

CHAPTER I INTRODUCTION

1.1 Background of the Study

People communicate one another in order to represent their ideas. By using language they interact in order to convey their thought. This kind of interaction in which the language used as media is called conversation. It is very important to build a meaningful conversation so that their ideas can be conveyed and represented correctly. Therefore, both speaker and listener should have the same interpretation so the listener would be able to get and interpret what the speaker exactly mean and give the right response.

Communication can be conceived as the transfer of information and response situation between speakers (Cruse, 2000:15). According to Levinson (1983) conversation may be taken to be that familiar predominant kind of talk in which two or more participants freely alternate in speaking, which generally occurs outside specific institutional settings like religious services, law courts, classrooms, etc.

In communication, sometimes the speaker may utter something which is different with what they intended to be understood which make the listener cannot response appropriately. In daily conversation, people do not always say what is true and what they have evidence for. The speaker might also make their contribution not as informative as it is expected. The contribution which is uttered by them may also not always relevant to the context and the way they conveyed their idea or answers is sometimes unclear. In that case, they break the rule in

cooperative principle. Yule (1996:36) stated that the ability to provide an expected amount of information by a speaker in a conversation is a concept of cooperative principle in which the participants make their contributions as informative as is required.

Cooperative principle is a rule that should be obeyed to make communication among speakers. The cooperative principle describes how people interact with one another (Yule, 1996:36). The principle is what forms the basis of interpretation of utterances. Cooperative principle which is mainly attributed to Grice (1975) presents the cooperative principle in the following terms: "Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged". Hence, Grice (1975) proposed four conversational implicature known as conversational maxims to explain the link between utterances and what was understood from them in order. The four maxims were maxim of quality, quantity relevance and manner.

Conversational maxims occur in the conversations in every situation of human life. The phenomenon of the conversational maxims also happens in counseling context in school. The schools as teaching and learning environments where the students are involved provide many occasions in which talk is needed. Counseling is one of the communications in school interaction which involved student and teacher. It is one of the educational practices in school, especially to help students develop their personality, social, learning activity and development. In this counseling context, the students and teacher would have conversation.

Teacher will counsel the students by asking them some questions so that the students would share the information related to their problem and the teacher may give some guidance and advices to the students.

The topic discussed by the students and the teacher may be about the school problem or students' personal problems. In the conversation happen during this context, the students may obey the maxims by giving informative answer to what interviewer asks and violate them by giving uncooperative and complicated answers during the conversation.

The examples of this phenomenon can be seen in the preliminary data which were taken from the conversation happened during the counseling session in Senior High School:

Teacher : *Tahu gak kenapa ibu panggil?*

(Do you know why I ask you to come?)

Student : *Enggak, Bu*

(No, Ma'am)

Teacher : *Absen sudah berapa?*

(How many absences do you have?)

Student : *Saya ga pernah absen tapi saya sering kirim surat, bu.*

(I've never been absent, but I often sent permission letter, Ma'am)

In the conversation above, when the teacher asked the student whether the student knew the reason why the teacher asked her to come to the counseling room, the student answered the question clearly without any doubt. The statement "Enggak, bu" is matched with the concept of maxim of quality as explanation of Grice (1975). Therefore, this is concluded as obedience in maxim of quality. However, when the students were asked about how many absent she had, the

answer “Saya ga pernah absen tapi saya sering kirim surat, bu.” was the example of the violation of maxim of quantity because the response gives too much information. The reason why the students violated the maxim was to defend herself.

The example of conversational maxim occurred in counseling session can also be seen in the conversational with different topic below;

- Teacher : *Apa tanggung jawab kamu yang belum selesai?*
(What is your responsibility that you have not fullfiled?)
- Student : *Uang baju olahraga 50rb lagi*
(My responsibility to pay fifty thousand (rupiahs) more for sports clothes, Ma’am)
- Teacher : *Sudah dikasih sama orang tua? Atau memang kamu gak kasih?*
(Had your parent given it to you? Or you were the one who didn’t give it to the teacher?)
- Students : *Kemarin itu kan buk sudah dikasih, uangnya jatuh pas saya lagi ke rumah teman saya. Jatuh di angkot lah kan gitu kan buk. Uda saya ganti cepek kan buk, yang lima puluh memang belum dikasih.*
(At that time, my parent had given me the money, but I dropped it when I went to my friend’s house. I dropped it on the bus, Ma’am. I already covered for one hundred thousand, Ma’am. But the fifty thousand had not been given yet.)

In the conversational above, the first response given by the students in response to the teacher first question was the example of the obedience of maxim of quality. The clear answer which were given by the students without any doubt which is not too little and not too much. can be concluded as obedience in maxim of quantity based on the theory proposed by Grice (1975). Meanwhile, in the second response given by the student for the teacher’s next question, the students

answered the question by explanation more than just needed. It can be concluded as the violation in maxim of quantity. The violation of quantity maxim in this sentences was realized by overstatement. It was done to convince the teacher about her situation.

Another example which showed the conversational maxim in school can be seen in the conversation below;

- Teacher : *Apa kata mamak soal kamu tidak pernah terlambat lagi?*
 (What did your mother say about you never being late anymore?)
- Student : *Mamak cuma marah aja.*
 (My mother was just angry)

The student answered teacher's question irrelevantly which can be concluded as the violation in maxim of relevance. According Grice in Levinson (1983) maxim of relevance is categorized as violation if a speaker says something irrelevantly. The student supposed to answer the questions by telling the teacher the statement that his mom gave about his who never being late anymore, but he only gave answer that his mother was just angry which was not relevant to the question. It was done to hide the truth from the teacher.

The preliminary data above showed that the violation and obedience of conversational maxims were occurred in school counseling contexts. According to Erickson and Shultz (1982), conversation is socially organized for both participants have to take action by taking into account what the other is doing at the time. The social organization in the counseling is "reflexive" because who the student is able to be depends in part on how the counselor acts, and who the counselor is able to be is influenced by how the student acts. The ways in which

each talks and listens from moment to moment becomes an environment for the other party. They are continuously part of one another's immediate social ecology. The examples above showed that conversational maxims occurred in the counseling session in school. The understanding about the conversational is very important to build a meaningful conversation. Understanding conversational rules is therefore fundamental for smooth communication, and conversational rules that are shared in society may contribute to mutual understanding during conversation, especially in counseling session. Mutual understanding between the teacher and the student is crucially needed in this context, so that the teacher can give advice and suggestion related to the students problems.

As the counseling session were important and really needed in many fields (i.e. hospital, office, school, etc), there were several previous studies which studied about the conversations in counseling session. Previous study about “The Violation of Cooperative Principles and Four Maxims in Iranian Psychological Counsultation” by Saghebi and Sobhani (2014). After analysing their language by means of conversational implicature and the occurrences of the violation of Cooperative Principle, it is concluded that the recognition of conversational implicature is essential for the understanding of the non-cooperative attitudes of the speakers and their violation of one or more Cooperative Principle maxims. The violation of all types of maxims were found in this study. There were instances when the purpose was to intentionally miscommunicate within this sophisticated social context.

In Indonesia, the study about conversational maxim in school communication can also be found. The study was conducted in 2014 by Kamila. It was an analysis of Cooperative Principles in Classroom Interaction. This study investigate how often students and teacher violate the maxim of cooperative principles in class room interaction and the reasons why the students and teacher violate those maxims. The result of the study showed that there were only two types of cooperative principles maxims violated in classroom interaction. They were maxim of relevance and maxim of quality. The reason behind the violation of these maxim are different for each violation. The reason of the violation of maxim of relevance and quality is to live up the situation in the classroom and to make jokes.

Counseling, as one of the communication which took place in school can also be studied. Many of the previous research which studies about conversational maxims in school communication tend to analyse the convesation in the classroom. Research which study in detail the conversational maxim and the reason of their occurrence in counseling session in school are still rarely to be found. Furthermore, the reasons of the occurrence of conversational maxim in school counseling context from the preliminary data were different with what the previous research found although the conversation similarly took place in school. From the preliminary data, the reasons of violating the maxims were to defend the student's self, convincing the hearer, and hide the truth. Meanwhile previous research which studied conversational maxims in school communication found

that the reason behind the violation were to live up the situation in the classroom and to make jokes.

Therefore, based on the phenomena mention above, this study investigated the conversational maxims in school counseling centexts. It is expected to find out the occurrences of conversational maxims in school counseling context, how the conversational maxims occurences were realized and and the reasons behind the obedience and violations of conversational maxims by the students in school counseling context.

1.2 The Problem of the Study

Based on the explanation given in the background, the problems of the study were formulated in the following questions.

1. What conversational maxims are employed in the school counseling contexts?
2. How are the conversational maxims realized linguistically in the school counseling contexts?
3. Why are the conversational maxims realized in the school counseling contexts in the way they are?

1.3 The Objective of the Study

The objectives of study can be described as follows:

1. to describe the types of conversational maxims employed in the school counseling context,

2. to elaborate how the conversational maxims realized in the school counseling context, and
3. to find out the reason for the obedience and violations of conversational maxims by the students in the school counseling context.

1.4 The Scope of the Study

This study attempted to investigate the conversational maxims in school counseling context. The conversational maxims which are found in students' utterances would be observed in this study. The study is limited to the occurrences of conversational maxims, in school by using the theory of conversational maxims.

1.5 The Significance of the Study

The findings of this study are expected to be useful theoretically and practically. Theoretically, the findings of this study are expected to give contribution to linguistic theories in the field of pragmatics especially in conversational maxims and the development of studies related to conversational maxims. In addition, the findings can be references for further studies related to interactional language.

Practically, it is hoped to be useful to be a reference for the university students majoring in linguistics who are interested in studying and conducting any further studies about conversational maxims. For speakers and listeners in daily conversation, the knowledge of conversational maxim will help them to create a better and more effective communication.