher Talk

2.4.1 The Certain Registers that the Teachers Use

To teach their students, teachers use language to talk to them. Moreover, teachers, especially in kindergarten, can help the students develop their language skills by using the correct language for communication. To achieve good communication with their students, they use some registers. Ferguson (cited in Alatis and Tucker, p. 145) told that a register in a given language and given speech community is defined by the uses for which it is appropriate and by a set of structural features which differentiate it from the other registers in the total repertory of the community. Teacher talk is used by teachers to talk to their students and it has special features which allow us to differentiate it from other talks, such as doctor to patient talk or adult to adult talk.

2. Getting pupils to do things; ordering them and controlling them, instructing them in how to do things, organizing the teaching/learning process.
3. Getting pupils to say things; questioning, and probing for answers, stimulating various kinds of talk, involving pupils by getting them to commit themselves.
4. Evaluating the things that the pupils do; acknowledging their responses and giving them indications of their progress and achievements.

By analyzing the circumstances of the teacher talk and the things that they do, we can know why it differs from the other talk.

All in all, teachers talk to students by using some registers that are appropriate to the particular situation. We can differentiate the teacher talk because it has special features that are different from other talk.

2.4.2 The Characteristics of Teacher Talk

Teacher talk is different from the other talk and it has special features or characteristics that can be differentiated from other talk. Anderson (cited in Alatis and Tucker, 1979, p. 145) said that like baby talk, teacher-talk to students has higher pitch, more exaggerated intonation and careful enunciation, shorter sentences, and more frequent repetitions and questions than teacher-talk to other adults. Teachers talk in higher pitch and more exaggerated because they have to attract the students' attention, especially the students who are very young because they cannot concentrate on someone speaking in a long time. They also have to

answers to questions regarding to those things so that hopefully the students can be prepared to answer the questions.

Heath (1978, p. 4) also said that teacher handbooks warn new teachers to speak slowly and distinctly so that they may serve as models for students' speech.

The students can follow the slow the teacher's speaking without any confusion.

This way is more effective than speaking fast and repeating it.

Another expert, Hull, an audiology professor at Wichita State, thinks teachers would reach students better if they slowed down their speaking (2008, para. 1) It is not about how much louder someone is speaking but how slow he or she is speaking. If teachers speak slowly, the students will understand their teaching well. Besides, Hull (2008, para. 5) believes that if teachers would just slow down their rate of speech, we would have fewer learning disabilities, hearing problems, and behavior problems. If the teachers can speak slowly, they can teach their students more effectively.

Furthermore, Sinclair and Brazil (1982, p. 12) stated that the language of teacher talk are different, and the utterances often are not translated directly, but the activity, in the sense of what gets done, is very similar. He then added that when the sentence becomes a part of a text, or becomes an utterance in a conversation, it acquires an ability to do something; to be active as communication. It deals with the role of the teachers to control the students, even 30 or more students in a class, to get something done, such as to ask the students to do their work quickly.

Additionally, the utterances which do not translate directly mean that what it says is not what it means. It depends on the context where the conversation occurs. Alatis and Tucker (1979, p. 151) gave an example for that. A teacher says, "Be a sunflower" to kindergarten students. It means that they have to 'sit up tall'. Moreover, a teacher said, "Buatlah huruf B. Garis tegak, ada perut dan pantat" (*Make letter B. Straight line. There are stomach and bottom*). It constitutes an additional translation of nouns and verbs into terms of the young child's play word. It is close with the children's world so that it is easy for them to understand.

In brief, teacher talk, indeed, is different from other talk because it has special features. For example, higher pitch, more exaggerated intonation and careful short enunciation, shorter sentences, and more frequent repetitions and questions. It is supposed to be slow, distinct sentence, and translated indirectly.

Here is the theory summary of Clark and Clark, Anderson, and Sinclair and Brazil.

Table 2.1 The Summary of Clark and Clark, Anderson, Sinclair and Brazil Theories

Clark and Clark	Anderson	Sinclair and Brazil
The adults use to talk to children by:	Teacher-talk to students has:	The language of teacher talk are different, and the utterances often are not translated directly, but the activity, in the sense of what gets done, is very similar.
1. Talking about here and now	1. higher pitch,	
2. Taking turn	2. more exaggerated intonation,	
3. Making correction	3. careful enunciation,	
4. Slowing down	4. shorter sentences, and	
5. Using short simple sentences	5. more frequent repetitions and questions	
6. Using repetition frequently		

The three theories above are used by the writer because those complete each other. The theories of Clark and Clark and Anderson are similar although there are some parts which are different. Moreover, the theory from Sinclair and Brazil enriches those theories.

2.5 The Characteristics of Kindergarten Students

Kindergarten students are four to six years old, and they still have limited language skills and experiences compared to older children. However, according to Chaer (2003, p. 238), children who attend kindergarten have mastered almost all the basic grammar. It means that they can make positive, interrogative, and other constructions, but they still find difficulty to make passive sentences. As they grow up, they are able to develop their language more and more. Ervin-Tripp (cited in Chaer, p. 238) found that children at pre-school age group still have difficulty to make imperative sentences. However, they can use the language in the social context.

Children like to create their own words based on their language development and experience. Clark (cited in Chaer, p. 237) also found that children at two to four years tend to create new words for certain concepts, such as the word 'plant-man' to refer to gardener. It is because they still have limited vocabulary and experience. In addition, Ollila (1977, p. 24) said that when children hear a new word that intrigues them, they tend to use it in all appropriate and many inappropriate ways.

Jalongo (1992, p. 9) found a fact about language development of children at 4 to six years old. Children at four years old have used complete sentences. Their vocabulary is about 1400 to 1600 words. In their social development, they tend to seek ways to correct misunderstandings; begin to adjust speech to listener's information needs; dispute with peers can be resolved with words and invitations to play are more common. From that we know that the adults' input to children, especially teachers as their role models in kindergarten, have to be aware of each children language so that the teachers can help them to fix their language well.

At age five to six years old, children can use complex, grammatically correct sentences, and their vocabulary develops more. They use approximately 2,500 words, understand about 6,000 words, and respond to 25,000. In their social development, they have good control of elements of conversation. Through the interaction that the children have with others, especially the teachers who have a duty to teach appropriate language for the children, they can develop their language well and fix their inappropriate language.

Jalongo (1992, p. 94) also revealed the speaking abilities of young children and he divided it into two categories:

1. Non Communicative Speaking Abilities

The abilities deal with egocentric speech which allows pre-schoolers to be embedded in their own perspective. It consists of repetition that occurs when the child plays with the sounds for the sensual pleasure of talking, monologue that occurs when the child talks as though thinking aloud, yet makes no attempt to address anyone, and dual or collective monologue that

occurs when the child talks aloud in the presence of others and takes turns talking. Here children do not respond to other speakers or interact with them, but they just talk about separate topic from others to respond something that they are thinking.

2. Communicative Speaking Abilities

The characteristics are (1) adaptive information, in which the child actually exchanges thoughts with other, (2) criticism, including all remarks made about the work or behavior of others, (3) commands, requests. And threats, in which one child expects another child to alter his or her behavior immediately, (4) questions, including most asked among peers, which require an answer.

Another point of view of the language development of children at four to five years old is mentioned by Essa (2003, p. 36) who stated that four year-olds have achieved a maturity and competence in motor and language development that leads them to assume a general air of security and confidence, sometimes bordering on cockiness. This shows that children of four year olds can use the language well although it still develops.

She also added that they also love to play with language, use it to brag, engage with bathroom talk, swear, tell tall tales, and make up silly rhyme.

Children at this age still love playing very much so that they also like to use language for their pleasure. Besides, it is good to develop their language although it requires the assistance of the adults so that they can fix the children inappropriate language.

Essa (2003, p. 37) stated that language has reached a height of maturity for five-year-olds, exhibited through a vocabulary that contains thousands of words, complex and compound sentence structure, variety and accuracy in grammatical forms, and good articulation. We can see from the statement above that the language of five-year-olds is mature enough. They can master the basic grammar, everyday words, and articulation. It can make them ready to interact with other people. Besides, she added that language increasingly reflects interest in and contact with a broadening world outside the child's intimate family, school, and neighborhood experiences. The increasing language can stimulate them to know the world outside their intimate environments.

In brief, the language of children at four to six years old still develops although they have mastered the basic grammar of language. They can make positive, interrogative, and other constructions, but they still find difficulty to make passive and imperative sentences. Their vocabulary still need to develop, the four-year-olds children have 1400 to 1600 words, and the five-year-olds children have about 2500 words. That is why the kindergarten teachers need to provide good environment, exploration, and stimulation for expanding the children's language so they can get ready for more complex language to enter the elementary school and society.

2.6 The Profile of Kindergarten PGRI 02 Batu

Kindergarten PGRI 02 Batu is a private kindergarten, which is located on Jalan Terusan Kasiman 8 in Batu – East Java. The headmaster is a woman, named

Sri Hartatik. She lives in Jalan Diponegoro II/ 48 Batu. There are six teachers who are always sincere to teach there, and they were graduated from high school, diploma, and bachelor degree.

The school has a vision and mission. The vision is to be the best in competitions, such as singing, gymnastic, drawing, painting, and religion.

Moreover, we can have good manner and moral as well as give the basic of faith and piety. The missions are first to teach actively, creatively, and attractively.

Second is to teach the students to be discipline and care about the environment.

Third is to improve the religion life of the students.

The activities and knowledge that are given to the students here vary. As a custom in each school in Indonesia, every Monday the learning process is started by a ceremony. The main knowledge or skill that is given to the student is different each day. Monday is for Indonesian language. Tuesday is for English.

Wednesday is for drawing and gymnastic. Thursday is for painting and motor physic. Friday is for religion practice. Saturday is for gymnastics and dance.

The school has won many competitions, such as in the competitions of traditional dance, drawing, choir, and gymnastics. For example, the students got the first champion in the traditional dance competition in 1995 and the runner up in traditional dance in 1997. In 1999, a student won the first champion in the South East Asia drawing competition, and one of the students got the best drawing award in East Java in 2007. The students also got champions in the choir contests, such as the first winner in the Malang Regent in 1998, in East Java in 2001, and in Batu in 2004. Additionally, The students of this kindergarten won

the first winner in gymnastics in Batu in 2006 as well as the runner up in Batu in the year 2004.

2.7 Previous Studies

In this study, the writer uses other studies to broaden her knowledge for the sake of the writer's investigation. Also, the previous study can also give other perspectives to do this investigation. The first previous study is entitled "Language Function Used by a Teacher teaching an Autistic Child" (A Case Study on Sekolah Autisme UM Malang) which was written by Dewi Chuzainatin in 2005. The study investigated the common types of the linguistic functions that the teacher uses. The language functions that most frequently occurred are representational, heuristic, and regulatory functions. The representational function consists of agreement, encouraging, guiding, and directing. When using the heuristic function, the teacher used many repetition and questions. The regulatory function constitutes the language that regulates the children's behavior as well as to help the students to do something.

While in this present study, she wants to investigate the strategies that are used by kindergarten teachers talk to their students and how the students respond to the teachers' strategies. The similarity raised in these studies is the data that is used which is from the teachers' utterances from everyday learning process.

Besides, both studies use case study as the type of research. The difference is that Dewi Chuzainatin analyzed the language function of the teacher-talk while the writer here analyzes the strategies that the teachers use to talk to their students.

By having the previous study, she can have the description how to collect the data and the data source.

The second previous study that the researcher used is entitled “The Characteristics of Kindergarten Teacher’s Language in Kindergarten Lab. IKIP Malang in the Learning process”. It was written by Sukardi in 2002. The research investigated the language characteristics of the kindergarten teacher, such as the diction, the sentence structure, nonverbal elements in the teacher’s language, and also the meaning of the sentence of the teacher’s talk in the learning process, especially in the opening session. The similarities are that we use qualitative research. The difference is that Sukardi used the teacher and students utterance as data while the writer here only uses the teachers’ utterances. The writer can learn and see more about how to collect the data from this investigation. Besides, it can also be a guidance and comparison to have a better understanding for doing the study.

In this present study, the writer found the strategies that the teachers use to make the students understand what they are uttering. Moreover, she elaborates each strategies by analyzing the data. Hopefully, it can give clear description on how kindergarten teachers should talk to their young students effectively.

CHAPTER III

RESEARCH METHOD

In this chapter, the writer talks about the research method deeply. The contents are the type of research, data and source, data collection, credibility and dependability, also data analysis.

3.1 Type of Research

The writer uses qualitative approach because the topic of the investigation is psycholinguistics as the part of linguistics, which deals with human or social sciences. Ary (2002, p. 422) stated that qualitative inquiry begins from a different methodological assumption – namely, that the subject matter of the social or human sciences differs fundamentally from the subject matter of the physical or natural sciences and therefore requires a different goal for inquiry and a different set of methods of investigation. Besides, this research describes the strategies of how the teachers talk to students in a kindergarten and also the students' responses to them, and the data is descriptive which is in the form of words. As Ary (2002, p. 425) stated that the qualitative inquirer deals with data that are in the form of words, rather than numbers and statistics.

The type of research that is used in this investigation is case study since it explores the saying of teachers to students and how they talk to the students. The writer talks about it in depth. Ary (2002, p. 441) said, "In case study the investigator attempts to examine an individual or unit in depth". Then, he added

that case studies are also frequently conducted with the primary aim of gaining knowledge.

3.2 Data and Data Source

The data in this study are in the form of words that contains the utterances of teachers in Kindergarten PGRI 02 Batu. There are two teachers in this study because they represent classes or grades that are the first grade and the second grade. The teachers are Ms. Hariati who taught the first grade and Ms. Wiwik Ernawati who taught the second grade. Since the learning process in the kindergarten use Indonesian and Javanese language, the data used in this study is in Indonesia and Javanese language. The data were taken in 11 to 24 April 2008 (seven days).

The data source of this study is utterances by the teachers in Kindergarten PGRI 02 Batu. The writer chose that kindergarten because the students there came from city and village, and so it can well represent all kindergartens in city or village. Also, the students were quite active so the communication between teachers and students was good enough. The writer chose the two grades to be investigated to make the data more diversified. Additionally, after having an observation, the two classes, A2 and B2, had more active students so the communication between teachers and students was better. Based on this consideration, the writer wants to investigate how the teachers in A2 and B2 classes, as the representatives of adults, talk to their students who are still in the age of four to six.

3.3 Data Collection

In this study, the writer was the main instrument because the approach that is used is qualitative. Ary (2002, p. 426) said that qualitative research requires the researcher to become the research instrument. Additionally, the writer used handy camera to record the teachers' conversation as well as the learning process to get the data. The methods that the writer used are observation, documentation, and interview. Observation is done by observing the teacher while they were teaching inside the classroom. While the documentation is obtained by transcribing the teacher's talking which can answer the problem of this study. The interview was done to cross check whether the strategies found in the theories were used by the kindergarten teachers. Moreover, it was also done to enrich the data in this study.

When interviewing the teachers, the writer had prepared some questions for the teachers so that she used structured interview.

From the observation, the writer made notes and then they are coded based on the categories based on the theoretical framework. Moleong (2004, p. 208) said that the notes are useful to be the mediator, which is between what is seen, heard, felt, smelt, and touched with the real notes that is in the form of field notes.

Moreover, the writer interviews the kindergarten teachers to enrich the data on 12

July 2011 for two meetings. The collecting of the data is done as follows:

1. Observing the teachers while they were teaching
2. Transcribing the teachers' talking
3. Interviewing
4. Identifying and selecting the data.

3.4 Credibility and Dependability

To make the data valid, the writer uses theory triangulation to test the data. Ary (2002, p. 453) stated that theory of triangulation involves consideration of how the phenomenon under study might be explained by multiple theories. Thus, in this study the writer uses the theories of how adults talk to children and teacher-talk by Clark and Clark (1977), Anderson (1978) and Sinclair and Brazil (1982).

Moreover, the writer uses data triangulation which consists of observation, interview, and documentation.

3.5 Data Analysis

Data analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important (Ary, 1992: 465). Therefore, the data analysis is done in the following ways, such as:

1. Identifying the data by observation, interview, and documentation. The observation was done by attending the class and recording the learning and teaching process in the classroom with a handy cam on 11 – 24 April 2008 for seven days. The interview was done on 12 July 2011 by asking the two teachers that are investigated. Moreover, the documentation was done by transcribing the utterances between the teachers and students.
2. Organizing the data based on the problem of the study. Firstly, the data are displayed per scene or conversation context (class opening, talking about the post things, class closing, etc.). Then, the data are selected and organized

based on the strategy that the teachers use to talk to students to answer the problem of the study.

3. Analyzing and discussing the data based on the theories of how adults talk to children and teacher-talk. Additionally, the result of the interview is used to cross check and enrich the data in the analysis.
4. Drawing conclusion.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings of the research and the discussion of the findings. The writer divides this chapter into data description, result of analysis, and also data discussion. In this chapter, the writer displays the data description in eight scenes, which are coded based on the strategies that the teachers use to make the students understand what they are uttering. In the result of analysis, the writer shows the data based on the strategies that the teachers use. Finally, the writer presents the data description for the last part of this chapter.

4.1. Data Description

The data presented here were taken from the transcription of the teachers's utterances in the learning process in Kindergarten PGRI 02 Batu. There are two teachers who are the samples of this research. They are Ms. Hariati (H) who taught the first grade and Ms. Wiwik (W) who taught the second grade. In this chapter, the writer answers the research problems which are what the strategies are used by the kindergarten teachers so that their students understand what they are uttering and how the students respond to the teachers' strategies.

The research problems, number one and two, are answered by showing ten strategies that the teachers use to make the students understand what they are uttering and also showing the students' responses toward the teachers' utterances.

Below are the ten strategies which are grouped and coded based on the strategies:

1. Talking about here and now (HN)
2. Taking turns (TT)
3. Making correction (MC)
4. Slowing down (SD)
5. Using shorter sentences (SS)
6. Using more repetition and question (RQ)
7. Using higher pitch (HP)
8. Using more exaggerated intonation (EI)
9. Using careful enunciation (CE)
10. Using utterances which consists of indirect translated instructions (U)

When the teachers use the ten strategies above, the student mostly can understand what the teachers are uttering. Moreover, the data are presented in eight scenes.

Next, the writer shows the data description, and here is the data description which is categorized based on the strategy that the teachers use:

Table 4.1 The Teachers' Utterances of Talking about Here and Now

Code	The Utterances
HN 1	H: Sekarang absen. Absennya yang bagus, nanti lari-lari jatuh. Lia absen. Niki absen. Niki absen. Ayo Retno absen. Risal duduk. Niko! Ayo Novi, Resi, Risa, Deni, Dani. (<i>Now, let's do the presence call. Do it well. If you run, you will fall. Lia get your presence tag. Niki get your presence tag. Come on Retno get your presence tag. Risal sit down. Niko! Come on Novi, Resi, Risa, Deni, Dani.</i>) Tadi yang tidak dibalik berapa ini? S: 2

Table Continuation...

Code	The Utterances
HN 2	H: Ayo topinya dilepas Rafi! Rafi, topinya dilepas! Wes tangannya dilipat! Ayo Risal, siapkan Sal! (<i>Put off you hat Rafi! Rafi, putt off your hat! Please fold your arms! Come on Risal, get it ready Sal!</i>) S: Persiapan berdoa mulai. (praying) memberi salam. (<i>Get ready please. Let's pray. Begin. Say greeting!</i>) (Response 1)
HN 3	H: Kita lihat hari ini yang tidak dibalik. (<i>Let us take a look at the presence tags which have not been turned</i>) Ini absennya? S: Fara.
HN 4	H: Fara. Kemana Fara ini? S: Ga tau. H: Ndak tau ya ga ada suratnya. (<i>We don't know, there isn't any letter.</i>)
HN 5	H: Winda ijin. O.. Winda sakit. (<i>Winda asked for permission. Winda is sick</i>) Mamanya Dani kemaren lupa disuruh sama ngijino. Terus? S: Risa.
HN 6	W: Topinya dilepas. Dio siapkan! Mo... ndak mau.. ndak mau..ndak mau.. Suaranya yang keras. (<i>Please put off your hat. Dio, get it ready! I don't want it. I don't want it.</i>) S: Persiapan. Berdoa mulai. (praying)
HN 7	W: Dua. Coba dengarkan dulu. Nek diajak nyanyi iku yo nyanyi. Suarane dibuka. (<i>Please listen up! If you are asked to sing, please sing. Make your voice loud.</i>) (<i>giving the bad example</i>) Ngonono iku nyanyi opo bukan? S: Bukan.
HN 8	W: Tadi waktu masuk sampeyan lari-lari. Sekarang liat baunya keringat, kayak anak ga mandi. (<i>When you camein to class, you ran. Now look, your smell is bad, like a child who hasn't taken a bath</i>) Sudah semua. Kita liat ini. Ini punya siapa yang ga dibalik ini? S: Wulan.
HN 9	H: Tolong tunjukkan bentuknya televisi yang mana nyo... Lho maju no... (<i>Please show the television. Which one? Please come forward</i>) S: Maju.. maju.. Kiko.. Kiko.
HN 10	H: Bawa sini Ko. (<i>the students gave a stick to the teacher</i>) Coba sekarang.. ini dari kelompok tiga, sekarang dari kelompok satu. Agung. Coba tunjukkan bentuknya radio. (<i>Take it here Ko. Now look.. it was from group three, now from group one. Agung. Please show the radio</i>) S: Ketinggian. (<i>Too high</i>) (Response 2)
HN 11	H: Radio. Dicampur dengan tip. Kalo tip, kita hanya bisa mendengarkan ka.. (<i>Mixed with tape. If tape, we only can listen to cass...</i>) S: Set. (<i>sette</i>) (Response 3)
HN 12	W: manusia. Untuk masyarakat. Untuk ayah ibu. Untuk kalian. Nah... Itu alat komunikasi untuk menyampaikan beri.... (<i>That is the commnication device to deliver news</i>) S: ta. (<i>news</i>)
HN 13	W: ko. Perangko ini bisa sampai tujuan. Surat bisa sampai tujuan bila ada perangkonya. (<i>This stamp can be delivered to the recipient. Letter can be delivered if there is a stamp.</i>) Perangko itu gunanya apa? Merupakan apa? Biaya. Apa? S: Biaya.

Table Continuation...

Code	The Utterances
HN 14	W: batre. Biasanya di rumah punya radio kecil, dikasih baterenya ada dua. (<i>You have small radio at home, given two batteries.</i>) Selain dengan listrik, radio bisa pake ba... Radio bisa pake ba.. S: tre.
HN 15	H: Ga umek. Kiko engkok dilungguhno dewe ndek kene lho lek ga ono kancane anteng, lek ono koncone, koncone sing diumek ae. (<i>Kiko will sit here alone. If you don't have friends, you're quiete. If you do, they will be disturbed</i>)
HN 16	W: Ga ada bolak - balik, bolak – balik ga ada. Cuma selemba ker.. kertas. Telegram ini juga su... (<i>Only a pice of pa... paper. The telegram is also a let...</i>) S: rat. (<i>ter</i>) (<i>Response 5</i>)
HN 17	W: Surat. Kalo surat yang kalian kirim di sekolahan... Kalo surat yang kalian kirim ke sekolahan, seperti ini bentuknya. Lho., seperti ini dilempit. Terus dimasukkan amplop. Di sini kepada yang terhormat ibu guru wali kelas TK A atau wali kelas TK B. (<i>Like this, folded. Then it is put in the envelope. Here Dear the Class Teacher of Kindergarten A or the Class Teacher of Kindergarten B</i>) S: TK B1.
HN 18	W: Perangko. Pinter Rosi. (<i>Smart, Rosi</i>) Ditempli perangko. Surat ini kalo sudah ditempli perangko (dan alamatnya jelas bisa sampe kepada tujuannya opo ga?) S: Bisa.
HN 19	H: Wes sebelumnya didengarkan. Anak-anak kalo nyanyi, Arsi.. Fi fi.. opo Rafi. Ga oleh guyun ae. Ndek kono rame. Nek engkok sampeyan rame maleh kebrebekan ae. Ndek kono lho. (<i>Don't joke around. It is noisy there. If you're noisy, it will be noisy there.</i>) Ya. Terganggu po gak? S: Terganggu. (<i>Disturbed</i>) (<i>Response 6</i>)
HN 20	H: Bisa sakit. Ya. Nanta (ambek) Risal ga boleh. Jelek. (<i>Bad</i>) Wes kembali lagi. ... Dulu yang menjajah bangsa kita apa anak-anak kemaren? S: Belanda.
HN 21	H: Bapak Yusuf Kala. Punter! Sing jawab mek kelompok siji thok. Kelompok sini ga ada yang jawab. (<i>The one who answered was only group one. This group did not answer</i>)
HN 22	W: Dari besi. Lek rantai ini jadi satu diikat berkaitan tidak terpisah-pisah seperti ini. Kalo ini bukan rantai namanya. Kalo diikat satu sama yang lain ini yang dinamakan ran.. (<i>This chain is to be one tight, connected and not separated like this. This is not chain. If it is tight to each other, this is chain</i>) S: tai.
HN 23	W: Sing ngomong ae lak ga ngerti. (<i>The one, who talks always, don't understand</i>) Siapa itu? Ya sudah. Kalo nama presiden kita? S: Bapak Muhamad Jusuf.
HN 24	W: Bu guru punya gambar apa ini? Nanti bu guru mau kasih kalian.. Dilihat dulu. Dilihat dulu. (<i>Please look first. Look first.</i>) Bu guru punya gambar apa ini coba? Gambar apa ini? S: Handphone. HP
HN 25	W: Bisa ya. Ini ayo diitung. (<i>Please account this</i>) S: Satu, dua. (<i>Response 7</i>)

Table Continuation...

Code	The Utterances
HN 26	W: Coba perhatikan. Dibuka halaman dua puluh dua. Dibuka halaman dua puluh dua. Yang di atas.. wes ga ngomong ae. Dengarkan! Selesaikan pengurangan berikut. (<i>Please pay attention. Please open page twenty two. Open page twenty two. The above. Please don't talk. Listen! Do this substration!</i>) Yang di atas sendiri gambar bentuk apa itu? S: Surat.
HN 27	W: Loh ga ono suarane. Ngomong dhewe. (<i>No voice. You talked to each other</i>) Yang dicoret itu dihitung opo nggak? S: Nggak.
HN 28	W: Coba perhatikan ini angka berapa! (<i>Please pay attention. What number is this?</i>) S: Nol satu dua. (<i>zero, one, two</i>) (Response 8)
HN 29	H: Ha.. Jare Agung ngomong belakang. (<i>Agung said that it is behind</i>) Dani... radio bentuk radio yang sesungguhnya ada di belakang opo ada di depan? S: Di depan.
HN 30	H: Dani campur arek mburi - mburi maleh ora ngerti. (<i>Dani is mingled with the kids at the back so he does not understand</i>) Ayo engkok tak jejerno kene. Ayo! Opo iku? Depan ato belakang? S: Depan.
HN 31	H: Nek ngene thok bu guru ga dengar. Ga ono suarane. (<i>If you do that only, I will not hear. No voice.</i>)
HN 32	W: Sudah. Sekarang tak kasih melipat. Jangan dikumpul. Jangan dikumpul. Ditaruh laci. Guntingnya bawa sini! (<i>Put it in the drawer. Take the scissors here</i>) Nyoh guntinge. Ini yang belum, gentian guntingnya! Ini yang belum.
HN 33	W: Yang lurus, nek ga lurus nanti mencek. (<i>Make it straight, if you don't, it will be curved</i>) Sudah? S: Sudah.
HN 34	H: Tangan ke atas, ke samping, ke muka, sikap yang manis. Ayo Gung siapno Gung. (<i>Hands up, to the left and right, to the front, and behave well. Come one Gung please get the class ready.</i>) S: Persiapan (<i>Get ready.</i>) (Response 9)
HN 35	H: Topinya jangan ada yang ketinggalan. Memberi salam. (<i>Please don't leave your hat. Say greeting!</i>) S: Assalamu 'alaikum warahmatullahi wabarakatuh. (Response 10)

Table 4.2 The Utterances of Teachers Using Taking Turn

Code	The Utterances
TT 1	H: O punya Nanta. Liat se Ta. Lihat. Isine opo iki? O ndak ada isinya. (<i>What is inside it? O there isn't any</i>) Wes dipinjam bu guru wes yo, cek ga direbut Risal ae yo. Ini absennya siapa anak-anak? S: Corry.
TT2	H: Winda ijin. O.. Winda sakit. Mamanya Dani kemaren lupa disuruh sama ngijino. Terus? (<i>Then?</i>) S: Risa.

Table Continuation...

Code	The Utterances
TT 3	W: Dua. Coba dengarkan dulu. Nek diajak nyanyi iku yo nyanyi. Suarane dibuka. (<i>giving the bad example</i>) Ngono iku nyanyi opo bukan? (<i>Is that singing or not?</i>) S: Bukan. (<i>No</i>) (Response 1)
TT 4	H: Mendekati. Televisi beneran, yang bisa dilihat. (<i>The students point the picture</i>) ... Sekarang yang sini, Febi tunjukkan radio yang sungguhan. Sing beneran ilo Fi ndi? Heh. Sing bisa muni, biasane gawe nyetel kaset barang. Yang mana? Lha.. Betul? (<i>The thing which can produce sound, it is usually for playing cassette</i>) S: betul
TT 5	H: Iya ga ngerti. Lho ini anak-anak adalah? (<i>Kids... this is.?</i>) S: Radio. (<i>Radio</i>) (Response 2)
TT 6	W: Heeh. Sing ingat cuma Fi.. Fika. Alat-alat komunikasi. Alat komunikasi yang didengar itu apa saja? (<i>What communication device can be listened to?</i>) S: Radio, televisi, telepon., HP.
TT 7	W: HP juga bisa dibaca. Ada sms dibaca smsnya. Itu alat-alat komunikasi ada 2. Yang elektronik dan yang bukan elektronik. Gunanya apa se alat komunikasi? Untuk apa? (<i>What is the communication device used for? For what?</i>) S: mendengarkan.
TT 8	W: berita. Untuk mendengarkan berita. Untuk menyampaikan berita. Kepada siapa? (<i>To whom?</i>) S: manusia
TT 9	W: ko. Perangko ini bisa sampai tujuan. Surat bisa sampai tujuan bila ada perangkonyang. Perangko itu gunanya apa? Merupakan apa? Biaya. (<i>What is the function of stamp? Constitutes of what? The fee.</i>) S: Biaya. (<i>Fee</i>) (Response 3)
TT 10	W: Ada juga. Nek sampeyan tuku koran, memakai opo? (<i>If you buy newspaper, using what?</i>) S: uang.
TT 11	W: isinya dalam ini loh? Ada kertasnya. (<i>The content inside? There is paper</i>) Isinya apa timbul? Su..? S: surat
TT 12	W: Pake kabel. Kabele dimasukkan ke listrik. Nah kalo radio? (<i>If the radio?</i>) S: Listrik.
TT 13	W: Radio ini.. Coba perhatikan. Radio ini bisa pake kabel. Radio bisa ada dua. Sapa dirumahnya punya radio kecil? (<i>Who has small radio at home?</i>) S: saya.
TT 14	W: Bunyi. Dibunyikan harus pake listrik juga bisa pake batre. Seperti radio, televisi itu memakai? (<i>Like radio, television uses?</i>) S: Listrik.
TT 15	H: Karena melalui pos. Wah.. Terima kasih, nek! Nah. Karena sudah mendapat opo? (<i>Because already got what?</i>) W: Wesel.
TT 16	H: Pak pos. Berarti surat ini tak bawa ke kantor apa ? (<i>So this letter is taken to what office?</i>) S: Pos. (<i>Post</i>) (Response 4)

Table Continuation...

Code	The Utterances
TT 17	W: B2. Dengan hormat. Bersama ini anak kami yang bernama Elok tidak bisa mengikuti pelajaran karena sakit. Terus di sini ada tulisannya hormat kami orang tuane kalian. Terus dilempit, dimasukkan apa? (<i>Dear Sirs. Our daughter, named Elok, cannot attend school because she is sick. Then, there is sincerely yours, your parent</i>) S: Amplop.
TT 18	W: Ndho... San... Sandi. Nanti yang mengirimkan pak.. pak pos. Lewat.. Surat ini diantarkan ke pos. Setelah di pos, sama pak pos ditempli apa di pojok? (<i>After in the post office, by the postman it will be sticked what in the corner?</i>) S: Perangko.
TT 19	W: Ini bu guru punya stempel. Nah.. Ini stempel. Tok. Nah. Kalo kita... Coba perhatikan! Kalo kita kirim surat, disini ada perangkonya, di sini ada perangkonya. Terus sama pak pos distempel ndek kene. Dok! Ada cap opo? Bun.. bunder. Ada stempelnya bahwa itu dari apa? Kantor... (<i>cir...circle. There is a stamp that it is from what? The (post) office...</i>) W+S: pos.
TT 20	H: Delapan. Pinter Rendi. Berbulu leher? Empat puluh lima. (<i>Feather on the neck? Forty five</i>) S: Ingat syairnya? S: Ingat.
TT 21	H: Wes sebelumnya didengarkan. Anak-anak kalo nyanyi, Arsi.. Fi fi.. opo Rafi. Ga okeh guyon ae. Ndek kono rame. Nek engkok sampeyan rame maleh kebrebegan ndek kono rame lho. Ya. Terganggu po gak? (<i>Disturbed or not?</i>) S: Terganggu. (<i>Disturbed</i>) (Response 5)
TT 22	H: Sama dengan pak presiden. Pak presiden selain mempunyai rumah sendiri, juga mempunyai namanya istana... istana negara. Lho cah.. ini tempat kerjanya presiden dan menteri-menteri kalo ada tamu dari luar negr. ... Tau tempatnya istana negara ada dimana? Siapa yang tahu berada dimana? (<i>Do you know where the place of Istana Negara is? Who knows where it is?</i>) S: Aku tahu.
TT 23	H: Yang sudah meninggal. Yang pertama kali namanya Pak Sukarno. Pak siapa? Iya Pak Sukarno. (<i>Mr. who? Yes. Mr. Sukarno.</i>) Yang kedua Pak Suhar... S: To.
TT 24	W: Indonesia. Ya. Kalo lambang negara kita itu apa siapa yang tau? Heh? Lambang Negara kita. Wes ngadepe ke sini dulu. Nanti.. nanti.. boleh.. boleh bercerita. Nanti tak kasih waktu untuk cerita. Lambang Negara kita adalah? (<i>The symbol of our country is?</i>) S: Garuda.
TT 25	W: Be... besar. Nah di sini ada lambang-lambangunya. Nah.. di dalam burung garuda, di dadanya itu ada lambangunya. Ilham... Yasa... Kamu maju siniloh nek crito dewe. Burung garuda ini ada lambang-lambangunya di dadanya. Ada apa saja? (<i>There are symbols on the eagle's chest. What are they?</i>) S: Bintang. W: Bintang. Satu...
TT 26	W: Dimana? Heh? Dimana Riko? Dimana tadi? Ngomongo tadi sudah betul. Dimana? Oh gak tau kok tau. Dimana? Di alun-alun. (<i>Where? In the town square</i>) Ayo siapa yang pernah jalan-jalan ke alun-alun? S: Saya. (<i>I did</i>) (Response 6)

Table Continuation...

Code	The Utterances
TT 27	W: Kamu lihat yang di bawahnya sepeda motor motoran iku? Yang pake apa.. listrik yang pake batre itu. Itu ada pohon yang rindang. Itu namanya pohon? (<i>That is the name of what tree?</i>) S: beringin.
TT 28	W: Kenapa kok dilambangkan padi dan kapas? Heh? Kenapa dilambangkan padi dan kapas? Kenapa sila kelima itu dilambangkan padi dan kapas. Karena bangsa Indonesia makannya makan apa? (<i>Because the Indonesian eat what?</i>) S: Nasi.
TT 29	W: den. Kalo bendera kita warnanya apa? (<i>If our flag, the color is what?</i>) S: Merah putih.

Table 4.3 The Utterances of Teachers Making Correction

Code	The Utterances
MC 1	H: Mendekati. Televisi beneran, yang bisa dilihat. (<i>The students point the picture</i>) Yang beneran kok. Yang sungguh kok. (<i>The true one. The real one.</i>) Mana? (<i>the student point the real TV</i>) Yang mana? Lha.. Betul? S: betul
MC 2	W: Supaya surat sampai kepada orang yang dituju harus memakai apa? Biasane ndek pojoke. Ono apanya? Biasanya dipojoknya surat? Ada apanya? Dipojoknya surat iniloh. S: ada nama W: ya ada pengirimnya. (<i>Yes, there is recipient</i>)
MC 3	W: Setelah ada pengirimnya di sini ada apanya? S; Nama W: Pe-rang- (<i>Stamp</i>) S: ko. (continued: <i>stamp</i>)(<i>Response 1</i>)
MC 4	W: Supaya surat ini sampai kepada? S: pak Pos. W: Pak pos. Kepada. Kok pak pos. Kepada tujuan kepada Rendi tadi. (<i>Postman? To the recipient, to Rendi</i>)
MC 5	W: Isine surat ini ada apanya? S: uang W: hah? S: uang W: su..? S: surat W: isinya dalam ini loh? Ada kertasnya. Isinya apa timbul? Su..? (<i>What is the content? Le???</i>) S: surat. (<i>letter</i>)(<i>Response 2</i>)

Table Continuation...

Code	The Utterances
MC 6	<p>H: Risal iku mau lho sing umek dewe ndek mburi iko lho. He Sal? Siapa yang mengantarkan suratnya? S: Wesel. H: Lho sing ngantarkan surat kok wesel. (<i>The one which delivers letter is not draft</i>) S: Pak pos. (<i>postman</i>) (Response 3) H: Yang mengantarkan surat pak.. (<i>It is post</i>) S: Pos. (<i>man</i>) (Response 3)</p>
MC 7	<p>W: Sekarang siapa yang tau macam-macam benda pos? Apa? S: Macam-macam benda pos. W: Iya. Macam-macam benda pos ada apa saja? (<i>Yes. What are post things?</i>) Heh? Apa? S: Surat.</p>
MC 8	<p>W: Namanya siapa? S: Pos. W: Lho.. S: Orang tua. W: Kok orang tua... (<i>Parent?</i>) S: Aaa... W: Namanya pengirim dan tempat yang ditu.. tuju. (<i>It is recipient and the postal address</i>) Coba perhatikan! Surat ini tidak ada.. Sudah? Sudah? Surat ini tidak bisa sampai kalo alamat yang dituju tidak jelas.</p>
MC 9	<p>W: Surat gunanya untuk apa kemaren? S: Mengirimkan berita. ... W: Mengirimkan apa? S: Surat. W: Berita. Mengirimkan berita. (<i>delivering news</i>)</p>
MC 10	<p>S: Bu guru.. bu guru... Pak presiden wes mati. H: Oh... Lak pak Suharto yang sudah mening... (<i>Oh... Mr. Suharto has passed</i>) S: gal. (<i>away</i>) (Response 4)</p>
MC 11	<p>W: Nama negara kita adalah Negara apa? S: Batu. W: Loh kok Batu? Nama negara kita adalah apa? (<i>Batu? Our country's name is what?</i>) S: Indonesia. (<i>Indonesia</i>) (<i>a student</i>) (Response 5) W: Heh? S: Indonesia. W: Indo... S: Nesia. W: Ya.. Batu.. Batu itu namanya ya Indonesia, Pujon, Ngantang, Kasembon, Kasembon itu ya namanya Indo... (<i>Yes... Batu, Batu is in Indonesia, Pujon, Ngantang, Kasembon, Seruk are in Indo...</i>) S: nesia.</p>
MC 12	<p>W: Seperti yang dilambangkan oleh rantai ini tadi. Nah kita saling apa? S: Berteman. W: Bersatu. (<i>United</i>) Ya.. Terus tiga. Tiga apa lambangnya? S: Rantai.</p>

Table 4.4 The Utterances of Teachers Slowing Down Their Speeches

Code	The Utterances
SD 1	H: Tadi yang tidak dibalik berapa ini? (<i>How many is the presence tag which has not been turned?</i>) S: 2
SD 2	H: Ini absennya siapa anak-anak? S: Corry. H: Absennya Corry. (<i>Corry's presence tag</i>) Corry hari ini ga bisa masuk. Ndak tau ya mulai kemaren juga ga masuk Cory.
SD 3	W: Diulangi lagi Dio. (<i>Repeat again Dio</i>) S: Memberi salam. (<i>Say greeting</i>) (<i>Response 1</i>) S: Selamat siang bu guru.
SD 4	W: Selamat siang anak-anak. Sekarang absen dulu. Rosi. Yang ga masuk siapa ini? S: Tika dan Rafa. W: Tika dan Rafa. (<i>Tika and Rafa</i>) Ada berapa? S: Dua.
SD 5	W: Lek nyanyi suarane dibuka itu suaranya ke... S: ras. W: ras. Dan je... las. Iki juga. A B C D E F G. Lho... suaranya kan keras tho. Tapi ga teriak. Kalo teriak ini ne terus keluar terus sakit engkok ya. Rusak engkok ya. (<i>If it will come up then it will hurt. It will damage.</i>) Nyanyinya yang ba... S: Gus.
SD 6	H: Televisi didengar dan diapakan anak-anak? (<i>Television is listened and what, kids?</i>) S: dilihat. (<i>seen</i>) (<i>Response 2</i>)
SD 7	H: Sekarang dari kelompok dua, kelompok tengah. Coba.. Sing dhuwur sapa ya? Fian. Coba tunjukkan bentuk telfon. (<i>Please show television</i>) Yang mana? Yang mana yang telfon? (<i>the students pick the right one</i>) H: Oya yang dhuwur. Fian. S: Yes.
SD 8	W: HP juga bisa dibaca. Ada sms dibaca smsnya. Itu alat-alat komunikasi ada 2. Yang elektronik dan yang bukan elektronik. (<i>Electronic and non-eletronic</i>) Gunanya apa se alat komunikasi? Untuk apa? S: mendengarkan.
SD 9	W: dari masing-masing alat elektronik ini cara menggunakannya sama atau tidak? (<i>from each electronic device, is the way we use it similar or not?</i>) S: Tidak. (<i>No</i>) (<i>Response 3</i>)
SD 10	W: Radio ini.. Coba perhatikan. Radio ini bisa pake kabel. (<i>The radio uses cabbble</i>) Radio bisa ada dua. Sapa dirumahnya punya radio kecil? S: saya.
SD 11	H: Ya. Selain di kantor pos itu untuk mengirim surat, Wes duduk! Kiko hadapnya mana? Ya selain surat di kantor pos juga menyediakan macam-macam perlengkapan atau benda-benda pos. (<i>Yes beside letter, the post office also provide kinds of post things or tool</i>)
SD 12	H: Iyo. ... Ngambilnya di kantor... S: pos. H: Karena melalui pos. (<i>because via post</i>) Wah.. Terima kasih, nek! Nah. Karena sudah mendapat opo... W: Wesel. (<i>draft</i>) (<i>Response 4</i>)

Table Continuation...

Code	The Utterances
SD 13	W: Namanya pengirim dan tempat yang dituju. Coba perhatikan! Surat ini tidak ada.. Sudah? Sudah? Surat ini tidak bisa sampai kalo alamat yang dituju tidak jelas. (<i>Please pay attention. This letter does not consist of... Done? Done? This letter cannot be delivered if there is no clear postal address</i>) Pengirimnya siapa tadi? S: Pak pos.
SD 14	H: Anak-anak kemaren sama ibu guru sudah dikenalkan yaitu Negara kita, namanya Negara apa anak-anak? (<i>Kids, yesterday I introduced you our country, what is the name, kids?</i>) S: Indonesia.
SD 15	H: Di gedung ini tidak hanya presiden saja yang ada di situ tetapi ada juga para pembantunya. Ada menteri, ada mahkamah agung, ada DPR, lho yang ada di sini. Lho... di istana negara. (<i>In this building, there is not only president, but also his assistants. There are cabinet minster, Supreme Court, Indonesian legislative Assembly here. Istana negara</i>) Tau tempatnya istana negara ada dimana? Siapa yang tahu berada dimana? S: Aku tahu. (<i>I know</i>) (<i>Response 5</i>)
SD 16	S: Naek kapal laut juga bisa, tetapi oper lagi. Nah.. S: Jauuh. H: Jauuh sekali. Tempatnya di Jakar.. (<i>Very far away. It is in Jakar...</i>) S: Ta. (<i>ta</i>) (<i>Response 6</i>)
SD 17	W: Dua. Dua ditambah dua ada berapa? S: Empat. S: Dua. W: Dua ditambah dua. (<i>Two plus two</i>) Dihitung. S: Satu, dua, tiga, empat.
SD 18	H: Kemaren disuruh nulis belajar apa? (<i>Yesterday what did I ask you to write?</i>) S: Madura. (<i>not clear</i>) H: heh? S: Madura.
SD 19	H: A. Madura itu nama... ya... suku yang ada di Indonesia, juga termasuk di Jawa Timur. Loh... tetangga kita. (<i>Madura is the name of ... yes.. tribe in Indonesia, it is in East Java</i>) Lha.. Nanta duduk. Kapan-kapan anak-anak kalo sudah pintar... diajak nglencer ke Madura. Mau apa ndak? S: Mau. (<i>I want</i>) (<i>Response 7</i>)
SD 20	H: Wes dengarkan ya. (<i>Please listen up!</i>) Kalo menyiapkan, ga pareng rebutan. Sekarang yang disuruh menyiapkan sama bu guru.. Dema susue kutah. Ayo Fi siapno Fi. S: Persiapan berdoa mulai.
SD 21	W: Hari Sabtu. Dengarkan.. dengarkan... Satu anak besok membawa kaleng bekas. Boleh tempatnya gelas Aqua. Gelas Aqua. (<i>Saturday. Listen... listen... Tomorrow one child will bring a used can. It may be Aqua glass. Aqua glass</i>) Bawa satu anak satu gelas Aqu... S: aqua.
SD 22	W: Ya ayo disiapkan Adam. (<i>Yes please Adam get the class ready</i>) (<i>the kids did it</i>) (<i>Response 8</i>) Adam S: Memberi salam. All S: selamat siang bu guru.

Table Continuation...

Code	The Utterances
SD 23	W: Berdoa keluar sekolah. (<i>The prayer for leaving the classroom</i>)... Berdoa keluar sekolah. (<i>praying</i>) Memberi salam. S: Assalamu 'alaikum warahmatullahi wabarakatuh.

Table 4.5 The Utterances of Teachers Using Shorter Sentences

Code	The Utterances
SS 1	H: Ini punya siapa? (<i>Whose is this?</i>) S: punya Nanta. (<i>It belongs to Nanta</i>) (Response 1)
SS 2	H: Winda ijin. (<i>Winda asked a permission</i>) O.. Winda sakit. Mamanya Dani kemaren lupa disuruh sama ngijino. Terus? S: Risa.
SS 3	W: Ini di sini ada kursi kosong. Itu ada kursi kosong. (<i>That chair is empty</i>) No... yang tidak ada kursi, ambil kursi! Sudah... Yang belum pernah. S: Saya bu...
SS 4	H: Kalo yang dibaca? (<i>If it's read?</i>) S: Koran. (<i>Newspaper</i>) (Response 2)
SS 5	H: He eh. Sekarang Rafi. (<i>Now Rafi</i>) Rafi selain bentuk di papan, di dalam kelas ini ada pa ndak bentuknya alat komunikasi? S: Ada.
SS 6	H: Lha... Rafi lupa ya? (<i>Rafi forgets?</i>) Sing bisa muni, biasane gawe nyetel kaset barang. Yang mana? Lha.. Betul? S: betul.
SS 7	W: HP juga bisa dibaca. (<i>HP can also be read</i>) Gunanya apa se alat komunikasi? Untuk apa? S: mendengarkan.
SS 8	W: Pake kabel. Kable dimasukkan ke listrik. (<i>The cable is put into the electricity</i>) Nah kalo radio? S: Listrik.
SS 9	W: Radio ini.. ... Radio bisa ada dua. (<i>Radio can be two</i>) Sapa dirumahnya punya radio kecil? S: saya. (<i>I do</i>) (Response 3)
SS 10	H: Di kantor pos. Ya. Selain di kantor pos itu untuk mengirim surat, Wes duduk! Kiko hadapnya mana? (<i>Sit down! Where should Kiko face?</i>)
SS 11	H: Yo .. Yoyo aku pesen wes. Aku ndak masuk. Aku masih sakit. (<i>I'm not in. I'm sick</i>)
SS 12	W: Bisa ndak sampe? (<i>Can it be delivered?</i>) S: Nggak.
SS 13	W: Perangko dan apanya? (<i>The stamp and what?</i>) S: Surat. (<i>Letter</i>) (Response 4)
SS 14	W: Singkat. Sekarang stempel. (<i>Now stamp.</i>) Tau stempel? S: Tau.
SS 15	H: Berada dimana? (<i>Where is it?</i>) S: Jakarta. (Response 5)

Table Continuation...

Code	The Utterances
SS 16	W: Bersatu. Ya.. Terus tiga. Tiga apa lambangnya? (<i>What is the symbol of the third one?</i>) S: Rantai.
SS 17	W: Satu tadi apa? (<i>What is the first?</i>) S: Bintang.
SS 18	W: Dimana? Heh? Dimana Riko? (<i>Where is Riko?</i>) Ayo siapa yang pernah jalan-jalan ke alun-alun? S: Saya.
SS 19	H: Di depan. Anak-anak harus bisa. (<i>The kids have to be able</i>) Di atas di ba... S: wah.
SS 20	H: Wes ga Agung.. Agung sik maem. Wong maemnya sudah selesai. (<i>No, Agung. Agung is still eating. You have not done eating.</i>) Kiki siapkan Ki. S: Persiapan. Berdoa mulai.

Table 4.6 The Utterances of Teachers Using More Repetition and Question

Code	The Utterances
RQ 1	H: selamat pagi anak-anak semua. Ayo terus duduk. Novi duduk Vi, Arya duduk. (<i>Come one sit down. Novi, sit down! Arya sit down</i>) ... Tadi yang tidak dibalik berapa ini? S: 2
RQ 2	H: Ayo topinya dilepas Rafi! Rafi, topinya dilepas! (<i>Please put off your hat, Rafi! Rafi, please put off your hat!</i>) Wes tangannya dilipat! Ayo Risal, siapkan Sal! S: Persiapan berdoa mulai. (<i>praying</i>) memberi salam.
RQ 3	W: Lambene dibuka. Mulutnya dibuka. (<i>Open your mouth. Open your mouth.</i>) Kemaren yang sudah dipilih, e... katanya bu guru kemaren mulutnya disuruh buka apa kayak gitu ngene? S: Dibuka. (Response 1)
RQ 4	H: Sekarang dari kelompok dua, kelompok tengah. Coba.. Sing dhuwur sapa ya? Fian. Coba tunjukkan bentuk telfon. Yang mana? Yang mana yang telfon? (<i>Which one? Which one is the telephone?</i>) (<i>the students pick the right one</i>) H: Oya yang dhuwur. Fian. S: Yes.
RQ 5	W: berita Biasane ndek pojoke, ono apanya? Biasanya dipojoknya surat? Ada apanya? Dipojoknya surat iniloh. (<i>What is usually on the corner? Usually on the corner of a letter? What is it? On the corner.</i>) S: ada nama
RQ 6	W: Pak pos. Kepada. Kok pak pos. Kepada tujuan kepada Rendi tadi. Nah itu kalo dari surat. Nek koran. Koran ada biayanya ndak? Loh.. Koran ada biayanya ndak? (<i>Is there any cost for newspaper? Is there any cost for newspaper?</i>) S: ada. (Yes) (Response 2)
RQ 7	W: uang. Itu biayanya. Iya. Itu juga ada biayanya. (<i>That is the cost. There is also the cost.</i>) Telpon? Telpon, ada biayanya ndak? S: ada

Table Continuation...

Code	The Utterances
RQ 8	W: Radio ini. Coba perhatikan. Radio ini bisa pake listrik. Juga bisa pake apa yang kecil? Siapa yang tahu? Dengan apa? (<i>What else can you use for the small one? Who knows? With what?</i>) S: batre. (battery) (Response 3)
RQ 9	H: Kalo ga ada alamat yang dituju, suratnya ga bisa nyampe. Lha. Tidak bisa tersampaikan. (<i>If there is not any recipient address, the letter cannot be delivered. Cannot be delivered</i>) Kalo anak-anak suratnya surat ijin ke bu guru, lho ya. Ngirim surat ijin ke bu guru ngene iki ndek kertas, dimasukkan amplop, ga atek perangko teka karena jaraknya de.. S: kat.
RQ 10	W: Ga ada bolak - balik, bolak – balik ga ada. Cuma selemba ker.. kertas. Telegram ini juga su... S: rat. W: rat. Juga apa? (<i>Also what?</i>) S: Surat. W: Juga apa? (<i>Also what?</i>) S: Surat.
RQ 11	W: Dimasukkan amplop. Dimasukkan amplop seperti ini. Lho... dimasukkan amplop, (<i>Put in the envelope like this. See... put in the envelope</i>) terus ditutup. Terus dikirirkan. Lha.. kalo ke pos ngirim hanya seperti ini bisa ndak? S: Ga. (No) (Response 4)
RQ 12	W: Kemaren surat... gunanya untuk apa surat? (<i>Yesterday letter... what is the function of letter?</i>) S: Perangko. W: Surat gunanya untuk apa kemaren? (<i>What is the function of letter?</i>) S: Mengirimkan berita. W: Mengirimkan apa? (<i>Deliver what?</i>) S: Surat. (Letter) W: Mengirimkan apa? (<i>Deliver what?</i>) S: Surat. (Letter) (Response 5) W: Berita.
RQ 13	W: Perangko ini distempel ambek pak pos supaya apa siapa tahu? Supaya apa? (<i>What is this stamp that is stamped by the postman used for? Who knows? For what?</i>) Nah... stempel dan perangko ini merupakan bia.. S: ya.
RQ 14	W: Lambang Negara kita adalah? (<i>Our country symbol is?</i>) S: Garuda. W: Lambang Negara kita adalah? (<i>Our country symbol is?</i>) S: Garuda.
RQ 15	W: Nah di sini ada lambang-lambangya. Nah.. di dalam burung garuda, di dadanya itu ada lambangya. (<i>There are symbols. On the eagle, on the chest there are symbols</i>) Ilham...Yasa... Kamu maju siniloh nek crito dewe. Burung garuda ini ada lambang-lambangya di dadanya. (<i>There are symbols on the eagle's chest</i>) Ada apa saja? S: Bintang. (Star) (Response 6)
RQ 16	W: Lek rantai itu.. rantai itu dibuat dari apa? Riko rantai dibuat dari apa Riko? (<i>If chain... what is chain made of? Riko what is chain made of Riko?</i>) Heh? S: Besi.

Table Continuation...

Code	The Utterances
RQ 17	W: Rantai. Bisa putus kalo ada yang salah satu ini pecah, salah satu lepas. Ini bisa lepas. (<i>It can be broken if one of these break, one of these apart</i>) Kalo rantai itu berkaitan satu sama yang lain itu tidak bisa le... S: pas. (<i>apart</i>) (Response 7)
RQ 18	W: Kepala banteng. Wes.. banteng itu besar opo kecil? S: Besar. W: Besaran mana sama gajah? (<i>Is it bigger than elephant?</i>) S: Gajah. W: Besaran mana sama gajah? (<i>Is it bigger than elephant?</i>) S: Gajah.
RQ 19	W: Kenapa kok dilambangkan padi dan kapas? Heh? Kenapa dilambangkan padi dan kapas? Kenapa sila kelima itu dilambangkan padi dan kapas. (<i>Why is it symbolized by padi and cotton? Why is the fifth of moral principle symbolized by padi and cotton?</i>) Karena bangsa Indonesia makannya makan apa? S: Nasi.
RQ 20	W: Padi. Ya. Sila ke lima itu dilambangkan dengan padi dan kapas. Bu guru kok ono kapase barang? Kapase untuk apa? Untuk apa siapa yang tau? Untuk apa? (<i>Teacher... why is there cotton? What is the cotton for? Who knows what it is for? For what?</i>)
RQ 21	W: merah berarti? (<i>red means?</i>) S: Berani. W: merah berarti? (<i>red means?</i>) S: Berani.
RQ 22	W: Yang di atas sendiri gambar bentuk apa itu? (<i>What is it on the above?</i>) S: Surat. (<i>only few student</i>) W: Gambar bentuk apa? (<i>What picture is it?</i>) S: Surat
RQ 23	W: Suratnya bu guru ada berapa di situ? (<i>How many letters do I have?</i>) S: Tujuh. (<i>only few students</i>) W: Ada berapa? (<i>How many?</i>) S: Tujuh. (<i>only few students</i>) W: Jumlahnya surat ada berapa? (<i>How many are the letters?</i>) S: Halaman berapa? W: Dua puluh dua masa ampun. Wes ngerti a? Wes didengarkan dulu. Didengarkan dulu. Gambar bentuk surat yang di atas sini, ada berapa jumlahnya seluruhnya? S: Tujuh. W: Ada berapa jumlahnya? (<i>How many are there?</i>) S: Tujuh.
RQ 24	W: Disuruh menggambar berapa? S: Tiga belas. W: Apanya yang tiga belas? (<i>What are the thirteen things?</i>) S: Televisi. W: Apanya yang tiga belas? (<i>What are the thirteen things?</i>) S: televisi.
RQ 25	W: Ayo Ki. Ssst... Dulinan nang njobo. Loh lapo iki? Ga liat tah di papan? Liat di papan. Ayo liat. Liat di papan. Di papan diliat. (<i>Look at the blackboard. Come one. Look at the blackboard. Look at the blackboard</i>) Berapa Ki? Berapa? Sing warna merah. S: Dua. (<i>two</i>) (Response 8)

Table Continuation...

Code	The Utterances
RQ 26	H: Yo opo nek nulis huruf opo dhisik? (<i>How do you write it? What letter comes first?</i>) S: Garis tegak. H: Huruf apa dulu? (<i>What letter comes first?</i>) S: R.
RQ 27	H: Kalo bentuk yang sesungguhnya yang mana? Yang sebelah belakang di belakang apa yang depan ini? S: atas. H: Yang belakang apa depan? (<i>behind or front?</i>) S: atas. H: Belakang apa depan ? (<i>behind or front?</i>) S: Belakang. H: Belakang opo depan? (<i>behind or front?</i>) S: Depan.
RQ 28	H: Nek ngene thok bu guru ga dengar. Ga ono suarane. W: Dani sini Dan. Dani duduk sini. Dani duduk sini. (<i>Dani here Dan. Dani sit here. Dani sit here</i>)
RQ 29	W: Sekarang dilipat menjadi bentuk segi tiga. Ayo seperti ini.. menjadi bentuk segitiga. Kalo sudah ditekuk.. menjadi bentuk segitiga. (<i>Now it is folded tobecome a triangle. Come on like this. To become a triangle. If it is folded, it becomes a triangle</i>)
RQ 30	W: Berdoa keluar sekolah. Ga ada yang pegang kursi. Ga ada sing pegang kursi. (<i>No one hold any chair. No one hold any chair. </i>) Berdoa dulu. Berdoa keluar sekolah. (<i>praying</i>) Memberi salam. S: Assalamu 'alaikum warahmatullahi wabarakatuh.

Table 4.7 The Utterances of Teachers Using Higher Pitch

Code	The Utterances
HP 1	H: Kita berdoa dulu anak-anak yo. Wes ayo duduk. Ayo Afi yang menyiapkan. (<i>Let us pray first,kids. Please sit down. Please Afi get the class ready.</i>) (<i>Praying</i>) S: Beri salam. All S: selamat pagi bu guru.
HP 2	H: Deni masih sa.. S: kit. H: kit. Berapa yang ndak diwalik? (<i>How many is it which has not been turned?</i>) S: 2. (Response 1)
HP 3	W: ras. Dan je... las. Iki juga. A B C D E F G. Lho... suaranya kan keras tho. Tapi ga teriak. (<i>Also this. A B C D E F G. The voice is loud,right? But didnot shout.</i>) Kalo teriak ini ne terus keluar terus sakit engkok ya. Rusak engkok ya. Nyanyinya yang ba... S: Gus.

Table Continuation...

Code	The Utterances
HP 4	H: Ya kalo ada sms. Bu.. bu Har hari ini Arsi ga bisa masuk mau saya ajak ke Panjen. Maaf ya. Ijin dibilangkan bu Hari ya. Oya. Diijinkan. Wah hari ini e Agung ga bisa masuk. (<i>Yes. Permitted. Today Agung cannot attend the class.</i>) Ga boleh maem sing kasar-kasar. Istirahatnya harus ba... S: nyak.
HP 5	W: Biaya. Lek kirim surat. Surate ini. Ada suratnya. Suratnya mek kosong ngene thök. Ada pengirimnya. Wes pak pos kirim surat. Loh bu alamat yang dituju kepada siapa? (<i>The postman sends letter. Oh mam.. what is the recipient addresss?</i>) Oya ya pak. Terus ini ga diberikan perangko? Loh bu kalo ga ada perangkonya ya tidak sam... S: pe
HP 6	W: Radio ini. Coba perhatikan. Radio ini bisa pake listrik. Juga bisa pake apa yang kecil? Siapa yang tahu? Dengan apa? S: batre. W: Apa? (<i>What?</i>) S: batre.
HP 7	H: Iyo. Terus ke Risal. O Risal dapat wesel dari mbahnya Risal. (<i>O Risal gets a draft from Risal's grandmother</i>) Nanti ngambilnya ga ndek bank. Ngambilnya di kantor... S: pos.
HP 8	H: Karena melalui pos. Wah.. Terima kasih, nek! (<i>Wow... thank you, grandma!</i>) Nah. Karena sudah mendapat opo... W: Wesel.
HP 9	W: Iya. Macam-macam benda pos ada apa saja? Heh? Apa? S: Surat. W: Surat. Apa lagi? (<i>What else?</i>) S: Surat. (<i>letter</i>) (Response 2)
HP 10	W: Heh? Telegram. Telegram itu. Opo iku bu guru telegram bu guru? (<i>What is telegram, teacher?</i>) Siapa yang sudah tau telegram? Telegram itu surat yang sangat cepat, isinya cuma sedikit. Harap segera datang. Harap segera datang karena ibu sakit. Cuma suratnya isinya seperti itu. Namanya tele.. telegram.
HP 11	W: Biasanya di sini ada tanggalnya. Perangko ini ada yang harganya seribu, ada yang dua ribu, ada yang lima ribu. Kalo kita kirim surat, perangkonya ini harganya lima ribu, Tika. Surat ini akan cepat sam... (<i>Usually there is date here. The stamps are one thousand, two thousands, five thousands. If we send letter, the stamp is five thousand, it will be delivered quickly, Tika. This letter will be delivered quick...</i>) S: pai. (<i>ly</i>) (Response 3)
HP 12	W: Sampai. Ya. Nah.. Stempel ini.. Supaya apa.. Suratnya apa? (<i>This stamp... For what.... The letter is for what?</i>) Tika.. Tika... S: Bu guru Riko nakal. W: Ya perhatikan dulu.
HP 13	H: Terus nek nyanyi ga pareng didekek ndek kupinge koncone. ... Ga boleh nanti ada yang gini ha.. ha.. ha ..ha.. dekek ndek kupinge koncone. Ga boleh. Ya. Terus sing cerik-cerik lehere yo bisa sa... S: kit. (<i>sick</i>) (Response 4)

Table Continuation...

Code	The Utterances
HP 14	H: Bisa sakit. Ya. Nanta ambek Risal ga boleh. Jelek. Wes kembali lagi. Terus kemaren sama bu guru juga diterangkan dikenalkan ya... perebut ben.dera. (Then yesterday I also explained introduced yes.... the one who struggled for the flag.) Dulu yang menjajah bangsa kita apa anak-anak kemaren? S: Belanda. (Response 5)
HP 15	H: Suci. Bendera kita warna putih. Kemudian yang memimpin kita namanya presiden. Nah.. tempat tinggalnya presiden cah.. ya.. namanya istana negara. ... Lho... sama dengan anak-anak nek ditanya, “Kamu sekarang ada dimana?” (Where are you now?) Di TK PGRI. Nah di sekolah ini untuk tidur po untuk belajar thok? S: Belajar.
HP 16	H: Presiden yang kesatu dan kedua ini. Sing nomer siji ambek sing nomer loro yang sudah mening... S: Gal. H: Yang sudah meninggal. (The ones who have passed away)
HP 17	W: Coba perhatikan bu guru punya gambar apa ini! Gambar televisi nanti kalian disuruh menggambar berapa jumlahnya? (Later you will be asked to draw how many television picture?) S: Tiga belas.
HP 18	W: Bukunya ada berapa ni? S: Sepuluh. W: nanti menggambar bukunya berapa? (how many books do you have to draw later?) S: sepuluh.
HP 19	W: Ssst... Dulinan nang njobo. Loh lapo iki? Ga liat tah di papan? (What is this? Did not you see the blackboard?) Liat di papan. Ayo liat. Liat di papan. Di papan diliat. Berapa Ki? Berapa? Sing warna merah. S: Dua.
HP 20	H: Dani campur arek mburi - mburi mari ora ngerti. Ayo engkok tak jejerno ndek kene. Ayo! Opo iku? Depan ato belakang? S: Depan. H: Nek ngene thok bu guru ga dengar. (If you only do this, I cannot hear) Ga ono suarane.
HP 21	H: Apa? Dimana anak-anak? Di depan apa di belakang? (Where, kids? In front of at the back?) S: Di depan.
HP 22	H: Loh Rendi kok anjok kene, maeng lungguhe ndek endi? (Rendi why are you here? Where did you sit?) Lho ayo ngalah! Dileti dua ko... (no respond) Huruf apa dulu? S: R.
HP 23	H: Kemaren disuruh nulis belajar apa? S: Madura. (not clear) H: heh? S: Madura. H: Nulis apa? (What did you write?) S: Madura.
HP 24	W: Surat. Tulisannya gimana? S: U. W: S sama apa? (S with what?) S: U.

Table Continuation...

Code	The Utterances
HP 25	W: Yang ini? S: Televisi. W: Televisi. (<i>Television</i>) Sudah ada televis... Kurang huruf apa? S: I.
HP 26	H: Eh satu, dua, yang ga bisa diam ga pulang. Tiga. Tangannya dilipat hadap depan. Riko hadapnya mana? Wes dengarkan ya. Kalo menyiapkan, ga pareng rebutan. Sekarang yang disuruh menyiapkan sama bu guru. (<i>If you get the class ready, please don't quarrel. Now the one whom I ask to get the class ready is...</i>) Dema susue kutah. Ayo Fi siapno Fi.
HP 27	W: Ada yang membawa gelas Aqua satu. Besok sama bu guru suruh membawa apa? S: Aqua. W: suruh membawa apa? (<i>asked to bring what?</i>) S: gelas Aqua.

Table 4.8 The Utterances of Teachers Using More Exaggerated Intonation

Code	The Utterances
EI 1	H: selamat pagi anak-anak semua. (<i>Good morning, all of you</i>) Ayo Novi, Resi, Risa, Deni, Dani. Tadi yang tidak dibalik berapa ini? S: 2 (Response 1)
EI 2	H: O punya Nanta. Liat se Ta. Lihat. (<i>Let me see, Ta. See</i>) Isine opo iki? O ndak ada isinya. Ini absennya siapa anak-anak? S: Corry.
EI 3	W: Dua. Coba dengarkan dulu. Nek diajak nyanyi iku yo nyanyi. (<i>Two. Please listen. If you are asked to sing, please sing</i>) Suarane dibuka. (<i>giving the bad example</i>) Ngono iku nyanyi opo bukan? S: Bukan.
EI 4	H: Ya kalo ada sms. Bu.. bu Har hari ini Arsi ga bisa masuk mau saya ajak ke Panjen. iya Agung kemaren lusa baru sakit tipes ya. Agak lama. Ga boleh maem sing kasar-kasar. Istirahatnya harus ba... (<i>The rest must be much</i>) S: nyak. (continued: <i>much</i>) (Response 2)
EI 5	H: Anak-anak sudah mulai kemaren sudah diterangkan alat apa anak-anak? S: Komunikasi. H: Komunikasi. (<i>Communication</i>) Coba seh sekarang bu guru kepingin Kiko. Tolong tunjukkan bentuknya televisi yang mana nyo... Lho maju no... S: Maju.. maju.. Kiko.. Kiko.
EI 6	W: berita. Untuk mendengarkan berita. Untuk menyampaikan berita. Kepada siapa? S: manusia W: kepada siapa? (<i>To whom</i>) S: manusia
EI 7	W: perangko. Perangko ini merupakan? Bi-a S: biaya. W: a-ya. Supaya surat ini sampai kepada? (<i>So this letter can be delivered to?</i>) S: pak Pos. (<i>Postman</i>) (Response 3)

Table Continuation...

Code	The Utterances
EI 8	W: Loh.. Koran ada biayanya ndak? S: ada. W: Ada juga. (<i>Yes, there is</i>) Nek sampeyan tuku koran, memakai opo? S: uang.
EI 9	W: ada, beli pulsa itu juga ada biayanya. Semua memakai bia... S: ya. W: biaya. Supaya surat ini bisa sampe juga memakai bia.. (<i>So that this letter can be delivered, it also requires cost</i>) S: ya.
EI 10	H: Di kantor pos. ... Bu guru benda-benda pos itu apa seh? (<i>Mam... what are the post things?</i>) Lha. Yaitu benda yang untuk melengkapi mengirimkan berita.
EI 11	H: Risal iku mau lho sing umek dewe ndek mburi iko lho. (<i>Risal was busy with himself at the back</i>) He Sal? Siapa yang mengantarkan suratnya? S: Wesel. (<i>draft</i>) (Response 4)
EI 12	W: Dimasukkan amplop. Dimasukkan amplop seperti ini. Lho... dimasukkan amplop, terus ditutup. Terus dikirimkan. Lha.. kalo ke pos ngirim hanya seperti ini bisa ndak? (<i>Then closed. Then sent. If you send only like this, can you do that?</i>) S: Ga. (<i>No</i>) (Response 5)
EI 13	W: Setelah di pos, sama pak pos ditempli apa di pojok? S: Peranko. W: Ditempli apa? (<i>Sticked with what?</i>) S: Peranko.
EI 14	W: Terus ditambahi lagi ambek bu guru, ndek kene. Stempel. (<i>Stamp</i>) S: Stempel.
EI 15	W: Surat gunanya untuk apa kemaren? S: Mengirimkan berita. W: Mengirimkan apa? (<i>Deliver what?</i>) S: Surat.
EI 16	W: Ini bu guru punya stempel. Nah.. Ini stempel. Tok. Nah. Kalo kita... Coba perhatikan! Kalo kita kirim surat, disini ada perangkonya, di sini ada perangkonya. (<i>If we... Please pay attention. If we send letter, there is a stamp, here is the stamp</i>) ... Ada stempelnya bahwa itu dari apa? Kantor... W+S: pos.
EI 17	H: Wes sebelumnya didengarkan. Anak-anak kalo nyanyi, (<i>Kids when you sing</i>) ... Nek engkok sampeyan rame maleh kebrebekekan ndek kono rame lho. Ya. Terganggu po gak? S: Terganggu.
EI 18	H: Suci. Bendera kita warna putih. Kemudian yang memimpin kita namanya presiden. Nah.. tempat tinggalnya presiden cah.. ya.. namanya istana negara. Istana Negara ini adalah kantornya presiden. Lho... Bukannya rumahnya cah. Rumahnya ada sendiri. Tapi ini adalah kantornya. (<i>But this is the office</i>)
EI 19	H: Di Jakarta.. Lho. Ini tidak untuk tempat istirahat tidur, nggak cah. Tapi untuk beker... (<i>This is not for taking a rest, sleeping, no kids. But this is for work...</i>) S: Ja. (<i>ing</i>) (Response 6)
EI 20	H: Negara kita kemaren namanya apa? S: Indonesia. H: Indo... (<i>Indo...</i>) S: nesia.

Table Continuation...

Code	The Utterances
EI 21	H: Burung garuda. Pinter! Ada tiga. Terus istana negara kita berada di mana? (<i>Then where is Istana Negara located?</i>) S: Di Jakarta.
EI 22	H: Pinter di Jakarta. Kelompok satu sing jawab. Presiden kita namanya siapa? (<i>What is the name of our president?</i>) S: Susilo.
EI 23	W: Bu guru punya gambar apa ini? Bu guru punya gambar apa ini coba? Gambar apa ini? (<i>What picture is this?</i>) S: Handphone. HP.
EI 24	W: se... sebelas. (<i>eleven</i>) Bukunya ada berapa ni? S: Sepuluh.
EI 25	H: Di depan. Anak-anak harus bisa. Di atas di ba... S: wah. H: Di depan di bela... (<i>in front at back</i>) S: kang. (<i>back</i>) (Response 7)
EI 26	H: Huruf apa dulu? S: R. H: R. Terus? S: A. H: A. Terus? (<i>Then?</i>) S: D.
EI 27	H: A. Kapan-kapan anak-anak kalo sudah pinter... diajak nglencer ke Madura. Mau apa ndak? (<i>Do you want it?</i>) S: Mau.
EI 28	W: A. Ayo ditulis sendiri! Sudah besar! Terus gambar berikutnya, gambar apa bawahnya? (<i>Then the next picture, what picture is it below down here?</i>) S: telpon. (<i>telephone</i>) (Response 8)
EI 29	H: selamat siang anak-anak semua. (<i>Good afternoon, kids</i>) ... Memberi salam. S: Asamualaikum warahmatullah wibarakatuh
EI 30	W: Hari Sabtu. Dengarkan.. dengarkan... Satu anak besok membawa kaleng bekas. Boleh tempatnya gelas Aqua. Gelas Aqua. Bawa satu anak satu gelas Aqu... (<i>Aqu..</i>) S: aqua.
EI 31	W: aqua. Ada yang membawa gelas Aqua satu. Besok sama bu guru suruh membawa apa? (<i>There is one who brings one Aqua cup. Tomorrow what do I ask you to bring?</i>) S: Aqua.
EI 32	W: gelas Aqua. Iki loh cah. Membawa gelas Aqua thok satu. Besok sama bu guru mau diajak bermain apa? Halo... (<i>Hello</i>) Telpon-telponan. Besok jangan lupa membawa apa? Halo... S: halo...
EI 33	W: Selamat siang anak-anak. Berdoa keluar sekolah. (<i>Good afternoon kids. The prayer for leaving school</i>) (<i>students are praying</i>) W: memberi salam.
EI 34	W: waalaikumsalamwarohmatullohwibarakatuh. Semua berdiri. Kursinya dinaikkan. Kerapian! (<i>Stand up. Please put your chair above the table. Make yourselves tidy!</i>) S: sudah bu..

Table Continuation...

Code	The Utterances
EI 35	W: Berdoa keluar sekolah. Ga ada yang pegang kursi. Ga ada sing pegang kursi. Berdoa dulu. Berdoa keluar sekolah. (<i>The prayer for leaving the school</i>) (<i>praying</i>) Memberi salam. S: Asamualaikum warahmatullah wibarokatuh

Table 4.9 The Utterances of Teachers Using Careful Enunciation

Code	The Utterances
CE 1	H: Dah sekarang kembali lagi ditanya. Alat komunikasi itu yang menciptakan siapa? S: manusia. H: manusi... (<i>human be...</i>) S: a. (<i>ing</i>) (<i>Response 1</i>)
CE 2	H: Lho ini anak-anak adalah... S: Radio. H: Radio. (<i>radio</i>)
CE 3	W: Nah kemaren sama bu guru diterangkan tentang apa kemaren? Loh.. Fika: komunikasi. W: Heeh. Sing ingat cuma Fi.. Fika. Alat-alat komunikasi. (<i>The communication device</i>)
CE 4	W: Gunanya apa se alat komunikasi? Untuk apa? S: mendengarkan. W: mendengarkan apa? S: berita. W: berita. Untuk mendengarkan berita. (<i>To listen news</i>)
CE 5	W: Batre.. HP? HP? S: Batre W: Batre. (<i>battery</i>) Batrene iku discharge. Discharge dimana? Kalo ngecharge pake apa? S: Listrik.
CE 6	H: Ini gambar apa ini? Gambar? S: Amplop. H: Amplop. (<i>Envelope</i>) Biasanya amplop ini untuk mengirim su.. S: rat. (<i>let-ter</i>) (<i>Response 2</i>)
CE 7	H: Pulsa. Nek ga ono pulsane, ga kenek digawe. Selain perangko, di situ ada juga yang namanya wesel (<i>draft.</i>) Wesel. Ya. Disitu hanya berbentuk seperti kartu, sak lembar ngene thok cah.
CE 8	W: Selain surat apa lagi? S: Macam-macam. W: Heh? Telegram. (<i>Heh? Telegram</i>)
CE 9	W: Dimasukkan apa? S: Amplop. W: Dimasukkan amplop. (<i>Put in the envelope</i>) Lha.. kalo ke pos ngirim hanya seperti ini bisa ndak? S: Ga.

Table Continuation...

Code	The Utterances
CE 10	W: Sekarang ditambahi lagi sama bu guru. Dah.. Ditambahi lagi sama bu guru. Ada wesel. (<i>draft</i>) S: Wesel (<i>draft</i>). (Response 3)
CE 11	W: Surat gunanya untuk apa kemaren? S: Mengirimkan berita. W: Mengirimkan apa? S: Surat. W: Mengirimkan apa? S: Surat. W: Berita (<i>News</i>). Mengirimkan berita. Kalo telegram.. telegram adalah... Apa kemaren? Mengirimkan... mengirim kabar atau berita dengan cara sing... S: kat.
CE 12	H: Suci. Bendera kita warna putih. Kemudian yang memimpin kita namanya presiden. Nah.. tempat tinggalnya presiden cah.. ya.. namanya istana negara (<i>Istana negara – Country Palace</i>). Tapi ini adalah kantornya. Lho... Sama dengan anak-anak nek ditanya, "Kamu sekarang ada dimana?" Di TK PGRI. Nah di sekolah ini untuk tidur po untuk belajar thok? S: Belajar.
CE 13	H: Sama dengan pak presiden. Pak presiden selain mempunyai rumah sendiri, juga mempunyai namanya istana... istana negara (<i>Istana negara – Country Palace</i> ... Lho di istana negara. Tau tempatnya istana negara ada dimana? Siapa yang tahu berada dimana? S: Aku tahu.
CE 14	H: Siapa yang tahu berada dimana? S: Aku tahu. H: Berada di Jakarta (<i>Jakarta</i>)
CE 15	W: Apanya yang tiga belas? S: televisi. W: televise (<i>television</i>). Ini berapa? S: Dua belas (<i>twelve</i>). (Response 4)
CE 16	W: Nanti menggambar radionya jumlahnya berapa? S: Dua belas. W: Dua belas (<i>twelve</i>). Ini berapa? S: sebelas.
CE 17	H: O, Inilah tulisannya radio (<i>radio</i>). Kalo bentuknya radio yang mana? S: Yang itu.
CE 18	H: Apa? Dimana anak-anak? Di depan apa di belakang? S: Di depan. H: Di depan (<i>in front</i>). Anak-anak harus bisa. Di atas di ba... S: wah.
CE 19	H: Tambahi o. Radio (<i>Radio</i>). Dah? Wes. Coba seh.. Anak-anak sama bu guru sudah diterangkan huruf apa kemaren? Wes uakeh hurufnya yah... S: Ya.
CE 20	H: Nulis apa? S: Madura. H: Madura (<i>Madura</i>). Siapa yang masih ingat huruf apa dulu? S: M. (Response 5)

Table Continuation...

Code	The Utterances
CE 21	W: Telepon sudah ada huruf T kurang huruf apa? S: E. W: Heh? Telepon. (<i>Telephone</i>) S: E.
CE 22	Terus gambar berikutnya gambar apa? S: Surat. W: Surat (<i>letter</i>). Tulisannya gimana? S: U.
CE 23	W: Terus gambar berikutnya gambar apa? S: Perangko. W: Perangko (<i>stamp</i>). Kurang huruf apa itu? S: O.
CE 24	W: Yang sini gambar apa? S: Cemara. W: PDIK . Bisa dibaca? Betul opo salah iki? S: Salah.
CE 25	W: gelas Aqua. Iki loh cah. Membawa gelas Aqua thok satu. Besok sama bu guru mau diajak bermain apa? Halo... S: halo... W: Halo... Telpon-telponan (<i>Making a call</i>). Besok jangan lupa membawa apa? Halo... S: halo...

Table 4.10 The Utterances of Teachers Using Indirect Translated Instructions

Code	The Utterances
U 1	W: Iyo. Angka lima gimana angka lima? Angka Lima.. Gulu, badan, capit. (<i>number five... neck, body, pincers</i>) S: Gulu, badan, capit. (<i>neck, body, pincers</i>) (<i>Response 1</i>)
U 2	W: Sudah. Sekarang tak kasih melipat. Kalo sudah ditekuk.. menjadi bentuk segitiga. Ya. Kalo sudah disetrika lho supaya apa? (<i>If done, it's ironed. For what?</i>) Li...licin. Di tekuk lagi? Ayo! Yang lurus, nek ga lurus nanti menclak. Sudah? S: Sudah. (<i>Done</i>) (<i>Response 2</i>)

1.2 Data Analysis

In the data analysis, the writer answers the problem of the study directly.

First, the writer presents the strategy that the teachers use to make the students understand what they are uttering and then the writer shows the students' response

to the teachers' strategies. There are ten strategies of what the teachers use to make the students understand what they are uttering. Here is the analysis of each strategy based on the tables on the data description:

1. The Teachers' Utterances of Talking about Here and Now

To talk about here and now, the teachers as the representatives of adults usually make running commentaries on what their students do, anticipate their actions, describe what has just happened, and also talk about the objects that the students are interested in (Clark and Clark, 1977, p. 120).

When the teachers make running commentaries, they usually make a compliment, such as "**Pinter!**" (*Smart!*) so that the students feel appreciated for their good achievement or behavior. Also, they give their opinion or reveal what their students are doing, such as a teacher said, "**Loh ga ono suarane. Ngomong dhewe.**" (*No voice. Talking to your friends - they didn't pay attention to their teacher*) From the example of the teachers' utterances above, the ones which constitute the running commentaries of the teachers are showed in HN 18, HN 20, HN 23, HN 27, and HN 30. Besides, the teachers usually want to warn the students by commenting on the bad behavior that the students are doing, such as a teacher said, "**Dani campur arek mburi - mburi maleh ora ngerti.**" (*Dani is mingled with kids in the back so he doesn't understand*) Consequently, the students can stop the bad behavior and do the right one.

Moreover, when the teachers talk about here and now, they also anticipate the student's action, such as in HN 1, HN 2, HN 3, HN 6, HN 7, HN 9, HN 10, HN

19, HN 24, HN 25, HN 26, HN 28, HN 32, HN 33, HN 34, and HN 35. When they anticipate the students' action, they usually make the students do something.

Besides, they also get the students not to do inappropriate things. They sometimes show the consequences when they do or do not do what the teachers say. For example, a teacher said, "**Yang lurus, nek ga lurus nanti mencek.**" (*Please make it straight, otherwise, it will be curved*) Here, after the teacher anticipated their students' action, she also showed the consequences when the students did not do what the teacher said.

The teachers have a task to teach the students the right things to do. When they show the consequences for what the students do, they can make the young students understand more clearly why they are asked to do something and not to do it and they also get more motivated to do the right ones.

In talking about here and now, the teachers also describe what has just happened. We can see the example of the utterances in HN 8, HN 15, HN 21, HN 29, HN 31. Here, the teachers tell the students the facts of what they have done.

They want to direct the students to do something or not to do something by explaining what they have done, such as "**Sing jawab mek kelompok siji thok.**

Kelompok sini ga ada yang jawab." (*The one who answered was only group one. This group did not answer*) Here, the teacher described the condition about what the students have done. However, she did not explain and describe why the students do or did not do the appropriate thing so that the students can not understand clearly what they should do to be better students.

Moreover, they sometimes also show the result of what they have done so that the students understand more about their consequences after doing such a thing. By doing this, the students will understand and also evaluate themselves after doing good or bad behaviour. For example, a teacher said, “**Tadi waktu masuk sampeyan lari-lari. Sekarang liat baunya keringat, kayak anak ga mandi.**” (*You were running when you came. Now look, you smell sweat like a kid who did not take a bath*). In that utterance, the teacher wanted to describe what the students had done that is when they came to class, the students ran and also show the result of what they had done that is at that time, they were sweating and smelt like a child who had not taken a bath. By describing what they have done, the young students understand the circumstances and the consequences of what they have done clearly.

Furthermore, the teachers also talk about the object that the students show interest in. From the teachers’s utterances above, the ones which constitute talking about the children that the students show interest in are HN 4, HN 5, HN 11, HN 12, HN 13, HN 14, HN 16, HN 17, and HN 22. When the teachers talk about the object, they usually name them, describe their properties, and talk about the relation between objects. For example, a teacher said, **Nah... Itu alat komunikasi untuk menyampaikan beri....** (*That is a device for delivering news*) and the students continued to answer, “**ta**” (*it is the last syllable of berita which means news*). In that example, the teacher named something that is a communication device for delivering news.

Next, the teachers also describe the object properties. For example, a teacher said, “**Cuma selembar ker.. kertas. Telegram ini juga su..**”(Only a sheet of paper. This telegram is also let...), and the students replied, “**rat**” (ter). In that example, the teacher wanted to tell them about the properties of a telegram which is only one sheet of paper and it is also a kind of letter. Afterwards, they also talk about relation between objects, such as in HN 14, “**Biasanya di rumah punya radio kecil, dikasih baterenya ada dua.**” (Usually there is a small radio at home, it is given two batteries) Here, the teacher explained about battery then she related it with small radio.

After analyzing the first strategy that the teachers use to make their students understand their utterances, the writer will analyze the students’ responses toward the teachers’ utterances. Generally, from the examples above the students can understand and respond the teachers well. For example, when the teachers asked the students to do something, the students could do it. We can see that from the students’ responses number 1, 7, 8, 9, and 10. Here, the teachers succeeded in making the students do what they wanted because the students could follow their instruction and do what they said immediately.

Next, we can see the students’ response number 2 and 6. Here, the students could answer the teacher’s questions after their teachers anticipated their action. Therefore, we can conclude that the teachers could make their students understand and follow their utterances well. After that, the students could give feedback, such as giving their opinion from the teachers’s utterances and continuing the teachers’s word. We can see that in the students’ response number

3, 4, and 5. In the student's response number 3, the student gave his opinion about what the teachers' anticipation. When the teacher asked him to show a radio, he gave his opinion that it is too high to reach the radio so that he could not show it.

Actually, the student had understood the radio itself. Finally, he could show the radio correctly by seeing that other students agreed that he had showed the right shape of radio. From this example we can conclude that the teachers have made the students follow their saying well.

Furthermore, in the students's responses number 4 and 5, the students could continue the word that the teachers had said from the first syllable, such as the word 'ka-set' (*cassette*) and 'su-rat' (*letter*). Therefore, we can find that the students could follow what the teachers meant.

2. The Utterances of Teachers Using Taking Turn

The teachers use taking turn to talk with their young students and there are some models as Clark and Clark (1977, p. 324) found, such as (1) the same speaker asks a questions and then supplies a possible answer to it, (2) adults expatiate on whatever topic the child introduces and ending with questions, and (3) adults use prompt questions. For the first model, we can see the example in TT 1, TT 9, TT 11, TT 19, TT 20, TT 23, and TT 26. In those examples, the teachers asked questions to the students and then gave possible answers to them.

Therefore, the teachers can give new information that is combined by giving a question and an answer to it. In TT 9, the teacher said, "**Perangko itu gunanya apa? Merupakan apa? Biaya.**" (*What is the function of stamp? Constitutes of*

what? The fee.), and we can see that the teacher gave a new information to the students after asking them a question.

For the second model, the examples are in TT 2, 3, 4, 6, 7, 8, 12, 13, 17, 18, 21, 22, and 25. Firstly, the teachers explained the things that were being talked about and then in the ending the teachers asked a question to the students. By doing this taking turn, the teachers can measure whether the students have understood what they have explained or not, such as in a teacher explained,

“Dengan hormat. Bersama ini anak kami yang bernama Elok tidak bisa mengikuti pelajaran karena sakit. Terus di sini ada tulisannya hormat kami orang tuane kalian.” Then she asked, **“Terus dilempit, dimasukkan apa?”**

(Dear Sirs. Our daughter, named Elok, cannot attend school because she is sick. Then, there is sincerely yours, your parent) From this ending question, the teacher can make sure whether their students have understood or not. If they can answer the question correctly, it means they have followed what the teacher is explaining or have explained before and vice versa.

For the third model, we can find it in TT 5, TT 10, TT 14, TT 15, TT 16, TT 24, TT 27, TT 28, and TT 29. In this model, the teachers use prompt question, such as **“Nek sampeyan tuku koran, memakai opo?”** *(If you buy newspaper, using what?)* and **“Seperti radio, televisi itu memakai?”** *(Like television, the television uses?)* This question does not use the usual interogative word order, but it uses the positive sentence word order and sometimes added the Wh-question in the end of the interogative sentence. As Clark and Clark (1977, p. 325) said, it is more succesful to ask the students with the prompt questions

because the kindergarten students still have limited language ability and it is easier for them to understand the positive sentence which is simpler than the interrogative word order.

Afterwards, the writer will analyze the students' responses to the teachers's strategies in this category. Basically, the teacher can make the students understand by using taking turn. They can make the students answer their questions correctly, such as in response 1, 2, 4, 5, and 6. The students gave correct answers toward the teachers' questions. Beside, they could repeat what the teachers said, such as in response 3. When the teacher showed new information about stamp and provided possible answer to it, which is '**biaya**' (*the fee*), they repeated it correctly. Therefore, we can say that they understood what the teachers uttered.

3. The Utterances of Teachers Making Correction

When the teachers teach their students, they also often make corrections. They make correction for the truth value of the students' feedback or answers.

They hardly ever correct the grammar or sentence structure of the students.

Moreover, the teachers make correction explicitly and implicitly.

They do it explicitly by saying 'No!' or disagree with the feedback or answer of the student. After that, they often give the correct answer that is supposed to be answered by the student. As in MC 4, the teacher said, "**Kok pak pos. Kepada tujuan kepada Rendi tadi.**" (*Postman? To the recipient, to Rendi*) In this sentence, the teacher said that the students' answer was not correct and she

disagreed with their answers by saying “Kok pak pos.” Then, she showed the correct answer, which was kepada tujuan kepada Rendi tadi. Another explicit way to make correction is shown in MC 1, MC 6, MC 8, and MC 11.

The implicit way that the teachers use to make correction is done by saying yes or although they do not say or no, the teachers seem to agree with the students’ answers or feedback, but then they give the correct answer or feedback to the students. This seems the teachers agree with the students’ answers or feedback, but actually they want to make correction. In this way, the teachers smoothen the way to make the students corrected so that they do not ruin the students’ self confidence.

For example, we can see in MC 7. When the teachers asked about what the post things are, the students answered kinds of post things. Here, the students did not answer the teacher’s question, but she said yes then asked the same question. In this way, the teachers did not blame the students; otherwise she said yes and gave correction to the students by repeating the same question to make it clear.

Next, we will analyze how the students respond in this category. Mostly, the students could understand what the teachers uttered well. The students could continue the teachers’ corrections, such as in Response 1, Response 2, Response 3, and Response 4. Besides, the students could answer the teacher’s question after she made correction, such as in Response 5. By seeing those responses, we can see that actually the teachers’ utterances could be understood clearly by students.

4. The Utterances of Teachers Slowing Down their Speeches

When the teachers talk slowly, it is much easier for the young students to understand what they are uttering. It is because they give some times for the students to receive, load, and understand their utterances. This is more effective than speaking fast.

The teachers usually slow down their speeches when they are asking questions, emphasizing something important, asking students to do something, and giving new information to the students. We can see the examples when they slow down their speeches to ask questions in SD 1, SD 6, SD 9, SD 14, and SD 18. Understandable questions can make the students be able to answer questions well. Giving questions slowly is more understandable and by this way the teachers make the students answer their questions correctly. The examples of the teachers' slow speeches when they stress something important is in SD 2, SD 4, SD 12, SD 16, SD 17, and SD 21. When teachers teach their students, they speak in fast or standard speed of speeches. Moreover, they slow down in the middle of their speeches to emphasize something important. When they do it, they expect that the students pay attention more and are able to understand their stressed messages well.

Next, the teachers also slow down their speeches when they are asking the students to do something as in SD 3, SD 7, SD 20, SD 22, and SD 23. To make the students do their instructions, the teachers has to make them understand their instruction first so that they slow down their speech to make them understand their instruction. In result, the students can do what they ask to do. The teachers

also slow down their speeches when they are giving new information, such as the teachers' utterances in SD 8, SD 10, SD 11, SD 13, SD 15, and SD 19. The new information is very important to be understood well by the kindergarteners because it is the part of their duties to know the world surround them. That is why it is very important for the teachers to make them understand well about the new information. By slowing down their speeches, the teachers can help their young students to understand more and know the world in their environment.

Basically, the students can understand and respond the teachers well. We can see the students' response from the examples above that indicates that they understand what their teachers' utterances. For example, the students did what the teachers asked to do as in response 1 and response 8. Moreover, they could answer the teachers' question as in response 2, response 3, response 4, response 5, and response 7. Finally, they could continue the teacher's word as in response 6. From those responses, we can see that actually the students understand what their teachers were uttering so that it is more effective to speak slowly to their young students.

5. The Utterances of Teachers Using Shorter Sentences

Kindergarteners still have limited knowledge of language, and by using the short simple sentences they can understand what the teachers are uttering.

Therefore, the process of learning at the kindergarten can be effective because the students can follow what their teachers explain. The teachers use shorter sentences to give information (as in SS 2, SS 3, SS 7, SS 8, SS 9, SS 11, SS 14, SS 19, and

SS 20) and ask question (as in SS 1, SS 4, SS 6, SS 10, SS 12, SS 13, SS 15, SS 16, SS 17, and SS 18) as well as ask the students to do something (as in SS 10 – “*Wes duduk!*” (*Sit!*)).

The patterns of the shorter sentences that the teachers use are various. In positive sentence, they sometimes use subject + predicate ± object, such as “*Winda ijin*” (*Winda asked permission*) (SS 2) and “*Kabele dimasukkan ke listrik*” (*The wire is plugged in to the electricity*) (SS 12). In negative sentence, they use subject + tidak + predicate ± object, such as in “*Aku ndak masuk*” (*I am not in*) (SS 18) – ‘ndak’ is the Javanese of ‘tidak’. In interrogative sentence, they use subject + predicate + Wh – question as in SS 1 (“*Ini punya siapa?*” *Whose is this?*). They usually put the Wh- question in front, in the middle, or in the end of the sentence, and they skip the subject, such as in SS 15 (“*Berada dimana?*” (*Where?*)) because the subject is known by the students. They also shorten their sentences by using adverb and noun as in SS 5 (“*Sekarang Rafi*” - *Now Rafi*) and SS 14 (“*Sekarang stempel*” – *Now stamper*).

When we see the responses of the students toward the teachers’ utterances, we can see that the students mostly understand what the teachers are uttering. They could follow what the teachers said, and the proof is that they can answer the teachers’ question correctly, such as in response 1, 2, 3, 4, and 5. Therefore, the students can get new knowledge from the teachers so that they know more about their world. Besides, by using the shorter sentences, the teachers can make their students catch the teachers’ idea and follow what they are explaining well.

6. The Utterances of Teachers Using More Repetition and Question

The kindergarteners have limited time to concentrate. Besides, they also have limited knowledge of this world. Therefore, their teachers have to repeat their explanation to make the students be able to memorize the lesson. Furthermore, they ask many questions to measure whether the students have understood their lesson as well as to help them to recall it well.

The teachers use repetitions when they instruct the students to do something (as in RQ 1, RQ 2, RQ 3, RQ 25, RQ 28, RQ 29, and RQ 30), ask questions (as in RQ 4, RQ 5, RQ 6, RQ 8, RQ 10, RQ 12, RQ 13, RQ 14, RQ 16, RQ 18, RQ 19, RQ 20, RQ 21, RQ 22, RQ 23, RQ 24, RQ 26, and RQ 27), and give important information or message (as in RQ 7, RQ 9, RQ 11, RQ 15, and RQ 17). The teachers repeat their utterances twice until four times to make the students understand their saying. When the teacher asks question to the students and finds that their student's answer is wrong, they usually repeat their question so that the students can understand their question well and answer it correctly, such as in RQ 27.

When we see the examples above, we can find that the students mostly can understand and respond the teachers well. They responded their teachers by giving answers (as in response 1, response 2, response 3, response 4, response 6, and response 8). Moreover, they could continue the teacher's word correctly as in response 7. However, we can see in response 5 when the students answered the teacher's question incorrectly. Firstly, there was a student answered the question correctly. After that, when the teacher repeated the same question, the other

students answered it incorrectly, and the other ones followed the wrong answer. It might be because the students had lack of concentration toward the teacher's explanation before or had forgotten it so they answered it with a wrong answer.

Finally, the teacher corrected the students' wrong answer so they knew the right one.

7. The Utterances of Teachers Using Higher Pitch

Kindergarten teachers often use higher speech to speak to their young students to attract them to keep focus on their explanation or question. We can see the examples in HP 1, HP 2, HP 4, HP 5, HP 7, HP 8, HP 9, HP 10, HP 12, HP 13, HP 15, HP 17, HP 18, HP 19, HP 20, HP 21, HP 22, HP 23, HP 26, and HP 27.

Young students still have limited time for concentration. That is why the teachers have to modify their speech in higher pitch so that they are not bored and can be attracted to the teachers' explanation.

Moreover, they also use higher pitch to stress the important message that they want to deliver to the students, such as in HP 3, HP 6, HP 11, HP 14, HP 16, HP 24, and HP 25. The higher pitch can be a mark for the stressed message because it can attract the students so that they can pay attention more to it. Therefore, it is effective way to deliver the stressed message.

When we see the responses of the students, we can conclude that the teachers' utterances can be understood and followed well by the students. Mostly, the students can answer correctly as in response 1 and response 5. Moreover, they can continue the words that the teachers have said in the first syllable as in response 3

and response 4. However, there was a moment when the students did not know the right answer of the teachers' question so that they answered it incorrectly as in response 2. When the students answered incorrectly, the teacher made correction of it.

8. The Utterances of Teachers Using More Exaggerated Intonation

The teachers also use exaggerated intonation. It is for attracting their young students because their concentration ability is limited for short time. If the teachers speak in flat intonation, it will bore their students. In result, they will not pay attention to them in a long time, such as in EI 10 as below:

H: Di kantor pos. Ya. Selain di kantor pos itu untuk mengirim surat, Wes duduk! Kiko hadapnya mana? Ya selain surat di kantor pos juga menyediakan macam-macam perlengkapan atau benda-benda pos. Benda-benda pos. **Bu guru benda-benda pos itu apa seh?** Lha... Yaitu benda yang untuk melengkapi mengirimkan berita. (*H: In post office. Yes. Beside in the post office, it is for sending letter. Sit down! Kiko.. Where do you face? Yes beside letter, the post office also provides any kinds of post things or tools*)

While a teacher explained about post office and things, she began it with a medium intonation, and then she modified her intonation in the middle of her explanation with the exaggerated intonation. Therefore, the students can get attracted to follow her explanation. The other examples are EI 1, EI 2, EI 4, EI 6, EI 7, EI 9, EI 10, EI 11, EI 12, EI 13, EI 15, EI 16, EI 17, EI 19, EI 21, EI 22, EI 25, EI 26, EI 27, EI 28, EI 29, EI 32, EI 33, and EI 34. Moreover, when the

teachers want to emphasize important thing, they also modify their speech with exaggerated intonation. It is a kind of highlight so that the students can remember it well. It is as in EI 20 as below:

H: Negara kita kemaren namanya apa? (*What is the name of our country?*)

S: Indonesia. (*Indonesia*)

H: Indo... (*Indo...*)

S: nesia. (*nesia*)

In the conversation above, the teacher highlighted that our country is Indonesia. We can see the other examples in EI 3, EI 5, EI 8, EI 14, EI 18, EI 23, EI 24, EI 30, EI 31, and EI 35.

If we see the response of the students, they mostly could follow and understand what they teachers uttered. They could answer the teachers' questions well as in response 1, response 5, and response 8. Besides, they could continue their teachers' word as in response 2, response 6, and response 7. However, there are moments when the students lost their concentration and they could not receive the teacher's explanation so that when the teacher asked questions they could not answer them correctly such as in response 3 and response 4. That is why in kindergarten it is very important to repeat the lesson so that the very young students can understand the lesson well.

9. The Utterances of Teachers Using Careful Enunciation

The teachers use careful enunciation to introduce new thing to their students. The students need to know how to pronounce it well so that the teachers have to

pronounce it clearly. Moreover, the students can get the idea to spell it if they hear the careful enunciation which is uttered by the teachers. We can see the examples in CE 7, CE 8, CE 10, and CE 12. In CE 7 and CE 10, the teachers wanted to introduce new thing that is 'wesel', in CE 8, the teacher wanted to introduce 'telegram', and in CE 12, the teacher wanted to introduce 'istana negara' (*country palace*).

Furthermore, the teachers also use careful enunciation for emphasizing something, such as in CE 1, CE 2, CE 3, CE 4, CE 5, CE 6, CE 9, CE 11, CE 13, CE 14, CE 15, CE 16, CE 17, CE 18, CE 19, CE 20, CE 21, CE 22, CE 23, CE 24, and CE 25. When the teachers use the careful enunciation, it is a kind of highlight for the stressed important words that the teachers want to deliver to the students.

If we see the students' responses, we can see that the students can catch the teachers' utterances if they speak with careful enunciation. The students could continue the teachers' words as in response 1 and response 2. Next, they also could answer the teachers' questions correctly as in response 4 and response 5. Moreover, they also could copy or repeat the words that the teacher had just introduced to them. Finally, by seeing those responses, we can see that the teachers' utterances by using careful enunciation influence greatly to make the students understand well.

10. The Utterances of Teachers Using Indirect Translated Instructions

The teachers use this kind of utterance because they can become part of the children's world. The utterance is not translated directly, but the sense is more on

what the young students have to do. In the other words, the meaning is based on the context of the utterance. We can see in U 1, the teacher explained how to make number five, and she did it by telling the process how to make it with the terms that are easy to remember for the kids, that **gulu** (*neck*) means vertical line, **badan** (*body*) means half circle line, and **capit** (*pincers*) means horizontal line. In U2, the teacher was teaching to fold by saying **disetrika** (*ironed*). Here, the teachers asked the students to fold paper by pressing the edge.

If we see the response of the students, we can conclude that actually the teacher could make the students understand of what they were uttering. The students could copy the teacher's utterance "Gulu, badan, capit" as in Response 1. Moreover, they could also follow the teacher's instruction to fold the paper as in response 2.

4.3 Discussion

In this study, the writer wants to investigate what strategies are used by the kindergarten teachers so that their students understand what they are uttering and also analyze how the students respond to the teachers' strategies. For the first research problem, the writer uses the theories of Clark and Clark, Anderson, and Sinclair and Brazil. She found that the teachers use ten strategies to make the kindergarteners understand what they are uttering. They are talking about here and now, using taking turn, making correction, slowing down their speeches, using shorter sentences, more repetition and question, higher pitch, more exaggerated intonation, careful enunciation, and using indirect translated instructions. By

applying those ways to teach their young students, the teachers can make them understand more and more so that the kindergarteners can know more about this world and get new knowledge well. In general, the teachers can make their students understand well because mostly they can respond correctly although there are few moments when the students cannot respond correctly. From 238 data, there are only 4 data which shows that the students did not respond the teachers' utterances correctly. It is because the students' concentration was distracted when the teacher was explaining or the students forgot or did not know the right answer but they want to contribute something. Therefore, they give wrong feedback that comes upon their mind.

Beside the ten findings above, the writer also found that the teachers also talk about past events. For example, when a teacher talking about a student who had not attended the class, she informed, "**Mamanya Deni kemaren lupa disuruh ama ngijino**" (*Yesterday Deni's mother forgot that she was asked to ask permission*). Here, the teacher explained about an event that happened yesterday. Moreover, kindergarten teachers also have to review and repeat the lessons day by day to make the students understand their lesson well. For example, "**Nah kemaren sama bu guru diterangkan tentang apa kemaren?**" (*What did the teacher explain yesterday?*) The teacher asked this question to review the lesson that was explained yesterday so that the students can memorize it again.

Moreover, the teachers talk about something which will happen in the future.

In the middle of teacher's explanation, a teacher said, "Wes ngadepe kesini dulu. Nanti... nanti... boleh... boleh bercerita. Nanti tak kasih waktu untuk

cerita." (Please look here. Later... later... you may tell a story. Later I will give you time to tell story) At that time, some students were having a chat in the middle of a lesson and the teacher wanted to make the students keep paying attention to her explanation. She explained that she would give them time for telling a story later. Another example is when a teacher asking their students to bring Aqua cup the next day. She said, "**Besok sama bu guru mau diajak bermain apa? Halo...** Telpon-telponan **Besok jangan lupa membawa apa? Halo...**" (Tomorrow what will the teacher ask you to play? Hello... Making a phone call. Tomorrow don't forget to bring what? Hello...) Here, the teacher also talked about something that will happen tomorrow which is in the future time.

In addition, when using taking turn, teachers also do it by making the students continue the teachers' words. For example, a teacher explained about a student who could not attend the class and she said, "**Deni masih sa...**" (Deni is still sick) After that, the students continued the word by saying "**kit**". The teacher mentioned the first syllable by giving a turn for the students to make contribution in the conversation by mentioning the second syllable. It is a very simple way to make the students give contribution to the conversation and to measure whether they follow the lesson well. The taking turn is mostly occurred when the teachers explained the lesson to the students. It is for measuring whether they have understood the lesson as well as to allow them to give contribution so that it helps them to memorize the lesson well. Moreover, the teachers often used the second model, which is adults expatiate on whatever topic the child introduces and ending with questions, because it allows the students to make contributions more.

Furthermore, the teacher use longer sentences to talk to their students.

However, it happens rarely because the students do not find it easy to follow the longer sentences. For instance, a teacher was explaining about communication

device that is about texting a message via cell phone. She said, **“Bu... Bu Hari ini Arsi ga bisa masuk mau saya ajak ke Panjen”** (Mrs. Har... Today Arsi

cannot attend the class, I want to ask him to go to Panjen) It is a kind of two

simple sentences that are combined in one sentence so it is longer. Another

example is **“Karena tempatnya dekat, tidak memakai perangko”**. (Because

the place is close, it does not use a stamp) It is compound sentence which is

longer than a simple sentence.

Also, the teachers often make correction implicitly rather than explicitly. It is

because they do not want to ruin the students' self esteem and want to respect and appreciate for the children's contribution. Additionally, they seldom correct the

language structure or grammar. Additionally, they often repeat twice to four times

to make the students understand what they are uttering. Moreover, when the

teachers asked the students to do something, they often repeat the instructions. It

is very good for the students so that the students can understand the instruction

well and do not need to remember the whole sentences.

The teachers uses instructions which are not translated directly, but mostly

they use instructions which are translated directly, such as **“Maju dekat”** (Go forward closely) and **“Tepuk tangan untuk Febi”** (Give applause for Febi). In

my opinion, it is because the direct translated instruction is easier to understand by

the students. Indeed, the indirect one is closer with the children's play word, but

not all instructions have the children's play words. Moreover, the kindergarten has academic background so the teachers often use the formal way to instruct the students.

Generally, the teachers can make the students understand what they are uttering by using those strategies. It is a good influence for the students because the task of teacher is to introduce this world to them and to make good behavior for them. The students can respond the teachers well by answering the teachers' questions correctly, giving opinion for the teachers' utterances, continuing the teachers' word, repeating what the teachers said or the words that the teachers just introduced, and doing what the teachers ask to do. However, there are few moments when the students' concentration was distracted, they lose concentration on the teachers' explanation, or they do not know the right answer but they want to make contribution so that they cannot give right feedback. Therefore, repetition is very good to make the students understand more of the lesson well. Moreover, asking question also help the teachers to measure whether the students have understood or not so that they can make sure the lesson is delivered well to the students.

The writer also interviewed the kindergarten teachers, and she reports the result here. When the teachers enter the class, they have planned the lesson before and what to talk to their students. However, the plan is conditional which means they adjust the plan with the situation in the class. In the kindergarten lesson, there is a theme for each week, such as transportation, and a sub-theme each day, such as kinds of transportations. Also, they talk about something that happened in the

past. For example, when they ask about what the students studied yesterday and about what the students experienced yesterday. Additionally, the teachers also talk about something in the future with the students.

The teachers also give the students time to take turn in the conversation. It is useful for the students to practice their vocabularies and motivate them to be brave to share their ideas. The teachers also make correction to the students' contribution. When they do this, they do not blame or reveal that the students have done something wrong. They tend to direct the students to do the right one without telling that the students have done mistakes. Then, they give the reason why they may not do that and also direct them to do the right thing. They do this to avoid the students to have low self-esteem or lack of self-confidence as well as to motivate them to keep brave to answer questions and share their ideas. Besides, the teachers tend to speak slowly to make the students understand what they are uttering and they speak loudly to teach more than thirty students. Moreover, they use simple short sentences to speak to young students, which are easier to understand.

Furthermore, they use repetition and questions when they are teaching. It is for checking their understanding and making them easier to memorize the lesson well. The frequency of the repetition depends on the students' responses. If the students have responded correctly, they would stop repeating it. The teachers also use higher pitch and exaggerated intonation to speak to young students for attracting the children's attention. When they are telling story, they usually imitate the voice of animals, grandmother, or children so the higher pitch and the

exaggerated intonation is very important to use. Moreover, they also use facial expression to make the story telling more interesting.

The teachers also use careful enunciation to speak to their students to introduce new words and to emphasize something. They do this because young students can absorb new things easily. When they do not say the words carefully, the students can get and imitate the wrong information. In addition, the teachers also use indirect translated instruction, such as “*ironed*” which means pinching or pressing the edge of the paper when folding it. It can make the students understand and memorize how to make or do something more easily as well as to attract their attention.

The teachers in Kindergarten PGRI 2 Batu use local language, which is Javanese, because they need to introduce the local language to prepare them for elementary school. In addition, there are students who come from village who can understand Javanese more easily than Indonesian so the teachers use the local language. After speaking in Javanese, they usually translate the language into Indonesian so that the students who do not speak in Javanese can understand what the teachers are uttering.

According to the teachers, the effective ways to talk to kindergarteners in class are (1) using children language which is familiar and simple for them, (2) using soft tone, not yelling to them, (3) using repetition, (4) using both Indonesian and Javanese (local language), (5) using loud volume, but slowly.

In this discussion, the writer also relates this present study with the previous studies that she used. Compared to the first previous study by Chuzainatin (2005),

from both of the findings, the writers found that the repetition and question are used by the teachers to talk to their students so that they understand what the teachers are uttering. Compared to the second previous study that was written by Sukardi (2002), the teachers in kindergarten use simple short sentences so that the students can understand the teachers' utterances well. In the previous study, the example is "Anak-anak, bu guru senang sekali." (*Kids, the teacher is happy*) and the example in the present study is "Winda ijin." (*Winda asked a permission*).

If we compare the teachers' talk in Class A2 and B2, we can see the differences. For example, in Class A2, the teachers use repetitions more often to make the students understand what they are uttering. It is because the students are still very young and they need more time to understand the teacher's utterances and respond to the teachers. Therefore, the repetitions help the students to memorize the whole teachers' sentences.

Moreover, the teachers in Class A2 talk about here and now which functions to anticipate students' actions more often. The teacher has to control and direct the students to do the appropriate things because the students' attention and concentration in this grade often get distracted from the teachers' explanation.

While in Class B2, the teachers use the repetitions less frequently than in Class A2. Furthermore, the teachers anticipate the students less than in Class A2.

Finally, we can see that actually the theories from Clark and Clark, Anderson, and Sinclair and Brazil are used in the classroom. The teachers who were investigated in this study also think that they use the ten strategies when they are

teaching their young students. Additionally, from the finding and the interview, the writer can see that the theories are proved.



CHAPTER V

CONCLUSION

5.1 Conclusion

After doing the analysis, the writer can conclude that the kindergarten teachers' talk to young students in class is different from their talk to adults. They talk about anything here and now which means talking about the surrounding condition of the students at the moment of talking, also past and future events, allow them to take turn to their conversation, make a correction to the students' contribution, slow down their speech, use short simple sentences, use more frequent repetition and question, use higher pitch, more exaggerated intonation, careful intonation, also the utterances which consist of indirect translated instructions, using soft tone - not yelling, using local language, and using loud volume. By having these ways to communicate with their young students, the teachers can have more effective ways to make them understand more about what they are uttering and explaining. It is suitable for the children growth aged four to six years old since they still have limited language knowledge, skill, and concentration.

There are some ways how the students respond the teachers' strategies used, such as answering the teachers' questions correctly, giving opinion for the teachers' utterances, continuing the teachers' word, repeating what the teachers said or the words that the teachers just introduced, and doing what the teachers ask to do.

5.2 Suggestion

After doing this research, the writer has some important suggestions for the next writer and kindergarten teachers. They are:

1. For the next writer

Because the writer only uses psycholinguistics for this study, it is also interesting to analyze with other theories. For example, the next writer can investigate the kindergarten teachers by using semiotic. Therefore, he or she can investigate the teacher's talk by observing not only their verbal language, but also their body language or gesture. It is because the teachers also use body language or movement or gesture while they are talking to their students and it can keep the students focus to the teachers' explanation as well as help them to understand what the teachers are saying well.

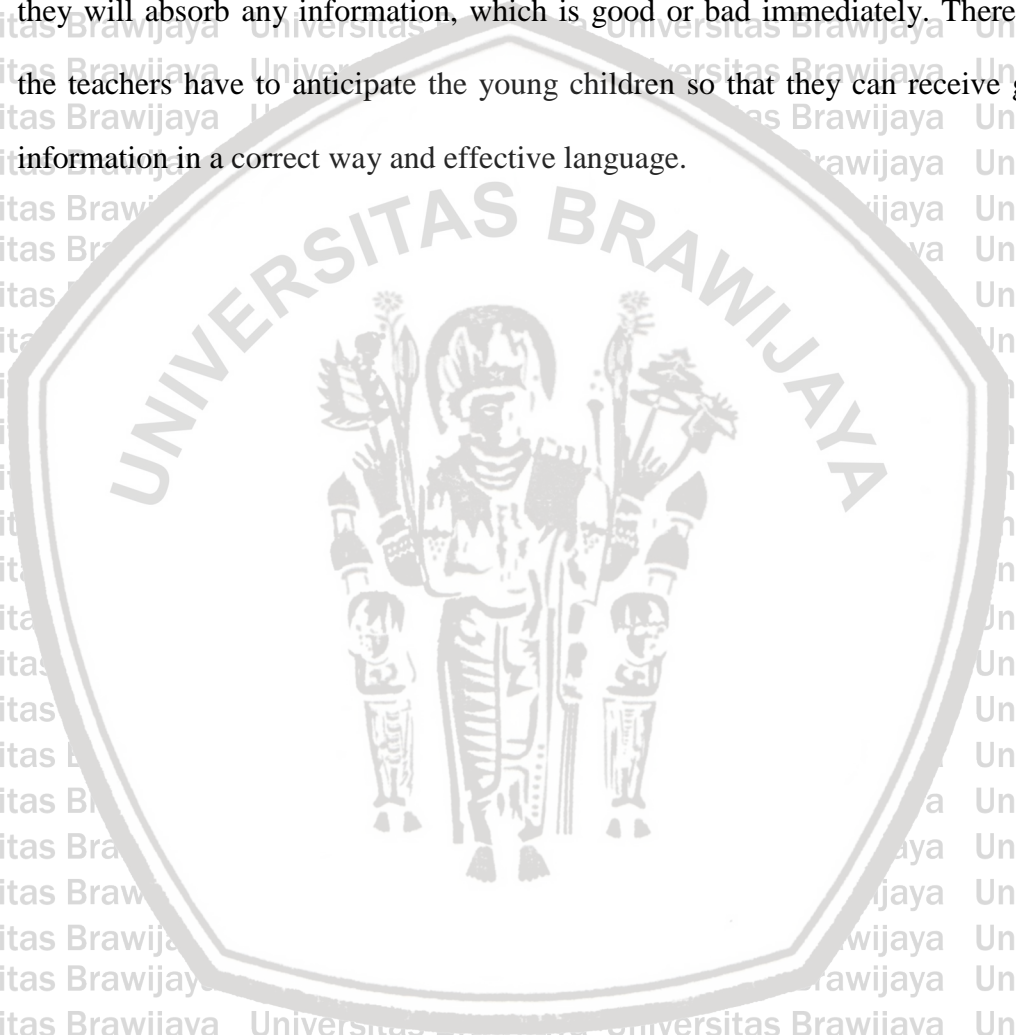
In addition, it will be more interesting for the next writer to count how many words per minute and pauses that are used by the teachers to speak to young children. Moreover, it is better for the next writer to investigate teacher-talk in preschool which students are younger than four years old because they have different language maturity from the children in kindergarten so that the teachers must have different kinds of teacher-talk from that in the kindergarten. Therefore, there will be richer finding about how to talk to younger students.

The writer in this study investigated a kindergarten, which is well facilitated.

Then, it is better for the next writer to investigate a kindergarten which poor facilitated to enrich the finding of teacher – talk in kindergarten.

2. For the kindergarten teachers

Since the understanding of what the teachers say and the limited language skill of the kindergartners, the teachers should really concern of how they talk to them. It is very important because the children are still sensitive and active so that they will absorb any information, which is good or bad immediately. Therefore, the teachers have to anticipate the young children so that they can receive good information in a correct way and effective language.



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APPENDICES

UNIVERSITAS BRAWIJAYA



Appendix 1: Field Notes

Field Notes

No : 1

Time : 11 April 2008

Place : Kindergarten PGRI 2 Batu Class A2

Research Subject : Teacher, Hariati

H: **Kita berdoa dulu anak-anak yo. Wes ayo duduk. Ayo Afi yang menyiapkan. (HP 1)**
(Praying)

S: Beri salam.

All S: selamat pagi bu guru.

H: **selamat pagi anak-anak semua. (EI 1) Ayo terus duduk. Novi duduk Vi, Arya duduk. (RQ 1) Sekarang absen. Absennya yang bagus, nanti lari-lari jatuh. Lia absen. Niki absen. Niki absen. Ayo Retno absen. Risal duduk. Niko! Ayo Novi, Resi, Risa, Deni, Dani. (HN 1) Tadi yang tidak dibalik berapa ini? (SD 1)**

S: 2

H: 2. **Ini punya siapa? (SS 1)**

S: punya Nanta

H: O punya Nanta. **Liat se Ta. Lihat. (EI 2) Isine opo iki? O ndak ada isinya. (TT 1)** Wes dipinjam bu guru wes yo, cek ga direbut Risal ae yo. Taruh disini yo Ta. Nanti diambil diambil yo ta. Wes. Ya Nanta bawa dompet warnanya merah. Ini absennya siapa anak-anak?

S: Corry.

H: **Absennya Corry. (SD 2)** Corry hari ini ga bisa masuk. Ndak tau ya mulai kemaren juga ga masuk Cory.

S: Deni

H: Deni masih sa..

S: kit.

H: kit. **Berapa yang ndak diwalik? (HP 2)**

S: 2

H: **Televisi didengar dan diapakan anak-anak? (SD 6)**

S: dilihat.

H: dilihat. **Kalo yang dibaca? (SS 4)**

S: Koran.

H: Koran.

S: surat.

H: surat. Pinter!

S: TV

H: Dibaca.

S: HP.

H: Ya kalo ada sms. Bu.. bu Har hari ini Arsi ga bisa masuk mau saya ajak ke Panjen. Maaf ya. Ijin dibilangkan bu Hari ya. **Oya. Diijinkan. Wah hari ini e Agung ga bisa masuk. (HP 4)** Agung sakit. O dari orang tuanya Agung. Lah.... HP juga bisa didengar dan diba.. ca. kemaren.. iya Agung kemaren lusa baru sakit tipes ya. Agak lama. Ga boleh maem sing kasar-kasar.

Istirahatnya harus ba... (EI 4)

S: nyak.

H: banyak. Dah sekarang kembali lagi ditanya. Alat komukasi itu yang menciptakan siapa?

S: manusia.

H: **manusi... (CE 1)**

S: a.

H: Eh satu, dua, yang ga bisa diam ga pulang. Tiga. Tangannya dilipat hadap depan. Riko hadapnya mana? **Wes dengarkan ya. (SD 20) Kalo menyiapkan, ga pareng rebutan. Sekarang yang disuruh menyiapkan sama bu guru.. (HP 26)** Dema susue kutah. Ayo Fi siapno Fi.

S: Persiapan berdoa mulai.

(berdoa)

S: Selamat siang bu guru.

H: **selamat siang anak-anak semua. (EI 29)** Bersiap. Kerapian. Topinya dirapikan. He he he he ayo jeleknya. Hayo barisnya gimana? Duduk. Ayo barinya ndek endi? Memberi salam.

S: *Assalamu 'alaikum* warahmatullahi wabarakatuh.

H: Wa'alaikumsalam warahmatullahi wabarakatuh.

Notes:

HN : Talking about here and now

TP : Taking turns

MC : Making correction

SD : Slowing down

SS : Using shorter sentences

RQ : Using more repetition and question

HP : Using higher pitch

EI : Using more exaggerated intonation

CE : Using careful enunciation

U : Using utterances which consists of indirect translated instructions



Field Notes

No. : 2
Time : 14 April 2008
Place : Kindergarten PGRI 2 Batu Class A2
Research Subject : Teacher, Wiwik

W: Bu guru punya gambar apa ini? Nanti bu guru mau kasih kalian.. **Dilihat dulu. Dilihat dulu.**

(HN 24) Bu guru punya gambar apa ini coba? **Gambar apa ini? (EI 23)**

S: Handphone. HP.

W: Gambar apa ini?

S: Handphone. HP

W: HP. HPnya bu guru ada berapa? (*long respond*)

S: Dua.

W: HPnya bu guru ada berapa ini?

S: Dua.

W: Du... Dua. Coba perhatikan. HPnya disini ada berapa?

S: Dua.

W: Coba dihitung.

S: Satu, dua.

W: Ada?

S: Dua.

W: Dua. Ditulis sini angka dua. Ditambah HPnya bu guru ada berapa?

S: Dua.

W: Dua. Dua ditambah dua ada berapa?

S: Empat.

S: Dua.

W: **Dua ditambah dua. (SD 17)** Dihitung.

S: Satu, dua, tiga, empat.

W: Sama bu guru ditulis di sini, empat. Ini digambar empat. Nanti bisa po nggak?

S: Bisa.

W: **Nanti bisa ndak? (SS 42)**

S: bisa.

W: Bisa ya. **Ini ayo diitung. (HN 25)**

S: Satu, dua.

Notes:

HN : Talking about here and now

TT : Taking turns

MC : Making correction

SD : Slowing down

SS : Using shorter sentences

RQ : Using more repetition and question

HP : Using higher pitch

EI : Using more exaggerated intonation

CE : Using careful enunciation

U : Using utterances which consists of indirect translated instructions

Field Notes

No. : 3
Time : 15 April 2008
Place : Kindergarten PGRI 2 Batu Class A2
Research Subject : Teacher, Hariati

H: Anak-anak sudah mulai kemaren sudah diterangkan alat apa anak-anak?

S: Komunikasi.

H: **Komunikasi. (EI 5)** Coba seh sekarang bu guru kepingin Kiko. **Tolong tunjukkan bentuknya televisi yang mana nyo... Lho maju no... (HN 9)**

S: Maju.. maju.. Kiko.. Kiko..

H: Maju dekat, yang dekat. Betul anak-anak itu televisi?

S: Betul.

H: Kiko..

S: Yes.

H: Kiko

S: Yes.

H: **Bawa sini Ko. (the students gave a stick to the teacher) Coba sekarang.. ini dari kelompok tiga, sekarang dari kelompok satu. Agung. Coba tunjukkan bentuknya radio. (HN 10)**

S: Ketinggian.

H: Betul?

S: Betul.

H: Agung..

S: Yes.

H: **Sekarang dari kelompok dua, kelompok tengah. Coba.. Sing dhuwur sapa ya? Fian. Coba tunjukkan bentuk telfon. (SD 7) Yang mana? Yang mana yang telfon? (RQ 4) (the students pick the right one)**

H: Oya yang dhuwur. Fian.

S: Yes.

H: Fian.

S: Yes.

H: Tepuk tangan untuk anak-anak semua.

S: Saya.

H: He eh. **Sekarang Rafi. (SS 5)** Rafi selain bentuk di papan, di dalam kelas ini ada pa ndak bentuknya alat komunikasi?

S: Ada.

H: Langsung bendanya ada ya? *(the student nod)* Coba seh Rafi kamu tunjukkan televisi yang sungguhan yang mana?

S *(another student)* : Itu

H: **Mendekati. Televisi beneran, yang bisa dilihat. (The students point the picture) Yang beneran kok. Yang sungguh kok. (MC 1)** Mana? *(the student point the real TV)* Lha... **Rafi lupa ya? (SS 6) Iya tepuk tangan untuk Rafi. (all students clap their hands)** Sekarang yang sini. Febi tunjukkan radio yang sungguhan. Sing beneran ilo Fi ndi? Heh. Sing bisa muni, biasane gawe nyetel kaset barang. **Yang mana? Lha.. Betul? (TT 4)**

S: betul

H: Tepuk tangan untuk Febi. Bimbim ojo klotek'an ya. Ini adalah?

S (Agung): Bimbim nek dikandani ga ngerti no.

H: Radio. **Yang mana? Lha.. Betul? (TT 5)**

S: Radio.

H: **Radio. (CE 2) Dicampur dengan tip. Kalo tip, kita hanya bisa mendengarkan ka.. (HN 11)**

S: Set.

Notes:

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Field Notes

No. : 4
Time : 16 April 2008
Place : Kindergarten PGRI 2 Batu Class A2
Research Subject : Teacher, Hariati

H: Anak-anak bisa nulis radio?

S: bisa.

H: Bisa pa ndak?

S: Bisa.

H: Yo opo nek nulis huruf opo dhisik?

S: Garis tegak.

H: **Huruf apa dulu? (RQ 26)**

S: R.

H: R.

S: A.

H: A.

S: D.

H: D.

S: I.

H: I.

S: O.

H: O. Inilah tulisannya **radio**. (CE 17) Kalo bentuknya radio yang mana?

S: Yang itu.

H: Yang ini apa yang ini?

S: Yang itu.

H: Yang atas apa yang bawah?

S: Yang atas.

H: Kalo bentuk yang sesungguhnya yang mana? Yang sebelah belakang di belakang apa yang depan ini?

S: atas.

H: Yang belakang apa depan?

S: atas.

H: Belakang apa depan ?

S: Belakang.

H: **Belakang opo depan? (RQ 27)**

S: Depan.

H: Ha.. **Jare Agung ngomong belakang**. (HN 29) Dani... radio bentuk radio yang sesungguhnya ada di belakang opo ada di depan?

S: Di depan.

H: Opo jenenge? Di mana itu?

S: Depan.

H: Jenenge Dani mana?

S: Ini.

H: **Dani campur arek mburi - mburi maleh ora ngerti**. (HN 30) Ayo engkok tak jejero ndek kene. Ayo! Opo iku? Depan ato belakang?

S: Depan.

H: **Nek ngene thok bu guru ga dengar**. (HP 20) **Ga ono suarane**. (HN 31)

W: **Dani sini Dan. Dani duduk sini. Dani duduk sini**. (RQ 28)

H: Apa? **Dimana anak-anak? Di depan apa di belakang?** (HP 21)

S: Di depan.

H: **Di depan**. (CE 19) **Anak-anak harus bisa**. (SS 19) Di atas di ba...

S: wah.

H: **Di depan di bela...** (EI 25)

S: kang.

H: Di belakang. Ini adalah tulisannya ra...

S: Ra..

H: Di..

S: di.

H: Tambahi o. **Radio. (CE 19)** Dah? Wes. Coba seh.. Anak-anak sama bu guru sudah diterangkan huruf apa kemaren? Wes uakeh hurufnya yah...

S: Ya.

H: **Tangan ke atas, ke samping, ke muka, sikap yang manis. Ayo Gung siapno Gung. (HN 34)**

S: Persiapan

H: **Wes ga Agung.. Agung sik maem. Wong maemnya sudah selesai. (SS 20)** Kiki siapkan Ki.

S: Persiapan. Berdoa mulai.

H: Memberi salam.

S: Memberi salam.

S: Selamat siang bu guru

H: Selamat siang anak-anak semua. Bersiap. Kerapian.

S: Sudah bu.

H: **Topinya jangan ada yang ketinggalan. Memberi salam. (HN 35)**

S: *Assalamu 'alaikum* warahmatullahi wabarakatuh.

H: Wa'alaikumsalam warahmatullahi wabarakatuh.

Notes:

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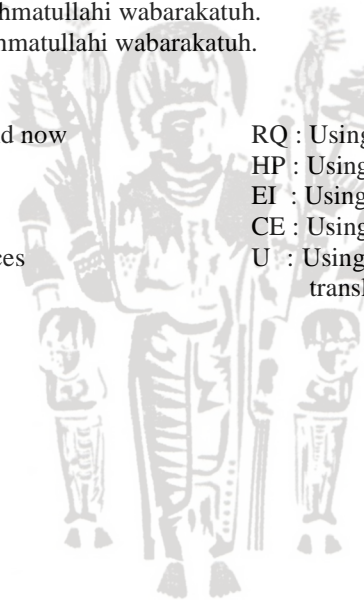
RQ : Using more repetition and question

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Field Notes

No. : 5
Time : 17 April 2011
Place : Kindergarten PGRI 2 Batu Class A2
Research Subject : Teacher, Hariati

H: Ini gambar apa ini? Gambar?

S: Amplop.

H: **Amplop. (CE 6)** Biasanya amplop ini untuk mengirim su..

S: rat.

H: Surat. Kalo mengirim surat dimana anak-anak?

S: Di kantor pos.

H: Di kantor pos. Ya. Selain di kantor pos itu untuk mengirim surat, **Wes duduk! Kiko hadapnya mana? (SS 10)** Ya selain surat di kantor pos juga menyediakan macam-macam perlengkapan atau benda-benda pos. Benda-benda pos. **Bu guru benda-benda pos itu apa seh? (EI 10)** Lha... Yaitu benda yang untuk melengkapi mengirimkan berita. Kiko iku lho kotor. Kakinya itu sepatune kotor.

Heh? Wes. Ga umek. **Kiko engkok dilungguhno dewe ndek kene lho lek ga ono kancane anteng, lek ono koncone, koncone sing diumek ae. (HN 15)** Sama bu guru dititoni mesti. Nek dilungguhno kancane, kancane sing diumek. Ya.. nek lungguh dewe cedhek mejo ga, mergane ga ono sing diumek. Lha. Wes.. Cek kancane ga ono sing diumek. Ya cepot topine. Ya. Benda – benda pos anak-anak ada surat, ada perangko. Lho biasane kalo mau kirim surat ya. Wes. Biasane kalo kirim surat ya. Dijenengi ngene, kepada, diparingi ala.. alamat yang dituju. **Kalo ga ada alamat yang dituju, suratnya ga bisa nyampe. Lha. Tidak bisa tersampaikan. (RQ 9)** Kalo anak-anak suratnya surat ijin ke bu guru, lho ya. Ngirim surat ijin ke bu guru ngene iki ndek kertak, dimasukkan amplop, ga atek perangko teka karena jaraknya de..

S: kat.

H: Dekat, cidhek. Wes.. Dem.. Dema aku titipno surat yo. Aku ga bisa masuk. Utowo Agung. Yo .. Yoyo aku pesen wes.. **Aku ndak masuk. Aku masih sakit. (SS 11)** Lha karena tempatnya dekat, tidak memakai perangko. Lho.. ga atek perangko cah. Tapi kalo surat ini tujuannya jauh, adoh. Lah kita membayar ini. Ini namanya biaya untuk mengirim surat. Namanya perangko. Ada yang harganya dua ribu. Nek cepet ndang teka. Kepingin sing cepet ndang teka, ada yang harganya tiga ribu sampai lima barangnya.

S: Hah?

H: Iya. Sama dengan telpon. Telpon nek mbayar akhir bulan. Habisnya lima puluh ribu. HP ngisi pul..

S: Sa.

H: Pulsa. Nek ga ono pulsane, ga kenek digawe. Wes. Hanya bisa menerima, ga bisa mengirim. Sama dengan ini. Lha. Selain perangko, di situ juga disediakan... Nanta Ojo diganggu a Ta! Ya. Selain perangko, di situ ada juga yang namanya **wesel. (CE 7)** Wesel. Ya. Disitu hanya berbentuk seperti kartu, sak lembar ngene thok cah. Lho... Wesel ini gunanya untuk mengirimkan uang. Wes. Aku kok ga duwe rekeninge bank. Karena di desa bank mau ke bank jauh. Wes kirim melalui wesel. Lho.. ndek kene kepada cucuku Risal. Nah... ya. Iki nenek baru panen pisang dikirimi uang seratus ribu. Hah.. ya. Ditulis di sini. Lho.. terus uangnya dititipno di kantor pos. Nang kantor pos suratnya dikirimno. O sudah dari Mbatu terus digawa nang Risal. Ya.

S: Mbatu lek aq lak Mbatu.

H: Iyo. Terus ke Risal. **O Risal dapat wesel dari mbahnya Risal. (HP 7)** Nanti ngambilnya ga ndek bank. Ngambilnya di kantor...

S: pos.

H: **Karena melalui pos. (SD 12)** Wah.. **Terima kasih, nek! (HP 8)** Nah. **Karena sudah mendapat opo... (TT 15)**

W: Wesel.

H: Wesel. Risal terus kembali mengirim surat. Mengirim surat, ngabari nang neneke. Nek, terima kasih. Uangnya sudah saya terima. Terus surate dilebokno ndek amplop, terus dikirimno melalui opo Risal?

S: Wesel.

H: **Risal iku mau lho sing umek dewe ndek mburi iko lho. (EI 11)** He Sal? Siapa yang mengantarkan suratnya?

S: Wesel.

H: **Lho sing ngantarkan surat kok wesel.**

S: **Pak pos.**

H: **Yang mengantarkan surat pak.. (MC 6)**

S: Pos.

H: Pak pos. **Berarti surat ini tak bawa ke kantor apa ? (TT 16)**

S: Pos.

H: Disuruh nulis apa kemaren?

S: Radio.

H: Huruf apa dulu?

S: R.

H: R. Terus?

S: A.

H: A. **Terus? (EI 26)**

S: D.

H: D. Terus?

S: I.

H: Terus?

S: D.

H: Ke bawahnya diletai dua.

S: Kolom.

H: **Loh Rendi kok anjok kene, maeng lungguhe ndek endi? (HP 22)** Lho ayo ngalah! Diletai dua ko... (*no respond*) Huruf apa dulu?

S: R.

H: R A

S: A

H: D

S: D.

H: I.

S: I.

H: O.

S: O.

H: Anak-anak yang mengucapkan bu guru yang nulis.

S: R.. A.. D.. I... O..

H: Diletai berapa? Satu du..

S: A.

H: R..

S: A.. D.. I... O

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Field Notes

No. : 6
Time : 23 April 2008
Place : Kindergarten PGRI 2 Batu Class A2
Research Subject : Teacher, Hariati

H: **Anak-anak kemaren sama ibu guru sudah dikenalkan yaitu Negara kita, namanya Negara apa anak-anak? (SD 14)**

S: Indonesia.

H: Negara Indone...

S: Sia.

H: Sia. Kemudian kita mempunyai presiden siapa kemarin namanya Susilo?

S: Bambang.

H: Bambang Yudhoyono. Wakilnya siapa?

S: Jusuf kala.

H: Jusuf Kala. Benderanya warnanya apa?

S: Merah putih.

H: Merah putih. Dasar negara kita namanya burung apa?

S: Garuda.

H: Burung garuda. Burung garuda mempunyai sayap berapa jumlahnya?

S: Tujuh belas

H: Tujuh belas. Kalo sayap ekor berapa kemaren?

S: Delapan.

H: Delapan. Pinter Rendi. **Berbulu leher? Empat puluh lima. (TT 20)** Ingat syairnya?

S: Wes sebelumnya didengarkan. **Anak-anak kalo nyanyi, (EI 17) Arsi.. Fi fi.. opo Rafi. Ga oleh guyon ae. Ndek kono rame. Nek engkok sampeyan rame maleh kebrebegan ndek kono rame lho. (HN 19) Ya. Terganggu po gak? (TT 21)**

S: Terganggu.

H: Terus nek nyanyi ga pareng didekek ndek kupinge koncone. Cerik-cerik ndek kupinge ngene. Kupinge iki ono lapisane tipis. Engkok lek kebanteren suarane iso pecah, maleh ga iso krungu. Maleh budhek. Maleh tuli. Loh ya. Ga boleh nanti ada yang gini **ha.. ha.. ha..ha.. (HP 13)** dekek ndek kupinge koncone. Ga boleh. Ya. Terus sing cerik-cerik lehere yo bisa sa...

S: kit.

H: Bisa sakit. Ya. Nanta ambek Risal ga boleh. **Jelek. (HN 20)** Wes kembali lagi. **Terus kemaren sama bu guru juga diterangkan dikenalkan ya... perebut ben..dera. (HP 26)** Dulu yang menjajah bangsa kita apa anak-anak kemaren?

S: Belanda.

H: Bangsa Belanda. Benderanya kemaren warnanya apa punyanya Belanda?

S: Merah.

H+S: Putih. Biru.

H: Kemudian sama bangsa Indonesia diro...

S: Bek.

H: Dirobek.

S: Sing biru dirobek.

H: Yang birunya dibuang, tinggal merah pu...

S: Tih.

H: Merah artinya?

S: Berani.

H: Berani. Putih artinya?

S: Suci.

H: Suci. Bendera kita warna putih. Kemudian yang memimpin kita namanya presiden. Nah.. tempat tinggalnya presiden cah.. ya.. namanya **istana negara. (CE 12)** Istana Negara ini adalah kantornya presiden. Lho... Bukannya rumahnya cah. Rumahnya ada sendiri. **Tapi ini adalah**

kantornya. (EI 18) Lho... Sama dengan anak-anak nek ditanya, “Kamu sekarang ada dimana?”

(HP 15) Di TK PGRI. Nah di sekolah ini untuk tidur po untuk belajar thok?

S: Belajar.

H: Sama dengan pak presiden. Pak presiden selain mempunyai rumah sendiri, juga mempunyai namanya istana... istana negara. (CE 13) Lho cah.. ini tempat kerjanya presiden dan menteri-menteri kalo ada tamu dari luar negeri... Loh dari lain Negara yah... Terus diajak kesini, diterima diajak ke sini. Wes saya mau ke Indonesia. Lho yah. Di gedung ini tidak hanya presiden saja yang ada di situ tetapi ada juga para pembantunya. Ada menteri, ada mahkamah agung, ada DPR, lho yang ada di sini. Lho... di istana negara. (SD 15) Tau tempatnya istana negara ada dimana? Siapa yang tahu berada dimana? (TT 22)

S: Aku tahu.

H: Berada di Jakarta (CE 14)

H: Berada dimana? (SS 15)

S: Jakarta.

H: Lho.. istana negaranya Indonesia berada di Ja...

H+S: karta.

S: Naek kereta api.

H: naek kereta bisa, naik pesawat bisa, naik bis juga bisa. Membawa sepeda ontel juga bisa, tapi la..

S: ma.

H: Naek kapal laut juga bisa, tetapi oper lagi. Nah..

S: Jauuh.

H: Jauh sekali. Tempatnya di Jakar.. (SD 16)

S: Ta.

H: Di Jakarta.. Lho. Ini tidak tempat istirahat tidur, nggak cah. Tapi untuk beker...

(EI 19)

S: Ja.

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Field Notes

No. : 7
Time : 24 April 2008
Place : Kindergarten PGRI 2 Batu Class A2
Research Subject : Teacher, Hariati

H: Arsi, Dani topinya dilepas. Ayo Rafi.

S: Ayo Rafi. Kene Rafi. (*a student*)

H: **Ayo topinya dilepas Rafi! Rafi, topinya dilepas! (RQ 2) Wes tangannya dilipat! Ayo Risal, siapkan Sal! (HN 2)**

S: Persiapan berdoa mulai. (*praying*) memberi salam.

All S: Selamat pagi bu guru.

H: Selamat pagi anak-anak semua. Ayo Nanta, Nisa absen dulu! Absen! Ayo Fian absen! Dani absen!

S: Risal belum.

H: Sudah absen semua?

S: Sudah.

H: **Kita lihat hari ini yang tidak dibalik. (HN 3) Ini absennya?**

S: Fara.

H: Fara. Kemana Fara ini?

S: Ga tau.

H: **Ndak tau ya ga ada suratnya. (HN 4) (Showing the present tag)**

S: Winda.

H: **Winda ijin. (SS 2) O.. Winda sakit. (HN 5) Mamanya Dani kemaren lupa disuruh sama ngijino. Terus? (TT 2)**

S: Risa.

H: Risa. Risa sakit. Ada suratnya. (*Showing the present tag*)

S: Riko.

.....

H: Negara kita kemaren namanya apa?

S: Indonesia.

H: **Indo... (EI 20)**

S: nesia.

H: Indonesia. Satu... bendera kita warnanya apa?

S: Merah... putih.

H: Merah dan?

S: putih.

H: Merah dan putih. Dua... dapet dua. Terus lagi lambang negara kita kemaren gambarnya apa?

S: Burung garuda.

H: Burung garuda. Pinter! Ada tiga. **Terus istana negara kita berada di mana? (EI 21)**

S: Di Jakarta.

H: Pinter di Jakarta. Kelompok satu sing jawab. **Presiden kita namanya siapa? (EI 22)**

S: Susilo.

H+S: Susilo Bambang Yudhoyono. Pinter! Wakilnya siapa?

S: Yusuf Kala.

H: Bapak Yusuf Kala. Punter! **Sing jawab mek kelompok siji thok. Kelompok sini ga ada yang jawab. (HN 21)**

S: Bu guru.. bu guru... Pak presiden wes mati.

H: **Oh... Lak pak Suharto yang sudah mening.. (MC 10)**

S: gal.

H: Presiden yang kesatu dan kedua ini. Sing nomer siji ambek sing nomer loro yang sudah mening...

S: Gal.

H: Yang sudah meninggal. (HP 16) Yang pertama kali namanya Pak Sukarno. Pak siapa?

Iya Pak Sukarno. (TT 23) Yang kedua Pak Suharto...

S: To.

H: Mereka juga meninggal. Dua ini sudah mening...

S: Gal.

H: Kemaren disuruh nulis belajar apa? (SD 18)

S: Madura. (not clear)

H: heh?

S: Madura.

H: Nulis apa? (HP 23)

S: Madura.

H: Madura (CE 20). Siapa yang masih ingat huruf apa dulu?

S: M.

H: M.

S: A.

H: A.

S: D.

H: D.

S: N.

H: U.

S: R.

H: R.

S: A.

H: A. Madura itu nama... ya... suku yang ada di Indonesia, juga termasuk di Jawa Timur.

Loh... tetangga kita (SD 19). Lha.. Nanta duduk. Kapan-kapan anak-anak kalo sudah pinter... diajak nglencer ke Madura. Mau apa ndak? (EI 27)

S: Mau.

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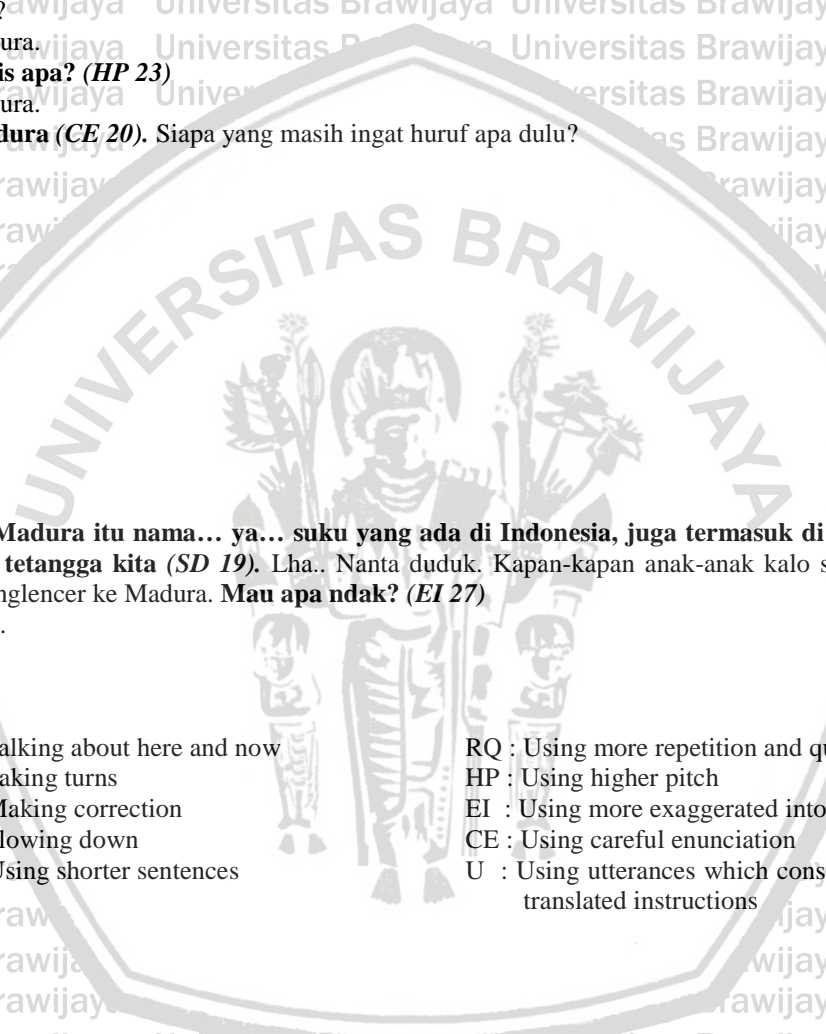
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Field Notes

No. : 8
Time : 11 April 2008
Place : Kindergarten PGRI 2 Batu Class B2
Research Subject : Teacher, Wiwik

W: Nah kemaren sama bu guru diterangkan tentang apa kemaren? Loh..

Fika: komunikasi.

W: Heeh. Sing ingat cuma Fi.. Fika. **Alat-alat komunikasi. (CE 3) Alat komunikasi yang didengar itu apa saja? (TT 6)**

S: Radio, televisi, telepon,, HP.

W: Yang di baca?

S: koran, surat, majalah

W: apa lagi?

S: buku

W: **HP juga bisa dibaca. (SS 7) Ada sms dibaca smsnya. Itu alat-alat komunikasi ada 2. Yang elektronik dan yang bukan elektronik. (SD 8) Gunanya apa se alat komunikasi? Untuk apa? (TT 7)**

S: mendengarkan.

W: mendengarkan apa?

S: berita.

W: berita. **Untuk mendengarkan berita. (CE 4) Untuk menyampaikan berita. Kepada siapa? (TT 8)**

S: manusia

W: kepada siapa? (EI 6)

S: manusia

W: manusia. Untuk masyarakat. Untuk ayah ibu. Untuk kalian. **Nah... Itu alat komunikasi untuk menyampaikan beri.... (HN 12)**

S:ta.

W: berita. Lek ndek koran. O di di majalah ada beritanya. Di koran juga ada beritanya. Nah...

Supaya surat sampai kepada orang yang dituju harus memakai apa? **Biasane ndek pojoke, ono apanya? Biasanya dipojoknya surat? Ada apanya? Dipojoknya surat iniloh. (RQ 5)**

S: ada nama

W: **ya ada pengirimnya. (MC 2) Setelah ada pengirimnya di sini ada apanya?**

S: Nama

W: **Pe-rang- (MC 3)**

S: ko.

W: ko. **Perangko ini bisa sampai tujuan. Surat bisa sampai tujuan bila ada perangko. (HN 13) Perangko itu gunanya apa? Merupakan apa? Biaya. (TT 9) Apa?**

S: Biaya

W: Biaya. Lek kirim surat. Surate ini. Ada suratnya. Suratnya mek kosong ngene thok. Ada pengirimnya. **Wes pak pos kirim surat. Loh bu alamat yang dituju kepada siapa? (HP 5) Oya ya pak. Terus ini ga diberikan perangko? Loh bu kalo ga ada perangko ya tidak sam...**

S: pe

W: Tidak sampe. O bu guru mau kirim surat ke Rendi. Rumahnya Rendi di Malang. Terus. Kepada Adik ato anak Rendi, alamatnya Jalan Sukarno Hatta. Terus dibawa ke kantor pos. Pak.. beli perangko. Nah dipojoknya sini mbek pak pos ditempli opo?

S: perangko.

W: perangko. Perangko ini merupakan? Bi-a...

S: biaya.

W: a-ya. **Supaya surat ini sampai kepada? (EI 7)**

S: pak Pos.

W: Pak pos. Kepada. **Kok pak pos. Kepada tujuan kepada Rendi tadi. (MC 4) Nah itu kalo dari surat. Nek koran. Koran ada biayanya ndak? Loh.. Koran ada biayanya ndak? (RQ 6)**

S: ada.

W: **Ada juga. (EI 8) Nek sampeyan tuku koran, memakai opo? (TT 10)**

S: uang

W: uang. Itu biayanya. Iya. **Itu juga ada biayanya. (RQ 7) Telpon? Telpon, ada biayanya ndak?**

S: ada

W: ada juga. Lek HP ada biayanya nggak?

S: ada

W: ada, beli pulsa itu juga ada biayanya. Semua memakai bia...

S: ya.

W: biaya. **Supaya surat ini bisa sampe juga memakai bia.. (EI 9)**

S: ya.

W: biaya. Isine surat ini ada apanya?

S: uang

W: hah?

S: uang

W: su..?

S: surat

W: **isinya dalam ini loh? Ada kertasnya. (TT 11) Isinya apa timbul? Su..? (MC 5)**

S: surat

.....

W: **Hari Sabtu. Dengarkan.. dengarkan... Satu anak besok membawa kaleng bekas. Boleh tempatnya gelas Aqua. Gelas Aqua. (SD 21) Bawa satu anak satu gelas Aqu... (EI 30)**

S: aqua.

W: gelas Aqua. **Ada yang membawa gelas Aqua satu. Besok sama bu guru suruh membawa apa?**

(EI 31)

S: Aqua.

W: **suruh membawa apa? (HP 27)**

S: gelas Aqua.

W: gelas Aqua. Iki loh cah. Membawa gelas Aqua thok satu. Besok sama bu guru mau diajak bermain apa? **Halo... (EI 32) Telpon-telponan. (CE 25) Besok jangan lupa membawa apa?**

Halo...

S: halo...

W: membawa apa? Gelas Aqua sa...

S: tu..

W: satu. (*asking to sing a song*) Ayo dam siapkan dam!

W: Pandam

S: memberi salam

S: selamat siang bu guru

W: **Selamat siang anak-anak. Berdoa keluar sekolah. (EI 33)**

(*students are praying*)

W: memberi salam.

S: *Assalamu 'alaikum* warahmatullahi wabarakatuh.

W: Wa'alaikumsalam warahmatullahi wabarakatuh. **Semua berdiri. Kursinya dinaikkan.**

Kerapian! (EI 34)

S: sudah bu..

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Field Notes

No. : 9
Time : 14 April 2008
Place : Kindergarten PGRI 2 Batu Class B2
Research Subject : Teacher, Wiwik

W: Kemaren sama bu guru sudah diterangkan tentang macam-macam apa?

S: Alat komunikasi.

W: macam-macam apa?

S: alat komunikasi.

W: alat komunika..

S: si.

W: alat komunikasi. Alat komunikasi ada apa saja? Satu.

S: televisi. TV

W: apa? Apa?

S: Telpo Radio. HP

W: apa lagi?

S: Koran. Satelit.

W: **dari masing-masing alat elektronik ini cara menggunakannya sama atau tidak? (SD 9)**

S: Tidak.

W: kalo televisi cara menggunakannya gimana? Dengan apa?

S: Listrik.

W: Dia bisa menyala karena ada apa? Lis...

S: Listrik.

W: trik. Telepon.

S: Listrik.

W: Sama. Dengan listrik.

S: Listrik.

W: Pake kabel. **Kabele dimasukkan ke listrik. (SS 8) Nah kalo radio? (TT 12)**

S: Listrik.

W: Radio ini.. Coba perhatikan. **Radio ini bisa pake kabel. (SD 10) Radio bisa ada dua. (SS 9)**

Sapa dirumahnya punya radio kecil? (TT 13)

S: saya.

W: Radio ini. Coba perhatikan. Radio ini bisa pake listrik. **Juga bisa pake apa yang kecil? Siapa yang tahu? Dengan apa? (RQ 8)**

S: batre.

W: **Apa? (HP 6)**

S: batre.

W: ba..

S: tre

W: batre. **Biasanya di rumah punya radio kecil, dikasih bateranya ada dua. (HN 14)** Selain dengan listrik, radio bisa pake ba... Radio bisa pake ba..

S: tre.

W: Batre.. HP? HP?

S: Batre

W: **Batre. (CE 5)** Batrene iku dicharge. Dicharge dimana? Kalo ngecharge pake apa?

S: Listrik.

W: Lis.. Listrik. Sama dengan halnya ini. Ini. Ini ada salurannya ini. Listrik ini. Ini ada listriknya. Nek diencepno pasti bu..

S: bunyi.

W: Bunyi. Dibunyikan harus pake listrik juga bisa pake batre. **Seperti radio, televisi itu memakai? (TT 14)**

S: Listrik.

W: Ini gambar opo?

S: Pohon.

W: e... Arina. Arina saja. Diwaca. Rosi. Rosi. Perhatikan. Disini bu guru menggambar buku, betul tulisane?

S: betul.

W: k u ku Kuku. Ini gambare apa?

S: pohon. P o po h o ho n. Pohon.

W: Pohon. Iki?

S: K u ku k u ku kuku.

W: Yang sini gambar apa?

S: Cemara.

W: **PDIK. (CE 24)** Bisa dibaca? Betul opo salah iki?

S: Salah.

W: Terus coba perhatikan. Tulisannya gimana?

S: Ce..

W: Terus?

S: mara.

W: Putra

S: Kasian deh lu.

W: Nanti Putra dirumah belajar.

.....

W: **Coba perhatikan ini angka berapa! (HN 28)**

S: Nol satu dua.

W: Coba perhatikan bu jumlahny gambar apa ini! **Gambar televisi nanti kalian disuruh menggambar berapa jumlahnya? (HP 17)**

S: Tiga belas.

W: Disuruh menggambar berapa?

S: Tiga belas.

W: Apanya yang tiga belas?

S: Televisi.

W: **Apanya yang tiga belas? (RQ 24)**

S: televisi.

W: **televisi. (CE 15)** Ini berapa?

S: Dua belas.

W: Nanti menggambar radionya jumlahnya berapa?

S: Dua belas.

W: **Dua belas. (CE 16)** Ini berapa?

S: sebelas.

W: se... **sebelas. (EI 24)** Bukunya ada berapa ni?

S: Sepuluh.

W: **nanti menggambar bukunya berapa? (HP 18)**

S: sepuluh.

Notes:

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U : Using utterances which consists of indirect translated instructions

Field Notes

No. : 10
Time : 15 April 2008
Place : Kindergarten PGRI 2 Batu Class B2
Research Subject : Teacher, Wiwik

W: Kelompok sini yang sudah sekarang. Rini sudah ngguntingnya?

S: Sudah.

W: Sudah. Sekarang tak kasih melipat. Jangan dikumpul. Jangan dikumpul. **Ditaruh laci. Guntingnya bawa sini!** (HN 32) Nyoh guntinge. Ini yang belum, gantian guntingnya! Ini yang belum. Gantian. Gantian sama temannya. Ini gantian. **Sekarang dilipat menjadi bentuk segi tiga. Ayo seperti ini.. menjadi bentuk segitiga. Kalo sudah ditekuk.. menjadi bentuk segitiga. (RQ 29)** Ya. **Kalo sudah disetrika lho supaya apa? (U 2)** Li...licin. Di tekuk lagi? Ayo! **Yang lurus, nek ga lurus nanti mencelek. (HN 33)** Sudah?

S: Sudah.

.....

W: **Coba perhatikan. Dibuka halaman dua puluh dua. Dibuka halaman dua puluh dua. Yang di atas.. wes ga ngomong ae. Dengarkan! Selesaikan pengurangan berikut. (HN 26)**

Yang di atas sendiri gambar bentuk apa itu?

S: Surat. (*only few student*)

W: **Gambar bentuk apa? (RQ 22)**

S: Surat

W: Surat. Suratnya bu guru ada berapa di situ?

S: Tujuh. (*only few students*)

W: **Ada berapa?**

S: Tujuh. (*only few students*)

W: Jumlahnya surat ada berapa?

S: Halaman berapa?

W: Dua puluh dua masa ampun. Wes ngerti a? (Wes didengarkan dulu. Didengarkan dulu. Gambar bentuk surat yang di atas sini, ada berapa jumlahnya seluruhnya?)

S: Tujuh.

W: **Ada berapa jumlahnya? (RQ 23)**

S: Tujuh.

W: Tujuh. Yang ada tanda silangnya berapa?

S: Dua. (*many students answered*)

W: Dua. Tujuh dikurangi dua?

S: Lima

W: Tinggal berapa?

S: Lima.

W: Lima. Tujuh dikurangi dua sama dengan berapa?

S: Lima.

W: Lima. Sing ga dicoret. Yang tidak dicoret dihitung! Satu, dua, tiga, empat, li.. lima. **Berarti yang dicoret dihitung opo ga? (no respond)** Yang dicoret dihitung opo nggak?(*still no respond*)

Loh ga ono suarane. Ngomong dhewe. (HN 27) Yang dicoret itu dihitung opo nggak?

S: Nggak.

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Field Notes

No. : 11
Time : 16 April 2008
Place : Kindergarten PGRI 2 Batu Class B2
Research Subject : Teacher, Wiwik

W: Topinya dilepas. **Dio siapkan! Mo... ndak mau.. ndak mau..ndak mau.. Suaranya yang keras. (HN 6)**

S: Persiapan. Berdoa mulai. (*praying*)

S: Selamat siang bu guru.

W: **Diulangi lagi Dio. (SD 3)**

S: Memberi salam.

S: Selamat siang bu guru.

W: Selamat siang anak-anak. Sekarang absen dulu. Rosi. Yang ga masuk siapa ini?

S: Tika dan Rafa.

W: **Tika dan Rafa. (SD 4)** Ada berapa?

S: Dua.

W: **Dua. Coba dengarkan dulu. Nek diajak nyanyi iku yo nyanyi. (EI 3) Suarane dibuka. (HN 7) (giving the bad example) Ngono iku nyanyi opo bukan? (TT 3)**

S: Bukan.

W: Lambene dibuka. **Mulutnya dibuka. (RQ 3) Kemaren yang sudah dipilih, e... katanya bu guru kemaren mulutnya disuruh buka apa kayak gitu ngene?**

S: Dibuka.

W: Lek nyanyi suarane dibuka itu suaranya ke...

S: ras.

W: ras. Dan je... las. **Iki juga. A B C D E F G. Lho... suaranya kan keras tho. Tapi ga teriak. (HP 3) Kalo teriak ini ne terus keluar terus sakit engkok ya. Rusak engkok ya. (SD 5)**

Nyanyinya yang ba...

S: Gus.

.....

W: Sekarang siapa yang tau macam-macam benda pos? Apa?

S: Macam-macam benda pos.

W: **Iya. Macam-macam benda pos ada apa saja? (MC 7)** Heh? Apa?

S: Surat.

W: Surat. **Apa lagi? (HP 9)**

S: Surat.

W: Selain surat apa lagi?

S: Macam-macam.

W: **Heh? Telegram. (CE 8) Telegram itu. Opo iku bu guru telegram bu guru? (HP 10)** Siapa yang sudah tau telegram? Telegram itu surat yang sangat cepat, isinya cuma sedikit. Harap segera datang. Harap segera datang karena ibu sakit. Cuma suratnya isinya seperti itu. Namanya tele.. telegram. Dua hari tiga hari bisa sa... sampe. Lho.. di sini bentuknya panjang. Nah.. di sini di depan sini, ada namanya yang dituju. Terus di pojok sini biasanya ada ada tulisannya di sini. Pesannya cuma singkat. Pesannya singkat sekali. Harap segera datang, ibu sakit. Cuma segitu thok. Bentuknya hanya selebar ker.. kertas. Selebar ker..

S: tas.

W: Ga ada bolak - balik, bolak - balik ga ada. **Cuma selebar ker.. kertas. Telegram ini juga su... (HN 16)**

S: rat.

W: rat. **Juga apa?**

S: Surat.

W: **Juga apa? (RQ 10)**

S: Surat.

W: Surat. Kalo surat yang kalian kirim di sekolahan... Kalo surat yang kalian kirim ke sekolahan, seperti ini bentuknya. Lho.. seperti ini dilempit. Terus dimasukkan amplop. **Di sini kepada yang terhormat ibu guru wali kelas TK A atau wali kelas TK B. (HN 17)**

S: TK B1.

W: B2. **Dengan hormat, Bersama ini anak kami yang bernama Elok tidak bisa mengikuti pelajaran karena sakit. Terus di sini ada tulisannya hormat kami orang tuane kalian. Terus dilempit, dimasukkan apa? (TT 17)**

S: Amplop.

W: Dimasukkan apa?

S: Amplop.

W: **Dimasukkan amplop. (CE 9) Dimasukkan amplop seperti ini. Lho... dimasukkan amplop (RQ 11), terus ditutup. Terus dikirimkan. Lha.. kalo ke pos ngirim hanya seperti ini bisa ndak? (EI 12)**

S: Ga.

W: **Bisa ndak sampe? (SS 12)**

S: Nggak.

W: Nggak ada apanya?

S: Perangko.

W: **Perangko dan apanya? (SS 13)**

S: Surat.

W: Namanya siapa?

S: Pos.

W: Lho..

S: Orang tua.

W: **Kok orang tua..**

S: Aaa...

W: **Namanya pengirim dan tempat yang dituju. (MC 8) Coba perhatikan! Surat ini tidak ada.. Sudah? Sudah? Surat ini tidak bisa sampai alamat yang dituju tidak jelas. (SD 13) Umpamanya seperti ini, pengirim Sandi. Alamat ini ini ini ini... Jalan Abdul Rahman nomer enam Batu. Pengirimnya siapa tadi?**

S: Pak pos.

W: Ndhoo... San... Sandi. Nanti yang mengirimkan pak.. pak pos. Lewat.. Surat ini diantarkan ke pos. **Setelah di pos, sama pak pos ditempli apa di pojok? (TT 18)**

S: Perangko.

W: **Ditempli apa? (EI 13)**

S: Perangko.

W: Perangko. **Pinter Rosi. (HN 18)** Ditempli perangko. Terus di belakangnya sini ada alamat yang dituju. E... untuk ato kepada Rosi. Jalan Muhamad Sahar gang enam Batu. Nah.. surat ini kalo sudah ditempli perangko dan alamatnya jelas bisa sampe kepada tujuannya opo ga?

S: Bisa.

.....

W: **Ya ayo disiapkan Adam. (SD 22) (the kids did it) Adam**

S: Memberi salam.

All S: selamat siang bu guru.

W: Selamat siang anak-anak. Semua berdiri. Kerapian.

S: Sudah bu.

W: **Berdoa keluar sekolah. (SD 23) Ga ada yang pegang kursi. Ga ada sing pegang kursi. (RQ 30) Berdoa dulu. Berdoa keluar sekolah. (EI 35) (praying) Memberi salam.**

S: *Assalamu 'alaikum warahmatullahi wabarakatuh.*

W: *Wa'alaikumsalam warahmatullahi wabarakatuh.* Coba dengarkan! Majalahnya sama bu guru tidak dibagi sekarang. Tapi be..

S: sok.

W: Besok. Nanti dinilai dulu. Wes. Siap gerak! Lencang depan gerak! Tegap gerak! Sesampainya di rumah apa yang kalian kerjakan?

S: Ganti baju, lepas sepatu, cuci tangan, cuci kaki, terus makan, terus tidur.

W: Boleh bermain terus?

S: Tidak boleh.

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Field Notes

No. : 12
Time : 17 April 2008
Place : Kindergarten PGRI 2 Batu Class B2
Research Subject : Teacher, Wiwik

W: Sekarang ditambahi lagi sama bu guru. Dah.. Ditambahi lagi sama bu guru. **Ada wesel. (CE 10)**

S: Wesel.

W: Terus ditambahi lagi ambek bu guru, ndek kene. **Stempel. (EI 14)**

S: Stempel.

W: Tau stempel?

S: Tau.

W: Ditambahi lagi sama bu guru di sini. Apa?

S: Perangko.

W: **Kemaren surat... gunanya untuk apa surat?**

S: Perangko.

W: **Surat gunanya untuk apa kemaren?**

S: Mengirimkan berita.

W: **Mengirimkan apa? (EI 15)**

S: Surat.

W: **Mengirimkan apa? (RQ 12)**

S: Surat.

W: **Berita. (CE 11) Mengirimkan berita. (MC 9)** Kalo telegram.. telegram adalah... Apa kemaren? Mengirimkan... mengirimkan kabar atau berita dengan cara sing...

S: kat.

W: Kata-katanya sing...

S: kat.

W: Singkat. Kalo surat? (*no respond*) Kalo surat? Beritanya gimana?

S: Tidak singkat.

W: Ba.... Banyak. Penuh. Tidak sing..

S: kat.

W: kat. Kalo yang telegram ini sing..

S: Kat.

W: Singkat. **Sekarang stempel. (SS 14)** Tau stempel?

S: Tau.

W: Ini bu guru punya stempel. Nah.. Ini stempel. **Tok. Nah. Kalo kita... Coba perhatikan! Kalo kita kirim surat, disini ada perangkonya, di sini ada perangkonya. (EI 16)** Terus sama pak pos distempel ndek kene. Dok! Ada cap opo? **Bun.. bunder. Ada stempelnya bahwa itu dari apa? Kantor... (TT 19)**

W+S: pos.

W: **Biasanya di sini ada tanggalnya. Perangko ini ada yang harganya seribu, ada yang dua ribu, ada yang lima ribu. Kalo kita kirim surat, perangkonya ini harganya lima ribu, Tika. Surat ini akan cepat sam... (HP 11)**

S: pai.

W: Sampai. Ya. Nah... **Stempel ini.. Supaya apa.. Suratnya apa? (HP 12)** Tika.. Tika...

S: Bu guru Riko nakal.

W: Ya perhatikan dulu.

S: Bu guru Rendi nakal.

W: **Perangko ini distempel ambek pak pos supaya apa siapa tahu? Supaya apa? (RQ 13)** Bahwa surat ini sah. Loh.. Layak. Layak dikirim.. dikirimkan. Nah.. sudah siap diki.. kirim. Kalo belum distempel ya ga oleh dikirim. Nah... stempel dan perangko ini merupakan bia..

S: ya.

W: Biaya. Merupakan ong...

S: kos.

W: Di situ gambar yang tertawa itu gambar apa?

S: Radio.

W: Radio. Radio sudah ada tulisannya huruf R, kurang huruf apa di situ?

S: A.

W: A. Ayo ditulis sendiri! Sudah besar! **Terus gambar berikutnya, gambar apa bawahnya? (EI 28)**

S: telpon.

W: Telepon sudah ada huruf T kurang huruf apa?

S: E.

W: Heh? **Telepon. (CE 21)**

S: E.

W: E. Terus gambar berikutnya gambar apa?

S: Surat.

W: **Surat. (CE 22)** Tulisannya gimana?

S: U.

W: **S sama apa? (HP 24)**

S: U.

W: U. S U su. Ra ra. Paten huruf T. Su..Surat. Gambar berikutnya gambar apa?

S: Surat.

W: Yang ini?

S: Televisi.

W: **Televisi. (HP 25)** Sudah ada televis... Kurang huruf apa?

S: I.

W: I. Terus gambar berikutnya gambar apa?

S: Perangko.

W: **Perangko. (CE 23)** Kurang huruf apa itu?

S: O.

W: O. Pinter! Sudah?

S: Sudah.

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Field Notes

No. : 13
Time : 23 April 2008
Place : Kindergarten PGRI 2 Batu Class B2
Research Subject : Teacher, Wiwik

W: Sekarang duduk pelan. Nama Negara Indonesia itu namanya apa hayo siapa yang tahu? Oh ya... Nama negara kita adalah Negara apa?

S: Batu.

W: Loh kok Batu? Nama negara kita adalah apa?

S: Indonesia (*a student*)

W: Heh?

S: Indonesia.

W: Indo...

S: Nesia.

W: Ya.. Batu.. Batu itu namanya ya Indonesia, Pujon, Ngantang, Kasembon, Seruk itu ya namanya Indo... (*MC 11*)

S: nesia.

W: Indonesia. Ya. Kalo lambang negara kita itu apa siapa yang tau? Heh? Lambang Negara kita.

Wes ngadepe ke sini dulu. Nanti.. nanti.. boleh.. boleh bercerita. Nanti tak kasih waktu untuk cerita. **Lambang Negara kita adalah?** (*TT 24*)

S: Garuda.

W: **Lambang Negara kita adalah?** (*RQ 14*)

S: Garuda.

W: Iya.. burung garuda. Garuda. Burung garuda ini besar apa kecil anak-anak?

S: besar.

W: Be... besar. **Nah di sini ada lambang-lambangnyanya. Nah.. di dalam burung garuda, di dadanya itu ada lambangnyanya** (*RQ 15*). Ilham... Yasa... Kamu maju siniloh nek crito dewe.

Burung garuda ini ada lambang-lambangnyanya di dadanya. Ada apa saja? (*TT 25*)

S: Bintang.

W: Bintang. Satu...

S: Bintang.

W: Dua..

S: Rantai.

W: Tiga.

S: Pohon beringin.

W: Empat.

S: Kepala banteng.

W: Lima

S: Padi dan kapas.

W: Padi dan kapas. Nah.. lambang negara kita adalah burung ga...

S: ruda.

W: Di dalam sini ada lambang-lambangnyanya. Nah.. Pancasila. Nah itu. Satu. Ke...

S: Tuhanan yang Maha Esa lambangnyanya bintang.

W: Nah... Bintang iku nggone ndek dhuwur opo ndek ngisor?

S: Dhuwur.

W: Di atas apa di bawah?

S: Dhuwur.

W: Di atas. Dua..

S: Rantai..

W: Dua...

S: Rantai.

W: kema..

S: nusiaan yang adil dan beradab. Lambangnyanya rantai.

W: **Lek rantai itu.. rantai itu dibuat dari apa? Riko rantai dibuat dari apa Riko? (RQ 16)**

Heh?

S: Besi.

W: Besi. Bisa besi seperti ini? Loh.. Ini bisa yang dinamakan rantai?

S: Bisa.

W: Lek ini...

S: Bisa.

W: Dari besi. **Lek rantai ini jadi satu diikat berkaitan tidak terpisah-pisah seperti ini. Kalo ini bukan rantai namanya. Kalo diikat satu sama yang lain ini yang dinamakan ran.. (HN 22)**

S: tai.

W: Rantai. **Bisa putus kalo ada yang salah satu ini pecah, salah satu lepas. Ini bisa lepas. (RQ 17)** Kalo rantai itu berkaitan satu sama yang lain itu tidak bisa le...

S: pas.

W: Seperti bangsa Indonesia. Ada yang Cina, ada yang Batak, ada yang kulitnya hitam, ada yang kulitnya putih, ada yang Hindu, budha. Itu semua jadi sa..

S: tu.

W: Satu. Ini dijadikan satu. Loh... seperti rantai ini kalo jadi satu dia bisa terpisah ato nggak?

S: Tidak.

W: tidak bi.. bisa. Kalo... umpamanya ini. Waduh Putri awaknya putih. Putri badane putih, ga mau sama-sama dengan Tegar. Ga boloan sama Tegar. Loh.. itu boleh po ndak?

S: Ndak boleh.

W: Ada yang badannya kulitnya putih, ada yang kulitnya hitam. Ini ndak mau jadi satu. Maunya.. moh aq ndak mau berteman sama kamu. Kamu.. kamu kulitnya hitam. Aku kulitnya putih. Nah.. seperti itu membeda-bedakan itu tidak bo...

S: leh.

W: boleh... Seperti yang dilambangkan oleh rantai ini tadi. Nah kita saling apa?

S: Berteman.

W: **Bersatu. (MC 12)** Ya.. Terus tiga. **Tiga apa lambangnya? (SS 16)**

S: Rantai.

W: Tiga...

S: Pohon beringin.

W: **Satu tadi apa?(SS 17)**

S: Bintang.

W: Dua?

S: Rantai.

W: Tiga?

S: Pohon beringin.

W: Pohon beringin itu pohonnya kecil opo buesar?

S: besar.

W: Be..besar. Kenapa dilambangkan dengan pohon beringin? Kenapa? Karena pohon beringin itu bisa melindungi seluruh masyarakat. Seluruh rakyat Indone...

S: Sia.

W: Karena pohonnya sangat be...

S: Sar.

W: Besar. Siapa yang tau pohon beringin?

S: Saya.

W: Dimana? Heh? **Dimana Riko? (SS 18)** Dimana tadi? Ngomongo tadi sudah betul. Dimana? Oh gak tau kok tau. **Dimana? Di alun-alun. (TT 26)** Ayo siapa yang pernah jalan-jalan ke alun-alun?

S: Saya.

W: **Kamu lihat yang di bawahnya sepeda motor motoran iku? Yang pake apa.. listrik yang pake batre itu. Itu ada pohon yang rindang. Itu namanya pohon? (TT 27)**

S: beringin.

W: beringin lho... Terus yang ke empat?

S: Kepala banteng.

W: Kepala banteng. Wes.. banteng itu besar opo kecil?

S: Besar.

W: Besaran mana sama gajah?

S: Gajah.

W: **Besaran mana sama gajah? (RQ 18)**

S: Gajah.

W: Besaran mana sama semut?

S1: Gajah.

S2: Kepala banteng.

W: Kepala banteng. Kepala banteng itu di kepalanya ada apa cah?

S: tanduk.

W: heh?

S: Tandukan.

W: Tandukan. Lho ada sungune. Sungune ada berapa tanduknya?

S: Dua.

W: Iya.. Terus yang kelima.

S: Padi dan kapas.

W: Kenapa kok dilambangkan padi dan kapas? Heh? **Kenapa dilambangkan padi dan kapas?**

Kenapa sila kelima itu dilambangkan padi dan kapas. (RQ 19) Karena bangsa Indonesia makannya makan apa? (TT 28)

S: Nasi.

W: Nasi. Nasi asalnya dari mana?

S: Padi.

W: Padi asalnya dari mana Afandi? Afandi. Nasi asalnya dari mana? Nasi asalnya dari mana? Loh

ora ngerti. Afandi...

S: Kasian deh lu.

W: Nasi asalnya dari mana?

S: Padi.

W: Padi. Ya. Sila ke lima itu dilambangkan dengan padi dan kapas. **Bu guru kok ono kapase**

barang? Kapase untuk apa? Untuk apa siapa yang tau? Untuk apa? (RQ 20) Ba.. baju.

Bajune kalian itu loh pake dari ka... kapas. Loh kapase iku ga di plek..plek...plek..plek. lem ga...

Kapasnya itu dikumpulkan jadi satu, dipintal biasane. Siapa yang pernah liat si Bolang? Terus ada yang...

S: Saya.

W: Buat dijadikan ka...

S: pas.

W: in. Dijadikan kain. Dijadikan benang dulu. Setelah menjadi benang, menjadi ka... kain.

Dipintal menjadi kain. Itu tadi nama lambang negara kita tadi apa?

S: Indonesia.

W: Nama lambang kok Indonesia?

S: Burung garuda.

W: Ga..ru..da. Burung.

W+S:Garuda.

W: **Sing ngomong ae lak ga ngerti. (HN 23)** Siapa itu? Ya sudah. Kalo nama presiden kita?

S: Bapak Muhamad Jusuf.

W: Loh... nama presiden kita siapa?

S: Bambang Susilo.

W: Heh? Sekarang.. sekarang..

S: Susilo

W: Heh? Bapak Susilo

S: Bambang Yudhoyono.

W: Presiden Indonesia. Kalo wakilnya?

S: Jusuf Kala (*a student*)

W: Bapak Muhamad.

S: Jusuf Kala. Wakil Presiden Republik Indonesia.

W: Iya. Itu wakil presi..

S: den.

W: den. **Kalo bendera kita warnanya apa? (TT 29)**

S: Merah putih.

W: merah berarti?

S: Berani.

W: **merah berarti? (RQ 21)**

S: Berani.

W: Putih?

S: Berarti suci.

Notes:

HN : Talking about here and now

TT : Taking turns

MC : Making correction

SD : Slowing down

SS : Using shorter sentences

RQ : Using more repetition and question

HP : Using higher pitch

EI : Using more exaggerated intonation

CE : Using careful enunciation

U : Using utterances which consists of indirect

translated instructions



Field Notes

No. : 14
Time : 24 April 2008
Place : Kindergarten PGRI 2 Batu Class B2
Research Subject : Teacher, Wiwik

W: Ini di sini ada kursi kosong, **Itu ada kursi kosong, (SS 3)** No... yang tidak ada kursi, ambil kursi! Sudah... Yang belum pernah.

S: Saya bu...

W: Akbar,

S: Persiapan tangan dilipat, kepala ditundukkan, mata dipejamkan. Berdoa mulai! (*the students prayed*) Memberi salam.

All S: Selamat siang bu guru.

W: Selamat siang anak-anak! Absen dulu dari Sandi, Ayu. Topinya ditaruh dulu.

S: Sandi.

W: Sandi meneh. Ayo sekarang kerapian dulu! Bajunya dirapikan dulu! **Emoh mobrot-mobrot kabe.** Ayo dirapikan dulu! Sandi belakang itu dibetulkan Ndi! Tadi waktu masuk sampeyan lari-lari. Sekarang liat baunya keringat, kayak anak ga mandi. Sudah semua.

Kita liat ini. (HN 8) Ini punya siapa yang ga dibalik ini?

S: Wulan.

W: Wu...

S: Wulan.

W: Wulan.

S: Arina.

W: Ada du..dua. Arina sakit.

Notes:

HN : Talking about here and now

TT : Taking turns

MC : Making correction

SD : Slowing down

SS : Using shorter sentences

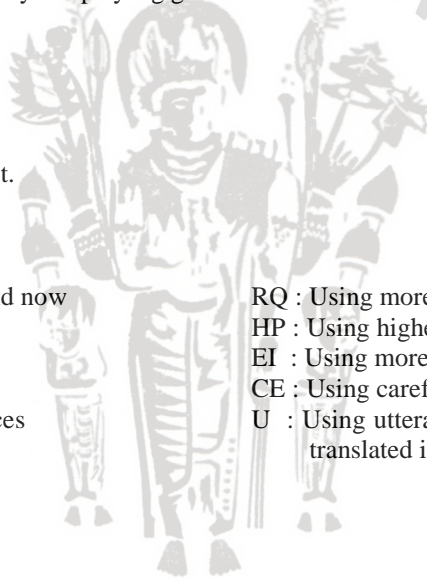
RQ : Using more repetition and question

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Appendix 2: Description of the Teachers and Students Utterances in Kindergarten PGRI 02 Batu

Scene 1: the opening words from the teachers to begin the class (*in this scene, there some activities, such as prayer, greeting, and checking the class attendance*)

1. H: **Kita berdoa dulu anak-anak yo. Wes ayo duduk. Ayo Afi yang menyiapkan.** (HP 1) (Praying)

S: Beri salam.

All S: selamat pagi bu guru.

H: **selamat pagi anak-anak semua. (EI 1) Ayo terus duduk. Novi duduk Vi, Arya duduk. (RQ 1) Sekarang absen. Absennya yang bagus, nanti lari-lari jatuh. Lia absen. Niki absen. Niki absen. Ayo Retno absen. Risal duduk. Niko! Ayo Novi, Resi, Risa, Deni, Dani. (HN 1) Tadi yang tidak dibalik berapa ini? (SD 1)**

S: 2

H: 2. **Ini punya siapa? (SS 1)**

S: punya Nanta

H: O punya Nanta. **Liat se Ta. Lihat. (EI 2) Isine opo iki? O ndak ada isinya. (TT 1) Wes dipinjam bu guru wes yo, cek ga direbut Risal ae yo. Taruh disini yo Ta. Nanti diambil diambil yo ta. Wes. Ya Nanta bawa dompet warnanya merah. Ini absennya siapa anak-anak?**

S: Corry.

H: **Absennya Corry. (SD 2) Corry hari ini ga bisa masuk. Ndak tau ya mulai kemaren juga ga masuk Cory.**

S: Deni

H: Deni masih sa..

S: kit.

H: kit. **Berapa yang ndak diwalik? (HP 2)**

S: 2

2. H: Arsi, Dani topinya dilepas. Ayo Rafi.

S: Ayo Rafi. Kene Rafi. (*a student*)

H: **Ayo topinya dilepas Rafi! Rafi, topinya dilepas! (RQ 2) Wes tangannya dilipat! Ayo Risal, siapkan Sal! (HN 2)**

S: Persiapan berdoa mulai. (*praying*) memberi salam.

All S: Selamat pagi bu guru.

H: Selamat pagi anak-anak semua. Ayo Nanta, Nisa absen dulu! Absen! Ayo Fian absen! Dani absen!

S: Risal belum.

H: Sudah absen semua?

S: Sudah.

H: **Kita lihat hari ini yang tidak dibalik. (HN 3) Ini absennya?**

S: Fara.

H: Fara. Kemana Fara ini?

S: Ga tau.

H: **Ndak tau ya ga ada suratnya. (HN 4) (Showing the present tag)**

S: Winda.

H: **Winda ijin. (SS 2) O.. Winda sakit. (HN 5) Mamanya Dani kemaren lupa disuruh sama ngijino. Terus? (TT 2)**

S: Risa.

H: Risa. Risa sakit. Ada suratnya. (*Showing the present tag*)

S: Riko.

3. W: Topinya dilepas. **Dio siapkan! Mo... ndak mau.. ndak mau..ndak mau.. Suaranya yang keras. (HN 6)**

S: Persiapan. Berdoa mulai. (*praying*)

S: Selamat siang bu guru.

W: **Diulangi lagi Dio. (SD 3)**

S: Memberi salam.

S: Selamat siang bu guru.

W: Selamat siang anak-anak. Sekarang absen dulu. Rosi. Yang ga masuk siapa ini?

S: Tika dan Rafa.

W: **Tika dan Rafa. (SD 4)** Ada berapa?

S: Dua.

W: **Dua. Coba dengarkan dulu. Nek diajak nyanyi iku yo nyanyi. (EI 3) Suarane dibuka. (HN 7) (giving the bad example) Ngono iku nyanyi opo bukan? (TT 3)**

S: Bukan.

W: Lambene dibuka. **Mulutnya dibuka. (RQ 3) Kemaren yang sudah dipilih, e... katanya bu guru kemaren mulutnya disuruh buka apa kayak gitu ngene?**

S: Dibuka.

W: Lek nyanyi suarane dibuka itu suaranya ke...

S: ras.

W: ras. Dan je... las. **Iki juga. A B C D E F G. Lho... suaranya kan keras tho. Tapi ga teriak. (HP 3) Kalo teriak ini ne terus keluar terus sakit engkok ya. Rusak engkok ya.**

(SD 5) Nyanyinya yang ba...

S: Gus.

4. W: Ini di sini ada kursi kosong. **Itu ada kursi kosong. (SS 3)** No... yang tidak ada kursi, ambil kursi! Sudah... Yang belum pernah.

S: Saya bu...

W: Akbar.

S: Persiapan tangan dilipat, kepala ditundukkan, mata dipejamkan. Berdoa mulai! *(the students prayed)* Memberi salam.

All S: Selamat siang bu guru.

W: Selamat siang anak-anak! Absen dulu dari Sandi, Ayu. Topinya ditaruh dulu.

S: Sandi.

W: Sandi meneh. Ayo sekarang kerapian dulu! Bajunya dirapikan dulu! **Emoh mobrot-mobrot kabeh. Ayo dirapikan dulu! Sandi belakang itu dibetulkan Ndi! Tadi waktu masuk sampeyan lari-lari. Sekarang liat baunya keringat, kayak anak ga mandi. Sudah semua. Kita liat ini. (HN 8)** Ini punya siapa yang ga dibalik ini?

S: Wulan.

W: Wu...

S: Wulan.

W: Wulan.

S: Arina.

W: Ada du..dua. Arina sakit.

Scene 2: Discussing the communication devices

1. H: **Televisi didengar dan diapakan anak-anak? (SD 6)**

S: dilihat.

H: dilihat. **Kalo yang dibaca? (SS 4)**

S: Koran.

H: Koran.

S: surat.

H: surat. Pinter!

S: TV

H: Dibaca.

S: HP.

H: Ya kalo ada sms. Bu.. bu Har hari ini Arsi ga bisa masuk mau saya ajak ke Panjen. Maaf ya. Ijin dibilangkan bu Hari ya. **Oya. Diijinkan. Wah hari ini e Agung ga bisa masuk.**

(HP 4) Agung sakit, O dari orang tuanya Agung. Lah.... HP juga bisa didengar dan diba.. ca. kemaren.. iya Agung kemaren lusa baru sakit types ya. Agak lama. Ga boleh maem sing

kasar-kasar. **Istirahatnya harus ba... (EI 4)**

S: nyak.

H: Banyak. Dah sekarang kembali lagi ditanya. Alat komunikasi itu yang menciptakan siapa?

S: manusia.

H: **manusi... (CE 1)**

S: a.

2. H: Anak-anak sudah mulai kemaren sudah diterangkan alat apa anak-anak?

S: Komunikasi.

H: **Komunikasi. (EI 5)** Coba seh sekarang bu guru kepingin Kiko. **Tolong tunjukkan bentuknya televisi yang mana nyo... Lho maju no... (HN 9)**

S: Maju.. maju.. Kiko.. Kiko.

H: Maju dekat, yang dekat. Betul anak-anak itu televisi?

S: Betul.

H: Kiko..

S: Yes.

H: Kiko

S: Yes.

H: **Bawa sini Ko. (the students gave a stick to the teacher) Coba sekarang.. ini dari kelompok tiga, sekarang dari kelompok satu. Agung. Coba tunjukkan bentuknya radio. (HN 10)**

S: Ketinggian.

H: Betul?

S: Betul.

H: Agung..

S: Yes.

H: **Tunjukkan bentuk telfon. (SD 7)** Yang mana? **Yang mana yang telfon? (RQ 4) (the students pick the right one)**

H: Oya yang dhuwur. Fian.

S: Yes.

H: Fian.

S: Yes.

H: Tepuk tangan untuk anak-anak semua.

S: Saya.

H: He eh. **Sekarang Rafi. (SS 5)** Rafi selain bentuk di papan, di dalam kelas ini ada pa ndak bentuknya alat komunikasi?

S: Ada.

H: Langsung bendanya ada ya? *(the student nod)* Coba seh Rafi kamu tunjukkan televisi yang sungguhan yang mana?

S *(another student)* : Itu

H: **Mendekati. Televisi beneran, yang bisa dilihat. (The students point the picture) Yang beneran kok. Yang sungguh kok. (MC 1)** Mana? *(the student point the real TV)* Lha... **Rafi lupa ya? (SS 6)** **Iya tepuk tangan untuk Rafi. (all students clap their hands)** Sekarang yang sini. Febi tunjukkan radio yang sungguhan. Sing beneran ilo Fi ndi? Heh. Sing bisa muni, biasane gawe nyetel kaset barang. **Yang mana? Lha.. Betul? (TT 4)**

S: betul

H: Tepuk tangan untuk Febi. Bimbim ojo klotek'an ya. Ini adalah?

S (Agung): Bimbim nek dikandani ga ngerti no.

H: Iya ga ngerti. Lho ini anak-anak adalah..! **(TT 5)**

S: Radio.

H: **Radio. (CE 2)** **Dicampur dengan tip. Kalo tip, kita hanya bisa mendengarkan ka.. (HN 11)**

S: Set.

3. W: Nah kemaren sama bu guru diterangkan tentang apa kemaren? Loh..

Fika: komunikasi.

W: Heeh. Sing ingat cuma Fi.. Fika. **Alat-alat komunikasi. (CE 3) Alat komunikasi yang didengar itu apa saja? (TT 6)**

S: Radio, televisi, telepon.. HP.

W: Yang di baca?

S: koran, surat, majalah

W: apa lagi?

S: buku

W: **HP juga bisa dibaca. (SS 7)** Ada sms dibaca smsnya. Itu alat-alat komunikasi ada 2.

Yang elektronik dan yang bukan elektronik. (SD 8) Gunanya apa se alat komunikasi?

Untuk apa? (TT 7)

S: mendengarkan.

W: mendengarkan apa?

S: berita.

W: berita. **Untuk mendengarkan berita. (CE 4)** Untuk menyampaikan berita. **Kepada**

siapa? (TT 8)

S: manusia

W: **kepada siapa? (EI 6)**

S: manusia

W: manusia. Untuk masyarakat. Untuk ayah ibu. Untuk kalian. Nah... Itu alat komunikasi

untuk menyampaikan beri.... (HN 12)

S:ta.

W: berita. Lek ndek koran. O di di majalah ada beritanya. Di koran juga ada beritanya. Nah...

Supaya surat sampai kepada orang yang dituju harus memakai apa? **Biasane ndek pojoke,**

ono apanya? Biasanya dipojoknya surat? Ada apanya? Dipojoknya surat iniloh. (RQ 5)

S: ada nama

W: **ya ada pengirimnya. (MC 2)** Setelah ada pengirimnya di sini ada apanya?

S: Nama

W: **Pe-rang- (MC 3)**

S: ko.

W: ko. **Perangko ini bisa sampai tujuan. Surat bisa sampai tujuan bila ada**

perangkonya. (HN 13) Perangko itu gunanya apa? Merupakan apa? Biaya. **(TT 9)** Apa?

S: Biaya

W: Biaya. Lek kirim surat. Surate ini. Ada suratnya. Suratnya mek kosong ngene thok. Ada

pengirimnya. **Wes pak pos kirim surat. Loh bu alamat yang dituju kepada siapa? (HP 5)**

Oya ya pak. Terus ini ga diberikan perangko? Loh bu kalo ga ada perangkonya ya tidak

sam...

S: pe

W: Tidak sampe. O bu guru mau kirim surat ke Rendi. Rumahnya Rendi di Malang. Terus.

Kepada Adik ato anak Rendi, alamatnya Jalan Sukarno Hatta. Terus dibawa ke kantor pos.

Pak.. beli perangko. Nah dipojoknya sini mbek pak pose ditempli opo?

S: perangko.

W: perangko. Perangko ini merupakan? Bi-a

S: biaya.

W: a-ya. **Supaya surat ini sampai kepada? (EI 7)**

S: pak Pos.

W: Pak pos. Kepada. **Kok pak pos. Kepada tujuan kepada Rendi tadi. (MC 4)** Nah itu

kalo dari surat. Nek koran. **Koran ada biayanya ndak? Loh.. Koran ada biayanya ndak?**

(RQ 6)

S: ada.

W: **Ada juga. (EI 8)** Nek sampeyan tuku koran, memakai opo? **(TT 10)**

S: uang

W: uang. Itu biayanya. Iya. **Itu juga ada biayanya. (RQ 7)** Telpon? Telpon, ada biayanya

ndak?

S: ada

W: ada juga. Lek HP ada biayanya nggak?

S: ada

W: ada, beli pulsa itu juga ada biayanya. Semua memakai bia...

S: ya.

W: biaya. **Supaya surat ini bisa sampe juga memakai bia.. (EI 9)**

S: ya.

W: biaya. Isine surat ini ada apanya?

S: uang

W: hah?

S: uang

W: su..?

S: surat

W: **isinya dalam ini loh? Ada kertasnya. (TT 11) Isinya apa timbul? Su..? (MC 5)**

S: surat

4. W: Kemaren sama bu guru sudah diterangkan tentang macam-macam apa?

S: Alat komunikasi.

W: macam-macam apa?

S: alat komunikasi.

W: alat komunika..

S: si.

W: alat komunikasi. Alat komunikasi ada apa saja? Satu.

S: televisi. TV

W: apa? Apa?

S: Telpon. Radio. HP

W: apa lagi?

S: Koran. Satelit.

W: **dari masing-masing alat elektronik ini cara menggunakannya sama atau tidak? (SD 9)**

S: Tidak.

W: kalo televisi cara menggunakannya gimana? Dengan apa?

S: Listrik.

W: Dia bisa menyala karena ada apa? Lis...

S: Listrik.

W: trik. Telepon.

S: Listrik.

W: Sama. Dengan listrik.

S: Listrik.

W: Pake kabel. **Kabele dimasukkan ke listrik. (SS 8) Nah kalo radio? (TT 12)**

S: Listrik.

W: Radio ini.. Coba perhatikan. **Radio ini bisa pake kabel. (SD 10) Radio bisa ada dua. (SS 9) Sapa dirumahnya punya radio kecil? (TT 13)**

S: saya.

W: Radio ini. Coba perhatikan. Radio ini bisa pake listrik. **Juga bisa pake apa yang kecil?**

Siapa yang tahu? Dengan apa? (RQ 8)

S: batre.

W: **Apa? (HP 6)**

S: batre.

W: ba..

S: tre

W: batre. **Biasanya di rumah punya radio kecil, dikasih baterenya ada dua. (HN 14)**

Selain dengan listrik, radio bisa pake ba... Radio bisa pake ba..

S: tre.

W: Batre.. HP? HP?

S: Batre

W: **Batre. (CE 5) Batrene iku discharge. Discharge dimana? Kalo ngecharge pake apa?**

S: Listrik.

W: Lis.. Listrik. Sama dengan halnya ini. Ini. Ini ada salurannya ini. Listrik ini. Ini ada listriknya. Nek diencepno pasti bu..

S: bunyi.

W: Bunyi. Dibunyi harus pake listrik juga bisa pake batre. **Seperti radio, televisi itu memakai? (TT 14)**

S: Listrik.

Scene 3: Discussing the post things

1. H: Ini gambar apa ini? Gambar?

S: Amplop.

H: **Amplop. (CE 6)** Biasanya amplop ini untuk mengirim su..

S: rat.

H: Surat. Kalo mengirim surat dimana anak-anak?

S: Di kantor pos.

H: Di kantor pos. Ya. Selain di kantor pos itu untuk mengirim surat, **Wes duduk! Kiko hadapnya mana? (SS 10)** Ya selain surat di kantor pos juga menyediakan macam-macam perlengkapan atau benda-benda pos. Benda-benda pos. **Bu guru benda-benda pos itu apa seh? (EI 10)** Lha... Yaitu benda yang untuk melengkapi mengirimkan berita. Kiko iku lho kotor. Kakinya itu sepatune kotor. Heh? Wes. Ga umek. **Kiko engkok dilungguhno dewe ndek kene lho lek ga ono kancane anteng, lek ono koncone, koncone sing diumek ae. (HN 15)** Sama bu guru dititni mesti. Nek dilungguhno kancane, kancane sing diumek. Ya.. nek lungguh dewe cedhek mejo ga, mergane ga ono sing diumek. Lha. Wes.. Cek kancane ga ono sing diumek. Ya cepet topir ya. Benda – benda pos anak-anak ada surat, ada perangko. Lho biasane kalo mau kirim surat ya. Wes. Biasane kalo kirim surat ya. Dijen ngene, kepada, diparingi ala.. alamat yang dituju. **Kalo ga ada alamat yang dituju, suratnya ga bisa nyampe. Lha. Tidak bisa tersampaikan. (RQ 9)** Kalo anak-anak suratnya surat ijin ke bu guru, lho ya. Ngirim surat ijin ke bu guru ngene iki ndek kertas, dimasukkan amplop, ga atek perangko teka karena jaraknya de..

S: kat.

H: Dekat, cidhek. Wes.. Dem.. Dema aku titipno surat yo. Aku ga bisa masuk. Utowo Agung. Yo .. Yoyo aku pesen wes. **Aku ndak masuk. Aku masih sakit. (SS 11)** Lha karena tempatnya dekat, tidak memakai perangko. Lho.. ga atek perangko cah. Tapi kalo surat ini tujuannya jauh, adoh. Lah kita membayar ini. Ini namanya biaya untuk mengirim surat. Namanya perangko. Ada yang harganya dua ribu. Nek cepet ndang teka. Kepingin sing cepet ndang teka, ada yang harganya tiga ribu sampai lima barangnya.

S: Hah?

H: Iya. Sama dengan telpon. Telpon nek mbayar akhir bulan. Habisnya lima puluh ribu. HP ngisi pul...

S: Sa.

H: Pulsa. Nek ga ono pulsane, ga kenek digawe. Wes. Hanya bisa menerima, ga bisa mengirim. Sama dengan ini. Lha. Selain perangko, di situ juga disediakan... Nanta Ojo diganggu a Ta! Ya. Selain perangko, di situ ada juga yang namanya **wesel. (CE 7)** Wesel. Ya. Disitu hanya berbentuk seperti kartu, sak lembar ngene thok cah. Lho... Wesel ini gunanya untuk mengirimkan uang. Wes. Aku kok ga duwe rekeninge bank. Karena di desa bank mau ke bank jauh. Wes kirim melalui wesel. Lho.. ndek kene kepada cucuku Risal. Nah... ya. Iki nenek baru panen pisang dikirimi uang seratus ribu. Hah.. ya. Ditulis di sini. Lho.. terus uangnya dititipno di kantor pos. Nang kantor pos suratnya dikirimno. O sudah dari Mbatu terus digawa nang Risal. Ya.

S: Mbatu lek aq lak Mbatu.

H: Iyo. Terus ke Risal. **O Risal dapat wesel dari mbahnya Risal. (HP 7)** Nanti ngambilnya ga ndek bank. Ngambilnya di kantor...

S: pos.

H: **Karena melalui pos. (SD 12)** Wah.. Terima kasih, nek! **(HP 8)** Nah. **Karena sudah mendapat opo... (TT 15)**

W: Wesel.

H: Wesel. Risal terus kembali mengirim surat. Mengirim surat, ngabari nang neneke. Nek, terima kasih. Uangnya sudah saya terima. Terus surate dilebokno ndek amplop, terus dikirimno melalui opo Risal?

S: Wesel.

H: **Risal iku mau lho sing umek dewe ndek mburi iko lho. (EI 11)** He Sal? Siapa yang mengantarkan suratnya?

S: Wesel.

H: **Lho sing ngantarkan surat kok wesel.**

S: **Pak pos.**

H: **Yang mengantarkan surat pak.. (MC 6)**

S: Pos.

H: Pak pos. **Berarti surat ini tak bawa ke kantor apa? (TT 16)**

S: Pos.

2. W: Sekarang siapa yang tau macam-macam benda pos? Apa?

S: Macam-macam benda pos.

W: **Iya. Macam-macam benda pos ada apa saja? (MC 7)** Heh? Apa?

S: Surat.

W: Surat. **Apa lagi? (HP 9)**

S: Surat.

W: Selain surat apa lagi?

S: Macam-macam.

W: **Heh? Telegram. (CE 8)** Telegram itu. **Opo iku bu guru telegram bu guru? (HP 10)**

Siapa yang sudah datang. Harap segera datang karena itu sangat cepat, isinya cuma sedikit. Harap segera datang. Harap segera datang karena ibu sakit. Cuma suratnya isinya seperti itu. Namanya tele.. telegram. Dua hari tiga hari bisa sa... sampe. Lho.. di sini bentuknya panjang. Nah.. di sini di depan sini, ada namanya yang dituju. Terus di pojok sini biasanya ada ada tulisannya di sini. Pesannya cuma singkat. Pesannya singkat sekali. Harap segera datang, ibu sakit. Cuma segitu thok. Bentuknya hanya selembat ker.. kertas. Selembat ker..

S: tas.

W: Ga ada bolak - balik, bolak - balik ga ada. **Cuma selembat ker.. kertas. Telegram ini juga su... (HN 16)**

S: rat.

W: rat. **Juga apa?**

S: Surat.

W: **Juga apa? (RQ 10)**

S: Surat.

W: Surat. Kalo surat yang kalian kirim di sekolahan... Kalo surat yang kalian kirim ke sekolahan, seperti ini bentuknya. Lho.. seperti ini dilempit. Terus dimasukkan amplop. **Di sini kepada yang terhormat ibu guru wali kelas TK A atau wali kelas TK B. (HN 17)**

S: TK B1.

W: B2. **Dengan hormat. Bersama ini anak kami yang bernama Elok tidak bisa mengikuti pelajaran karena sakit. Terus di sini ada tulisannya hormat kami orang tuane kalian. Terus dilempit, dimasukkan apa? (TT 17)**

S: Amplop.

W: Dimasukkan apa?

S: Amplop.

W: **Dimasukkan amplop. (CE 9)** Dimasukkan amplop seperti ini. **Lho... dimasukkan amplop (RQ 11), terus ditutup. Terus dikirimkan. Lha.. kalo ke pos ngirim hanya seperti ini bisa ndak? (EI 12)**

S: Ga.

W: **Bisa ndak sampe? (SS 12)**

S: Nggak.

W: Nggak ada apanya?

S: Perangko.

W: **Peranko dan apanya? (SS 13)**

S: Surat.

W: Namanya siapa?

S: Pos.

W: Lho...

S: Orang tua.

W: Kok orang tua..

S: Aaa...

W: Namanya pengirim dan tempat yang dituju.. tuju. (MC 8) Coba perhatikan! Surat ini tidak ada.. Sudah? Sudah? Surat ini tidak bisa sampai kalo alamat yang dituju tidak jelas. (SD 13) Umpamanya seperti ini, pengirim Sandi. Alamat ini ini ini... Jalan Abdul Rahman nomer enam Batu. Pengirimnya siapa tadi?

S: Pak pos.

W: Ndho... San... Sandi. Nanti yang mengirimkan pak.. pak pos. Lewat.. Surat ini diantarkan ke pos. Setelah di pos, sama pak pos ditempli apa di pojok? (TT 18)

S: Peranko.

W: **Ditempli apa? (EI 13)**

S: Peranko.

W: Peranko. **Pinter Rosi. (HN 18)** Ditempli peranko. Terus di belakangnya sini ada alamat yang dituju. E... untuk ato kepada Rosi. Jalan Muhamad Sahar gang enam Batu. Nah.. surat ini kalo sudah ditempli peranko dan alamatnya jelas bisa sampe kepada tujuannya opo ga?

S: Bisa.

3. W: Sekarang ditambahi lagi sama bu guru. Dah.. Ditambahi lagi sama bu guru. **Ada wesel. (CE 10)**

S: Wesel.

W: Terus ditambahi lagi ambek bu guru, ndek kene. **Stempel. (EI 14)**

S: Stempel.

W: Tau stempel?

S: Tau.

W: Ditambahi lagi sama bu guru di sini. Apa?

S: Peranko.

W: **Kemaren surat... gunanya untuk apa surat?**

S: **Peranko.**

W: Surat gunanya untuk apa kemaren?

S: Mengirimkan berita.

W: Mengirimkan apa? (EI 15)

S: Surat.

W: Mengirimkan apa? (RQ 12)

S: Surat.

W: **Berita. (CE 11)** Mengirimkan berita. (MC 9) Kalo telegram.. telegram adalah... Apa kemaren? Mengirimkan... mengirimkan kabar atau berita dengan cara sing...

S: kat.

W: Kata-katanya sing...

S: kat.

W: Singkat. Kalo surat? (no respond) Kalo surat? Beritanya gimana?

S: Tidak singkat.

W: Ba... Banyak. Penuh. Tidak sing...

S: kat.

W: kat. Kalo yang telegram ini sing..

S: Kat.

W: Singkat. **Sekarang stempel. (SS 14)** Tau stempel?

S: Tau.

W: Ini bu guru punya stempel. Nah.. Ini stempel. **Tok. Nah. Kalo kita... Coba perhatikan! Kalo kita kirim surat, disini ada perangkonya, di sini ada perangkonya. (EI 16)** Terus

sama pak pos distempel ndek kene. Dok! Ada cap opo? **Bun.. bunder. Ada stempelnya bahwa itu dari apa? Kantor... (TT 19)**

W+S: pos.

W: **Biasanya di sini ada tanggalnya. Perangko ini ada yang harganya seribu, ada yang dua ribu, ada yang lima ribu. Kalo kita kirim surat, perangkonya ini harganya lima ribu, Tika. Surat ini akan cepat sam... (HP 11)**

S: pai.

W: Sampai. Ya. Nah... **Stempel ini.. Supaya apa.. Suratnya apa? (HP 12)** Tika.. Tika...

S: Bu guru Riko nakal.

W: Ya perhatikan dulu.

S: Bu guru Rendi nakal.

W: **Perangko ini distempel ambek pak pos supaya apa siapa tahu? Supaya apa? (RQ 13)**

Bahwa surat ini sah. Loh.. Layak. Layak dikirim.. dikirimkan. Nah.. sudah siap diki.. kirim.

Kalo belum distempel ya ga oleh dikirim. Nah... stempel dan perangko ini merupakan bia..

S: ya.

W: Biaya. Merupakan ong...

S: kos.

Scene 4: Discussing Indonesia

1. H: **Anak-anak kemaren sama ibu guru sudah dikenalkan yaitu Negara kita, namanya Negara apa anak-anak? (SD 14)**

S: Indonesia.

H: Negara Indone...

S: Sia.

H: Sia. Kemudian kita mempunyai presiden siapa kemarin namanya Susilo?

S: Bambang.

H: Bambang Yudhoyono. Wakilnya siapa?

S: Jusuf kala.

H: Jusuf Kala. Benderanya warnanya apa?

S: Merah putih.

H: Merah putih. Dasar negara kita namanya burung apa?

S: Garuda.

H: Burung garuda. Burung garuda mempunyai sayap berapa jumlahnya?

S: Tujuh belas

H: Tujuh belas. Kalo sayap ekor berapa kemaren?

S: Delapan.

H: Delapan. Pinter Rendi. **Berbulu leher? Empat puluh lima. (TT 20)** Ingat syairnya?

S: Ingat.

H: Wes sebelumnya didengarkan. **Anak-anak kalo nyanyi, (EI 17) Arsi.. Fi fi.. opo Rafi.**

Ga oleh guyon ae. Ndek kono rame. Nek engkok sampeyan rame maleh kebrebegan ndek kono rame lho. (HN 19) Ya. **Terganggu po gak? (TT 21)**

S: Terganggu.

H: Terus nek nyanyi ga pareng didekek ndek kupinge koncone. Cerik-cerik ndek kupinge ngene. Kupinge iki ono lapisane tipis. Engkok lek kebanteren suarane iso pecah, maleh ga iso krungu. Maleh budhek. Maleh tuli. Loh ya. Ga boleh nanti ada yang gini **ha.. ha.. ha ..ha.. (HP 13)** dekek ndek kupinge koncone. Ga boleh. Ya. Terus sing cerik-cerik lehere yo bisa

sa...

S: kit.

H: Bisa sakit. Ya. Nanta ambek Risal ga boleh. **Jelek. (HN 20)** Wes kembali lagi. **Terus**

kemaren sama bu guru juga diterangkan dikenalkan ya... perebut ben..dera. (HP 26)

Dulu yang menjajah bangsa kita apa anak-anak kemaren?

S: Belanda.

H: Bangsa Belanda. Benderanya kemaren warnanya apa punyanya Belanda?

S: Merah.

H+S: Putih. Biru.

H: Kemudian sama bangsa Indonesia diro...

S: Bek.

H: Dirobek.

S: Sing biru dirobek.

H: Yang birunya dibuang, tinggal merah pu...

S: Tih.

H: Merah artinya?

S: Berani.

H: Berani. Putih artinya?

S: Suci.

H: Suci. Bendera kita warna putih. Kemudian yang memimpin kita namanya presiden. Nah.. tempat tinggalnya presiden cah.. ya.. namanya **istana negara.** (CE 12) Istana Negara ini adalah kantornya presiden. Lho... Bukannya rumahnya cah. Rumahnya ada sendiri. **Tapi ini adalah kantornya.** (EI 18) Lho... Sama dengan anak-anak nek ditanya, **“Kamu sekarang ada dimana?”** (HP 15) Di TK PGRI. Nah di sekolah ini untuk tidur po untuk belajar thok?

S: Belajar.

H: Sama dengan pak presiden. Pak presiden selain mempunyai rumah sendiri, juga mempunyai namanya **istana... istana negara.** (CE 13) Lho cah.. ini tempat kerjanya presiden dan menteri-menteri kalo ada tamu dari luar negri... Loh dari lain Negara yah... Terus diajak kesini, diterima diajak ke sini. Wes saya mau ke Indonesia. **Lho yah. Di gedung ini tidak hanya presiden saja yang ada di situ tetapi ada juga para pembantunya. Ada menteri, ada mahkamah agung, ada DPR, lho yang ada di sini. Lho... di istana negara.** (SD 15) **Tau tempatnya istana negara ada dimana? Siapa yang tahu berada dimana?** (TT 22)

S: Aku tahu.

H: Berada di **Jakarta** (CE 14)

H: **Berada dimana?** (SS 15)

S: Jakarta.

H: Lho.. istana negaranya Indonesia berada di Ja...

H+S: karta.

S: Naek kereta api.

H: naek kereta bisa, naik pesawat bisa, naik bis juga bisa. Membawa sepeda ontel juga bisa, tapi la..

S: ma.

H: Naek kapal laut juga bisa, tetapi oper lagi. Nah..

S: Jauuuuh.

H: **Jauh sekali. Tempatnya di Jakar..** (SD 16)

S: Ta.

H: Di Jakarta.. Lho. **Ini tidak untuk tempat istirahat tidur, nggak cah. Tapi untuk beker...** (EI 19)

S: Ja.

2. H: Negara kita kemaren namanya apa?

S: Indonesia.

H: **Indo...** (EI 20)

S: nesia.

H: Indonesia. Satu... bendera kita warnanya apa?

S: Merah... putih.

H: Merah dan?

S: putih.

H: Merah dan putih. Dua... dapet dua. Terus lagi lambang negara kita kemaren gambarnya apa?

S: Burung garuda.

H: Burung garuda. Pinter! Ada tiga. **Terus istana negara kita berada di mana?** (EI 21)

S: Di Jakarta.

H: Pinter di Jakarta. Kelompok satu sing jawab. **Presiden kita namanya siapa? (EI 22)**

S: Susilo.

H+S: Susilo Bambang Yudhoyono. Pinter! Wakilnya siapa?

S: Yusuf Kala.

H: Bapak Yusuf Kala, Punter! **Sing jawab mek kelompok siji thok. Kelompok sini ga ada yang jawab. (HN 21)**

S: Bu guru.. bu guru... Pak presiden wes mati.

H: **Oh... Lak pak Suharto yang sudah mening.. (MC 10)**

S: gal.

H: Presiden yang kesatu dan kedua ini. Sing nomer siji ambek sing nomer loro yang sudah mening...

S: Gal.

H: **Yang sudah meninggal. (HP 16) Yang pertama kali namanya Pak Sukarno. Pak siapa? Iya Pak Sukarno. (TT 23)** Yang kedua Pak Suhar...

S: To.

H: Mereka juga meninggal. Dua ini sudah mening...

S: Gal.

3. W: Sekarang duduk pelan. Nama Negara Indonesia itu namanya apa hayo siapa yang tahu?

Oh ya... Nama negara kita adalah Negara apa?

S: Batu.

W: Loh kok Batu? Nama negara kita adalah apa?

S: Indonesia (*a student*)

W: Heh?

S: Indonesia.

W: Indo...

S: Nesia.

W: **Ya.. Batu.. Batu itu namanya ya Indonesia, Pujon, Ngantang, Kasembon, Seruk itu ya namanya Indo... (MC 11)**

S: nesia.

W: Indonesia. Ya. Kalo lambang negara kita itu apa siapa yang tau? Heh? Lambang Negara kita. Wes ngadepe ke sini dulu. Nanti.. nanti.. boleh.. boleh bercerita. Nanti tak kasih waktu untuk cerita. **Lambang Negara kita adalah? (TT 24)**

S: Garuda.

W: **Lambang Negara kita adalah?(RQ 14)**

S: Garuda.

W: Iya.. burung garuda. Garuda. Burung garuda ini besar apa kecil anak-anak?

S: besar.

W: Be... besar. **Nah di sini ada lambang-lambangnyanya. Nah.. di dalam burung garuda, di dadanya itu ada lambangnyanya (RQ 15).** Ilham... Yasa... Kamu maju siniloh nek crito dewe.

Burung garuda ini ada lambang-lambangnyanya di dadanya. Ada apa saja? (TT 25)

S: Bintang.

W: Bintang. Satu...

S: Bintang.

W: Dua...

S: Rantai.

W: Tiga.

S: Pohon beringin.

W: Empat.

S: Kepala banteng.

W: Lima

S: Padi dan kapas.

W: Padi dan kapas. Nah.. lambang negara kita adalah burung ga...

S: ruda.

W: Di dalam sini ada lambang-lambangnyanya. Nah.. Pancasila. Nah itu. Satu. Ke...

S: Tuhanan yang Maha Esa lambangnyanya bintang.

W: Nah... Bintang iku nggong ndek dhuwur opo ndek ngisor?

S: Dhuwur.

W: Di atas apa di bawah?

S: Dhuwur.

W: Di atas, Dua..

S: Rantai..

W: Dua..

S: Rantai.

W: kema..

S: nusiaan yang adil dan beradab. Lambangnya rantai.

W: **Lek rantai itu., rantai itu dibuat dari apa? Riko rantai dibuat dari apa Riko? (RQ 16)** Heh?

S: Besi.

W: Besi. Bisa besi seperti ini? Loh.. Ini bisa yang dinamakan rantai?

S: Bisa.

W: Lek ini...

S: Bisa.

W: Dari besi. **Lek rantai ini jadi satu diikat berkaitan tidak terpisah-pisah seperti ini. Kalo ini bukan rantai namanya. Kalo diikat satu sama yang lain ini yang dinamakan ran.. (HN 22)**

S: tai.

W: Rantai. **Bisa putus kalo ada yang salah satu ini pecah, salah satu lepas. Ini bisa lepas. (RQ 17)** Kalo rantai itu berkaitan satu sama yang lain itu tidak bisa le...

S: pas.

W: Seperti bangsa Indonesia. Ada yang Cina, ada yang Batak, ada yang kulitnya hitam, ada yang kulitnya putih, ada yang Hindu, budha. Itu semua jadi sa..

S: tu.

W: Satu. Ini dijadikan satu. Loh... seperti rantai ini kalo jadi satu dia bisa terpisah ato nggak?

S: Tidak.

W: tidak bi.. bisa. Kalo... umpamanya ini. Waduh Putri awaknya putih. Putri badane putih, ga mau sama-sama dengan Tegar. Ga boloan sama Tegar. Loh.. itu boleh po ndak?

S; Ndak boleh.

W: Ada yang badannya kulitnya putih, ada yang kulitnya hitam. Ini ndak mau jadi satu. Maunya.. moh aq ndak mau berteman sama kamu. Kamu.. kamu kulitnya hitam. Aku kulitnya putih. Nah.. seperti itu membeda-bedakan itu tidak bo...

S; leh.

W: boleh... Seperti yang dilambangkan oleh rantai ini tadi. Nah kita saling apa?

S: Berteman.

W: **Bersatu. (MC 12)** Ya.. Terus tiga. **Tiga apa lambangnya? (SS 16)**

S: Rantai.

W: Tiga...

S: Pohon beringin.

W: **Satu tadi apa?(SS 17)**

S: Bintang.

W: Dua?

S: Rantai.

W: Tiga?

S: Pohon beringin.

W: Pohon beringin itu pohonnya kecil opo buesar?

S: besar.

W: Be..besar. Kenapa dilambangkan dengan pohon beringin? Kenapa? Karena pohon beringin itu bisa melindungi seluruh masyarakat. Seluruh rakyat Indone...

S: Sia.

W: Karena pohonnya sangat be...

S: Sar.

W: Besar. Siapa yang tau pohon beringin?

S: Saya.

W: Dimana? Heh? **Dimana Riko? (SS 18)** Dimana tadi? Ngomongo tadi sudah betul. Dimana? Oh gak tau kok tau. **Dimana? Di alun-alun. (TT 26)** Ayo siapa yang pernah jalan-jalan ke alun-alun?

S: Saya.

W: **Kamu lihat yang di bawahnya sepeda motor motoran iku? Yang pake apa.. listrik yang pake batre itu. Itu ada pohon yang rindang, Itu namanya pohon? (TT 27)**

S: beringin.

W: beringin Iho... Terus yang ke empat?

S: Kepala banteng.

W: Kepala banteng. Wes.. banteng itu besar opo kecil?

S: Besar.

W: Besaran mana sama gajah?

S: Gajah.

W: **Besaran mana sama gajah? (RQ 18)**

S: Gajah.

W: Besaran mana sama semut?

S1: Gajah.

S2: Kepala banteng.

W: Kepala banteng. Kepala banteng itu di kepalanya ada apa cah?

S: tanduk.

W: heh?

S: Tandukan.

W: Tandukan. Lho ada sungune. Sungune ada berapa tanduknya?

S: Dua.

W: Iya.. Terus yang kelima.

S: Padi dan kapas.

W: Kenapa kok dilambangkan padi dan kapas? Heh? **Kenapa dilambangkan padi dan kapas? Kenapa sila kelima itu dilambangkan padi dan kapas. (RQ 19)** Karena bangsa Indonesia makannya makan apa? **(TT 28)**

S: Nasi.

W: Nasi. Nasi asalnya dari mana?

S: Padi.

W: Padi asalnya dari mana Afandi? Afandi, Nasi asalnya dari mana? Nasi asalnya dari mana?

Loh ora ngerti. Afandi...

S: Kasian deh lu.

W: Nasi asalnya dari mana?

S: Padi.

W: Padi. Ya. Sila ke lima itu dilambangkan dengan padi dan kapas. **Bu guru kok ono kapase barang? Kapase untuk apa? Untuk apa siapa yang tau? Untuk apa? (RQ 20)**

Ba.. baju. Bajune kalian itu loh pake dari ka... kapas. Loh kapase iku ga di plek..plek...plek..plek. lem ga... Kapasnya itu dikumpulkan jadi satu, dipintal biasane. Siapa yang pernah liat si Bolang? Terus ada yang...

S: Saya.

W: Buat dijadikan ka...

S: pas.

W: in. Dijadikan kain. Dijadikan benang dulu. Setelah menjadi benang, menjadi ka... kain. Dipintal menjadi kain. Itu tadi nama lambang negara kita tadi apa?

S: Indonesia.

W: Nama lambang kok Indonesia?

S: Burung garuda.

W: Ga..ru...da. Burung.

W+S: Garuda.

W: **Sing ngomong ae lak ga ngerti. (HN 23)** Siapa itu? Ya sudah. Kalo nama presiden kita?

S: Bapak Muhammad Jusuf.

W: Loh... nama presiden kita siapa?

S: Bambang Susilo.

W: Heh? Sekarang.. sekarang..

S: Susilo.

W: Heh? Bapak Susilo

S: Bambang Yudhoyono.

W: Presiden Indonesia. Kalo wakilnya?

S: Jusuf Kala (*a student*)

W: Bapak Muhammad.

S: Jusuf Kala. Wakil Presiden Republik Indonesia.

W: Iya. Itu wakil presi..

S: den.

W: den. **Kalo bendera kita warnanya apa? (TT 29)**

S: Merah putih.

W: merah berarti?

S: Berani.

W: **merah berarti? (RQ 21)**

S: Berani.

W: Putih?

S: Berarti suci.

Scene 5: Teaching numbers

1. W: Bu guru punya gambar apa ini? Nanti bu guru mau kasih kalian.. **Dilihat dulu. Dilihat dulu. (HN 24)** Bu guru punya gambar apa ini coba? **Gambar apa ini? (EI 23)**

S: Handphone. HP.

W: Handphone. HP?

S: Handphone. HP

W: HP. HPnya bu guru ada berapa? (*long respond*)

S: Dua.

W: HPnya bu guru ada berapa ini?

S: Dua.

W: Du... Dua. Coba perhatikan. HPnya disini ada berapa?

S: Dua.

W: Coba dihitung.

S: Satu, dua.

W: Ada?

S: Dua.

W: Dua. Ditulis sini angka dua. Ditambah HPnya bu guru ada berapa?

S: Dua.

W: Dua. Dua ditambah dua ada berapa?

S: Empat.

S: Dua.

W: **Dua ditambah dua. (SD 17)** Dihitung.

S: Satu, dua, tiga, empat.

W: Sama bu guru ditulis di sini, empat. Ini digambar empat. Nanti bisa po nggak?

S: Bisa.

W: **Nanti bisa ndak? (SS 42)**

S: bisa.

W: Bisa ya. **Ini ayo diitung. (HN 25)**

S: Satu, dua.

2. W: **Coba perhatikan. Dibuka halaman dua puluh dua. Dibuka halaman dua puluh dua.**

Yang di atas.. wes ga ngomong ae. Dengarkan! Selesaikan pengurangan berikut. (HN 26) Yang di atas sendiri gambar bentuk apa itu?

S: Surat. (*only few student*)

W: **Gambar bentuk apa? (RQ 22)**

S: Surat

W: Surat. Suratnya bu guru ada berapa di situ?

S: Tujuh. (*only few students*)

W: **Ada berapa?**

S: Tujuh. (*only few students*)

W: Jumlahnya surat ada berapa?

S: Halaman berapa?

W: Dua puluh dua masa ampun. Wes ngerti a? (Wes didengarkan dulu. Didengarkan dulu.

Gambar bentuk surat yang di atas sini, ada berapa jumlahnya seluruhnya?

S: Tujuh.

W: **Ada berapa jumlahnya? (RQ 23)**

S: Tujuh.

W: Tujuh. Yang ada tanda silangnya berapa?

S: Dua. (*many students answered*)

W: Dua. Tujuh dikurangi dua?

S: Lima

W: Tinggal berapa?

S: Lima.

W: Lima. Tujuh dikurangi dua sama dengan berapa?

S: Lima.

W: Lima. Sing ga dicoret. Yang tidak dicoret dihitung! Satu, dua, tiga, empat, li.. lima.

Berarti yang dicoret dihitung opo ga? (no respond) Yang dicoret, dihitung opo nggak?*(still*

no respond) **Loh ga ono suarane. Ngomong dhewe. (HN 27)** Yang dicoret itu dihitung opo nggak?

S: Nggak.

3. W: **Coba perhatikan ini angka berapa! (HN 28)**

S: Nol satu dua.

W: Coba perhatikan bu guru punya gambar apa ini! **Gambar televisi nanti kalian disuruh menggambar berapa jumlahnya? (HP 17)**

S: Tiga belas.

W: Disuruh menggambar berapa?

S: Tiga belas.

W: Apanya yang tiga belas?

S: Televisi.

W: **Apanya yang tiga belas? (RQ 24)**

S: televisi.

W: **televisi. (CE 15)** Ini berapa?

S: Dua belas.

W: Nanti menggambar radionya jumlahnya berapa?

S: Dua belas.

W: **Dua belas. (CE 16)** Ini berapa?

S: sebelas.

W: se... **sebelas. (EI 24)** Bukunya ada berapa ni?

S: Sepuluh.

W: **nanti menggambar bukunya berapa? (HP 18)**

S: sepuluh.

4. W: Iyo. Itu ada berapa di sana di papan? Liat! Ada em.. Dua ditambah dua ada berapa?

Diitung. Empat. Satu, dua, tiga, empat. Ya pinter Kiki. He eh.. gambar lagi empat. Dua..

Angka lima gimana angka lima? **Angka Lima.. Gulu, badan, capit. (U 1)**

S: Gulu, badan, capit.

W: Ayo Ki. Ssst... Dulinan nang njobo. **Loh lapo iki? Ga liat tah di papan? (HP 19) Liat**

di papan. Ayo liat. Liat di papan. Di papan diliat. (RQ 25) Berapa Ki? Berapa? Sing warna merah.

S: Dua.

W: Dua.

Scene 6: Teaching how to read and write

1. H: Anak-anak bisa nulis radio?

S: bisa.

H: Bisa pa ndak?

S: Bisa.

H: Yo opo nek nulis huruf opo dhisik?

S: Garis tegak.

H: **Huruf apa dulu? (RQ 26)**

S: R.

H: R.

S: A.

H: A.

S: D.

H: D.

S: I.

H: I.

S: O.

H: O. Inilah tulisannya **radio**. (CE 17) Kalo bentuknya radio yang mana?

S: Yang itu.

H: Yang ini apa yang ini?

S: Yang itu.

H: Yang atas apa yang bawah?

S: Yang atas.

H: Kalo bentuk yang sesungguhnya yang mana? Yang sebelah belakang di belakang apa yang depan ini?

S: atas.

H: Yang belakang apa depan?

S: atas.

H: Belakang apa depan ?

S: Belakang.

H: **Belakang opo depan? (RQ 27)**

S: Depan.

H: Ha.. **Jare Agung ngomong belakang**. (HN 29) Dani... radio bentuk radio yang sesungguhnya ada di belakang opo ada di depan?

S: Di depan.

H: Opo jenenge? Di mana itu?

S: Depan.

H: Jenenge Dani mana?

S: Ini.

H: **Dani campur arek mburi - mburi maleh ora ngerti**. (HN 30) Ayo engkok tak jejerno ndek kene. Ayo! Opo iku? Depan ato belakang?

S: Depan.

H: **Nek ngene thok bu guru ga dengar**. (HP 20) **Ga ono suarane**. (HN 31)

W: **Dani sini Dan. Dani duduk sini. Dani duduk sini**. (RQ 28)

H: Apa? **Dimana anak-anak? Di depan apa di belakang?** (HP 21)

S: Di depan.

H: **Di depan**. (CE 19) **Anak-anak harus bisa**. (SS 19) Di atas di ba...

S: wah.

H: **Di depan di bela...** (EI 25)

S: kang.

H: Di belakang. Ini adalah tulisannya ra...

S: Ra..

H: Di..

S: di.

H: Tambahi o. **Radio. (CE 19)** Dah? Wes. Coba seh.. Anak-anak sama bu guru sudah diterangkan huruf apa kemaren? Wes uakeh hurufnya yah...

S: Ya.

2. H: Disuruh nulis apa kemaren?

S: Radio.

H: Huruf apa dulu?

S: R.

H: R. Terus?

S: A.

H: A. **Terus? (EI 26)**

S: D.

H: D. Terus?

S: I.

H: Terus?

S: D.

H: Ke bawahnya diletu dua.

S: Kolom.

H: **Loh Rendi kok anjok kene, maeng lungguhe ndek endi? (HP 22)** Lho ayo ngalah!

Diletu dua ko... (no respond) Huruf apa dulu?

S: R.

H: R A

S: A

H: D

S: D.

H: I.

S: I.

H: O.

S: O.

H: Anak-anak yang mengucapkan bu guru yang nulis.

S: R.. A.. D.. I... O..

H: Diletu berapa? Satu du..

S: A.

H: R..

S: A.. D.. I ..O

3. H: **Kemaren disuruh nulis belajar apa? (SD 18)**

S: Madura. (not clear)

H: heh?

S: Madura.

H: **Nulis apa? (HP 23)**

S: Madura.

H: **Madura (CE 20)**. Siapa yang masih ingat huruf apa dulu?

S: M.

H: M.

S: A.

H: A.

S: D.

H: D.

S: N.

S: U.

H: U.

S: R.

H: R.

S: A.

H: **A. Madura itu nama... ya... suku yang ada di Indonesia, juga termasuk di Jawa Timur. Loh... tetangga kita (SD 19).** Lha.. Nanta duduk. Kapan-kapan anak-anak kalo sudah pinter... diajak nglencer ke Madura. **Mau apa ndak? (EI 27)**

S: Mau.

4. W: Di situ gambar yang tertawa itu gambar apa?

S: Radio.

W: Radio. Radio sudah ada tulisannya huruf R, kurang huruf apa di situ?

S: A.

W: A. Ayo ditulis sendiri! Sudah besar! **Terus gambar berikutnya, gambar apa bawahnya? (EI 28)**

S: telpon.

W: Telepon sudah ada huruf T kurang huruf apa?

S: E.

W: Heh? **Telepon. (CE 21)**

S: E.

W: E. Terus gambar berikutnya gambar apa?

S: Surat.

W: **Surat. (CE 22)** Tulisannya gimana?

S: U.

W: **S sama apa? (HP 24)**

S: U.

W: U. S U su. Ra ra. Pater huruf T. Su..Surat. Gambar berikutnya gambar apa?

S: Surat.

W: Yang ini?

S: Televisi.

W: **Televisi. (HP 25)** Sudah ada televis... Kurang huruf apa?

S: I.

W: I. Terus gambar berikutnya gambar apa?

S: Perangko.

W: **Perangko. (CE 23)** Kurang huruf apa itu?

S: O.

W: O. Pinter! Sudah?

S: Sudah.

5. W: Ini gambar opo?

S: Pohon.

W: e... Arina. Arina saja. Diwaca. Rosi. Rosi. Perhatikan. Disini bu guru menggambar buku, betul tulisane?

S: betul.

W: k u ku Kuku. Ini gambare apa?

S: pohon. P o po h o ho n. Pohon.

W: Pohon. Iki?

S: K u ku k u ku kuku.

W: Yang sini gambar apa?

S: Cemara.

W: **PDIK. (CE 24)** Bisa dibaca? Betul opo salah iki?

S: Salah.

W: Terus coba perhatikan. Tulisannya gimana?

S: Ce..

W: Terus?

S: mara.

W: Putra

S: Kasian deh lu.

W: Nanti Putra dirumah belajar.

Scene 7: Teaching skill development (how to fold paper)

1. W: Kelompok sini yang sudah sekarang. Rini sudah nggungtingnya?
S: Sudah.
W: Sudah. Sekarang tak kasih melipat. Jangan dikumpul. Jangan dikumpul. **Ditaruh laci. Gungtingnya bawa sini!** (HN 32) Nyoh gungtinge. Ini yang belum, gentian gungtingnya! Ini yang belum. Gantian. Gantian sama temannya. Ini gantian. **Sekarang dilipat menjadi bentuk segi tiga. Ayo seperti ini.. menjadi bentuk segitiga. Kalo sudah ditekuk.. menjadi bentuk segitiga.** (RQ 29) Ya. **Kalo sudah disetrika lho supaya apa?** (U 2)
Li...licin. Di tekuk lagi? Ayo! **Yang lurus, nek ga lurus nanti mencek.** (HN 33) Sudah?
S: Sudah.

Scene 8: The class closing

1. H: Eh satu, dua, yang ga bisa diam ga pulang. Tiga. Tangannya dilipat hadap depan. Riko hadapnya mana? **Wes dengarkan ya.** (SD 20) **Kalo menyiapkan, ga pareng rebutan. Sekarang yang disuruh menyiapkan sama bu guru..** (HP 26) Dema susue kutah. Ayo Fi siapno Fi.
S: Persiapan berdoa mulai.
(berdoa)
S: Selamat siang bu guru.
H: **selamat siang anak-anak semua.** (EI 29) Bersiap. Kerapian. Topinya dirapikan. He he he he ayo jeleknya. Hayo barisnya gimana? Duduk. Ayo barinya ndek endi? Memberi salam.
S: *Assalamu 'alaikum* warahmatullahi wabarakatuh.
H: Wa'alaikumsalam warahmatullahi wabarakatuh.
2. H: **Tangan ke atas, ke samping, ke muka, sikap yang manis. Ayo Gung siapno Gung.** (HN 34)
S: Persiapan
H: **Wes ga Agung.. Agung sik maem. Wong maemnya sudah selesai.** (SS 20) Kiki siapkan Ki.
S: Persiapan. Berdoa mulai.
H: Memberi salam.
S: Memberi salam.
S: Selamat siang bu guru
H: Selamat siang anak-anak semua. Bersiap. Kerapian.
S: Sudah bu.
H: **Topinya jangan ada yang ketinggalan. Memberi salam.** (HN 35)
S: *Assalamu 'alaikum* warahmatullahi wabarakatuh.
H: Wa'alaikumsalam warahmatullahi wabarakatuh.
3. W: **Hari Sabtu. Dengarkan.. dengarkan... Satu anak besok membawa kaleng bekas. Boleh tempatnya gelas Aqua. Gelas Aqua.** (SD 21) Bawa satu anak satu gelas Aqu... (EI 30)
S: aqua.
W: aqua. **Ada yang membawa gelas Aqua satu. Besok sama bu guru suruh membawa apa?** (EI 31)
S: Aqua.
W: **suruh membawa apa?** (HP 27)
S: gelas Aqua.
W: gelas Aqua. Iki loh cah. Membawa gelas Aqua thok satu. Besok sama bu guru mau diajak bermain apa? **Halo...** (EI 32) **Telpon-telponan.** (CE 25) Besok jangan lupa membawa apa? Halo...
S: halo...
W: membawa apa? Gelas Aqua sa...
S: tu...
W: satu. (asking to sing a song) Ayo dam siapkan dam!
W: Pandam

S: memberi salam

S: selamat siang bu guru

W: **Selamat siang anak-anak. Berdoa keluar sekolah. (EI 33)**

(students are praying)

W: memberi salam.

S: *Assalamu 'alaikum* warahmatullahi wabarakatuh.

W: Wa'alaikumsalam warahmatullahi wabarakatuh. **Semua berdiri. Kursinya dinaikkan.**

Kerapian! (EI 34)

S: sudah bu..

4. W: **Ya ayo disiapkan Adam. (SD 22)** (*the kids did it*) Adam

S: Memberi salam.

All S: selamat siang bu guru.

W: Selamat siang anak-anak. Semua berdiri. Kerapian.

S: Sudah bu.

W: **Berdoa keluar sekolah. (SD 23) Ga ada yang pegang kursi. Ga ada sing pegang kursi. (RQ 30)** Berdoa dulu. **Berdoa keluar sekolah. (EI 35)** (*praying*) Memberi salam.

S: *Assalamu 'alaikum* warahmatullahi wabarakatuh.

W: Wa'alaikumsalam warahmatullahi wabarakatuh .Coba dengarkan! Majalahnya sama bu guru tidak dibagi sekarang. Tapi be..

S: sok.

W: Besok. Nanti dinilai dulu. Wes. Siap gerak! Lencang depan gerak! Tegap gerak! Sesampainya di rumah apa yang kalian kerjakan?

S: Ganti baju, lepas sepatu, cuci tangan, cuci kaki, terus makan, terus tidur.

W: Boleh bermain terus?

S: Tidak boleh.



Appendix 3: The Interview Questions for the Kindergarten Teachers

1. Berapa jumlah murid? (*How many students are there in the class?*)
2. Murid-murid berasal dari mana saja? (*Where do the students come from?*)
3. Apa cara berbicara dengan murid itu direncanakan sebelumnya? (*Is the way that the teachers talk have been planned before?*)
4. Mengapa guru-guru terkadang memakai bahasa Jawa? (*Why do the teachers sometimes use Javanese language?*)
5. Apakah guru-guru berbicara tentang hal-hal yang terjadi di sekitar anak sekarang? Mengapa? (*Do the teachers talk about anything that is happening surrounding the children at the time when the teachers and children are talking? Why?*)
6. Apakah guru-guru membiarkan anak untuk bergantian berbicara? Mengapa? (*Do the teachers let the children to take turn in the conversation Why?*)
7. Apakah guru-guru mengoreksi anak? Mengapa? (*Do the teachers correct the children? Why?*)
8. Apakah guru-guru juga berbicara pelan? Mengapa? (*Do the teachers also speak slowly? Why?*)
9. Apakah guru-guru menggunakan kalimat-kalimat yang sederhana? Mengapa? (*Do the teachers use simple sentences? Why?*)
10. Apakah guru-guru menggunakan pengulangan dan pertanyaan? Mengapa? (*Do the teachers use repetition and questions? Why?*)
11. Apakah guru-guru berbicara dengan menggunakan nada tinggi? Mengapa? (*Do the teachers use higher pitch? Why?*)
12. Apakah guru-guru berbicara dengan intonasi yang naik turun? Mengapa? (*Do the teachers speak with exaggerated intonation? Why?*)
13. Apakah guru-guru berbicara dengan ucapan yang berhati-hati? Mengapa? (*Do the teachers speak with careful enunciation? Why?*)
14. Apakah guru-guru menggunakan instruksi yang tidak diterjemahkan langsung? Mengapa? (*Do the teachers use indirect translated instructions? Why?*)
15. Apakah ada strategi-strategi yang efektif untuk berbicara kepada murid supaya mereka mengerti? (*Is there any effective strategies to talk to their students so that they can get what the teachers are uttering?*)

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Ka Asta Akhebat Martani
2. NIM : 0410330020
3. Program Studi : Sastra Inggris
4. Topik Skripsi : Psikolinguistik dan Bahasa Guru
5. Judul Skripsi : A Psycholinguistic Study on How Teachers Talk to Their Students in Kindergarten PGRI 02 Batu
6. Tanggal Mengajukan : 11 Maret 2008
7. Tanggal Selesai : 27 Juli 2011
8. Nama Pembimbing : I. Dra. Sri Endah Tabiati, M.Ed.
II. Isti Purwaningtyas, SS. M.Pd
9. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	11 Maret 2008	Pengajuan Judul Skripsi	Pembimbing II	
2.	12 Maret 2008	Pengajuan Judul Skripsi	Pembimbing I	
3.	24 Maret 2008	Menyerahkan Bab I	Pembimbing II	
4.	9 April 2008	Revisi Bab I	Pembimbing II	
5.	16 September 2008	Menyerahkan Bab I, II, III	Pembimbing II	
6.	1 November 2008	Konsultasi Bab I, II, III	Pembimbing II	
7.	6 Oktober 2009	Revisi Bab I, II, III	Pembimbing II	
8.	8 Oktober 2009	Menyerahkan Bab I, II, III	Pembimbing I	
9.	22 Oktober 2009	Konsultasi Bab I, II, III	Pembimbing I	
10.	11 November 2009	Revisi dan ACC Bab I, II, III	Pembimbing I	
11.	17 November 2009	Revisi dan ACC Bab I, II, III	Pembimbing II	
12.	14 Desember 2010	Menyerahkan Bab IV dan V	Pembimbing II	
13.	21 Desember 2010	Konsultasi Bab IV dan V	Pembimbing II	
14.	24 Februari 2011	Revisi Bab IV dan V	Pembimbing II	
15.	14 Maret 2011	Menyerahkan Bab I-V	Pembimbing I	
16.	20 April 2011	Revisi Bab I-V	Pembimbing I	
17.	23 Mei 2011	Revisi Bab IV dan V	Pembimbing II	
18.	10 Juni 2011	Revisi dan ACC Bab I-V	Pembimbing I	

Lanjutan Tabel...

No.	Tanggal	Materi	Pembimbing	Paraf
19.	15 Juni 2011	Revisi dan ACC Bab I - V	Pembimbing II	
20.	23 Juni 2011	Seminar Hasil	Pembimbing I	
21.	23 Juni 2011	Seminar Hasil	Pembimbing II	
22.	15 Juli 2011	Revisi Seminar Hasil	Pembimbing I	
23.	20 Juli 2011	Revisi Seminar Hasil	Pembimbing II	
24.	27 Juli 2011	Ujian	Pembimbing I	
25.	27 Juli 2011	Ujian	Pembimbing II	
26.	27 Juli 2011	Ujian	Penguji	
27.	8 Agustus 2011	Revisi Ujian	Pembimbing I	
28.	8 Agustus 2011	Revisi Ujian	Pembimbing II	
29.	9 Agustus 2011	Revisi Ujian	Penguji	

10. Telah dievaluasi dan diuji dengan nilai:



Dosen Pembimbing I

Dra. Sri Endah Tabiati, M.Ed.
NIP. 19790519 200501 2 003

Malang, 12 Agustus 2011

Dosen Pembimbing II

Isti Purwaningtyas, SS. M.Pd
NIP. 19540129 198010 2 001

Mengetahui,

Ketua Jurusan Bahasa dan Sastra

Syariful Muttaqin, M.A.
NIP. 19751101 200312 1 001