AN ANALYSIS OF CODE SWITCHING OF HOUSEKEEPING TEACHER'S TALKS OF "ILHAM CRUISE SHIP TRAINING CENTER MAGELANG" BATCH 16

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Abstract

Housekeeping is brand new material that the students have never had before. The language that is used to deliver the material is English, but it is English for Specific Purpose which designed to meet specific needs of the learners. So, there are a lot of new terms that the students hear for the first time. Moreover, the students have different capability in acquiring the material. The students sometimes cannot understand the material and it leads to a boring classroom situation. Besides, the students' lack of vocabulary and the teacher still finds difficulties in choosing the right words to explain the materials. In this case, switching language used in classroom with the language that the students easily understand helps a lot. Code switching has various types and functions, and they are very useful. The objectives of the study are to know what types and functions of code switching used by the housekeeping teacher's talks of "Ilham Cruise Ship Training Center Magelang" batch 16. This is a descriptive qualitative research that focuses on the Housekeeping teacher's talks as the subject. The writer deals with the documentation of the teaching learning activities which obtained on November 6th until November 22nd 2017. The data collection is started by observing, taking notes, recording, and interviewing the teacher about his purpose of using code-switching in the classroom interaction.
The findings show that there are two types of code switching based on Wardhaugh's theory (2015), namely Situational switching and Metaphorical switching. Meanwhile, there are six functions of code switching according to Sampson (2012). They are code switching as equivalence function as metalanguage function as floor holding function), as reiteration function as socializing function and as L2 avoidance function.

Keywords – Code Switching, English for Specific Purpose.

Introduction

In order to fulfill the need of communicating in English, the Hospitality and Tourism actors have to master English which can be learned in formal and non formal education. Learning English in non formal education is as important as in the formal one, because the purpose is to seek for a job and to survive the live. One of non formal educations in Magelang is "Ilham Cruise Ship Training Center Magelang". It is the only bilingual training center in Magelang.

Learning activity sometimes create some problems during the learning process. The teacher sometimes finds difficulties in choosing the right words in explaining the material. Sometimes the teacher uses unfamiliar words, especially Housekeeping terms that only can be understood by the teacher.

The students have low motivation in learning Housekeeping in English. They have learned English when they were in High School, and they think it is enough. In fact, English that they have studied in Senior High School is the general English, while English that they will use on board is centered on the language appropriate to the activities of a given discipline. Moreover, the module is written in English. Sometimes the students do not know the meaning of some words because the lack of vocabulary mastery.

The activity is boring and the situation is monotone. When the students are confused with the explanation of the teacher, they feel bored. Because the students do not get along with the lesson, they do not pay attention to the class.

The above explanations makes the writer becomes interested to carry out a research focusing on code switching of the teacher's talks when teaching Housekeeping in class entitled "An Analysis of Code Switching of Housekeeping Teacher's Talks of "Ilham Cruise Ship Training Center Magelang" Batch 16".

This research focuses on analyzing code switching and has the essential objectives as follows:

1. To know the types of code switching that are used by the Housekeeping teacher.

2. To know the functions of code switching that are used by the Housekeeping teacher.

Kumar (2010) defines communication as the process through which two or more persons come to exchange ideas and understanding among them. Communication is in fact a process of sharing information or ideas or the knowledge with others. Further, Kumar argues that communication is language of signs and gestures. It can be verbal or non-verbal. It is possible though one's expressions, attitude, gestures, tones, words, writing, printing, telephones, e-mails, etc.

In line with Kumar, Sperber and Wilson (2013) state that communication is a process involving two information-processing devices. One device modifies the physical environment of the other. For example when one member has a thought and he or she wants to share, and in some way, when he or she is able to transfer those thoughts to another member, that is communication.

The writer defines communication as the way to deliver messages, ideas or information from a sender to a receiver. The function of communication is to transfer ideas from one person to another.

Mikkola (2008) argues that teacher's talk is the way language teachers speak in their subject language to their pupils in the classroom setting differs significantly from the way they would speak in other contexts. For

example when talking to a colleague or a native speaker of the language; this is the type of modified speech that teachers (not only language teachers, but teachers of any subject) use in the classroom.

Meanwhile, Xiao-yan (2006) defines teacher talk as the kind of language used by the teacher for instruction in the classroom. For foreign language learners, classroom is the main place where they are frequently exposed to the target language. Furthermore, Xiao-yan explains that teacher talk is a special communicative activity. Its goal is to communicate with the students and develops students' foreign language proficiency.

Based on the above discussion, the writer defines teacher's talks as the language used by the teacher in organizing activities in the classroom. During in the classroom, teachers can use appropriate language to create bond with the students. The language the teachers use in the classroom and outside the classroom may be different. It depends on the context.

Hurford and Heasley (2007) state clear definition about utterance and sentence. An utterance is any stretch of talk, by one person, before and after which there is silence on the part of that person. An utterance is the use by a particular speaker, on a particular occasion, of a piece of language, such as a sequence of sentences, or a single phrase, or even a single word.

Carter and McCarthy (2006) use the term utterance to refer to complete communicative units, which may consist of single words, phrases, clauses and clause combinations spoken in context, in contrast to the term 'sentence,' which we reserve for units consisting of at least one main clause and any accompanying subordinate clauses, and marked by punctuation (capital letters and full stops) in writing.

Based on the above definition, the writer defines utterance as the speech that is done by a person begun with silence and finished with silence. Utterance may only consist of spoken single words, phrases, clauses, or incomplete sentence.

Wardhaugh (2015:3) maintains that a code can be defined as a system used for communication between two or more parties used on any occasions. When two or more people communicate each other in speech, the system of communication that they use can be called as code. Therefore, people are usually required 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 codes.

Holmes (2013:6) says that code (or sometimes variety) refers to any set of linguistic forms which patterns according to social factors. Variety is a socio-linguistics term referring to language in context. A variety is a set of linguistic forms used under specific social circumstances.

Related to the above discussion, the writer defines code as a code is a system that is used by people to communicate with each other. When people want to talk to other, they have to choose a particular code to express their feeling.

Danet and Herring (2007:70) discuss code-mixing is using words or phrases from one language within sentences in the other language. Code-mixing is present where people speak in an informal way, like in social media. The writer defines code-mixing as the mixing of more than one language in a sentence. It can be mixing words, phrases, or clauses.

Trousdale (2010) defines code switching as the linguistic situation where a speaker will alternate between two varieties (code) in conversation with others who have similar linguistic repertoire. Wardhaugh (2010:98) argues that code-switching is selecting a particular code whenever people choose to speak, and they may also decide to switch from one code to another code or to mix codes even within sometimes very short utterances and thereby create a new code. Code-switching can occur in conversation between speakers' turns or within a single speaker's turn. Code-switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits (Wardhaugh, 2010). The writer defines code switching as the use of two languages (or dialects) within a sentence or discourse. This is a natural process that often occurs between multilingual speakers that share two or more languages in common. There are two types of code switching (Wardhaugh 2015:98):

A situational code-switching occurs when the languages used change according to the situations in which the speakers find themselves, they speak one language in one situation and another one in a different one. No topic change is involved. However, the changeover from one to the other may be instantaneous.

A metaphorical code-switching happens when there is a change in the perception, or the purpose, or the topic of the conversations. Bilinguals that code-switching metaphorically perhaps try to change the participants' feeling towards the situation.

Based on Sampson's theory (2012), there are six functions of code switching, they are:

Equivalence code-switches are those that appear to be triggered by the absence of the lexical item in the learners' interlanguage.

While in metalanguage, learners usually perform tasks in English, discussion about the tasks and other procedural concerns are often articulated in L1. There seems to be a natural perception amongst learners that tasks should be performed in the target code, while comment, evaluation, and talk about the task may legitimately take place in L1.

In floor holding the code-switching function is used by learners wishing to continue without pausing or being interrupted, and so a switch from L2 to L1 occurs because the item can be retrieved more quickly in L1. In reiteration, L1 is used when messages have already been expressed in L2, yet are highlighted or clarified in L1, particularly in cases where they are perceived to have not been understood.

Socializing in code-switching appears to develop a sense of group solidarity, often occurring in gossip or jokes. While in L2 Avoidance the code-switching occurs when a learner appears to have linguistic resources to convey the message in L2, but instead chooses to do so in L1.

Methodology

This research belongs to descriptive qualitative research because the whole research was presented and explained without searching and explaining the correlation between two variables. The data was obtained from the Housekeeping teacher's talks in classroom.

This research specifically deals with code switching in bilingual class. As a non formal education which sends its alumnae to American and European ships, "Ilham Cruise Ship Training Center Magelang" is a bilingual school,

since the teachers and the students use two different languages in the learning process. The writer chooses the classroom interaction in the batch 16 of "Ilham Cruise Ship Training Center Magelang" to be analyzes. The analysis of code switching focuses on Purwo Widodo's talks. He is the Housekeeping teacher in "Ilham Cruise Ship Training Center Magelang". The writer chose him because he is the most experienced teacher in the school.

In this research, the writer dealt with the documentation of the teaching learning activities which obtained on November 6th until November 22nd 2017. The writer attended batch 16 of Housekeeping teacher's talks of "Ilham Cruise Ship Training Center Magelang". The data collection was started by observing the teaching learning activities, taking notes, recording the classroom interaction, and interviewing the teacher about his purpose of using code-switching in the classroom interaction.

The process of analyzing the data was begun when the writer collects the data. The procedures are:

1. The writer transcribed the teacher's talks that are previously recorded.

2. The writer identified the teacher's utterances that contain code switching.

3.The writer analyzed the types of code switching that the teacher uses based on Wardhaugh's theory (2015).

4.The writer analyzed the functions of code switching that the teacher uses based on Sampson's theory (2012).

Finding(s) and Discussion

In this chapter, the writer discusses code switching that were used by Housekeeping teacher and its realizations on teacher's talks during Housekeeping class in "Ilham Cruise Ship Training Center Magelang" batch 16. To analyze type of code switching, the writer used Wardaugh's theory (2015), and used Sampson's theory (2012) to analyze the functions of code switching.

The writer divided the data into two parts, namely Data 1 and Data 2. Both are the Housekeeping teacher's talks during the classroom interactions with the length approximately forty five minutes for each data.

Situational code switching occurs when there is no topic change. It usually happens when the language used change according to the situation in which the speaker find themselves, they speak one language and another in different one. There are 26 items of situational code switching, 15 items in data 1 and11 items in data 2.

Metaphorical code switching occurs when a change topic requires change in the language used. There are 6 items of metaphorical code switching, 5 items in data 1 and 1 item in data

Equivalence code-switches are those that appear to be triggered by the absence of the lexical item in the learners' interlanguage. There are 3 items of equivalence function, all is found in data 2.

While learners usually perform tasks in English, discussion about the tasks and other procedural concerns are often articulated in L1. There seems to be a natural perception amongst learners that tasks should be performed in the target code, while comment, evaluation, and talk about the task may legitimately take place in L1. There are 5 items of metalanguage function, 4 items in data 1 and 1 item in data 2.

This code-switching function is used by learners wishing to continue without pausing or being interrupted, and so a switch from L2 to L1 occurs because the item can be retrieved more quickly in L1. There are 6 items of floor holding function, 3 items in data 1 and 3 items in data 2.

L1 is used when messages have already been expressed in L2, yet are highlighted or clarified in L1, particularly in cases where they are perceived to have not been understood. There are 13 items of reiteration function, 8 items in data 1 and 5 items in data 2.

This code-switching appears to develop a sense of group solidarity, often occurring in gossip or jokes. There is 1 item of socializing function which is found in data 1.

This code-switching occurs when a learner appears to have linguistic resources to convey the message in L2, but instead chooses to do so in L1. There are 4 items of L2 avoidance function, all is found in data 1.

Conclusion(s)

Based on the analysis of the research, the conclusions of this paper are as follows:

1. The types of code switching which are found in the Housekeeping teacher's talks of "Ilham Cruise Ship Training Center Magelang" batch 16 are situational code switching and metaphorical code switching. The teacher mostly used situational code switching in the classroom interaction. The percentage of situational code switching is 81.3% and the percentage of metaphorical code switching is 18.7%

2. The function of code switching used by the teacher according to Sampson (2012), namely equivalence, metalanguage, floor holding, reiteration, socializing, and L2 avoidance. The percentage of equivalence is 9.4%, the percentage of metalanguage is 15.6%, the percentage of floor holding is 18.8%, the percentage of reiteration is 40.6%, the percentage of socializing is 3.1%, and the percentage of L2 avoidance is 12.5%. So, the functions of code switching used by the teacher are mostly as reiteration function. It is means that the teacher tries to make the students understand more about the explanation. Since the teacher explains in L2, he does not want the students not to get the real meaning of what he expresses.

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