Analysis Of the Contextual Meaning Expression Of The Word 'Cry' From the Children's Book Written by Enid Blyton

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Abstract

This study aims to analyze the contextual meaning of the word "cry" found in the texts of children's books by Enid Blyton and to explore how this word is translated into Indonesian. Using a qualitative descriptive approach, this research employs semantic analysis to understand the variations in meaning and emotional nuances contained in the use of the word "cry" across different narrative contexts. The qualitative semantic method allows the researcher to delve into the meanings of words within social and cultural contexts, as well as how these meanings can shift depending on the situation and the emotions of the characters. Data were collected from four purposively selected stories, and analysis was conducted on ten sentences containing the word "cry." The findings reveal that "cry" is a polysemous word that conveys a range of meanings, including expressions of joy, fear, and mockery, all of which are influenced by the narrative context. This study emphasizes the importance of understanding contextual meaning in literary analysis and translation, as well as the challenges faced in preserving emotional nuances when translating polysemous words.

Keywords: *Contextual Meaning, Polysemy, Translation, Children's Literature, Emotional Expression, Enid Blyton, Semantic Analysis, Syntactic Analysis, Literary Translation.*

Introduction

In linguistics, the term meaning refers to the conceptual meaning or information contained in a word. This concept involves how a word can be understood, used, interpreted, and translated in a language context. In linguistics, the term "word meaning" is studied in semantics and pragmatics. Various experts have categorized types of word meaning based on different theoretical approaches. According to (Leech, 1981; Yunira et al., 2019) the word's meaning is classified into conceptual meaning, connotative meaning, social meaning, affective meaning, reflected meaning, collocative meaning, and thematic meaning.

A word may have a lexical meaning, but in different circumstances, a word is possible to have various meanings. Context plays a crucial role in determining a word's meaning, especially when a word has multiple definitions or is unfamiliar, which is called polysemy. "Polysemy refers to a situation where a single word form has two or more senses that are related by extension." (Cruse, 1986) Another statement from Lyons, who said that "Polysemy arises when a word acquires multiple but related meanings, and such extensions are often context-dependent." (Lyons, 1981) From those statements, the researcher agrees that there is a connection between the context meaning and the polysemy concept where the Contextual meaning helps disambiguate which meaning of a polysemous word is meant.

Contextual meaning refers to the meaning of a word, phrase, sentence, or text as determined by the specific situation or context in which it is used. Unlike lexical meaning, which is the fixed definition of a word in isolation, contextual meaning can change depending on the surrounding words, the speaker's intentions, cultural influences, and the particular circumstances in which the communication occurs. (Searle, 165: 1969) Searle stated, "Contextual meaning arises from how language is used in specific contexts to perform actions, such as making requests, assertions, or promises. The meaning of utterances often depends on the social context and the intentions of the speaker."

Contextual meaning plays a vital role in the translation process as it helps translators ensure that the target text accurately reflects the intended meaning of the source text, considering the context in which the language is used. Unlike a purely word-for-word translation, which relies heavily on lexical meaning, contextual meaning ensures that the translation accounts for nuances such as culture, situation, tone, and speaker intentions, which vary greatly between languages. ' The importance of context in translation, particularly in terms of meaning equivalence. ' They argue that understanding the cultural and situational context is essential to achieving an effective translation, ensuring that the target text communicates the intended message rather than merely a literal word-for-word rendering (Nida & Taber, 1974). From the previous statement, the researcher may conclude that the importance of contextual meaning in the translation process

is to choose a culturally appropriate equivalent in the target language, ensuring that the correct meaning is selected in the translation, finding an equivalent expression or conveying the intended idea in a natural way in the target language, maintaining the pragmatic meaning of a sentence, and ensuring that the overall feel and underlying meaning of the original text are preserved.

Understanding contextual meaning is essential in translation as it ensures that the source text's meaning is conveyed accurately and appropriately in the target language. A translator must grasp the words used along with the cultural, social, and pragmatic aspects of communication that influence how meaning is interpreted. By thoughtfully considering context, translators can deliver faithful and effective translations that resonate with the target audience.

In pragmatics, contextual meaning is crucial in understanding how people interpret language in actual communication. Pragmatics studies how language is used in social contexts, focusing on how speakers convey meaning through their intentions, the setting, and the relationship between the participants. Searle's theory of speech acts emphasizes how meaning is tied to the speaker's intentions and the social context of an utterance (Searle, 1969). He distinguishes between illocutionary acts (what is done in saying something) and perlocutionary acts (the effects on the listener), both of which depend on contextual factors. These works all emphasize how pragmatics deals with the meanings of words and phrases as they are used in context, and they explore the interaction between language and the social, cognitive, and situational factors that shape communication.

Context in pragmatics refers to the various elements surrounding a conversation that influence how an utterance is interpreted. (Yule, 1996) provides an accessible overview of the various types of context such as:

Physical Context: The actual environment or situation in which the conversation takes place. For example, a statement like "It's cold in here" could be an observation or a polite request to close a window, depending on whether you're in a room with a draft.

1. Linguistic Context: The words and sentences that precede or follow a given statement. Meaning often emerges from how a word is used in relation to others within a conversation. For instance, the word "bank" can mean a financial institution, a riverbank, or a place for storing things, but the surrounding language helps clarify its meaning.

2. Social Context: The relationships between the participants in the conversation, including their social roles and cultural norms. The way people speak to friends, family, or colleagues may differ, and what is considered polite or appropriate varies with context.

3. Cognitive Context: The shared knowledge, experiences, or beliefs that participants bring to a conversation. For instance, when someone says "The Eiffel Tower is beautiful," they rely on the listener's knowledge of what the

Eiffel Tower is to fully understand the statement.

Contextual meaning plays a crucial role in determining how language functions in communication in both pragmatics and semantics. While both fields are concerned with meaning, they approach it from different angles. Pragmatics focuses more on the use of language in context. At the same time, semantics is traditionally concerned with the meaning of words and sentences in isolation, though it has become more context-sensitive over time. According to Searle (1968) "In semantics, contextual meaning refers to the way the meaning of a word or sentence can change depending on its surrounding context. This involves both lexical semantics (the meaning of individual words) and compositional semantics (how meanings combine in phrases and sentences)." On another side, (Recanati, 2004) distinguishes between literal meaning and contextual meaning. He argues that "literal meaning is not purely fixed and independent of context. Instead, the interpretation of a sentence's literal meaning often depends on the context in which it is used." This perspective challenges the traditional view of literal meaning as a stable, context-free concept. Context allows us to disambiguate meanings that are not fixed and can change depending on the situation.

According to (Austin et al., 1975) "context plays a crucial role in disambiguating words that might have multiple meanings, depending on the situation." In a Semantic study, a word may have disambiguation in Polysemy, for example, words with multiple meanings, such as the word "bank" (a financial institution or the side of a river), require contextual clues to clarify which meaning is intended :

1. Example 1 (financial): "I went to the bank to open a savings account."
2. Example 2 (river): "The children played near the bank of the river."

From those examples, the meaning of "bank" is derived from its context: the first example involves finance, and the second one involves geography. It can be concluded that context in semantics is necessary for interpreting the exact meaning of words, particularly when there are multiple potential interpretations.

Words express a lot of meanings and expressions according to their context, which produces various interpretations. The word cry is defined as a verb, according to (*Dictionary Cambridge*, n.d.) meaning of producing tears. On the other side, 'Cry' can be interpreted in other meanings. This word is usually used in the conversation from the children's book story to express various feelings. Based on the web (*Dictionary Cambridge*, n.d.), the word cry can be interpreted as 'to cry for a long time until you start to sleep', from the sentence 'Although I survived, there were many nights when I cried myself to sleep.' or having a contextual meaning as 'to call out loudly' according to the situation of the story. Besides the meaning, this word is also classified into nouns, such as in the sentence 'a cry of despair. In that sentence, the word 'cry' can be interpreted as a loud, high sound that expresses emotions. From that previous explanation, the researcher can conclude that one word has the possibility of various meanings contextually. It is important to

understand the whole story to correctly interpret the expression of every word that is influenced by the contextual background.

The translation process will be done to the source materials text needed to be translated. The types of translation source material refer to the different kinds of original texts that need to be translated into another language. These texts vary greatly depending on their purpose, style, audience, and content. Each material type presents its challenges and considerations for the translator. "The distinction between communicative and semantic translations, categorizing source texts into informational, scientific, legal, and literary types." (Newmark, 135; 1988) He emphasizes how each type of text demands a different approach based on its function and audience. Nowadays, the most common types of source material in translation are divided into Literary text, technical text, Legal text, Business and commercial text, Audiovisual text, Academic text, medical text, Website content, Marketing and Advertising text, Subtitle, and Transcripts etc.

This research is conducted by taking the data from the children's Novel written by Enid Blyton. Enid Blyton was a famous children's book writer who was translated into 90+ languages and sold in the world. She had produced many books in genres of fiction, fantasy, mystery, and adventure that contained very interesting stories about friendship, bravery, independence, and good vs. evil. She was popular with her writing style, that were simple and used direct language which making it easier to understand the storyline.

To collect the data, the researcher decides to use one of Enid Blyton's book which was published in 1993. This book contains a lot of stories, such as The Secret Door, Sailor Jim's Telescope, Little Lucky Men, and 'Isn't He a Coward. Most of the stories contained a very simple direct conversation that expresses the strong emotion. That writing style makes the children easy to read and even drawn into the story. Based on that case, the researcher is interested in analyzing the word 'cry' in the Children's Novel of Enid Blyton, which has various meanings according to the context.

Research problem
1. What is the context meaning of the word 'Cry' found in the text from the children's book by Enid Blyton?
2. How is the word 'Cry' translated into Indonesian?

Research Objectives
1. To Analyze the context meaning of the word 'Cry' which is found in the text from the children's book by Enid Blyton
2. To identify of How the word 'Cry' is translated into Indonesian

Method
This research employs a qualitative descriptive design, which facilitates an in-depth exploration of the contextual meaning of the word cry found in Enid Blyton's

children's novel. (Cresswell, 2013) emphasizes that qualitative methods are ideal for exploring phenomena involving meanings, experiences, and interpretations that are not quantifiable. The qualitative approach enables researchers to analyze linguistic data in its natural social and cultural context.

To comprehensively investigate the usage of cry, this study integrates semantic analysis focusing on meaning variations and emotional nuances, and syntactic analysis, which examines the grammatical structure and function of the word within sentences. This combined method allows for a richer and more precise interpretation of the word's contextual meanings.

A. Location and Timeframe of the Research

This research was conducted by analyzing Enid Blyton's works, especially her children's novel, which are available in print and digital formats. This research is estimated to take around 1 month, with the research conducted offline using document analysis of selected books. According to (Ishtiaq, 2019; Litosseliti, 2024) qualitative research often involves detailed data collection that can be done offline, such as document and text analysis, which follows the methodology of this research.

B. Population and Sample

To collect the data, the researcher decides to use one of Enid Blyton's books published in 1993. This book contains several stories, including The Secret Door, Sailor Jim's Telescope, Little Lucky Man, and Isn't He a Coward. These stories were selected due to their rich use of language and the frequent occurrence of the word "cry" in various contexts. The writing style features simple and direct conversations that effectively express strong emotions, making it easy for children to read and become engaged in the narrative.

The sample will include 10 sentences containing the word "cry" from the four selected stories, which will allow for a detailed analysis of its usage in different emotional and contextual settings. This sample size is determined based on the relevant occurrences of the word "cry" found throughout the selected stories. According to (Maxwell, 2022) in qualitative research, sampling is often purposive, namely selecting data that is most relevant to the research question. The selected sentences are as follows:

1. "It must be the one!" cried Lucy.
2. "I know where he is! Somewhere on your bicycle!" cried Melanie.
3. "Here he is!" cried Dick.
4. "George, it was Sailor Jim's mother's cottage I saw burning through his telescope!" cried Pat.
5. "Oh look!" cried Melanie.
6. "What are you doing? What is the meaning of this?" she cried.
7. "Oh will you?" cried the little girl.
8. "What are you going to do?" cried Dick.

9. "What's happening? Oh, what's happening?" cried the little girl.
10. "Look?" cried Pat, who was on the path outside the wall.

C. Research Instrument

The research instrument is the primary instrument for gathering and analyzing the data. Guba, E. G., & Lincoln, Y. S. (1994). The main instrument used in this study is a code sheet, which will be used to classify the occurrence of the word cry. The code sheet includes the following:

1. Original sentences containing the word cry.
2. Grammatical categories (verbs, nouns, phrases, idioms).
3. Contextual meaning of the word cry.
4. Translation strategies applied when the word 'cry' is translated into Indonesian (if any).
5. Validity and Reliability of the Instrument

The validity of the research instrument is ensured through data triangulation, where several examples of the word 'cry' will be compared to ensure consistency in interpretation. As (Carter, 2014) suggests, triangulation helps to increase the credibility of findings by comparing data from different sources or perspectives. The reliability of the instrument is maintained through peer review, where linguistic and translation experts will verify the accuracy and consistency of the classification and interpretation of the data.

D. Research Procedure

This study follows a structured procedure comprising the following steps:

1. Data Collection

Collect all sentences containing the word "cry" from four purposively selected stories within Enid Blyton's children's book: The Secret Door, Sailor Jim's Telescope, Little Lucky Man, and Isn't He a Coward.

2. Data Classification

Classify each occurrence based on its syntactic role (e.g., verb, noun) and its contextual meaning related to the narrative's emotional or situational context.

3. Contextual Analysis

Analyze the contextual meaning of each instance to interpret the nuanced emotional tones conveyed, such as joy, anger, mockery, or confusion.

4. Translation Evaluation

Examine how each instance of "cry" is translated into Indonesian and identify challenges or shifts in meaning resulting from translation strategies.

E. Data Analysis Techniques

The data in this study were analyzed using semantic analysis. This technique

focuses on examining the meanings of the word cry as it appears in different contexts within the selected stories by Enid Blyton. Semantic analysis helps uncover how the meaning of cry varies depending on social, cultural, and emotional factors, as well as the narrative context.

By applying semantic analysis, the study identifies the different emotional tones and meanings conveyed by cry such as joy, surprise, anger, or mockery, and explains how these meanings are expressed in the source text. This approach allows for a thorough understanding of the polysemous nature of cry and supports the evaluation of its translation into Indonesian.

The use of semantic analysis aligns with the research objective to interpret contextual meanings, as emphasized by (Gee, 2014) who argues that words acquire different meanings depending on their social and situational context.

Results

This study aims to answer the first research question of how the analysis of the contextual meaning of the word cry, which emerges in several children's stories written by Enid Blyton, focuses on how its meaning shifts depending on the character's emotional state and the narrative context. The findings of this study are based on the analysis of sentences containing the word cry from Blyton's works, specifically The Secret Door, Sailor Jim's Telescope, Little Lucky Man, and Isn't He a Coward. Below are the findings based on the analyzed data:

A. The context meaning of the word 'cried', which expresses 'speaking out loud!"

1. Sentence: "It must be the one!" *cried* **Lucy,** and they all pushed at the brown, polished panel and banged on it. But nothing happened. In desperation Dick caught hold of the big nail and pulled at it. (The Secret Door – Page 15)

Analysis: The storyline begins when Lucy and her brothers read an old letter and discovered a secret panel hidden among the books in the library. They were then excited and raced to find it. Suddenly, Lucy felt that she had found the secret panel, saying, "It must be the one!" The context shows that Lucy expresses her excitement for adventure, which causes her to speak loudly when she stated it. It can be identified by the following narration, which states that they tried to push the panel and banged on it. Rather than expressing the excitement with 'She said out loud', Enid Blyton preferred to convey Lucy's feeling with the simple word 'cried" which represents her excitement when she said it.

Indonesian translation: *'serunya'.* In the Indonesian language, the expression of calling out loud is translated as *'serunya'*

2. Sentence: "I know where he is! Somewhere on your bicycle!" *cried* **Melanie,** suddenly guessing. "I'll find him! I'll find him!" (Little Lucky Man – Page 70

Analysis: The situation begins when Melanie lost his 'lucky men' doll. She suspected that her brother had taken it without permission, and she found out. The context was that she was angry and tried to find out where her brother kept her lucky men, and she said it with anger by saying "I'll find him! I'll find him!".Rather than expressing the furious feeling with ' She said angrily ', Enid Blyton preferred to express Melanie's feeling with a simple word, 'cried".

Indonesian translation : *'serunya'.* In the Indonesian language, the expression of calling out loud with the furious feeling is translated as *'serunya'*

B. The context meaning of the word 'cried', which expresses 'mockingly mock"
1. Sentence : Here he is!" *cried* **Dick.** "Trying to give us the slip. Here's Harry, old cowardy-custard. ("Isn't He a Coward – Page 100)

Analysis: The storyline begins when Harry (the main character) tried to help a little girl from being bullied by a big boy. Then suddenly, Harry's friends came, they are Dick, Mike and David who though that Harry picked a fight with the big boy. The context of the story is Dick mocked Harry who tried to oppose a big boy. The following sentence can identify it said 'Here's Harry, old cowardy-custard'. Rather than expressing the statement with ' Mockingly mock ', Enid Blyton preferred to express dick's statement with a simple word, 'cried".

Indonesian translation : *'ejeknya'.* In the Indonesian language, the expression of teasing someone out loud is translated as *'ejeknya'*

C. The context meaning of the word 'cried', which expresses 'Explained hardly"
1. Sentence : "George, it was Sailor Jim's mother's cottage I saw burning through his telescope!" *cried* **Pat**. "Isn't it strange just like a house-that-Jack-built story!" (Sailor Jim's Telescope – Page 42)

Analysis: The situation begins when Sailor Jim came to George and Pat's house to say thanks to Pat for saving his mother's cottage, which was burning out, and rewards them with a telescope for their brave action. The context of the word 'cried' is the excitement of Pat when she found out that Sailor Jim had visited and given them a nice telescope.

Rather than expressing the statement with 'She explained out loud', Enid Blyton preferred to express pat's statement with a simple word, 'cried Pat".

Indonesian translation : *'jelasannya'.* In the Indonesian language, the expression of excitement of giving an information is translated as *'jelasannya'*

D. The context meaning of the word 'cried', which expresses 'Shout out loud '
1. Sentence : "Oh look!" *cried* **Melanie in** delight, as he fell out onto the table. "A

teeny little man – dressed in blue and white – with the tiniest smile on his face!" (Sailor Jim's Telescope – Page 42)

Analysis: The storyline begins when Melanie (the main character) got a gift a tiny little man out of a Christmas cracker. She was very happy about that surprise. Because of that happiness, she expressed it by telling her mom in a loud voice to make her mom realize how cute the gift is by describing all the details of the toy. Rather than expressing the great pleasure with ' She shout happily ', Enid Blyton preferred to express Melanie's feeling with a simple word, 'cried".

Indonesian translation : 'Teriaknya'. In the Indonesian language, the expression of shout out loud with the happy feeling is translated as 'teriaknya'

E. The context meaning of the word 'cried', which expresses 'asked confusingly'

1. Sentence : What are you doing? What is the meaning of this?" she *cried.* The firemen pointed to the smoking roof, where the flames were now almost out. (Little Lucky Man – Page 61)

Analysis: The situation begins when the train passed by the cottage, which belonged to Sailor Jim's mother. The sparks of smoke from the train flew to the roof of the cottage, which caused a fire. Pat (the main character) saw it through the telescope and asked her mom to call the fire station to report the urgent situation. The firefighter rode to the cottage and prepared to extinguish the fire. The context of that situation was the lady who owned the cottage, didn't know the situation, and started to ask in a confused state by saying **'What are you doing? What is the meaning of this?'.** Rather than expressing the confusion with ' She asked loudly', Enid Blyton preferred to express the lady's feeling with a simple word, 'cried".

Indonesian translation : '*Tanyanya'.* In the Indonesian language, the expression of confusing while asking is translated as *'Tanyanya'.*

2. Sentence : "Oh will you?" *cried* the little girl, and she smiled up at Harry. "But how can you?" (Isn't He a Coward – Page 102)

Analysis: The situation begins when Harry offered help to a little girl to rescue her doll that was thrown into the yard of a big house by an unknown big boy. Two dogs were guarding the house, but Harry was not afraid to help the little girl. The context is that the little girl felt pleased by the help offered by Harry even though she was scared that Harry would be in trouble with those two dogs.   So that the little made sure by asking **'Oh will you?"** and **"But how can you?"** . Rather than expressing her concern with ' She asked loudly', Enid Blyton preferred to express the lady's feeling with a simple word, 'cried".

Indonesian translation : 'Tanyanya'. In the Indonesian language, the expression of worry while asking is translated as 'Tanyanya'.

3. Sentence : What are you going to do?" *cried* **Dick.** "You can't jump down the other side, idiot. You'd never get back. And those dogs are always about." (Isn't He a Coward – Page 103)

Analysis: The situation begins when Harry offered help to a little girl to rescue her doll that was thrown into the yard of a big house by an unknown big boy. Two dogs were guarding the house, but Harry was not afraid to help the little girl. The context is Dick couldn't believe that Harry was brave enough to do the action by climbing the tree, it's shown by the question asked by Dick **'What are you going to do?"** . In the same situation, He also had a concern that something bad would happen to Harry. This Expression is shown when he said **'You can't jump down the other side, idiot. You'd never get back. And those dogs are always about'.** Enid Blyton preferred to express the lady's feeling with a simple word, 'cried".

Indonesian translation : 'Tanyanya'. In the Indonesian language, the expression of worry while asking is translated as 'Tanyanya'.

4. Sentence : "What's happening? Oh, what's happening?" *cried* **the little girl,** who was on the path outside the wall. "Is that one of the dogs growling at Harry?" (Isn't He a Coward – Page 105)

Analysis: The situation begins when Harry offered help to a little girl to rescue her doll that was thrown into the yard of a big house by an unknown big boy. Two dogs were guarding the house, but Harry was not afraid to help the little girl. During his action, before he successfully jumped over the wall to give the doll to the little girl, the two dogs found him and barked at him. The context is that the little girl felt scared and worried when hearing the dog bark without seeing the real situation faced by Harry. That concern is shown by the question, of **'What's happening?.** Enid Blyton preferred to express the lady's feeling with a simple word, 'cried".

Indonesian translation : 'Tanyanya'. In the Indonesian language, the expression of worry while asking is translated as 'Tanyanya'

F. The context meaning of the word 'cried', which expresses 'Screaming out loud'

1. Sentence : "Look?" *cried* **Pat,** who was on the path outside the wall. "Pointing out of the window (Sailor Jim's Telescope – Page 38)

Analysis: The situation begins when Pat saw the fume from the little cottage across the railaway through the telescope. Then she was shocked by that accident and rushed to tell her ,other and brother. The context is that the feeling of being shocked caused uncontrol emotion Enid Blyton preferred to express the lPat's feeling with a simple word, 'cried".

Indonesian translation : 'Tanyanya'. In the Indonesian language, the expression of worry while asking is translated as 'Tanyanya'

Discussion

The findings of this research are consistent with (Searle, 1969) theory of contextual meaning, which stated that the meaning of a word is not fixed but influenced by social context and the speaker's intentions. The word cry in Blyton's works demonstrates this by shifting meaning based on the emotional and situational context in which it is used. The study also supports (Nida & Taber, 1974) emphasis on the importance of cultural context in translation, showing that the word cry requires careful translation choices to preserve its emotional impact.

Based on the data obtained, the word cried functions primarily as a verb in each instance, but it conveys strong emotional reactions rather than just physical crying. The analysis demonstrates that cried is used not only to express speech but also to indicate a strong emotional response.

- Positive Emotions (Excitement, Confidence): In "Little Lucky Man" (Page 61), cried is used to convey joy and delight, as Melanie reacts enthusiastically to the discovery of the tiny man.
- Negative Emotions (Fear, Surprise, Anger): In "Sailor Jim's Telescope" (Page 40), cried expresses shock and alarm, while in "Isn't He a Coward" (Page 100), it conveys mockery and anger toward Harry.
- Introgative Expressions: In 'Isn't He a Coward '(page 105), the word cried described a questioning expression with the feeling of   confusion and fear

Translating cried into Indonesian presents challenges, particularly in conveying the emotional tone. Depending on the emotional context (e.g., excitement, fear, mockery), the word cried can be translated as "teriak", "seru", or "berkata dengan keras", while the others can be expressed as 'ancamnya' or 'tanyanya'. This underscores the need for contextual awareness when translating emotionally charged words. The different translations of cried are crucial to preserving the emotional intensity of the original text. Using translations like "seru" or "teriak" helps maintain the emotional nuance and avoids a literal translation like "menangis", which would fail to convey the emotional context accurately.

Conclusion

The study has shown that contextual meaning plays a significant role in how words, such as "cry," are interpreted in literature. Most forms of the word "cry" are presented as past participles, and according to the analysis, this word transforms into not just a single interpretation but various ones. In the literature of Enid Blyton, used as the source for this research, the word "cry" expresses excitement, confidence, fear, surprise, anger, threat, and questioning. All those feelings are organized by every word chosen, and the conversation flows through the narrative text. Therefore, understanding the expression reveals that the word "cry" cannot be translated solely by its literal meaning of 'producing tears"; rather, it can be

translated in various ways depending on the context of the conversation in the target language. In Indonesian translation, the word "cry," which is derived from the data, can be translated as "serunya" from the word "seruan," "teriaknya," "ancamnya," and "tanyanya," which are conveyed with a loud voice and emotional feeling. This serves as evidence to support (Searle, 1969) theory that contextual meaning suggests the meaning of a word is not fixed but is influenced by social context and the speaker's intentions.

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