

3. Research Methodology

This chapter presents the methodology of the study, which aims to investigate the language choice and language attitude of Minangnese students in one of the Northern Malaysian universities. This section also discusses the research design, sampling procedures, data collection procedures, and data analysis.

3.1 Research Design

This study is descriptive-qualitative in nature. This is because this study attempts to explore and describe language phenomena in a multilingual community. This is in accordance with Creswell (2017), who states that qualitative research design is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In a similar vein, Creswell (2012) suggests descriptive approach incorporates a detailed description of people and places to carry the narrative. Qualitative research, also known as the investigative approach, typically involves researchers gathering data in-person and interacting with study participants (McMillan & Schumacher, 2003). Since the study requires words and expressions as its primary data and aims to investigate language choices, including influencing factors and language attitudes, this descriptive-qualitative approach is considered suitable and useful in conducting sociolinguistic research.

3.2 Sampling Procedures

Sampling is the process of drawing a sample from a population (Johnson & Christensen, 2014). A sample is usually much smaller in size than a population; hence, sampling can save time and money. Sampling aimed to identify individuals who can provide rich and varied insights under investigations. Non-probability sampling refers to the purposeful selection of objects or subjects for the sample by the researchers. There are many other non-probability sampling techniques, such as convenience sampling, sequential sampling, quota sampling, purposive sampling, and snowball sampling. This study employed purposive sampling techniques, which involve selecting individuals or cases to provide the information needed to address the purpose of the research (Johnson & Christensen, 2014). For this study, the criteria focused on participants who have been studying for three and a half years at one of the Northern Malaysian universities and were native Minangnese students studying abroad.

3.3 Data Collection Procedures

The data were collected through online questionnaires using *Google Forms* and interviews with 30 Minangnese students from one of the North Malaysian public universities participating in this study. The demographics of the participants are presented in Table 1.

Tabel 1*The Demographic of The Participants*

Items	Frequency	Percentage
Gender		
Male	8	26,7%
Female	22	73,3%
Family Origin		
Batusangkar	2	6,7%
Bukittinggi	1	3,3%
Padang	20	66,7%
Padang Panjang	1	3,3%
Pariaman	1	3,3%
Payakumbuh	1	3,3%
Pasaman Barat	1	3,3%
Pesisir Selatan	2	6,7%
Solok	1	3,3%
First language		
Indonesian language	19	63,3%
Minang language	11	36,7%
Living place in Malaysia		
Dorm/ Boarding house with friends from different countries	14	46,7%
Dorm/ Boarding house with friends from the same country (Indonesia)	16	53,3%

The questionnaires used to collect the data were adapted from Dweik and Qawar (2015); Fitriati, A. & Wardani, M. M. S. (2020); and Utami, R. (2017). The questionnaires were categorized as having closed-ended questions. Furthermore, the questionnaires were divided into two parts. The first part was to find out the language choice of the participants, which employed theory from Fishman (1972), Myers-Scotton (2006), and Nalliannan et al. (2019). After gathering some information with one of the Minangnese students, the languages most commonly used are Indonesian language, Minang language, English language, and Malay language. The second part aimed to identify the participants' language attitude. The data obtained used the theory of the Likert scale in Baker (1992). The answer can simply refer to a five-point scale: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. In measuring the participants' language attitude, each answer was given a score of 1

Nurul Fania Amri, 2024

MINANGNESE STUDENTS' LANGUAGE CHOICE AND LANGUAGE ATTITUDE AT A PUBLIC UNIVERSITY IN THE NORTHERN REGION OF MALAYSIA

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

to 5. The score for positive attitude is measured from the highest score to the lowest score, which signifies negative attitude (5 to 1).

In addition, in-depth interviews were also conducted with voluntary participants who provided interesting answers so that it could gain qualitative insights into the reasons behind their language choices. The interviews were recorded through a voice recording using a video conferencing platform named “Zoom” while the researcher took the notes. The interviews were semi-structured, in which the researcher used an interview handout structured systematically and completely for collecting data. These interviews were conducted to explore the participants’ perspectives on language use, language maintenance, and the various factors that influence their linguistic decisions.

3.4 Data Analysis

All the collected data were analyzed by taking several steps as suggested by Miles and Huberman (1994), which include identification, classification, presentation and interpretation, and conclusion, which were explained in detail as follows: (1) identification means in this stage, the data from the questionnaire and interviews were identified to describe the students’ language choice, the factors affecting their language choice, and their language attitudes; (2) classification means in this stage, the language choice based on the domain aspect as well as the factors affecting their language choice mentioned in the questionnaire were classified by using theories from Fishman (1972), Myers-Scotton (2006), Nalliannan (2019), Holmes (2013, and Kurata (2007), and the answers given by the students in the interviews were further analyzed with the score scale from Baker (1992) that has been set to see whether the students have a positive or negative attitude toward the languages; (3) presentation and interpretation means in this stage, the results of the study were presented and interpreted descriptively by discussing all the findings with the theories and related previous studies used in the study; and (4) conclusion means that in this final stage, conclusions were drawn so that the data had a trustworthy meaning.