

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the writer discusses the steps followed in conducting the study and the types of data collected. This chapter is divided into four sections. The first section is about the research method, followed by a discussion of data source and the data collection. The last section described how the writer will processed and analyzed the data.

#### **3.1 Research Design**

There are two types of research approach. The first is quantitative approach and second is qualitative approach. In this study, the writer used the qualitative approach as the principle of conducting the study. Kirk and Miller (1986 pg. 6) defined that qualitative research is a certain tradition in social studies that the fundamental of the study is depend on both human observation and the society. Therefore, the writer chooses qualitative approach for her sociolinguistics study. With conducting a qualitative research, the writer looks forward to present a new perspective in social world from the aspect of concept, behavior, perception, and human issues (Ritchie, 2003).

As for the characteristics of qualitative research, this study is a research using observation, interview method, and human as an instrument (Moelong, 2004). This study is a descriptive study as in Bogdan and Taylor (1975:5) defined qualitative method as a research procedure that the research data would be a descriptive result

in the form of words either written or oral based on the observation of the subject's behavior.

### **3.2 Data Source**

The first stage the writer used for collecting the data is by choosing human as the instrument. As the writer decided to study the kinship terms used by two-generation cohorts, the writer would like to categorize in which the two-generation's characteristics are below:

1. Three subjects who are Chinese-Indonesian that were born between 1965-1979 and inclusively a part of Generation X whom involved in family relation with Generation Z as Gen Z's parents. Those who lived in the "New Order" era and experienced the ban of Chinese language and culture may also compatible as subject.
2. Three subjects who are Chinese-Indonesian that were born between 1995-2009 and inclusively a part of Generation Z whom involved in family relation with Generation X as Gen X's children. Those who lived where the resignation of President Suharto, the fall of New Order government, and the revoke of Chinese ban may also compatible as subject.

The writer decided to have three informants of each generation as representative to represent their generation. The writer also anticipates by choosing three informants, the data of the research would be objective as possible and could acquire different perspectives from one Chinese-Indonesian to another as the writer analyzed and study using qualitative methods.

### 3.3 Data Collection

The second stage the writer designs a questionnaire to collect the data as the questionnaire design is divided into three parts:

1. The first part of the questionnaire is the subject's background.
  1. Name:
  2. Age:
  3. You were born in (place and year):
  4. Sex:
  5. Ethnic:
  6. Your father's ethnic:
  7. Your mother's ethnic:
  8. How many brothers do you have:
  9. How many sisters do you have:
  10. What position are you in your family:
  11. At home, you speak:
    - a. Bahasa Indonesia
    - b. Chinese
    - c. Bahasa Jawa
    - d. Mix-up:
  12. Your father was born in (place and year):
  13. Your mother was born in (place and year):
  14. Your children were born in (place and year):
2. The second part of the questionnaire is the questions of kinship terms based on Havilland's diagram of kinship net in maternal line, paternal line, and within family. (see Appendices pg 61-63)
3. After the subjects fill in the checklist, the writer asks some question to the subjects to get to know him/her better. (see Appendices pg 64)

As the design completed, the writer involves herself in the observation (research), that is, by coming directly to Mojokerto by giving the questionnaire (checklist) to the selected subjects and then interviewing them by asking some question to the respondents.

### 3.4 Data Analysis

The last stage of conducting the study is by analyzing the data. The writer follows some steps as mention below:

1. The writer creates tables to classify the kinship terms found in the research. The table is drawn based on Havilland's diagram (see Chapter II). The table consists of the kinship terms, abbreviated notation, and the phonemes in which the subjects used.

**Table 3.1 Table example of kinship terms**

Kinship Terms	Subject I	Subject II	Subject III
Fa	Papa /'pa-pa'/	...	...
Mo	...	...	...
FaFa	...	...	...

2. After the writer read the data, the writer puts the kinship terms used by the subject in the table and identify the meaning of the terms by using abbreviated notation using Wallace and Atkins' basic abbreviated notations.
3. As for the tables are complete, the writer interprets the kinship terms between two-generation cohorts of Chinese-Indonesians use and provide an explanation about the kinship term. For example:

*Cik-de* /'cik-de'/ the original pronunciations of 'cik' /'cik/ is 'chi' /'chi/ as in *toa-chi* to address an older sister (Cuan Ciu Hokkien kinship terms based on Amoy English Dictionary). However, Chinese-Indonesians in Mojokerto is influenced by Bahasa Jawa, therefore they mixed Chinese and Javanese term '*gede*' meaning 'big'. They combined 'cik' with 'gede' and then turn into '*Cik-de*' removing the 'ge' in 'gede'. Addressing an older sister *Cik-de* is actually for those who have more than one older sister. They addressed those who are the first older sister with *Cik-de* and the second older sister will be addressed as *Cik-ngah*. Although Chinese today address older sister with 'Cece' /'ce-ce/ even though they have more than one older sister. It is rather different from one family to another.

4. The writer also analyzes some kinship terms that might have a different meaning and definition of use between the two-generation and then provide an explanation about the kinship term as for the example above.
5. Draw conclusion of the study. The writer identifies if there are similarities and differences in the kinship terms that the two-generation Chinese-Indonesians use followed by analyzing the subject's answer on the list of question provide by the writer. The writer anticipates what might cause the differences or the similarities between the two-generation.