

ABSTRACT

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The study deals with the conversational maxims in school counseling context. This study attempted to investigate the types of conversational maxims (obedience and violations), the realization and the reasons why those conversational maxims occurred counseling context in school by using the theory of conversational maxims. This study was conducted by using qualitative design. The data in this study were taken from ten recorded utterances of the students in school counseling session. The utterances in school counseling session were recorded and transcribed in order to be analyzed. The findings show that all types of conversational maxim employed in school counseling context. The conversational maxims tended to be fulfilled rather than violated by the students. The way of conformability of conversational maxims in school counseling context were realized by direct and undoubtful answer, sufficient information, brief and orderly response and relevant expressions. However, the violation of conversational maxims were realized through vagueness, methapor, overstatement, understatement, avoidance, ambiguous, rethorical question, repeated questions, presuppose, giving hints, and giving association clue. There are three reasons for conversational maxim fulfillment in school counseling context, they are building one's belief, satisfying and convincing the hearer. Meanwhile the reasons for conversational maxim violation are hiding the truth, saving face, satisfying the hearer, building one's belief, convincing the hearer, avoiding giving wrong information, defending one's self, avoiding further questioning and clarifying something.

Keywords: *conversational maxims, maxim violation, maxim fulfillment, school counseling context*



ABSTRAK

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Studi ini membahas tentang maksim percakapan dalam konteks konseling sekolah. Penelitian ini bertujuan untuk menyelidiki jenis maksim (ketaatan dan pelanggaran maksim percakapan), realisasi dan alasan mengapa maksim percakapan tersebut terjadi dalam konteks konseling di sekolah dengan menggunakan teori maksim percakapan. Penelitian ini dilakukan dengan menggunakan metode kualitatif. Data dalam penelitian ini diambil dari sepuluh rekaman ujaran siswa dalam sesi konseling sekolah. Ucapan di sesi konseling sekolah dicatat dan ditranskrip agar bisa dianalisis. Dari analisis data dan temuan ditemukan bahwa semua jenis tipe maksim terjadi dalam konteks konseling sekolah. Dalam konteks konseling sekolah, maksim percakapan cenderung dipatuhi daripada dilanggar oleh siswa. Ketaatan maksim percakapan dalam konteks konseling sekolah diwujudkan melalui jawaban langsung dan tanpa keragu-raguan, informasi yang cukup, tanggapan jelas dan berurut dan relevansinya. Sementara pelanggaran atas maksim percakapan direalisasikan melalui ketidakjelasan, metafora, pernyataan berlebihan, pernyataan berkekurangan, diam, ambigu, pertanyaan retorik, mempertanyakan kembali, pengisyaran, memberikan petunjuk, dan memberikan petunjuk asosiasi. Ada tiga alasan kepatuhan kepatuhan terhadap maksim percakapan dalam konteks konseling sekolah, yaitu untuk membangun kepercayaan seseorang, memuaskan pendengar, dan meyakinkan pendengarnya. Sementara alasan pelanggaran terhadap maksim percakapan adalah untuk menyembunyikan kebenaran, menyelamatkan reputasi, memuaskan pendengar, membangun kepercayaan, meyakinkan pendengar, menghindari pemberian informasi yang salah, membela diri, menghindari pertanyaan lebih lanjut dan mengklarifikasi sesuatu.

Kata kunci : *maksim percakapan, pelanggaran maksim, ketaatan maksim, konteks konseling sekolah*