

## LANGUAGE AND COMMUNICATION WITH A SPECIAL REFERENCE TO REGISTERS AMONG WORKERS AT PT. PETROKIMIA GRESIK

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### ABSTRAK

*Studi ini meneliti bahasa dan komunikasi dengan bahasa khusus yang disebut register oleh para pekerja di PT Petrokimia Gresik. Penelitian ini mengenai bahasa khusus (register) dalam bentuk kode yang sudah dibakukan sebagai bahasa Inggris teknis maupun proses komunikasi sehingga komunikasi dapat berjalan dengan lancar. Pengaruh campur kode mengungkapkan alat kohesif dalam bentuk taksis bahasa Jawa atau bahasa Indonesia. Di dalam penggunaannya menunjukkan bahwa penggunaan bahasa Jawa paling dominan dibandingkan bahasa Inggris dan bahasa Indonesia. Bahasa Jawa sering digunakan karena mayoritas pekerja PT Petrokimia Gresik berasal dari budaya yang sama yaitu budaya Jawa. Pada akhirnya, alasan mengapa kode khusus atau register digunakan oleh para pekerja di PT Petrokimia Gresik karena bahasa yang digunakan sudah dibakukan bahkan menginternasional. Penelitian ini dilakukan dengan menghubungkan dan menemukan hubungan antara linguistic, cara bagaimana kata-kata, ucapan sesungguhnya terhubung dan diterapkan di dalam komunitas kerja. Selain itu, dengan menganalisis ucapan dialog, makna dan penemuan register dapat dicapai dalam bahasa komunikasi sehingga komunikasi oleh para pekerja menjadi akurat.*

**Kata kunci :** *Petrokimia, Gresik, register, kode*

### ABSTRACT

This study investigates the language and communication with a special reference to registers among workers at PT. Petrokimia Gresik. It deals with special reference (register) in a form of code that has been standardized as technical English as well as the communication process of how the communication can run well without obstacle among workers. By conditioning of code-mixing, it revealed cohesive device in a form of Javanese taxis or Indonesian taxis. In the use of language also shows that the use of Javanese language is very dominant, while the second is English and Indonesian. Javanese language was often used due to the people at PT. Petrokimia Gresik came from the same culture that is Javanese culture. Finally, the reason why a special code or register used among the workers at PT. Petrokimia Gresik because the language has been standardized even internationalized. This is done by connecting and finding the relationship between linguistic, this is how words, utterances literally connected and applied to work community. In addition, by analyzing utterances of the dialog, the meaning or even finding registers can be achieved to make the communicative language among workers become accurate.

**Keywords:** *Petrokimia, Gresik, register, code*

### Introduction

Communication always has the basic important role in society. It has meaning in form of code in context. Both code and context are related to syntax in ways that meaning can be understood as a process in constructing models for communication.

Code is used to engage in purposeful communication. Thus, processing a language as code will be analyzed in context to identify clues to the pragmatic meaning of its use.

At the work place, the workers at PT. Petrokimia Gresik besides use formal language, they also use informal language in

official atmosphere. Such word can be seen as forms of sign. By signing, it enables speaker and the hearer to take account of meaning. Consider the following conversation between two groups of operator:

Group A: *Tadi malam trestle conveyor 03M602 trip overload. Setengah jam lagi shuttle conveyor 02M606 pindah curah. Sebentar lagi ada kapal acid datang.*

Group B: *Line-nya apa sudah press test?*

Group A: *Oke, kemarin sudah di-inspect.*

The efficiency that the workers use language is to achieve or accomplish the target of time. Koester (2006:9) argues that if, for example, talk among co-workers, or between service providers and customers, is not always goal-oriented, the boundaries between casual conversation and institutional talk become blurred. Efficiency but communicative is the workers conduct to work. It means how the workers abbreviate the words and arrange that code. Besides knowing the meaning of code or technical term used, context still has an important factor how to interpret the meaning of words.

### Research Question

Based on the background of the problem, the researcher formulates four problems. They are as follows:

1. How does the communication among the workers at PT. Petrokimia Gresik run?
  - a. How the workers use the registers at PT. Petrokimia Gresik?
  - b. How are code-switching and code-mixing uttered by the workers at PT. Petrokimia Gresik?
2. Why do the workers at PT. Petrokimia Gresik use code-switching and code-mixing?

### Objective of the Study

Based on the background of the problem, the researcher formulates four problems. They are as follows:

1. To describe how the communication among the workers of PT. Petrokimia Gresik run.

- a. To describe register used by the workers of PT. Petrokimia Gresik.
  - b. To describe code-switching and code-mixing uttered by workers of PT. Petrokimia Gresik
2. To find out the reasons of the use such a code in code-switching and code-mixing conducted by workers of PT. Petrokimia Gresik

### Significance of the Study

Through the study, the researcher expects to have more knowledge the of code of register in occupational community at PT. Petrokimia Gresik. There are three significance of the study that the researchers can formulate, they are:

1. Theoretically, it is hoped that the study will enrich the study of registers among workers at PT. Petrokimia Gresik.
2. Pedagogically, it is expected the study of the registers will be useful for the English teaching material. For students, they can create coherent discourse. By creating discourse, then, they know the technique guessing vocabulary. Finally, by studying pragmatics, discourse and its methodological applications set the aim of enhancing students' awareness of the functionality of language from social, cultural and cognitive perspectives.
3. Practically, the researcher will have more knowledge in the use of registers in the workplace. It is also expected that the reader would have knowledge about the registers used in a workplace.

### Scope and Limitation

The scope of this study is discourse which discusses language code derived from technical term including equipment terms (registers) used by workers at PT. Petrokimia Gresik specifically in the harbor. The port of PT. Petrokimia Gresik was taken to be the observation because many interesting code that seems unique for other people outside

the community used by the workers are found here.

Participants were members of the workers who worked at PT. Petrokimia Gresik specifically in the port who worked in loading and unloading department focused on the item of conveyor and the use of technical term itself used in English. The social context is needed to get an understanding about the meaning of words or code. However, this study is limited to the language code (register) used by the workers at PT. Petrokimia Gresik especially in loading and unloading department located on the port of PT. Petrokimia Gresik.

**Review Of The Related Literature**

**Related Theories**

**Language and Communication: Linguistics**

Linguistics, or linguistic theory, is the science of language (Hammarström and Jernudd, 1972:3). It provides a framework for the description of any language and for the

formulation of discovery procedure to make it easily to be understood. “Discovery procedure”, that one might imagine it as a machine automatically give a complete and true description of language as follows:

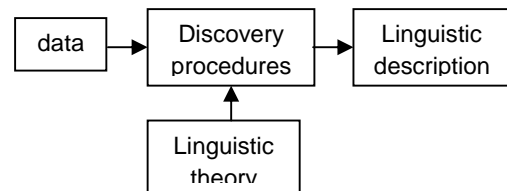


Fig. 2.1: A simplification of linguistic theory (Hammarström and Jernudd, 1972:3)

Figure 2.1 might be considered as an ideal, but Figure 2.2 might be a truer representation of contemporary linguistics. As a matter of fact, when describing a language, the linguist relies largely on his intuition for the discovery of relevant features of the language that he is studying, although more explicit discovery procedures are, to some extent, used:

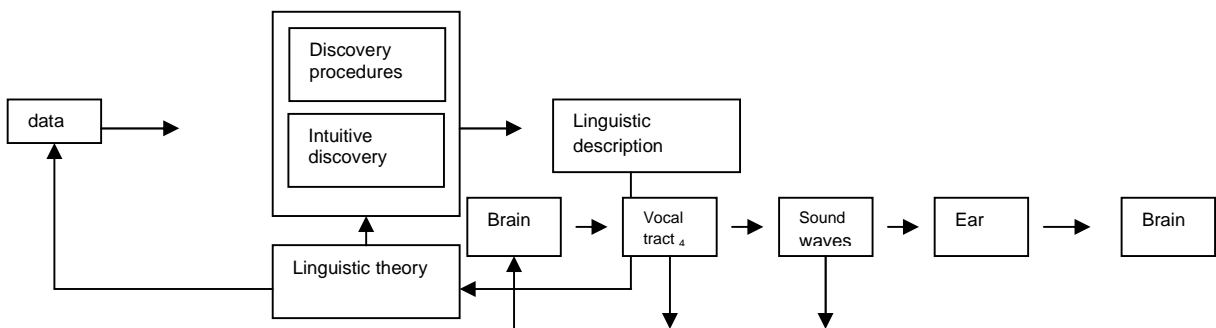


Fig 2.2: A contemporary linguistics (Hammarström and Jernudd, 1972:3)

In study of language, the fundamental problem in this aspect of communication theory is the measurement of the efficiency of a given communication channel (Carroll, 1953, 198). The reason of this statement is because efficiency must be evaluated by seeing how much information gets through from the source to the destination. The word information is used here in a special sense. The special sense involves a given symbol of message as function of code to convey large amount information to receiver.

Communication has a big influence in social life where people exist in community. In business, school, entertainment, market, job, etc, people do communication with different language that they use in a particular context. The language here is a code. Every situation or context must have different code. Below is a figure of communication model will give a clearer description:

SOURCE → ENCODER → CHANNEL →  
 DECODER → DESTINATION

Fig. 2.3: A communication model  
 Source: a mental process gives rise to a message to be transmitted

Encoder (sender) :  
 the message is encoded into a signal (elements in the code are selected and corresponding sounds or letters brought into the channel)  
 Channel :  
 the signal is transmitted through the channel  
 Decoder (receiver) :  
 the signal is decoded (identifies)  
 Destination :  
 the message is received and understood

The communication model above occurs on all communication either spoken or written. This process requires a particular type of code, a particular language, shared by the communicators. The code must necessarily remain the same during the act of communication or otherwise the communication will be disturbed. The persons involved in a speech act “agree” on a code, in other words, they choose a particular language. Fig.3 is very general and simple representation. To get a specific communication by speech, the figure can be drawn as follow:

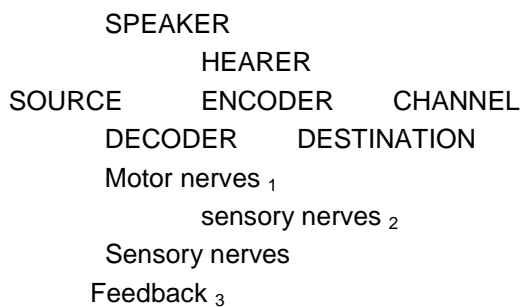


Fig.2.4:A communication model high speech  
 (Hammarstrom & Jernudd, 1972:15)

- 1) motor nerves: the motor nerves transmit nerve pulses that produce movements of muscles
- 2) sensory nerves: the sensory nerves transmit perceived stimuli
- 3) feedback: information about the signal and information about articulatory movements are sent back to the source
- 4) vocal tract: the pharynx and the nasal and oral cavities.

It concludes then, communication theory concentrates its attention on the receiving end of a communication channel. It pays attention to the analysis of a message only in order to measure the efficiency of the communication channel in terms of how much of the message get through to the receiving end (Carroll, 1953:203). It says nothing about how the message got selected at the sending end, nor does it care. Linguistic analysis (Carroll, 1953:203-204), on the other hand, is very much concerned with the selection of messages at the sending end of communication channel. It is concerned not only with the nature of the symbols which were selected, but also with the sets of formal rules inherent in the structuring of those symbols.

Referring to the Communicative Competence can be described as consisting of both knowledge or competence, and the capacity for using or implementing the competence appropriately in communicative language use. It is stated in a model of communicative competence by Badib A (2007), includes four components: language competence, strategic competence, discourse competence, and psychophysiological mechanism. This can be seen in the fig. 2.5 as follow:

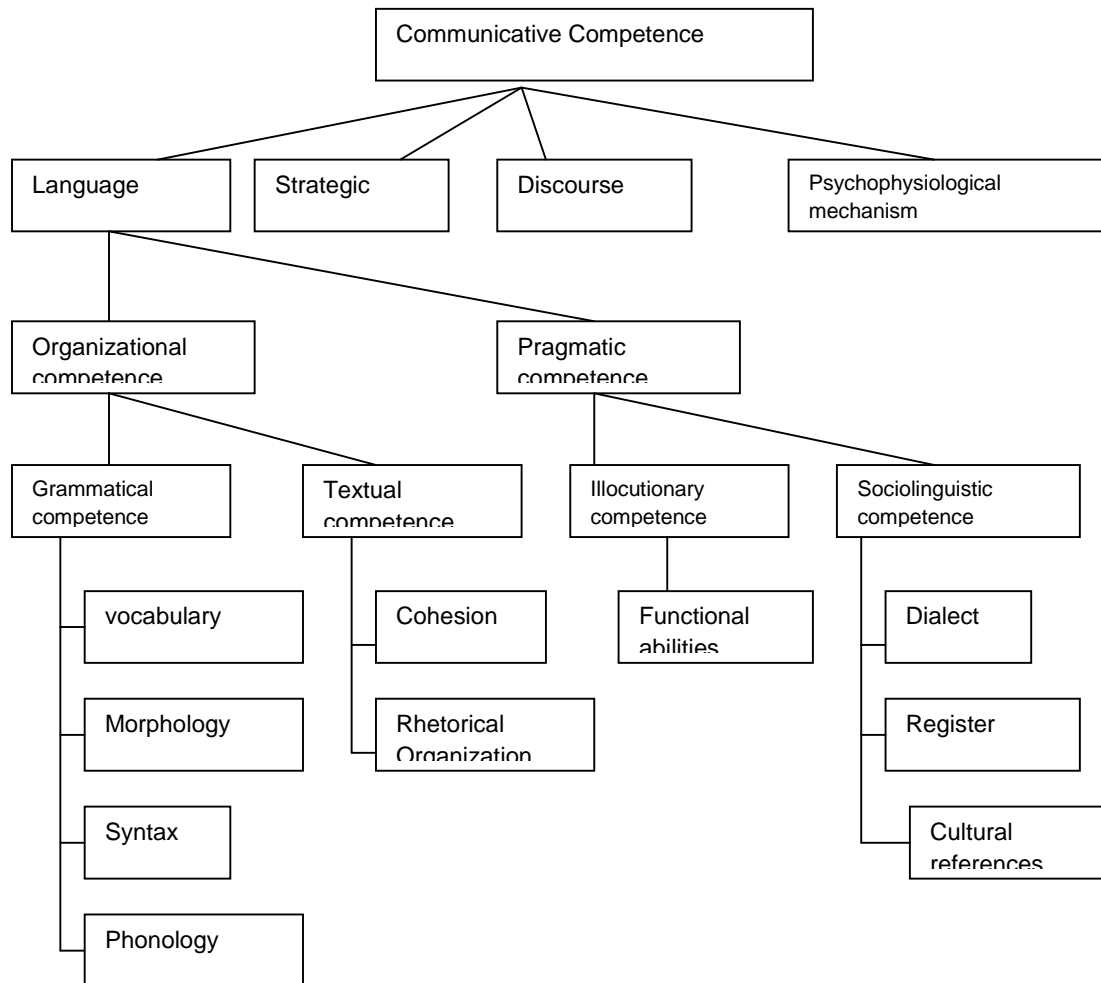


Fig. 2.5: Adapted from a model of Communicative Competence by Badib A., (2007) (see also in O' Grady *et al*, 508)

It is important to consider that register is involved in communicative competence as a part of sociolinguistic competence; hence this factor can identify ways of describing and explaining the relationship between language and the social context in which is used. By understanding register used, ones must used pragmatics competence to explore the basic knowledge toward certain situation.

**Pragmatics and Discourse**

Pragmatics and Discourse are two theories inseparable constitute text, context, and the function in discourse. Pragmatics concerns to the relevance of the contexts in discourse, and discourse underlies the coherence of the language use. Schiffrin (2006:169) defines discourse is the use of

language above and beyond the sentence: how people use language in texts and contexts; while, pragmatics is concerned with the study of meaning as communicated by speaker (or writer) and interpreted by a listener (or reader) (Yule, 1996:3). In the definition, pragmatics is the study of speaker meaning, the study of contextual meaning, and the study of the expression of relative distance (Yule, 1996:3). It means that how listener interpret the speaker meaning in a particular context to get the speaker's intended meaning and how close or distant the listener is, speaker determine how much needs to be said.

David Crystal emphasizes the meaning of 'discourse' within linguistics, by contrasting it to the use of the term 'text'. It is

not clear-cut distinction between 'text' and 'discourse' if it stands alone. But in opposition discourse includes text, sentence, and ideology whereby each have differential to mark out meaning of discourse. Let's take a look at Hawthorn's written cited by Geoffrey Leech and Micheal Short (in Mills, 2004:3):

*Discourse is linguistic communication seen as a transaction between speaker and hearer, as an interpersonal activity whose form is determined by its social purpose. Text is linguistic communication (either spoken or written) seen simply as a message coded in its auditory or visual medium.*

**Text and Context**

Halliday and Hasan (1985, in Nunan, 1991:45) suggest that text and context can be related through a consideration of field, tenor, and mode. The field of discourse refers to 'what is going on', tenor to 'who is taking part', and mode to the 'role assigned to language'.

**Text**

Text, Hasan writes (Halliday in Halliday and Hasan, 1985:52), is "language that is functional; that is doing some job in some context of situation." In other words, text and context are so intimately related. In addition, Hasan (Halliday and Hasan, 1985:94) says a text is not a unit of form but of meaning. It is harmony because it harmonises the output of two macrofunctions: the textual and the experiential. In the other hand, a text, Halliday (Titscher *et al*, 2000:29) states, is everything that is meaningful in a particular situation: 'By text, then, we understand a continuous process of semantic choice'. Hence, a text must be understood from knowledge or schemata that people have in mind.

Stubbs (1983:9) describes discourse as implying interactive discourse, whereas text implies non-interactive monologue, whether intended to be spoken aloud or not.

Regarded to the categorization of text, Titscher *et al* further distinguish three fundamentally different functions of text (see fig. 2.6): text has a function as text in the object of research. It means from the researcher's viewpoint, there is nothing else behind the text. The second is text as representation of feature of the groups investigated or situation investigated. She explains text as utterance that manifests components of communication from the selected groups of people who produced the text. Then, it can be considered whether text is stand alone in the investigation or whether they represent something as reflection of communication (2000:32).

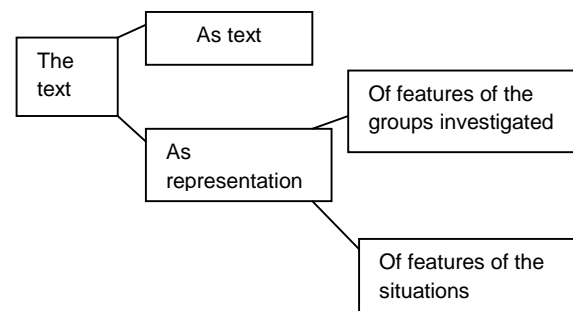


Fig. 2.6: Functions of text material (Titscher *et al*, 2000:32)

**Context**

The study of context actually leads on the analysis of situation types and of the uses of language (Halliday *et al*, 1964: 75). The context itself can be spoken or written language. The descriptive distinction into spoken and written language is naturally involves in a consideration of the different varieties of language they represent. Nevertheless, the point of attention is now on users of language, and the uses they make of it.

Fig 2.7 (Schiffrin, 2006:192) presents six function of language. Jacobson's model of language functions represents the speech situation as a multidimensional set of relationships, a bit like multifaceted diamond.

The arrows in fig. 2.7 indicate the relationship between speech situation and function, and suggest how different aspects

of the speech situation – and different functions – are related to one another. The unbroken arrows indicate paths by which ADDRESSOR and ADDRESSEE are connected – back and forth through CONTACT or unidirectionally through a MESSAGE. The arrows in dashes indicate

that CONTEXT pervades the ADDRESSOR and ADDRESSEE speak, as well as the circumstances of their CONTACT. The dotted arrow from CODE to MESSAGE highlights the contribution of language to the MESSAGE.

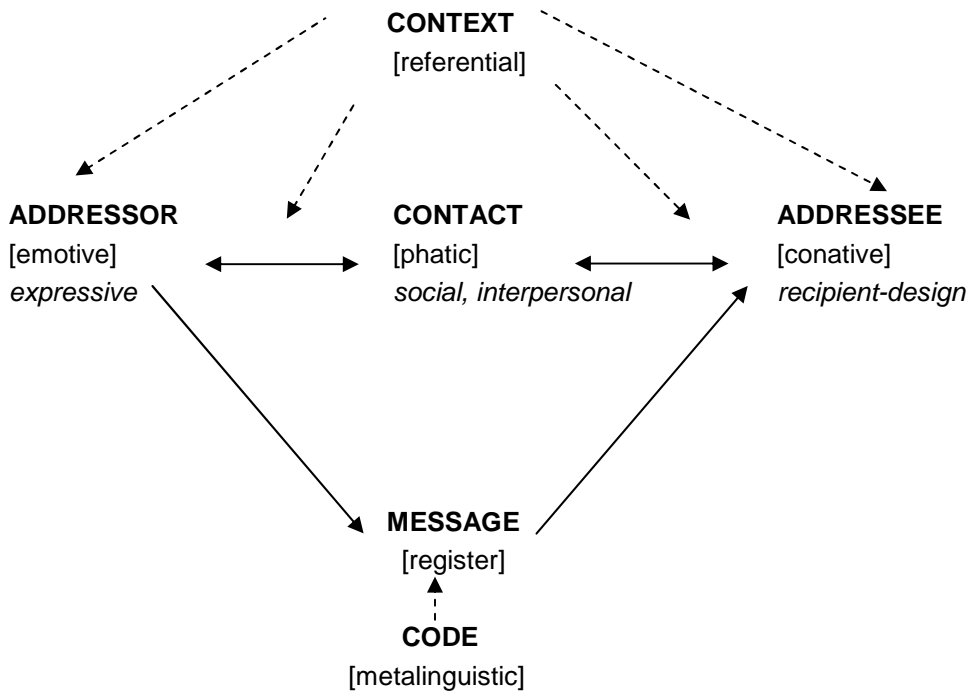


Fig. 2.7. (Speech situation and functions. Adapted from Jacobson’s model cited by Schiffrin, 2006:193)

There are three features of the context as Halliday writes (Halliday and Hasan, 1985: 12) as the concepts serve to interpret the social context of a text:

- 1) the field of discourse refers to what is happening, to the nature of the social action that is taking place: what is it that the participants are engaged in, in which the language figures as some essential component?. It can be called the topic of discourse.
- 2) the tenor of discourse refers to who is taking part, to the nature of the participants, their statuses and roles: what kinds of role relationship obtain among the participants, including permanent and temporary relationships of one kind or another, both the types of

speech role that they are taking on in the dialogue and the whole cluster of socially significant relationships in which they are involved?\_The tenor of discourse is concerned with the personal relationship involved: who are the participants in this text. It can be called the people who are holding on the topic.

- 3) the mode of discourse refers to what part the language is playing. It is concerned the particular part that the language is playing in the interactive process whether in spoken or written.

**Text and Context Relationship**

The relation between text and context of situation can be drawn as follow:

SITUATION: Feature of the context	(realised by)	TEXT: Functional component of semantic system
Field of discourse (what is going on)		Experiential meanings (transitivity, naming, etc)
Tenor of discourse (who are taking part)		Interpersonal meanings (mood, modality, person, etc)
Mode of discourse (role assigned to language)		Textual meanings (theme, information, cohesive relation)

Fig. 2.8: Relation of the text to the context of situation

**Speech Act and Cooperative Principle**

Speech act: an action performed by one person through speech. The speaker intends to perform the act and that intention is recognized by the recipient (Schiffrin in Fassold and Connor-Linton, 2006:172; see also Yule, 1996:47). When ones talk, they produce utterances which perform actions. What they perform is their thoughts in which consists of ideas, intentions, directions, and information. One general classification system lists five types of general functions performed by speech acts: declarations, representatives, expressives, directives, and commissives (Yule, 1996:53). There also three general types of speech acts (Yule, 1996:54) is provided by the three basic sentence types, they are the three structural forms (declarative, interrogative, imperative) and the three general communicative functions (statement, question, command/request).

However, besides they use institutional talk, casual conversation is also needed to keep cooperative principle between workers at workplace. Koester (2006: 9) argues that although small talk and issues such as politeness and relationship, building in workplace talk are now receiving more attention. It can be assumed that speakers and listeners involved in conversation are generally cooperating with each other. In accepting speaker’s presuppositions, listeners normally have to assume what a

speaker says or mentions about a particular thing that is not trying to mislead the listener. According to Grice, conversation can be successful if ones are able to converse with other people because they have recognize common goals in conversation and specific ways of achieving goals (Wardaugh, 1986:281). Therefore, ones should govern cooperative principle in conversation. Grice (Wardaugh, 1986: 281; Yule, 1996:37; Portner, 2006:160) lists four maxims that follow from the cooperative principle: quantity, quality, relation, and manner. The maxim of quantity requires you to make your contribution as informative as is required. The maxim of quality requires you not to say what you believe to be false or that for which you lack adequate evidence. Relation is the simple injunction: be relevant. Manner requires you to avoid obscurity of expression and ambiguity, and to be brief and orderly.

Above all, conversation is a cooperative activity, in the Gricean sense, one that depends on speakers and listeners who are sharing a set of assumptions about what is happening (Wardaugh, 1986:284).

**Discourse and Education**

One very important aspect of education is the production of coherent discourse. According to Hasan (Halliday and Hasan, 1985: 95), by creating a coherent discourse, in turn, implies by understanding meaning relations between the concepts of



the chosen field. Then, it will demand teachers (or authors) to produce coherent discourse. Moreover, the world, and particularly the world of education, is made up of talk. The success of talk is not from assumption but what properties of talk must have in order to be successful (Hasan in Halliday and Hasan, 1985: 95).

Pragmatics, discourse and its methodological applications set the aim of enhancing students' awareness of the functionality of language from social, cultural and cognitive perspectives. It will be shown that pragmatic concepts, theories and frameworks increase our understanding of language in use and consequently the ability to analyze language in all kinds of context. Prof. Consuelo Montes Granado in University Salamanca recommends (WWW), when students have successfully completed this course (pragmatics and discourse), they will be able to:

- a) Understand what is meant by Pragmatics as the study of the functionality of language use.
- b) Appreciate basic insights of language use coming from pragmatic theories: presupposition, language as action: speech acts, conversational implicatures.
- c) Develop a thorough understanding of post-Gricean pragmatics, which includes two main lines of research: politeness and relevance.
- d) Connect the notion of systems of politeness with other dimensions in communication: gender and cross-cultural interaction.
- e) Analyse the interconnection of politeness with the axes of power and solidarity in the genre of advertising.
- f) Apply politeness insights to improve the learning process in a pedagogical context.
- g) Analyse processes of communication from the perspective of Relevance theory. Apply this model of

communication to a pedagogical context and to the genre of advertising.

- h) From the perspective of the global spread of English, analyse different types of pedagogy, with special emphasis on heteroglossia as an interactional strategy in a pedagogical setting.

However, for this study, students are expected to recognize Pragmatics and Discourse theoretically based on context.

### **Register**

Language varies according to its uses as well as its users, according to where it is used and to whom, as well as according to who is using it. Language variation according to the situation in which it is used called register variation, and varieties of a language that are typical of a particular situation of use are called registers (Schiffrin, 2006:190). It is particularly important to define 'variety' as a specific set of 'linguistic items' or 'human speech patterns' (presumably, sounds, words, grammatical features) which people can uniquely associate with some external factor (presumably, a geographical area or a social group) (Wardaugh, 1986:22).

A register, basically, is a concept of semantic. It can be defined as a configuration of meanings that are typically associated with a particular situational configuration of field, mode, and tenor (Halliday in Halliday and Hasan, 1985:38-39, 42). The term 'register' (Holmes, 1992:276; Holmes, 2001:246) more narrowly to describe the specific vocabulary associated with different occupational group. In other words, the term 'register' here describes the language of groups of people with common interests or jobs, or the language used in situations associated with such groups. In addition, Wardaugh (1986:48) also defines registers are sets of vocabulary items associated with discrete occupational or social groups. Surgeons, airline pilots, bank managers, sales clerks, jazz fans, and pimps use different vocabularies.

**1) Register and Genre**

Within functional linguistics, the concept of genre (Nunan, 1991:43) has been proposed as a useful one for helping people to understand the nature of language in use, including the issue of predictability. He also adds, the term 'genre' refers to a purposeful, socially-constructed, communicative event. Examples of genre are: prayers, sermons, conversations, songs, speeches, poems, letters, and novels.

In addition, Firth (in van Dijk (Ed.), 1998:238) describes genres as a provisional

schema for application to 'typical repetitive events in the social process'. They are:

- a) The participants: persons, personalities and relevant features of these
  - (i) The verbal action of the participants.
  - (ii) The non-verbal action of the participants.
- b) The relevant objects and non-verbal and non-personal events.
- c) The effect of the verbal action

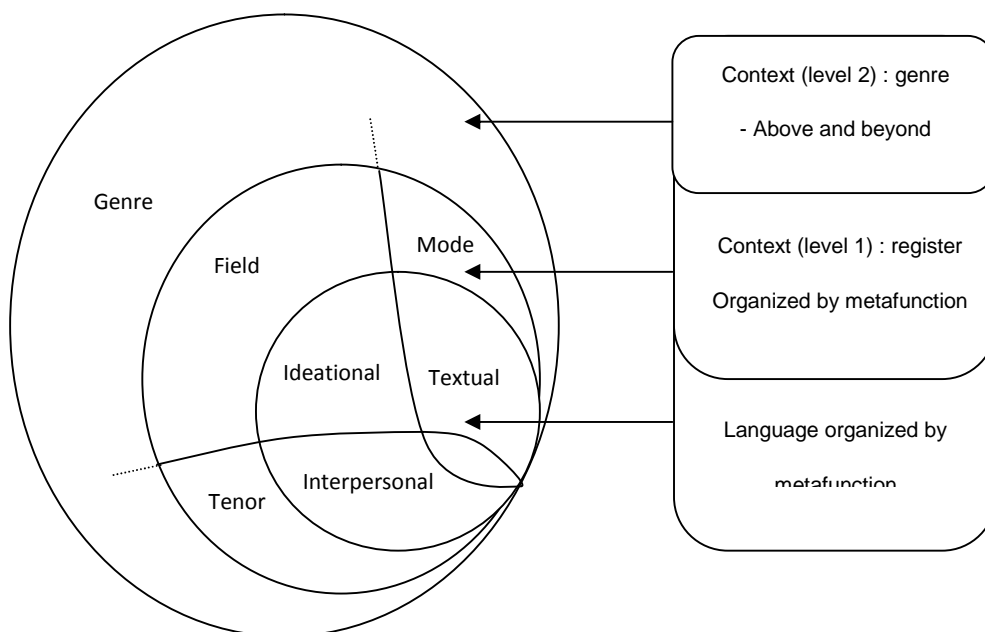


Fig. 2.9: Genre in relation to register and language (Martin's model, in van Dijk (Ed.), 1998:243)

Analysis of context level has concentrated in making explicit just which combinations of field, tenor, and mode variables a culture enables, and how these are mapped out as staged, goal-oriented social processes (in van Dijk (Ed.), 1998:243). The concept of register is a theoretical explanation of the common-sense observation that ones use language differently in different situation (in van Dijk (Ed.), 1998: 234). While genre theory suggests that texts which are doing different jobs in the culture will unfold in different ways, working through different

stages or steps (ibid, 236). Realization then is the relationship between the language components (ideational, interpersonal and textual metafunctions) and context variables (field, tenor and mode).

Register and Genre Theory (R&GT) is, (based on van Dijk (Ed), 1998:236), a theory of functional variation: of how texts are different, and the contextual motivations for those differences. A useful R&GT is one will allow for both textual deduction and contextual prediction (ibid).

Left side		Right side	
Context Register variable	Type of meaning 'at risk'	Language Discourse-semantic patterns (cohesion)	Lexico-grammatical patterns
Field	Ideational	Lexical cohesion Conjunctive relations	Transitivity (case) Logico-semantic relations (taxis)
Tenor	Interpersonal	Speech function Exchange structure	Mood, modality, vocation, attitude.
Mode	Textual	Reference (participant tracking)	Theme, Information structure Nominalization

Fig.2.10: Halidayan’s systemic functional model of relationship between context, strata, and systems in the systemic functional model.

This model more or less the same with Martin’s model but it is more detail and complete. The way to describe this model can be the left side, which may mean a contextual prediction, and also the right side which means textual deduction. When one starts to analyze by having a piece of discourse, it means that the model is used in textual deduction. This will continue to the analysis of discourse-semantic and lexico-grammar. Being completed in having textual analysis, the deductive analyst should continue it to the contextual analysis which consist of register variable including field, tenor, and mode. Given a description of the context, it should be possible to predict the meanings that will be at risk and the linguistic features likely to be used to encode them. Alternatively, given a text, it should be possible to deduce the context in which it was produced, as the linguistic features selected in a text will encode contextual dimensions, both of its immediate context of production and of its generic identity, what task the text is achieving in the culture.

**Code-Switching and Code-Mixing**

The particular language one chooses to use on any occasion is a code, a system used for communication between two or more parties. People are usually forced to

select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix code.

There are two kinds of code-switching: situational and metaphorical (Wardough, 1986:102-3). *Situational code-switching* occurs when the languages used change according to the situations in which the conversants find themselves: they speak one language in one situation and another in a different one. In this case, no topic change is involved. However, when a change of topic requires a change in the language used, one has *metaphorical code-switching*. The process of changing the codes has connections with the social value and status of speakers. Since, they are deciding the codes to be selected. Code-mixing occurs when the speakers use two or more languages together and mix them in a single utterance or in their communicative act. For example, a person speaking to an educated person or to an honored person in the society, he uses a standard variety. At the same time, when he speaks to the person who is socially lower in status, he uses a low variety. But, when he speaks with his family, friends, or other related persons, he mixes both the high and low varieties of the languages. In casual conversational

situation, there will be a mixture of both the codes.

Borrowing other language in code-switching is commonly used especially in job community. Both code switching and borrowing are based on principled combination of elements of the monolingual vernaculars of the bilingual community (Poplack, 2004:www). Therefore, the data of code-switching are relevant both to evaluating theories and to understanding the social role of code-switching within the community (Poplack, 2004:www).

**Code**

A language consists of a large number of words and each of these words has a direct correlation with something outside of language, which is its meaning. Therefore, if one communicates with one another through language, it must be that we all have the same idea o concept associated with each word. Ogden and Richards (1923) elaborated this view to develop a mentalistic theory about meaning, an attempt to explain meaning in terms of what is in people’s minds. Their explanation centers in this figure:

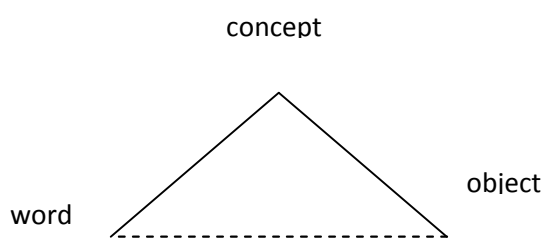


Fig. 2.11: Triangle of semantics (Kreidler, 1998:43)

Ogden and Richards called this scheme (Kreidler, 1998:43) as the bond between word and concept an ‘association’, the bond between concept and object ‘reference’, and the bond between object and word ‘meaning’.

People are always faced with code choices when they speak. In general, however, when you open your mouth, you must choose a particular language, dialect,

style, register, or variety –that is, a particular code. Thompson (2003:55) states that code refers to either a language, a dialect or some other linguistic form such as a register. Particularly in a workplace, it has code choice they used as an agreement used by people in that community. Koester (2006:4) states that the institutional context and the constraints it imposes can also be reflected in lexical choice, most obviously when technical or professional jargon is used (Koester, 2006:4)

**Research Design**

This research is descriptive qualitative, because the data were taken in the forms of daily conversation at the workplace. The research concludes phenomenological research in which the researcher identifies the “essence’ of human experiences concerning a phenomenon as described by participants in a study (Creswell, 2003:15). Bogdan and Biklen (1982:27-30) describes five characteristics of qualitative research such as 1) it focuses on setting as the source of data, 2) it is descriptive, 3) it considers more on the process, 4) the analysis is inductively and 5) the meaning is essential. This means that the data are gathered and grouped from some data available to meet the purpose of the analysis. This theory supported Miles and Huberman (1986:15) they state that qualitative data, in the form of words rather than number, have always been the staple of certain social sciences. They add that qualitative data are attractive, because they are a source of well-grounded, rich descriptions and explanations of process occurring in local contexts. With qualitative data, one can preserve chronological flow, assess local causality, and derive fruitful explanations.

**Object of the Research**

The object of the research is register used by the workers at PT. Petrokimia Gresik. The register used is technical English. Object of the research is the use of

code (register) used by the workers at PT. Petrokimia Gresik. Muhadjir (1992:49) cited in Soekemi et al. (2000:80) state that the object which is observed, used as the data (descriptive process, private note, field note, photograph, people’s words, documents or other notes).

**Subject of the Research**

The subjects of the research were the workers at PT. Petrokimia Gresik who work at loading and unloading area. In this case the workers were carrying conversation with their business partners of PT. Petrokimia Gresik.

**Setting**

The data is elicited in PT. Petrokimia Gresik. The address is on Gedung PT. Petrokimia Gresik Jl. Jenderal Ahmad Yani, Gresik. For the observation, the researcher took at PT. Petrokimia’s port.

**The Source of Data**

The sources of data of this study are the conversations between the workers of PT. Petrokimia Gresik and their partners workers and clients. There are three kinds of

data recording. The first is direct conversations, the second is the conversation over the phone from the field operational room (sometimes using handy talky), and conversation in the field of the harbor. The data does not only consist of interviews and conversations but also includes documents, films or videotapes (see Strauss and Corbin, 1998:11).

**Analysis And Discussion**

**Analysis**

**Communication References Analysis**

**Data 1**

The dialog happened after CSU already repaired. The topic of the conversation is the activity of unloading phosphate rock and the condition of CSU after unloading.

The conversation begins when pak T asked pak A to command pak M to open palka five. Then, pak A gave information to pak M that the condition of palka was safe. It means that there was no obstacle for him to operate CSU to be parked so that the technician could conduct greasing to CSU.

Table 4.5. Communication reference analysis of data 1

No.	Utterances	Context			Interpretation
		Field	Tenor	Mode	
1.	<p>Dialog 1 T: Pak A, langsung bongkar palka lima dan tolong dibantu dicommandeer. A: Pak M, kondisi dalam palka aman langsung swing kiri supaya lebih aman karena dekat anjungan kapal.</p> <p>Dialog 2 M: Pak T, gearbox CSU nampaknya mendekati low-level oil karena dilihat dari stick nampak limit low. T: Nanti aja tambah oilnya setelah mekanik melakukan greasing.</p>	<p>Event: The activity of unloading phosphate rock. Setting: After CSU (ship unloading) already repaired.</p>	<p>1.T (as supervisor in panel) 2. M (CSU operator PG)</p>	<p>palka lima, dicommandeer, swing kiri, gearbox CSU, low-level oil, limit low (low imit)</p>	<p>Oil lubrication in gear box has low content based on stick/controller stuck on gear box. It means that oil must be filled it up to gearbox.</p>

### Classification of the use of code between code switching-mixing

#### Data 1

##### Dialog 1

T: (1.1) Pak A, langsung bongkar palka lima dan tolong dibantu dicommandeer.

A: (1.2) Pak M, kondisi dalam palka aman langsung swing kiri supaya lebih aman karena dekat anjungan kapal.

##### Dialog 2

M: (1.3) Pak T, gearbox CSU nampaknya mendekati low-level oil karena dilihat dari stick nampak limit low.

T: (1.4) Nanti aja tambah oilnya setelah mekanik melakukan greasing.

### Classification of the Utterances

(1.1) "Pak A, langsung bongkar palka lima dan tolong dibantu dicommandeer."

By uttering *Pak A, langsung bongkar palka lima dan tolong dibantu dicommandeer*, T asked A to unload palka five and to command M operating CSU. In this utterance, T used code-mixing of English *commandeer* into Indonesian.

(1.2) "Pak M, kondisi dalam palka aman langsung swing kiri supaya lebih aman karena dekat anjungan kapal."

By uttering *Pak M, kondisi dalam palka aman langsung swing kiri supaya lebih aman karena dekat anjungan kapal*, A commands M as an order from T. In this utterance, A used code-mixing of English *swing* into Indonesian.

(1.3) "Pak T, gearbox CSU nampaknya mendekati low-level oil karena dilihat dari stick nampak limit low."

By uttering *Pak T, gearbox CSU nampaknya mendekati low-level oil karena dilihat dari stick nampak limit low*, M informed to T about the condition of CSU that gearbox of CSU appeared in low level oil when it was checked by stick it seemed low limit. In this utterance, M used code-mixing of English *gearbox CSU, low-level oil, stick, limit low* into Indonesian. Eventhough he used code-mixing in his utterance, it cannot be escaped

from Indonesian structure such as *gearbox CSU* that must be *gearbox of CSU* and *limit low* must be *low limit*. However, that structure was still accepted in communication among PT. Petrokimia Gresik.

(1.4) "Nanti aja tambah oilnya setelah mekanik melakukan greasing."

By uttering *Nanti aja tambah oilnya setelah mekanik melakukan greasing*, T responded by giving information that the oil will be filled up when the technician conducting greasing. In this utterance, T used code-mixing of English oil and greasing into Indonesian eventhough the structure followed Indonesian structure. There is also code-mixing happens in the word *oilnya*, namely *oil* and suffix *-nya*.

### Discussion

First of all, the researcher discusses the registers used by the workers at PT. Petrokimia Gresik. Secondly, the topic which is discussed is the things that communication can run well among workers at PT. Petrokimia Gresik. Thirdly, the reasons will be discussed about why the workers at PT. Petrokimia Gresik use code-switching and code-mixing.

#### 1) Registers used by the workers at PT. Petrokimia Gresik: the explanation of the terms used

##### a. Swing

It is a technical language used in English. The meaning of this word is to move or to make the arm of CSU to move backwards and forwards or round and round while hanging or supported phosphate rock.

##### b. Palka lima

The utterance of the compound word of "palka lima" can be found and traced in the utterance (5.1) that is represented by T's utterance "Pak A, langsung bongkar palka lima dan tolong dibantu dicommandeer." The word of "palka" can be translated in English means the hold; that is the hollow part of a ship where cargo is stored. Then,

the compound word of “palka lima” refers to the hold of a ship number five.

c. Gearbox

The utterance of the word of ‘gearbox’ can be found in the utterance (5.3) that is represented by M’s utterance “Pak T, gearbox CSU nampaknya mendekati low-level oil karena dilihat dari stick nampak limit low.” The word of “gearbox” means the metal case that encloses a vehicle’s gear mechanism. From that utterance, the word of ‘gearbox’ refers to gearbox of CSU.

d. Limit low

The utterance of the compound word ‘limit low’ that should be ‘low limit’ can be found and traced in the utterance (5.3). The workers was usually used that technical English to describe the condition of gearbox of CSU that looked low limit when it was checked by stick.

e. Low level

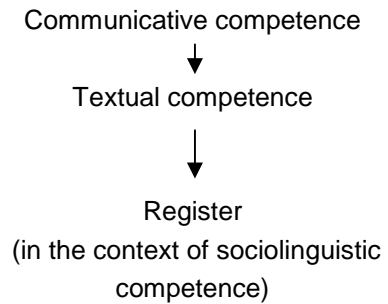
The utterance of the compound word of “low level” can be found in the utterance “Koyoke mendekati low level iki, rodo’ cendak anune iki, stick iku lho, Pak.” From this utterance, the compound word of “low level” was interpreted as the level of oil box of CSU was in low when it was checked by stick; therefore, it was needed to be lubricated.

f. Greasing

The word of “greasing” is actually the verb continuous word means to put or rub grease on or in CSU.

**2) Communication can run well among workers at PT. Petrokimia Gresik**

By understanding the context of discourse, the workers can communicate without any difficulty. It means they have sufficient communicative competence because there is no communication breakdown happens between them.



Communicative competence can run well if the workers have the textual competence to comprehend discourse whether the communication is coherent and cohesive. By knowing the textual competence, it is expected to understand the register in the context of sociolinguistic competence based on pragmatic competence or the basic knowledge that the workers have. Besides, the communication among the workers at PT. Petrokimia Gresik is only be understood by those who have been trained and involved in factory.

From the analysis, it can be captured that communication can be run well since among the workers involved are cooperate each other, therefore they occupied Grice’s cooperative principle four maxims, namely quantity, quality, relation, and manner. From the table of Grice’s classification in cooperative principle, the workers of PT. Petrokimia occupied relation as the most maxim that they used in communication. It can be seen from the total of the data that relation occupies at the highest position. It means that in communication, when a speaker is asking or giving statement, the receiver is answering and responding relevantly. But sometimes what a speaker says is not responded by a receiver due to the noise of environment or other reasons without diminishes meaning of context. Then, it is followed by quantity as the second high position. It means that in answering questions or responding statement, the receiver actualizes his contribution as informative as is required. He never answered or repeated an utterance by

adding an utterance in word, phrase, or sentence.

### **3) The use of code-switching and code-mixing used by the workers at PT. Petrokimia Gresik.**

In communication, the workers at PT. Petrokimia Gresik usually use code-switching or code-mixing. It is used because in conversation they have to mix or switch the language whereas the activity that they use contains of technical language, chemical language, and English that have been standardized or internationalized to get the communication efficient and effective. Technical term that the workers used cannot be changed due to highly codified that it is commonly only known by the workers around the world. Therefore, they are trying how to avoid misunderstanding in the process communication among workers who have different nationality. Besides, by using the highly codified form of communication, it is expected the workers can achieve the goal and work faster as limit time.

In the table 4.5, the use of code-mixing is often used mix in Indonesian-English. In the work place, the workers mix a code in Indonesian-English such as, *swing, gear box, limit* (that is) *low, low level, and greasing*. Most of the technical language that the workers used was English that was standardized. Therefore, they mixed the technical language that was English standardized with Indonesian since in communication they used Indonesian.

Last, between the workers of PT. Petrokimia Gresik and ship crews used English language. The differences language that they used is related to status scale that concerned with participant relationships among the workers at the workplace.

### **Conclusion**

After having done the analysis of communication among workers at PT Petrokimia Gresik, it can be concluded that the analysis has used two devices: text and

context; and Pragmatics and discourse. Pragmatics and discourse can be captured with the analysis of speech act and cooperative principle, register, and coherence and cohesion; while text and context can be identified by the Hallidayan's systemic model.

In carrying out communication, it seem that the workers use the Hallidayan's systemic model to explore the meaning of context namely, field, tenor, and mode. By comprehending the context, it can be interpreted about the condition happened at PT. Petrokimia Gresik accord to speech community and register they used.

The speech act and cooperative principle which are used by the workers among PT. Petrokimia Gresik are the use of four maxims: quantity, quality, relation, and manner. First of all, to get good communication, people must be cooperative each other. Therefore, Grice lists for maxims: quantity, quality, relation, and manner. Furthermore, in accepting speaker's presuppositions, listener normally have to assume what a speaker says or mentions about a particular thing that is not trying to mislead the listener. Beyond the conversation, the participants must be able to recognize the utterances whether it is coherence and cohesive by understanding the context or situation.

The use of code-mixing or code-switching automatically happened in communication among workers at PT. Petrokimia Gresik. It was regarded to register and dialect used at that community. The register with a highly special language is found as a technical language in English that has been codified. The word of registers are *swing, gearbox, greasing*. By researching, there are code-mixing between Indonesian-English

Finally, the workers have carried out registers in the workplace in order to communicate among others well. The discourse which contains of registers which are used by the workers are technical



English that has been standardized and it has agreement among them. Besides, it is also difficult to understand by people outside community since the code used in communication. Hence, to understand the meaning of register used by the workers at the workplace, the Hallidayan systemic functional model must be applied to find out context, strata, and systems in the systemic functional model.

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