

A Descriptive Study of Contextual Meaning in Students' Classroom Conversations at SCMS

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Abstract: Language is crucial for communication within the classroom, as students utilize it to share thoughts, pose inquiries, give responses, and engage during various learning tasks. The context of a statement greatly impacts its significance, often overshadowing its literal interpretation. Consequently, grasping the contextual significance is important for accurately decoding what students say. This research intends to outline the contextual significances present in the classroom discussions of students at SCMS and to clarify how context affects the understanding of their statements. A descriptive qualitative research method was adopted for this study. The data was derived from observing classroom interactions, audio recordings, and field notes regarding students' conversations. The gathered information was transcribed, categorized, and examined in accordance with the theory of contextual significance. The results show that the meanings of students' statements vary based on the classroom environment, the speaker's purpose, the subject matter, and the relationship between those communicating. Additionally, the study indicates that contextual significance aids in illuminating implied meanings that are not entirely comprehensible through surface-level meaning. In summary, contextual significance is crucial for facilitating effective communication between teachers and students during classroom exchanges. This research aims to enhance semantic studies and offer valuable perspectives on language application in educational contexts.

Keywords: Semantics, contextual meaning, classroom conversation, students' utterances.

INTRODUCTION

Language serves as a fundamental mechanism for communication, allowing individuals to share thoughts, exchange knowledge, pose inquiries, and engage in diverse social situations. Within educational environments, language is crucial for enhancing dialogues between educators and learners as they navigate the teaching and learning journey. Communication in a classroom setting encompasses not just sharing information but also decoding meanings, which can often be shaped by the circumstances in which statements are made (Herman *et al.*, 2025). The examination of meaning is termed semantics, a field within linguistics that investigates the methods through which meaning is expressed and understood through various forms such as words, phrases, and sentences. Some statements can be grasped through their dictionary definitions, yet numerous expressions necessitate contextual insights to uncover the intended interpretation of the speaker. Contextual meaning pertains to the understanding of an expression shaped by elements such as the situation, the individuals involved, the subject matter, and the speaker's objectives. Thus, the same term or phrase can hold various interpretations depending on the scenario in which it appears. For instance, the phrase "Good job" serves as an expression of praise and motivation within a classroom environment rather than merely assessing the standard of a task. This illustrates that recognizing context is vital for correctly interpreting spoken communication.

Interactions in the classroom offer real-life instances of how contextual meaning is established during routine communication. During these classroom exchanges, students pose questions, reply to teachers, articulate viewpoints, engage in discussions, and connect with peers. These conversations are composed of a range of expressions whose interpretations rely on the classroom dynamics, the connections between the speakers, and the objectives behind the communication. Therefore, examining the dialogues among students in classrooms is significant as it unveils how contextual meaning enhances effective communication and collective comprehension during educational activities. While prior research has explored contextual meaning in areas such as literature, films, social media, and casual conversations, there have been comparatively few inquiries concentrating specifically on contextual meaning within student dialogues in classrooms, particularly in relation to SCMS. This absence signifies a substantial need for further research on how contextual meaning manifests in classroom exchanges.

In light of this gap, the current research intends to explore the contextual interpretations present in students' discussions within the SCMS classroom and to clarify how contextual factors affect the understanding of their statements. More specifically, the research focuses on addressing the following inquiries:

- (1) What contextual interpretations can be observed in the classroom discussions of students at SCMS? and
- (2) In what ways does context affect the understanding of students' remarks during classroom interactions at SCMS?

To tackle these inquiries, a descriptive qualitative method is utilized to examine the spontaneous classroom dialogues that take place. The anticipated outcomes are expected to enhance the discipline of semantics by offering greater insight into contextual interpretation within educational exchanges. Furthermore, it is believed that this research will offer practical advantages for educators by aiding them in grasping the meanings students intend during classroom dialogues, for learners by elevating their appreciation of the significance of context in communication, and for future scholars by acting as a valuable resource for investigations into semantics, contextual interpretations, and classroom discussions.

LITERATURE REVIEW

Semantics

Semantics is a field within linguistics that investigates the meaning found in language. It looks into how words, phrases, and sentences express meaning, as well as how individuals comprehend these meanings. Geoffrey Leech (1981) states that semantics involves the exploration of meaning as conveyed through language. Similarly, John I. Saeed (2016) describes semantics as a systematic examination of meaning within language. These descriptions highlight that semantics plays a crucial role in elucidating how meanings are articulated and understood in communication.

In educational interactions, semantics holds significance as both students and educators utilize language for sharing ideas, posing inquiries, and replying to one another. Grasping meaning is vital for accurately interpreting spoken expressions, particularly when the underlying meaning is influenced by context. Thus, semantics serves as the theoretical basis for this research, concentrating on contextual interpretations in the dialogues of students in classrooms at SCMS.

Meaning in Semantics

Meaning serves as the fundamental idea of semantics, as it clarifies how language transmits messages during communication. Each word, phrase, and sentence holds significance, enabling both speakers and listeners to comprehend one

another. George Yule (2020) defines meaning as the understanding of linguistic expressions that speakers convey and listeners grasp. Similarly, John I. Saeed (2016) argues that meaning represents the information or idea communicated through language.

Within semantics, meaning can be divided into various categories, including lexical meaning, grammatical meaning, and contextual meaning. Lexical meaning pertains to the meaning found in dictionaries, whereas grammatical meaning is influenced by the grammatical framework. On the other hand, contextual meaning is reliant on the circumstances surrounding the use of an expression. Given that this research examines how students' speech is interpreted during classroom exchanges, contextual meaning takes precedence in the analysis.

Contextual Meaning

Contextual meaning pertains to the significance of a word, phrase, or statement that is shaped by the surrounding context in which it appears. Unlike lexical meaning, contextual meaning is not always gleaned solely from a dictionary definition. It relies on elements such as the circumstances, the individual speaking, the person listening, the subject matter, and the aim of the communication. Thus, grasping the context is crucial for accurately interpreting the intended meaning of a statement.

Leech (1981) posits that contextual meaning derives from the circumstances surrounding an utterance rather than its direct meaning. Similarly, Levinson (1983) emphasizes that context is vital in shaping the interpretation of language during communication. These perspectives indicate that the same phrase may express various meanings depending on the context in which it is utilized.

In classroom discussions, contextual meaning often manifests in exchanges between educators and learners or among the students themselves. For instance, when a teacher remarks, "Good job," this statement acts as a form of praise and motivation rather than merely commenting on the performance quality. Likewise, students might employ phrases whose meanings can only be comprehended by taking into account the classroom environment and the goals of the communication. This illustrates that context aids both speakers and listeners in capturing the intended message with greater precision.

In this research, contextual meaning serves as the primary theoretical framework for examining

students' discussions in the classroom at SCMS. The analysis zeroes in on how the meanings of students' remarks are shaped by the classroom context, encompassing the environment, the individuals involved, the topics being discussed, and the speaker's motivations. By investigating these dimensions, the study seeks to illustrate how contextual meaning plays a role in facilitating effective communication within the classroom.

Classroom Conversation

Classroom dialogue pertains to the exchanges that take place between educators and pupils, as well as among students themselves, throughout the teaching and learning experience. This interaction enables individuals to share thoughts, pose and respond to inquiries, convey viewpoints, and react to classroom tasks. Jack C. Richards asserts that interaction within the classroom is a crucial component of language acquisition since it promotes communication and enhances student involvement in learning endeavors.

In discussions held in the classroom, the significance of a statement is frequently shaped by the surrounding context when it is articulated. Students may utilize phrases whose meanings can only be grasped by taking into account the classroom environment, the subject matter being addressed, and the rapport among the communicators. Consequently, classroom dialogues present valuable information for examining contextual meaning. In this research, the conversations of students at SCMS serve as the main source of data to identify and portray the contextual meanings present in classroom interactions.

Previous Studies

Numerous earlier investigations have explored contextual significance from diverse viewpoints and in various communication environments. One such investigation is the research carried out by Herman, Meliana Regita Sinaga, and Nguyen Van Thao (2020), titled *Semantic Analysis of Contextual Meaning in Dialogue of "The Ugly Duckling" Short Story*. This research utilized a descriptive qualitative approach to pinpoint contextual meanings present in the dialogues of the short story. The results indicated that the comprehension of an utterance could only be accurately achieved by taking its context into account instead of depending exclusively on its literal meaning.

Another pertinent research was performed by Monica Septya Kartika Candra and Iwan Marwan (2024), called *Makna Kontekstual dalam Film Budi Pekerti (Kajian Semantik)*. This study scrutinized the contextual meanings within the dialogues of the Budi Pekerti film, employing a descriptive qualitative method. The outcomes revealed that contextual meaning was shaped by several contextual elements, such as the speaker, situation, subject matter, intent, timing, and location. The research concluded that context significantly influences the understanding of the intended meaning behind an utterance.

The earlier studies offer significant insights into semantics, particularly in relation to contextual meaning. They illustrate that interpreting meaning is contingent not only upon the linguistic structure of an utterance but also on the surrounding context in which it occurs. Nevertheless, the sources of data for these investigations were literary texts and film dialogues, which are distinct from genuine classroom exchanges. Hence, the conclusions may not entirely capture how contextual meaning is formed in actual educational dialogue.

In contrast to the former studies, the current research concentrates on the discussions occurring among students at SCMS. Classroom interaction signifies an authentic communication scenario where students share thoughts, pose inquiries, reply to educators, and engage with fellow classmates. In these contexts, the intended meaning of spoken expressions is closely tied to the classroom environment, the participants involved, and the communication's objectives.

Consequently, this research intends to address the gap identified in previous works by elucidating the contextual meanings present in students' conversations at SCMS. By examining real classroom interactions with a descriptive qualitative framework, this study aspires to enhance the understanding of how contextual meaning manifests in educational contexts and contribute to the advancement of semantic research, particularly those pertaining to contextual meaning in classroom dialogues.

Conceptual Framework

This research is centered around the principles of semantics, which examines the significance of language. Among the various forms of meaning, this investigation prioritizes contextual meaning as the understanding of students' expressions is influenced by the surrounding context in which

they occur. In the interactions within a classroom, context encompasses the setting, the individuals involved, the subject matter, and the communicator's purpose. These contextual elements aid in clarifying the intended significance of students' statements throughout the educational experience.

The framework for this study depicts the connection between semantics, contextual meaning, and student discussions in the classroom. Semantics acts as the conceptual basis for comprehending meaning, while contextual meaning is the primary element employed to analyze student expressions. The data is collected

from student interactions at SCMS and analyzed descriptively to determine the ways in which context affects meaning interpretation. The results aim to enhance the understanding of how contextual meaning operates within classroom dialogue.

The conceptual framework showcases the interconnections between the key concepts addressed in this research. It illustrates how semantics functions as the theoretical underpinning, facilitating the examination of contextual meaning in student discussions within the classroom at SCMS.

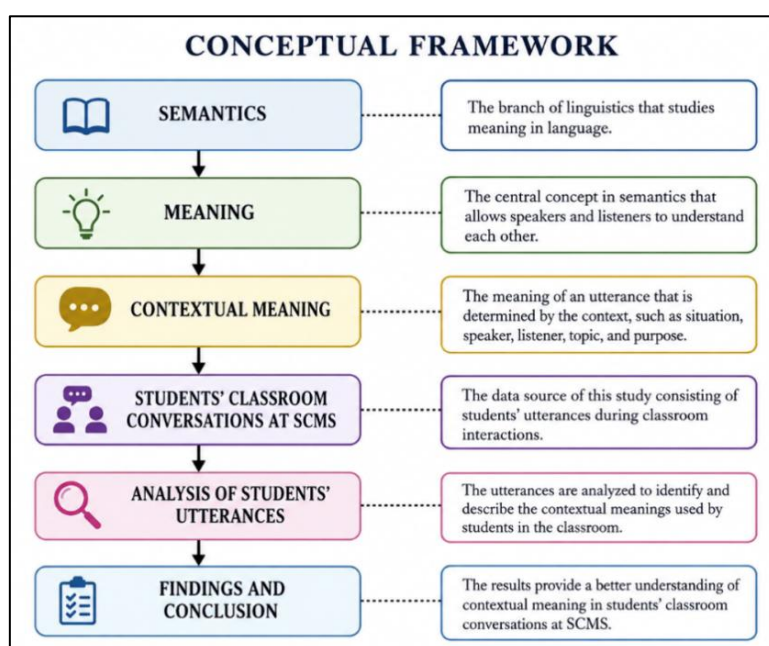


Figure 1. Conceptual Framework

Figure 1 above illustrates that this research starts with semantics serving as the foundational theory, with contextual meaning taking center stage in the analytical focus. Data is gathered from discussions among students in classrooms at SCMS and examined to uncover contextual meanings, which subsequently inform the study's findings and conclusions.

METHODS

Research Design

This research utilized a qualitative descriptive approach to illustrate and interpret the contextual meanings present in students' discussions in SCMS classrooms. A qualitative method was chosen since the aim of the study was to investigate how language constructs meaning in its organic context instead of measuring or evaluating variables statistically. As stated by John W. Creswell and J.

David Creswell in 2018, qualitative research is suitable for investigations that seek to comprehend and interpret social phenomena from the viewpoints of participants in natural environments. Given that this study centers on student expressions during classroom exchanges, a descriptive qualitative approach was deemed the most fitting strategy.

The descriptive qualitative approach allowed the researcher to observe, recognize, and evaluate the contextual meanings as they naturally unfolded during classroom interactions. Instead of altering the research environment, the researcher gathered genuine data from conversations occurring between teachers and students as well as amongst the students themselves. These spontaneous interactions yielded insightful information regarding the influence of contextual elements on

the interpretation of meaning within classroom dialogues. Hence, the research highlights the description and interpretation of language utilization grounded in semantic theory, particularly focusing on the idea of contextual meaning.

Additionally, this study aims to elucidate how contextual meaning is shaped by multiple contextual factors, which encompass the classroom environment, the intentions of the speaker, the dynamics between speakers, and the subject matter being discussed. These elements were scrutinized to address the research inquiries and to furnish a thorough description of how contextual meaning is manifested in the classroom conversations of students at SCMS. Through this research framework, the results are anticipated to enhance the understanding of semantics, especially contextual meaning, within educational communication and classroom interactions.

Research Setting

This study was carried out at SCMS during typical classroom educational sessions. The institution was chosen as the venue for the research due to its facilitation of genuine interactions among teachers and students as well as among the students themselves. These interactions provided valuable information for investigating the application of contextual meaning in daily classroom discussions.

The classroom environment allowed the researcher to monitor students' spontaneous dialogues without disrupting the teaching and learning experience. Through gathering information in a genuine learning atmosphere, the researcher could pinpoint and evaluate contextual meanings reliant on the classroom circumstances, the speaker's purpose, the connection between speakers, and the subject being discussed.

Participants

The individuals involved in this research were learners at SCMS who engaged actively in discussions within the classroom setting throughout the educational experience. They were chosen due to the fact that their interactions during class offered genuine information for the assessment of contextual significance in real-life communication. The remarks made by the students, encompassing inquiries, replies, viewpoints, and various other expressions, constituted the main data for this study to explore the ways in which contextual elements affect the understanding of meaning in classroom dialogues.

Data Source

The main data utilized in this research comprised student comments gathered from interactions in classrooms at SCMS throughout the educational process. The information included a variety of communication types, such as inquiries, answers, viewpoints, requests, and other forms of expression made by students while engaging with their teachers and peers. These comments were chosen because they represented genuine language utilization in a real classroom environment.

The information that was gathered was examined to uncover the meanings that are contextually expressed in diverse communication scenarios. In decoding the meanings of the comments, the researcher took into account multiple contextual elements, including the classroom environment, the intent of the speaker, the dynamics between the speakers, and the subject matter of the discussion. This information acted as the primary foundation for illustrating how contextual meaning manifests in student interactions within the classroom at SCMS.

Data Collection Techniques

The information was gathered through observing the classroom, making audio recordings, and taking field notes. Initially, the investigator watched the teaching and learning activities to gain insights into the real classroom environment and the dynamics between educators and pupils. This observation helped the investigator pinpoint instances where contextual meanings emerged during discussions in the classroom.

Next, the dialogues in the classroom were captured through audio recordings to guarantee that every student's remarks were noted precisely. These recordings allowed the investigator to listen back to the conversations and ensure that significant expressions were not overlooked during the examination. Moreover, field notes were taken to document contextual details that the audio recordings could not encapsulate, including the classroom atmosphere, the reactions of participants, nonverbal cues, and the subjects being discussed. These methodologies yielded thorough data for investigating contextual meanings within students' exchanges in the classroom.

Research Instrument

The tools employed in this research comprised a checklist for observations, a device for recording audio, and notes taken in the field. The checklist

helped the researcher concentrate on interactions within the classroom that pertained to contextual significance, whereas the audio recording device guaranteed precise collection of the students' spoken contributions. Field notes were utilized to capture extra contextual details, such as the environment of the classroom, the purpose behind what the speaker said, the dynamics among speakers, and the subject matter being discussed. These tools aided the researcher in gathering dependable and comprehensive information for analysis.

Data Analysis

The analyzed data were examined through a descriptive qualitative method. Initially, the researcher converted the recorded classroom discussions into written text to aid in the analysis process. Next, the expressions made by students that held contextual significance were pinpointed and sorted according to the contextual elements addressed in this research, which included the classroom environment, the intentions of the speaker, the dynamics between the speakers, and the subject matter of the dialogue.

Once the data had been organized, each expression was understood utilizing semantic theory, especially focusing on the notion of contextual

meaning. The researcher subsequently clarified how each contextual element impacted the interpretation of the students' statements. Ultimately, the outcomes of this analysis were compiled and illustrated in the findings and discussion sections to respond to the research inquiries and elaborate on how contextual meaning is manifested in the classroom interactions of students at SCMS.

RESULTS AND DISCUSSION

Results

This part outlines the results of the research derived from studying students' dialogues within SCMS classrooms. Information was gathered through observing classes, recording audio, and taking field notes throughout the educational experience. The researcher pinpointed students' comments that carried contextual significance and examined them according to the classroom environment, the aims of the speaker, the subject matter, and the dynamics between the individuals involved. The results reveal that the interpretations of students' comments cannot solely rely on their dictionary definitions, as they are affected by the circumstances in which they occur. The identified contextual meanings are presented in the following table.

Table 1: Contextual significance occurs frequently within classroom dialogues

No.	Students' Utterance	Context	Contextual Meaning
1	Teacher: "Who can answer question number one?" Student A: "I think the answer is evaporation." Teacher: "Good job."	The teacher asked students to answer a science question during the lesson.	The expression "Good job" expresses praise and appreciation for the student's correct answer.
2	Student A: "Can you help me with this exercise?" Student B: "Sure, let's do it together."	Two students were working on a group assignment during an English lesson.	The expression "Let's do it together" indicates cooperation and willingness to help a classmate.
3	Teacher: "Please be quiet." Students: "Sorry, Miss."	The students were talking while the teacher was explaining the lesson.	The word "Sorry" expresses an apology and shows the students' awareness of their inappropriate behavior.
4	Student A: "I don't understand this question." Teacher: "Take your time."	A student experienced difficulty answering the teacher's question.	The expression "Take your time" encourages the student to think carefully without feeling pressured.
5	Teacher: "Excellent!" Student: "Thank you, Miss."	A student successfully completed a classroom task.	The word "Excellent" functions as positive feedback and appreciation for the student's performance.

Table 1 illustrates that contextual significance occurs frequently within classroom dialogues. The interpretations of the spoken words are intricately tied to the educational environment, the speaker's

objectives, and the dynamics between educators and pupils. For instance, phrases like "Good job" and "Excellent" are utilized to commend students for their successes instead of merely commenting

on their actions. In a similar vein, the phrase "Take your time" does not literally pertain to time but urges students to respond without feeling rushed. Additionally, the phrase "Let's do it together" signifies collaboration among classmates, while "Sorry, Miss" represents an expression of remorse related to the classroom context.

These observations reveal that contextual significance is crucial for effective communication in an educational setting. The meanings conveyed through the expressions of both students and teachers are comprehended not solely based on the words spoken but also in relation to the surrounding circumstances. Hence, contextual significance aids in fostering effective interaction and enhances the educational experience within the classroom.

DISCUSSION

Contextual Meaning Based on Classroom Situation

The results suggest that the environment within the classroom is a critical factor that affects the contextual significance of conversations among students at SCMS. Throughout the learning process, interactions between teachers and students occur in a range of contexts, such as lesson explanations, inquiries and responses, giving instructions, and reactions to classroom events. These contexts influence how statements are understood since the meaning intended is closely connected to the current classroom dynamics. Therefore, the same phrase can have varying interpretations when utilized in different classroom contexts.

As indicated by the evidence in Table 4.1, several phrases could not be understood solely through their dictionary definitions. For instance, the teacher's remark "Good job" was made after a student responded accurately to a question. While the literal interpretation suggests doing something adequately, in the specific context of the classroom, its intended meaning was to commend and encourage the student. Similarly, the teacher's command "Please be quiet" served not just as a simple request for silence; it was also a tactic used to regain the students' focus, facilitating the continuation of the lesson. These instances illustrate that the classroom environment significantly aids both educators and learners in grasping the intended meaning of verbal expressions.

These results are in alignment with the hypothesis introduced by Geoffrey Leech in 1981, who argues that the meaning derived from context is influenced by the circumstances surrounding a statement. In interactions within a classroom, context encompasses the current learning activities, the individuals involved, and the goals of the communication. If these contextual factors are disregarded, listeners might misinterpret the message the speaker intends to convey, as the literal interpretation of a phrase does not always align with its real communicative role.

Additionally, the results align with earlier research outlined in Chapter II, which indicated that contextual understanding is significantly affected by situational elements. However, while earlier investigations primarily looked at contextual meaning in literary texts, movies, or various written media, this particular study centers on genuine classroom discussions. Thus, this research offers a more realistic grasp of how contextual meaning manifests within authentic educational environments.

In conclusion, the results indicate that the classroom environment is a crucial factor for accurately interpreting contextual meaning. Both teachers and students depend on the classroom setting to comprehend the intention behind each statement, reduce confusion, and uphold effective communication throughout the teaching and learning experience. This illustrates that contextual meaning transcends being merely a semantic idea; it also serves as a practical component of daily interactions within the classroom.

Contextual Meaning Based on Speaker's Intention

The results suggest that the aim of the speaker is crucial for shaping the contextual significance within students' discussions in SCMS classrooms. Each statement made by educators and learners serves a distinct communicative function, including providing guidance, posing inquiries, soliciting assistance, or showing gratitude. As a result, the intended significance of a statement cannot be fully grasped by just its literal interpretation but needs to be understood in relation to what the speaker intends.

According to the results, phrases like "Take your time" and "Can you help me with this exercise?" effectively demonstrate the effect of the speaker's intention. When the teacher says, "Take your time," the aim is to motivate students to reflect

carefully and respond with confidence, rather than indicating time in a literal sense. Similarly, the student asking, "Can you help me with this exercise?" serves as a courteous request for help rather than inquiring about someone's capability. These illustrations highlight that the speaker's aim is instrumental in aiding listeners to comprehend the true essence of a statement in classroom discourse.

These results bolster Geoffrey Leech's (1981) theory, which posits that contextual meaning is shaped by the communicative intentions of the speaker. They also align with earlier research indicating that understanding relies more on context than merely on vocabulary. Thus, grasping the speaker's aim allows for improved communication between teachers and students, minimizing the chances of misconceptions during classroom exchanges.

Contextual Meaning Based on the Relationship Between Speakers

The results indicate that the connections between speakers affect how contextual meanings are understood in classroom discussions. Within the classroom environment, communication takes place between educators and learners along with peer interactions among students. Given that each relationship comes with distinct social functions, the comprehension of a statement can differ based on who is articulating it and to whom it is directed. Thus, grasping the dynamics between speakers is crucial for accurately understanding contextual significance.

The results highlight that phrases like "Good job" and "Let's do it together" exemplify the impact of speaker relationships on meaning. When a teacher mentions "Good job," this statement acts as a form of praise and motivation due to the teacher's supportive position in the learning process. On the other hand, when a learner says "Let's do it together" to a fellow student, the phrase signifies collaboration and shared support within a classroom task. These instances illustrate how the relationship between speakers influences the meaning behind a statement.

These outcomes lend support to Geoffrey Leech's (1981) theory, which posits that contextual meaning is shaped by the relationships of those involved in communication. The findings align with earlier research that highlights the significance of social context in understanding meaning. Consequently, the interactions between

teachers and students, along with connections among students themselves, play a vital role in facilitating effective communication and minimizing misunderstandings during classroom exchanges.

Contextual Meaning Based on the Topic of Conversation

The results reveal that the subject of discussion affects how students interpret contextual meanings in their conversations at SCMS. Throughout the educational process, the comments made by students are directly linked to the subject being explored. Consequently, the subject matter offers essential background that aids both teachers and students in more precisely grasping the intended significance of a statement.

According to the results, the interpretations of students' replies become more evident when analyzed in relation to the discussion topic. For instance, in a science class, terms associated with the water cycle are perceived through the framework of scientific ideas instead of common daily language. Similarly, during English lessons, the inquiries and replies from students are assessed based on the educational content and classroom tasks. These illustrations demonstrate that the subject of conversation minimizes confusion and fosters effective communication.

This evidence aligns with Geoffrey Leech's theory from 1981, which suggests that the context in which language is employed shapes meaning. It also corroborates earlier research indicating that the discussion topic plays a role in understanding contextual meaning. Thus, comprehending the topic allows teachers and students to interpret statements more accurately and enhances communication during classroom exchanges.

Interpretation of Students' Utterances Through Context

The results indicate that students' statements cannot be understood correctly by solely focusing on their word meanings. Rather, the comprehension of the utterance's meaning relies on the situation in which they are expressed. During classroom discussions, various contextual elements such as the environment, the speaker's goals, the dynamics between speakers, and the subject matter collaboratively aid both teachers and students in grasping the intended meaning behind each utterance.

According to the results, phrases like "Good job," "Take your time," and "Let's do it together"

convey meanings that go beyond their straightforward interpretations. Their meanings become apparent only when examined in the context of classroom dialogue. This illustrates that context is crucial for preventing misunderstandings and ensuring effective communication between teachers and students throughout the educational process.

These results align with Geoffrey Leech's semantic theory (1981), which stresses that meaning is intrinsically linked to context. They also correspond with earlier research referenced in this study, which determines that contextual understanding is vital in language interpretation. Consequently, this study verifies that recognizing context is essential for accurately interpreting students' statements and facilitating successful communication in the classroom at SCMS.

CONCLUSION

This research aimed to explain the contextual interpretations present in students' discussions within SCMS classrooms. Adopting a qualitative descriptive method, the investigator examined the verbal expressions of students gathered through classroom observations, audio recordings, and field notes. The focus of the analysis was on how various contextual elements, such as the classroom environment, the intent of the speaker, the dynamics between speakers, and the subject matter, shape the understanding of meaning. The results indicate that contextual meaning often emerges in classroom dialogues and significantly aids in the comprehension of intended messages between students and teachers.

The outcomes address the research inquiries by illustrating that the meaning behind students' remarks cannot solely be understood through their literal definitions. Instead, how meaning is interpreted is contingent upon the circumstances in which the statements are made. The classroom environment reveals details about the current learning activities, the speaker's intent clarifies the communicative goal of a statement, the dynamics among speakers affect how messages are conveyed and comprehended, and the subject matters offer the context necessary for accurate interpretation. These contextual elements collaborate to ensure that communication in the educational process is both clear and significant.

Moreover, the findings reinforce the theory of contextual meaning in semantics, which asserts that language interpretation should be based on

context instead of relying solely on literal meanings. The results align with earlier research that underscores the significance of context in grasping meaning. However, this study adds value by exploring genuine classroom dialogues at SCMS, presenting a practical overview of how contextual meaning manifests in everyday educational exchanges.

In summary, contextual meaning is a crucial component of communication in the classroom, as it enables both teachers and students to interpret expressions correctly, minimizes misunderstandings, and fosters effective interactions during the learning experience. Grasping contextual meaning not only enhances classroom communication but also enriches the field of semantic studies, particularly regarding educational communication. Consequently, this research is anticipated to be a valuable resource for future investigations into contextual meaning and classroom discussions.

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Source of support: Nil; **Conflict of interest:** Nil.

Cite this article as:

Sihombing, S. R. & Damanik, B. A. R. "A Descriptive Study of Contextual Meaning in Students' Classroom Conversations at SCMS." *Sarcouncil Journal of Education and Sociology* 5.7 (2026): pp 1-10.