

CHAPTER III

RESEARCH METHODOLOGY

Chapter 3 describes how the study was conducted. This chapter also is divided into four sections: research design, research location, data collection, and data analysis. The data collection consists of participants and instruments of the study.

3.1 Research Design

This study adopted a descriptive qualitative approach to investigate language use among different generations in traditional Baduy Luar and Cireundeu villages. Qualitative research aims to understand the social context or human issues, both in individual and group contexts (Creswell & Creswell, 2018). The use of qualitative methods in this study is intended to demonstrate the validity of data, which depends not only on the number of informants but also on the completeness of information used to interpret and explain social phenomena.

Additionally, this study also employed a case study method. The case study research method is a qualitative approach used to investigate contemporary phenomena in real-life contexts, where the boundaries between context and phenomenon are unclear and occur naturally (Creswell & Creswell, 2018). This method emphasizes active engagement in thorough data collection and comprehensive analysis. The goal is to uncover the interconnectedness between the context and the studied phenomenon while offering flexibility in its application. Case studies in the context of this research have provided in-depth insights related to contextual understanding of complex phenomena occurring in both traditional villages.

The study concentrates on multilingualism and domain as the foundation for understanding language use among people in Baduy Luar and Cireundeu Traditional Village. Previous studies (Abtahian et al., 2016, 2022; Cohn & Ravindranath, 2014) have highlighted language use as a significant factor when

examining multilingualism. Multilingualism involves utilizing multiple languages in daily life by individuals, groups, organizations, or nations.

In this study, different generations in two indigenous communities refer to individuals between 12 and 45 years old who actively employ two or more languages for communication and language contact needs. Fasold's theory (1984) was adopted to classify generations into four distinct age groups to investigate language maintenance and language shifts in the context of generational categorization within multilingual communities. These generational segments are delineated as follows:

1. The first generation comprises individuals aged 50-75 years.
2. The second generation encompasses those aged 30-45 years.
3. The third generation consists of individuals aged 16-25 years.
4. The fourth generation incorporates individuals aged 11-15 years.

Additionally, based on field data, the third generation includes an age range of 26-29 years. Furthermore, due to limitations in the distribution of respondents within the traditional village location, the study focused on the second through fourth generations as the primary subjects of research.

In this study, Fishman's theory (1972) in the domain concept was adopted to analyze the various language use contexts in different domains, such as family, friendship, education, workplace, and religious contexts. This theory is applied similarly to the research conducted by Wilian et al. (2023) on the competition between the use of local and national languages within the home domain in Sasak families in Lombok. Other studies that still utilize Fishman's theory (1972) can also be found in the research conducted by Suastra et al. (2021) on the mechanisms of acquiring Balinese language as a mother tongue in the multilingual community of Denpasar. In the context of the language used in Baduy Luar and Cireundeu, the neighbor and transaction domains used in Nalliannan et al.'s research (2021) were also incorporated to understand the language used by the research participants comprehensively.

Fasold's (1984) theory was also adopted to analyze the language maintenance and shift in the indigenous communities of Baduy Luar and

Cireundeu. Fasold's (1984) utilizations are also reflected in Amrullah's research (2022) investigating the preservation of the Sasak Nggeto-Nggete dialect by immigrants in Matraman. Another study that has adopted Fasold's theory (1984) to examine the shift of regional language has been conducted by Maisaroh (2018) on the Mandailing language in Bandar Selamat.

3.2 Research Location

This research was conducted in Baduy, located in the province of Banten. Baduy was chosen as the research site because, culturally and administratively, it is classified as a traditional village with a unique obligation to preserve and uphold the cultural heritage and customs inherited from previous generations, including using the local language. The Baduy community is accustomed to using the local language, namely Sundanese, in their daily lives. However, as the Baduy people are open to receiving guests from outside the village, they must adapt by using Indonesian to communicate with visitors who cannot speak Sundanese. The increasing number of visitors to Baduy, especially in Baduy Luar, has led to the possibility of a shift in language use, with the Baduy people using Indonesian alongside Sundanese. This phenomenon is intriguing and has become the focus of this research.

The second research location is Cireundeu, a traditional village in Cimahi, West Java. The social conditions in Cireundeu are more open to interaction with external communities, and its status as a traditional village attracts many visitors. As a result, Cireundeu residents have become accustomed to communicating with people from outside their village, resulting in diverse language interactions and the potential for the phenomenon of language shift. However, as one of the traditional villages, the Cireundeu community also strives to preserve the local language so that it does not fade, ensuring the maintenance of their cultural identity. The phenomenon is interesting to study; as a result, the phenomena of language preservation and shift in Cireundeu have become the focus of this research.

3.3 Data Collection

This section describes information about the data and how they were collected. It contains research participants and instruments.

The data in this study were secondary data derived from a collaborative research project by Kurniawan et al., (2023) from Universitas Pendidikan Indonesia involving other lectures from Universitas Padjajaran, and Universitas Indonesia titled *"Pemetaan Penggunaan Bahasa Indonesia dan Bahasa Daerah di Kalangan Generasi Muda di Wilayah Kampung Adat Jawa bagian Barat: Upaya Strategis dalam Rangka Penguatan Bahasa Nasional dan Pemertahanan Bahasa Daerah."* As a research assistant, the author assisted in processing questionnaire data from five traditional villages. After conducting analysis and data processing, the author decided to select data from the language used in the traditional villages of Baduy Luar and Cireundeu as the focus of this research.

3.3.1 Participants

The target participants in this research are people between the ages of 12 and 45, as defined by Fasold (1984) in his research. The study involved 103 participants from various generations, including 51 respondents from Baduy Luar and 52 respondents from the Cireundeu traditional village. However, due to limitations in the distribution of respondents within the traditional village location, data were only successfully gathered from the second through fourth generations as the primary subjects of research. Tables 3.1 and 3.2 list the percentage of each generation in the two different villages.

Table 3.1 Participants in Baduy Luar

Generation	Frequency	Percentage
2nd Gen (30-45 years)	6	12%
3rd Gen (16-29 years)	45	88%
4th Gen (11-15 years)	0	0%
Total	51	100%

In this study, participants from Baduy Luar encompassed various generations with distinct distributions, as seen in Table 3.1. The Second Generation (30-45 years) had six participants, contributing approximately 12% to the total participant count. The third generation (16-29 years) emerged as the largest group with 45 participants, reaching the highest percentage at 88%. Meanwhile, the fourth generation (11-15 years) had no participants due to limitations in data collection within Baduy traditional village area. Overall, Baduy Luar had a total of 51 participants, reflecting diversity in participant involvement across generations and providing a richer understanding of Baduy Luar community in the context of this research.

Meanwhile, the distribution of participants in Cireundeudeu can be seen in Table 3.2. In this study, participants from Cireundeudeu traditional village encompassed three generations with diverse distributions.

Table 3.2 Participants in Cireundeudeu

Generation	Frequency	Percentage
2nd Gen (30-45 years)	22	42%
3rd Gen (16-29 years)	20	38%
4th Gen (11-15 years)	10	19%
Total	52	100%

As can be seen in Table 3.2, the second generation (30-45 years) had a frequency of 22 participants, contributing approximately 42% of the total participants. Meanwhile, the third generation (16-29 years) emerged as the second-largest group with 20 participants, reaching a percentage of around 38%. The fourth generation (11-15 years) had a frequency of 10 participants, contributing about 19% to the total number of participants. Overall, Cireundeudeu traditional village had a total of 52 participants, reflecting a balanced distribution across generations. These findings provide a more comprehensive insight into the engagement of participants

from various age groups within the community of Cireundeu traditional village in the context of this research.

3.3.2 Instruments

The research instrument for this study was conducted using a questionnaire. This method implements an instrument adapted from a previous colloquial language use study developed by Cohn et al. (2013).

Kuesioner Penggunaan Bahasa Sehari-hari

I. Informasi tentang Anda

tahun lahir	
jenis kelamin	
tumbuh dan besar di mana? kabupaten/kotamadya	
provinsi	
agama	
suku	
ketika Anda tumbuh dan besar, dengan siapa Anda tinggal?	
pekerjaan (sebelum pensiun)	
tempat tinggal sekarang: kabupaten/kotamadya	
provinsi	
sudah berapa lama Anda tinggal di tempat sekarang?	

II. Latar belakang pendidikan Anda

	tempat	negeri swasta
SD		<input type="checkbox"/> <input type="checkbox"/>
SMP		<input type="checkbox"/> <input type="checkbox"/>
SMA/SMU		<input type="checkbox"/> <input type="checkbox"/>
	perguruan tinggi	jurusan
SI		
gelar lain		
gelar lain		

III. Informasi tentang bahasa/dialek yang Anda kuasai

Nama bahasa /dialek	Usia waktu pertama belajar	Tempat belajar (rumah, sekolah, kantor, tetangga, dll)	Tingkat penguasaan bahasa pada saat ini				
			Sangat lancar	Lancar	Agak lancar	Sedikit lancar	Tidak bisa
Bahasa/ Dialek Pertama			Mengerti <input type="checkbox"/>	Berbicara <input type="checkbox"/>	Membaca <input type="checkbox"/>	Menulis <input type="checkbox"/>	
Bahasa/ Dialek Kedua			Mengerti <input type="checkbox"/>	Berbicara <input type="checkbox"/>	Membaca <input type="checkbox"/>	Menulis <input type="checkbox"/>	
Bahasa/ Dialek Ketiga			Mengerti <input type="checkbox"/>	Berbicara <input type="checkbox"/>	Membaca <input type="checkbox"/>	Menulis <input type="checkbox"/>	
Bahasa/ Dialek Lain			Mengerti <input type="checkbox"/>	Berbicara <input type="checkbox"/>	Membaca <input type="checkbox"/>	Menulis <input type="checkbox"/>	

Sebutkan bahasa/dialek lain yang digunakan di lingkungan Anda (walaupun Anda tidak menguasainya):

Cohn et al. (2013) Kuesioner Bahasa PKBB, Unika Atma Jaya, Gedung K2, Lt 4
Jl. Jend. Sudirman, 51, Jakarta Selatan, 12930

Figure 1. Questionnaire

This questionnaire is crafted to obtain comprehensive information about respondents' demographics and language preferences. The questions in the questionnaire focus on the use of language in various aspects of the daily lives of multilingual communities, referring to Fishman's (1972) theory. Within the family domain, the questionnaire encompasses the language used in day-to-day

interactions within the family, such as discussions among parents, grandparents, siblings, spouses, and all household members. Also, the questionnaire inquiries about language use in meetings with neighbors, family members, and guests. There are also questions addressing language use practices in the educational environment, including communication with teachers and peers. In the professional context, the questionnaire investigates language use in government or office settings. Questions also cover language use in public spaces, such as on the streets, in markets, and in traditional markets. Not to be overlooked the questionnaire also explores language use in the context of religious activities.

In the initial phase of the research, several steps have been taken to ensure a smooth process. Firstly, necessary permissions and approvals were obtained from various relevant parties, including the university or institution associated with this study. Secondly, the research population and sample have been carefully identified, and the data collection process is conducted through questionnaires. In the data collection process using questionnaires, participants were assisted by the research team to guide and respond to the questions.

3.4 Data Analysis

A series of steps were taken in the data processing and analysis phase. The initial step involved analyzing the data collected through questionnaires using statistical software or tools like Microsoft Excel. It helped in understanding patterns and trends within the data.

After completing the analysis, the results were interpreted and compared with relevant literature, and conclusions were drawn. Qualitative analysis also explored the implications of these research findings for future studies. The qualitative methods offered a deeper understanding of linguistic and cultural aspects within the Baduy Luar and Cireundeuh communities, laying the groundwork for further research development.