

The Functions of Counselor Advisory Utterances for Students' Self-Development in the Interaction of Classroom Guidance and Counseling

Nurul Lutfia
 Universitas Negeri Semarang
 Semarang, Indonesia
nurulfia@gmail.com

Rustono
 Universitas Negeri Semarang
 Semarang, Indonesia
rustono@mail.unnes.ac.id

Tommi Yuniawan
 Universitas Negeri Semarang
 Semarang, Indonesia
tommiyubiawan@mail.unnes.ac.id

Abstract. Counselors' utterances are varied and unique. It holds an important role in a guidance and counseling activity. One factor influencing the success of counseling is the appropriate language use by the counselors. Therefore, this study intended to describe the functions of counselors' advisory utterances for the self-development of Senior High School students in the interaction of classroom guidance and counseling. The study used descriptive qualitative method by collecting the data from the conversation excerpts that were considered containing counselors' advisory utterances. Meanwhile, the source of data came from counselors and students' speech during classroom guidance and counseling. The results described kinds of Guidance and Counseling (BK) advisory utterances for students' self-development in the interaction of classroom guidance and counseling.

Keywords: *speech functions, counselors' speech act, students' self-development, classroom guidance and counseling*

I. INTRODUCTION

Counselors' utterances are important in guidance and counseling activities. It is because one of the determinant factors of counseling success lies in counselors' language use. Various studies have investigated the effects of counselors' verbal behavior on clients' responses (Stout, 2014:6). Roulstone in Widyastuti (2018:113) has proved the success of counselors' positive language in building children's characters, especially those who are under five years old in Bristol, UK. Her study concludes that the use of positive language and performance have contributed to great results in building children's characters.

The language used by counselors has variation of utterances, and functions. It also has particular meanings and purposes. These varied utterances give a variety of diverse speech according to the

purposes of the utterance spoken. Searle (in Rustono 1999: 39) explains five categories of speech act, namely representative, directive, expressive, commissive, and declarative. These types of speech acts occur in various speech events in daily life.

Counselors' utterances can have certain functions. They can encourage students to develop personality, and even give deterrent effects for troublesome students at school. Similarly, humorous speech can also have certain functions. Yuniawan (2018) conducted a study regarding the function of pornography association in humorous discourse. Based on the analysis, he concludes that the function of pornography association in humorous discourse covers: (1) attention attraction, (2) entertainment, (3) intrigue, (4) euphemism, and (5) deceiving readers.

Communication between counselors and students is an interesting speech event to observe. Virna (2015) investigated counselor speech strategies in dealing with problematic students. She found that the speech act used by the counselor in the interaction was in form of expressive. It intended to build psychological conditions so that the counselees felt comfortable to be in the counselor's room or BK room. Besides, the counselors also used assertive speech act to give information regarding the function of BK in school. Sometimes, he also used directive speech act in form of chit-chat to make the counselor and students close. In the middle of the counseling, the counselor clarified and defined students' problems using assertive speech act, directive speech act in form of questions to give attention, and expressive speech act to show openness.

School counselor's speech is expected to reinforce the process of guidance and counseling service at school. This service is intended to make students find positive perceptions within themselves. In line with this, counselors' communication is aimed at directing students in the development so that they can accomplish their learning activities well. Counselors as facilitators should provide intervention in the counseling so that the students either obtain direction of their career planning or facilities for their learning development. The intervention can be done through BK teachers' utterances that contain certain functions.

By referring to the above description, this study intended to describe the functions of counselors' advisory utterances in the interaction of classroom guidance and counseling that implied unique phenomena or symptoms related to students' self-development, covering (1) personal life development, (2) social life, (3) learning activity, and (4) career planning and development.

II. METHODS

This study employed pragmatic approach with descriptive qualitative method. The pragmatic approach was used to analyze the conversation excerpts that were considered to have counselors' advisory utterances functions. For more, the data source was derived from the utterances of counselors and students regarding students' self-development in the interaction of classroom guidance and counseling. Their data were collected using *simak bebas libat cakap* technique followed by record and log techniques. Once they were collected, the data were classified and analyzed using heuristic technique.

III. RESULTS AND DISCUSSION

A. Suggestion Function

Suggestion function is to give confidence from speaker to the interlocutor by giving good advice. Andianto (2004:36) states that suggestion function is indicated by the provision of good and educating teaching, and containing truth that substantially has existed, but unconsciously realized by the interlocutor.

CONTEXT: A BK TEACHER PROVIDED DIRECTION AND ORIENTATION TO NEW STUDENTS OF SMA NEGERI 1 LEMAHABANG
BK teacher: Semoga **dari tahun kalian, kalian jadi kelas MIPA terbaik ya. Harus**

pokoknya harus kalian tingkatkan prestasi-prestasi kalian karena masa SMP akan berbeda dengan masa SMA ya. Jaga kekompakan kalian.

(I hope that you will be the best natural science class among your batch. You should, and you must improve your achievement because Junior High School (SMP) is different from Senior High School (SMA). Stick together!)

Students: "Siap, Bu."

(Sure, ma'am)

(Data 2)

The above utterances were functioned as a suggestion done by a teacher in classroom guidance and counseling. The utterances suggested the students to be the best class. Also, the BK teacher advised the students to improve their learning achievement. The truth laid in this advice was that SMA level would have different atmosphere from SMP level. Therefore, the students as the interlocutor were reasonable to take the actions desired by the teachers in the above suggestion function of advisory utterances.

The self-development that appeared in the above speech was the personal-social development. To improve their learning achievement, the students should develop their personal life. As their achievement improves, their self-worth will do so. Further, by sticking together, the students learned to develop social-learning life based on the classroom environment. By doing so, the comfortable classroom interaction would make the students learn comfortably and have a positive impact on learning activities.

B. Warning Function

The warning function of advisory utterances is realized by warning, and advice to remind counselees about their obligation (Andianto, 2004:119). This function is indicated by the use of words such as "watch out, be careful, or keep in mind" and other similar words that have the same intention. The followings are data showing the warning function of advisory utterances by the teacher in the process of guidance and counseling lesson.

CONTEXT: A BK TEACHER WAS ABOUT TO GIVE ORIENTATION TO NEW STUDENTS.
THE CLASSROOM WAS QUITE NOISY,

STUDENTS WERE NOT YET DISCIPLINE, AND NOT READY TO START THE LESSON.

Teacher BK: **“Duduknya cantik. Lihatnya ke depan!”** (*Sit properly, honey. Look at me!*)

Student: “Iya, Bu!”
(*okay, ma'am*)

(Data 1)

The above advisory utterance indirectly performed warning function. It was intended to warn a female student to sit properly. The truth laid in the teacher’s speech (as a speaker) to the students (as interlocutors) was to have respectful attitude for the person who is speaking in front of the students.

What could be infer from the above speech for students’ self-development was that the development of social life-respectful attitude for others. In this case, the BK teacher warned the students to develop their social life so that they can respect others.

C. Encouragement Function

Encouragement function intends to provide confidence from speaker to interlocutor based on the speaker wishes, but the decision is given to the interlocutor. This function is usually realized by the use of words such as “let’s” or “please” as the markers. Sometimes, the words “hope” and “should” are also used to emphasize the meaning of the urge. Other similar words are also included in this function. The following are data showing the encouragement function of counselor’s advisory utterances.

CONTEXT: A BK TEACHER ENCOURAGED STUDENTS TO FAMILIARIZE WITH POLITE ATTITUDES BY SMILE, AND GREETINGS AT SCHOOL.

Teacher BK: “Kalian tahu 5S?”
(*Do you know 5S?*)

Students: “Tahu, Bu.”
(*We know it, Ma'am*)

Teacher BK: **“Iya, kalian tuh harus tahu dan menerapkan 5S. Kalian tuh harus ceria. Coba senyum, coba senyum satu-satu. Ih beneran ibu mah. Kalian tuh harus ceria sebelum belajar tuh kalian harus senyum ceria semangat menerima pelajaran. Coba itu yang di pojok, jangan lupa senyum ya.”**

(*Yes, you should know and apply 5S. You must be cheerful. Each of you please try to smile. Why? Because you have to be cheerful before learning. You have to smile cheerfully to receive the lesson. Student in the corner, don't forget to smile.*)

(Data 10)

The above utterances functioned as encouragement and were done by the teacher in the classroom guidance and counseling. The utterances meant to give encouragement to the students to practice 5S in daily life. BK teacher encouraged students to be cheerful and ready to have lessons. The truth advised by the teacher (as a speaker) to the students (as interlocutors) in the above utterances was that by smiling cheerfully, students will be enthusiastic and ready to have lessons.

The self-development students gained in the above utterances was the development of social life, namely being friendly and respecting others. By applying 5S (salam, sapa, senyum, sopan, dan santun) students would gain positive self-image because they always smile and be friendly to anyone. The pleasant personality by students would facilitate them making friends, and developing their social life.

D. Advice Function

Advice function intends to provide confidence from the speaker to the interlocutor. It is in form of recommendation or opinion from the speaker, and then considered by the interlocutors. This function is indicated by the use of phrases such as “you are supposed to, and it is better for you to” or other phrases having similar meaning or intention (Rahardi, 2008:114). The following data show the advice function of teacher’s advisory utterances in guidance and counseling lesson.

CONTEXT: A BK TEACHER DELIVERED MATERIALS ABOUT INTEREST AND PROFESSION. IN THE MIDDLE OF CLASSROOM GUIDANCE AND COUNSELING SERVICE, THE TEACHER BUILT INTERACTION WITH THE STUDENTS.

BK Teacher: “Bapak sangat bangga hari ini bisa bertatap muka dengan kalian semuanya. Sangat luar biasa.”
(*I am very proud to meet all of you today. Amazing!*)

Children: “Wah” (gaduh)
Wow (rowdy)

Teacher: **“Tapi alangkah lebih baiknya sebelum Anda menyimak layanan bimbingan konseling dari Bapak, agar lebih khusyuk kita berdoa terlebih dahulu. Silakan ketua kelas memimpin doa.”**

(*However, before having guidance and counseling service, it is better for us to pray first. Class leader, please lead the prayer.*)

(Data 41)

The above utterances functioned as an advice. It meant to direct students to pray first before starting the classroom guidance and counseling service. These utterances conventionally functioned to state information that it is better to pray before starting any activity. Further, the form of self-development gained from the utterances was the instillation of the spiritual attitude of students to start everything with prayer - a source of strength within.

E. Counseling Function

Jones (in Prayitno, 2004:100) states that counseling is an activity in which all facts and experiences of students are collected and concentrated to certain problems so that the problems can be solved by the counsees themselves. Counseling function is an advisory utterance that is in form of guidance by counselors using particular psychological methods. It leads students to know their own abilities to solve problems. For more, this counseling function does not provide direct recommendation or suggestion, but lets the interlocutors draw their own conclusion to solve their own problems.

CONTEXT: STUDENTS WERE CONFUSED IN CHOOSING MAJORS IN UNIVERSITY. BK TEACHER DIRECTED THEM TO FIND OUT THEIR INTERESTS AND TALENTS.

Student: "Saya bingung pak, mau kemana."

(I have no idea what to choose, sir.)

BK teacher: "Nah, gampang. Bapak nanti akan tanya, **kamu cita-citanya apa?**"

(Well, let me ask you. What is your goal?)

Students: "Penyanyi"

(Singer)

BK teacher: "Oke, pilihan yang bagus. **Cita-cita dan impian harus linier dengan pendidikan kalian. Misal kalau penyanyi butuh ijazah nggak? Kalau cita-cita kita mau jadi penyanyi?**

(Good choice. Goals and dreams should be in line with your education. Do you think singer needs certificate or graduation?)

Students: (diam)

(silent)

BK teacher: "Nggak kan. Karena penyanyi itu hobi atau skill. **Tapi kalau cita-cita itu misal contoh mau jadi dokter, apa kita hanya butuh pintar cara ngobatin aja, perlu ijazah nggak?**"

(No, it does not. It is because the singer is a hobby or skill. However, if your goal is

to be a doctor, do you think we only need to be clever at healing others? Do you think we need certificates?)

Students: "Perlu"

(yes, we do.)

The above utterances by BK teacher indirectly aimed to counseling function. The utterances did not provide direct recommendation, but in form of questions that led students to think critically. These kinds of question directed students to find out their interests and talents. The interlocutors were directed to find the goals they desired. Accordingly, the counseling function of advisory utterance was realized in several interactive questions that led students to find solutions of their problems.

Forms of personal development that appeared in the utterances was the development of students' personal life. The utterances directed students to find strengths within themselves, their interests and talents so that they could sort out the profession they will live in the future. The BK teacher's utterances could direct students towards their career development, namely in making career decisions.

F. Proposal Function

Proposal function intends to give confidence to the interlocutors in form of recommendation or opinion to consider. This function aims to propose, deliver opinions, and recommendation to be considered by the interlocutors. The speech act of proposal is usually indicated by the use of indirect suggestions. The followings are data showing teacher's advisory utterances in the guidance and counseling lesson.

CONTEXT: A BK TEACHER GUIDED STUDENTS TO COMPLETE THE CLASS STRUCTURE TO MAKE LEARNING PROCESS RUN SMOOTHLY.

BK teacher: "**Di sini pengabsen siapa?**"

(Who will be the roll caller?)

Students: "Alda aja"

(Alda will)

BK teacher: "**Di sini siapa perempuan yang belum dapat jabatan? Pengabsen perempuan saja ya?**"

(Is there any female students that have not gotten position yet? Let us decide female student as a roll caller, do not we)

Students: "Iya, Bu, Amanda aja, Bu."

(Yes, Ma'am, Amanda will do)

BK teacher: "**Terus siapa lagi pengabsen kedua?**"

(Then, who will be the second roll caller?)

Students: "Siapa ya"

(I have no ideas)

BK teacher: "Siapa ini pengabsen keduanya mau sama cowok?"

(Is it okay if it is male student)

Students: "Ih masa cowok, Bu."

(How can it be male student)

BK teacher: "Iya, makanya cowok mah agak gimana gitu... pokoknya perempuan aja. Perempuan mah selalu benar ya."

(Yup.. I also do not think so. I prefer female one because female is always right.)

Students: "Iyaa, Bu." (sedikit gaduh)

Yes, ma'am (a bit rowdy)

(Data 5)

The above speech belonged to proposal function of indirect advisory utterances by the teacher in a classroom guidance and counseling service. The utterances intended to suggest the students to choose female roll caller. BK teacher urged the students to immediately choose their classroom roll caller. A truth advised by the teacher (as a speaker) to the students (as interlocutors) was the consequences of a condition, namely the selection of roll caller by the whole class members since there was no roll caller yet. These utterances were aimed at facilitating the students to choose classroom committees since the students kept choosing female students.

The self-development that appeared in these utterances was personal development, namely opinions expressions. Based on the context of the conversation, the utterances happened in the first meeting of counseling when the students have not known each other yet. Therefore, BK teacher took a role to guide the students to open discussion forum in choosing classroom committees. The BK teacher proposal triggered students' to develop their personal life in form of critical thinking and ability to find solutions for the class problems. This development could contribute to the improvement of social life in the classroom environment. Thus, the BK teacher's speech gained power that can affect the psychological of learners slowly.

IV. CONCLUSION

Based on the results and discussion of the study, the researchers conclude that the functions of teacher's advisory utterances for the students' self-development are (1) advice function, (2) warning function, (3) encouragement function, (4) suggestion function, (5) counseling function, and (6) proposal

function. All of these functions affect students' personal, social, and career life based on the level and stage of students' development.

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