

ABSTRACT

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Conversational implicature is the inference by assuming that speaker and addressee knows and accepts the communicational norms (maxims). The study attempted to describe the students' awareness of conversational implicature and to give the reasons of students' awareness of conversational implicature. The subjects of the study were the students of different Academic Year, English Department of Faculty of Language and Arts, State University of Medan. The study conducted by applying qualitative descriptive design. The technique of elicitation was applied to find out the students' awareness of conversational implicature and in depth interview used to know the reason of students' awareness of conversational implicature. Results of the study showed that there was different degree of awareness among the subjects. The difference was viewed from time of awareness process and levels of subjects' awareness. The students were very aware in term of time because 81% students of third and fifth semester could perceive the implicatures in five to ten seconds. Then, the students were quite aware in term of level of correctness because 45.6 % students of third and fifth semester could perceive the implicatures correctly or in the high level of awareness in five to ten seconds. The reasons why the subjects' implicature of the students were different because of students' perspectives to the conversation itself. It was due to their different their different understanding and different culture of communication. Both types of conversational implicatures; PCI (Particularized Conversational Implicature) and General Conversational Implicature (GCI) were found different degree of awareness to both students at the third semester and the fifth semester from conversation one to ten. As a result, length of study is not a factor for different time awareness processing of conversational implicature. Thus, students at university level, especially English Department are expected to be aware and perceive the conversational implicature. Students' awareness of conversational implicature is expected to be useful as of the process of gaining content knowledge, intention, not only in academic subjects, but also in daily life.

Keywords: *Conversational implicature, awareness, in-depth interview.*

ABSTRAK

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Implikatur percakapan adalah inferensi dengan asumsi bahwa pembicara dan penerima mengetahui dan menerima norma-norma komunikasi (maksim). Penelitian ini mencoba untuk mendeskripsikan tentang kesadaran siswa akan implikatur percakapan dan memberikan alasan kesadaran siswa akan implikatur percakapan. Subjek penelitian ini adalah mahasiswa tahun ajaran berbeda, semester tiga dan semester lima jurusan Bahasa Inggris Fakultas Bahasa dan Seni, Universitas Negeri Medan. Penelitian ini dilakukan dengan menerapkan desain deskriptif kualitatif. Teknik elisitasi digunakan untuk mengetahui kesadaran siswa terhadap implikatur percakapan dan wawancara mendalam digunakan untuk mengetahui alasan kesadaran siswa terhadap implikatur percakapan. Hasil penelitian menunjukkan bahwa terdapat perbedaan derajat kesadaran antar siswa. Perbedaan tersebut dilihat dari segi waktu; proses kesadaran terhadap implikatur dan tingkat kebenaran implikatur dari siswa. Ditemukan bahwa siswa sangat sadar dalam hal waktu karena 81% mahasiswa semester tiga dan lima bisa mendapatkan implikatur dalam waktu lima sampai sepuluh detik. Kemudian, siswa cukup sadar dilihat dari segi tingkat kebenaran terhadap implikatur karena 45,6% siswa semester tiga dan lima sudah bisa mendapatkan implikatur percakapan dengan benar atau mereka berada dalam kesadaran tinggi; yaitu dalam waktu lima sampai sepuluh detik. Alasan mengapa implikatur siswa berbeda adalah karena perspektif siswa terhadap percakapan itu sendiri. Itu terjadi karena perbedaan pemahaman mereka dan budaya komunikasi yang berbeda. Kedua jenis implikatur percakapan; *PCI (Particularized Conversational Implicature)* dan *General Conversational Implicature (GCI)* ditemukan tingkat kesadaran yang berbeda bagi siswa semester tiga dan semester lima dari percakapan satu sampai sepuluh. Kesimpulannya, lamanya belajar bukanlah faktor untuk pemrosesan kesadaran dari implikatur percakapan. Dengan demikian, siswa di tingkat universitas, khususnya jurusan Bahasa Inggris diharapkan mengetahui dan memahami implikatur percakapan. Kesadaran siswa terhadap implikatur percakapan diharapkan dapat bermanfaat sebagai proses memperoleh pengetahuan yang tidak hanya dalam mata pelajaran akademik, tetapi juga dalam kehidupan sehari-hari.

Kata kunci: *Implikatur percakapan, kesadaran, wawancara mendalam.*