CHAPTER III
RESEARCH METHODOLOGY

This chapter covers the methodology employed in this research. It also includes the research design, the data collection, the data analysis, and concluding remarks.

3.1 Research Design

The research design in this study is descriptive qualitative in nature since the purpose of the study is to describe the types of borrowing and to interpret some possible factors regarding the occurences of borrowing. This is as suggested by Kothari (2004) that descriptive studies deal with describing a certain individual or group. Since this study focuses on investigating borrowing phenomenon based on teenagers conversation, the descriptive qualitative method is suitable.

3.2 Research Site and Participants of the Study

The participants of the study are 18 Indonesian teenagers at the age of 11-14 years old who are studying at one junior high schools in Bandung in the academic year of 2014/2015. In every class, two or three respondents were chosen to tell their daily activity. Two or three respondents in every class are considered adequate to represent and fulfil the research's need in discovering borrowing words. The reason why these subjects are selected is that the language of the students in seventh to ninth grade school nowadays is exposed by other languages and they also gain many experiences that are affected by social media, their friends, and their environments.

This study focuses on spoken data in teenagers conversation. Those 18 teenagers are asked to tell their experience in their everyday life for about 9 to 10 minutes. Their stories are audio-recorded. The recording is then transcribed in order to find out the borrowed words. The demography data of the respondents can be seen at the appendix I.

3.3 Data Collection

In this section, how the data were collected is discussed. The data were collected through two procedures, namely interview and audio recording.

3.3.1 Interview

Before identifying the data, the researcher interviewed 18 teenagers with some supported questions in Indonesian. The supported questions are semi-structured interview. Biber and Leavy (2011, p.102) said that "semistructured interviews rely on a certain set of questions and try to guide the coversation to remain, more loosely, on those questions". By engaging the semi-structured interview, the respondents can freely talk about something in their mind. "Semistructured interviews also allow individual respondents some latitude and freedom to talk about what is of interest or importance of them" (Biber and Leavy, 2011, p.102). This model of interview is elaborated with the open-ended question in gaining the deeper answer from the respondents. As Johnson and Christensen (2014, p.199) said that:

> "Open-ended questions are valuable when the researcher needs to know what people are thinking and the dimensions of a variable are not well defined. Because the participants respond by writing their answers in their own words, open-ended questions can provide rich information"

> Johnson and Christensen (2014, p.199)

The interview guide of this study can be seen at Appendix I.

After following the guiding interview, there are also follow-up questions to obtain the answer of the second question. The question number one is about the statement of using some words that are included into borrowing words. As an example:

Q1

"*Anda menggunakan kata X saat menceritakan kegiatan sehari-hari anda, apakah anda mengetahui arti dari kata tersebut?*"

(When you told me about your daily activity, you use the word X, did you know the word in Indonesian?")

Question number two, three and four are about understanding some Indonesian terms that are less familiar, such as *unduh*, *unggah, luring* and *daring*:

Q2

Apakah anda mengetahui istilah unduh dan unggah?

(Do you know the term of unduh and unggah*?*)

Q3

"*Apakah anda mengetahui istilah luring dan daring?*"

(Do you know the term of luring and daring*?*)

The familiar terms will be given to the respondents if they do not understand the meaning of *unduh*, *unggah*, *daring* and *luring*. After giving the familiar terms, the respondents are asked about the reason of using between Indonesian terms and English terms. The next question will be:

Q4

"*Mengapa anda tetap menggunakan kata tersebut (unduh atau download, unggah atau upload, luring atau offline, daring atau online) dalam berkomunikasi?*"

(Why did you still use those words (unduh or download, unggah or upload, luring or offline, daring or online) when you communicate?)

3.3.2 Audio recording

This research used the audio recording to provide the clear data and information about the respondents in telling their daily activity. It is also used to complete the missing part during the taping, "It is always preferable in qualitative research to obtain an audio-(or video-) recording of the interview, and for some methods it is absolutely essential" (King & Horrocks, 2010, p.47). After deriving the data through audio recording, the audio recording was transcribed.

3.4 Data Analysis

After collecting the data, these are analyzed by using the theory of borrowing proposed by Hoffer (2002). There are some steps taken in analyzing the data which are identification, classification, quantifications and analysis and discussion.

3.4.1 Identification

The researcher identified the borrowing words from the transcriptions of the spoken data. The following is the sample of identifying the type of borrowing:

[3.4.1a] R1: "Yaah kemaren juga masukin telor ke dalem botol, bikin permen karamel,"

R1: "Yang bikin apa? kalo bikin permen karamel ya..ya gula mentega campur masak gitu, udah aja, jadi, masak berapa lama sampe meleleh, makan, udah, trus kadang pernah waktu itu bikin paru-paru apa, abis itu pernaah bikin apa ya itu namanya, kemaren teh terakhir teh banyak da percobaannya mengikat es ke benang."

In identfying the collected data, the researcher marked the borrowing words by underlying the words in the transcription. Kamus Kata Serapan by Martinus, Cambridge Advanced Learners' Dictionary third edition and Kamus Besar Bahasa

Indonesia offline 1.5.1 edition are used for identfying the English borrowing words in Indonesian language. After identifying the borowing words in the data transcription, the borrowing words are collected into a table below:

Table 3.4 Borrowed Words

NO.	INDONESIAN	ENGLISH
1.	Audio	Audio
2.	Botol	Bottle
3.	Karamel	Caramel
4.	Es	Ice
5.	Foto	Photo
6.	Game	Game
7.	Informasi	Information
8.	Misi	Mission
9.	Monster	Monster

3.4.2 Classification

From the collected borrowed words, the next step is classifying the borrowing words according to types of borrowed words proposed by Hoffer (2002), namely loanword, loanshift, loanblend and loan translation. In this step, after classifying the borrowing words, the reseracher also classifies the types of phonological process such as syncope and apocope (Campbell, 1998) and the parts of speech

such as noun and verb (Thomas, 1993). The example of classified borrowing words, phonological change and parts of speech can be seen at the Appendix I.

3.4.3 Quantification

After collecting and classifying the data, the next step is calculating the borrowing words from the collected data:

$$P = \frac{F \times 100\%}{N}$$

Note:

P = Percentage

F = Frequency

N = Overall Number

    a. Loan-word

Loan word $= \frac{3 \times 100\%}{9}$

$= 33{,}33\%$

    b. Loan Shift

Loan shift $= \frac{0 \times 100\%}{9}$

$= 0\%$

    c. Loan Blend

Loan blend $= \frac{6 \times 100\%}{9}$

$= 66{,}67\%$

    d. Loan Translation

Loan translation $= \frac{0 \times 100\%}{9}$

$= 0\%$

3.4.4 Analysis of Phonological Change

In this section, the classified borrowing words were thoroughly analyzed and discussed in order to answer the research question 1b, that is about phonological change. Based on Campbell (1998), the phonological change are: Lenition and Fortition (Aphaeresis, Apocope, Syncope, cluster reduction and haplology), Sound Addition (excrescence, epenthesis or anaptyxis and prothesis), Metathesis, Fusion, Unpacking, Vowel Breaking, Assimilation and Dissimilation. But there are only nine changes of phonological change found, there are apocope, syncope, lenition, epenthesis, paragoge, cluster reduction, vowel raising, vowel lowering and monophthongisation.

The example of the analysis is:

The word bottle is classified into epenthesis because there is vowel adding [o] between the consonant /t/ and /l/.

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3.4.5 Analysis of Possible Factors in Borrowing Words

In this part, the classified borrowing words and phonological change were analyzed in order to discover the possible factors that caused the use of borrowing words. From the classified borrowing words and phonological change, the researcher could find out the reason why the respondents used the borrowing words. This analysis used the theories proposed by Field (2012) which are social and linguistics factors and Eddy (1989) that are Prestige needs, Survival strategy and Tourism and economics aspect.

3.6 Concluding Remarks

This chapter has covered the methodology of this research. It presents the purpose of the study, method of the study, data collection and data analysis. This study aims at discovering and classifying the type of borrowing occured in spoken language. Finding and discussion are discussed in chapter four.