

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology used in the present study that consists of several parts. The research questions, research design along with data collection and analysis are explained in the earlier sections of the chapter, while the sample of data analysis is presented in the later section. Moreover, this chapter also includes the summary of the stories used in the analysis.

3.1 Research Questions

This present study is intended to answer the following questions:

1. How are children social actors represented in five different stories of *KKPK* novel entitled *Si Hati Putih*?
2. What does the representation signify?

3.2 Design of the Research

To investigate how children social actors are represented in five different stories written by a child-author, this study employs qualitative method. According to Creswell (2014), qualitative method refers to a process of understanding social phenomenon which occurs in daily lives with the researchers as the key instruments. The role of researchers as key instruments is required in the process of interpreting the outcome. Similar to prior definition, Denzin and Lincoln (2011) define qualitative design as multimethods intended for providing ways to understand the issues of the subject, particularly on how people make sense of the world. In general, the objective of qualitative methods is directed at giving in-depth explanation of the circumstances (Kumar, 2014), not to verify the causal relationship. Meanwhile, Silverman (2011) argues that qualitative research is distinguished by the fact that hypotheses are commonly obtained from analysis of the data rather than hinted beforehand. Since the focus of analysis is to reveal the underlying meaning of the children representation, qualitative design is used in the present study.

Van Leeuwen's socio-semantic network is used as the analytical tool to aid in finding the meaning of children representation. Van Leeuwen's socio-semantic network (2008) is used to classify the children social actors and help to discover the significance of such representation. Thus, along with codify the message underneath the representation.

3.3 Data Collection

The data used in the analysis are taken from a digital version of short stories compilation entitled *Si Hati Putih* published by Dar! Mizan. This compilation is regarded as one of the best-selling books from KKPK series and has been translated into *The Boy with the Pure Heart* following Frankfurt Book Fair in 2015. However, Bahasa Indonesia version is used in the present study, since the translated version is not available for public. There are 12 short stories included in the compilation, but only five of them which tell about children are used in the analysis. The stories used in the preset study namely "Si Hati Putih", "Sahabat Baru dari Jakarta", "Hantu yang Lapar", "Hadiah Tak Terduga", and "Es Cendol Ulat Bulu". Since the focus of the study is to find out how children social actors are represented, only those stories are used as the data in this study.

The data used in the study are clauses that include children social actors both in the form of descriptions and the characters' dialogues, since the present study aims to investigate the representation of children social actors.

3.4 Data Analysis

As presented above, the collected data were analyzed and interpreted through socio-semantic approach proposed by van Leeuwen (2008) to uncover the underlying ideology. The data analysis involved several steps. The first step was separating the data in form of clauses and clause complexes, which is in accordance with van Leeuwen's analysis that allows text analysts to analyze data both in clause complexes or clauses. The next step was finding out whether the social actors are present or not. If they were not present, the clauses were further analyzed to find the strategy whether the author used backgrounding strategy or

suppression strategy to omit the social actors. On the contrary, if the social actors are present, the clauses were further investigated to see strategies that were used to mention the actors based on inclusion categorizations. It is important to know that in the Table, if the children characters play the role as the narrators, all of I (aku) pronoun will be overwritten with their name. Next, by utilizing socio-semantic approach, the following step was interpreting the significance of the representation by making connection of all strategies used in the text and drew conclusion regards to the underlying values.

3.5 Sample of Data Analysis

As stated previously, this study focus on the representation of social actors in children short stories written by a child author using van Leeuweun's (2008) socio-semantic approach. A sample of data analysis is presented in the following Tables: socio-semantic analysis of children social actors in Table 3.1. 28

Table 3.1. Socio-Semantic Analysis of Children Social Actors in *Si Hati Putih*

Source	Clauses	Social Actors	Category	
			Exclusion	Inclusion
“Hadiah Tak Terduga”	Rino akan berangkat ke sekolah	Rino	-	Activation Participation Personalization
	Rino will go to school			Specification: Individualization Determination: Nomination Single Determination
“Si Hati Putih”	Bendi pulang dengan hati gembira	Bendi	-	Activation Participation Personalization
	Bendi came home happily			Specification: Individualization Determination: Nomination Single determination
“Hantu yang Lapar”	Velma sombong	Velma	-	Activation Participation Personalization
	Velma was an arrogant girl			Specification: Individualization Determination: Single Determination
“Cendol Ulat Bulu”	Aku membawa es cendol itu ke meja makan	Cherry	-	Activation Participation Personalization
	I took the cendol to the dining room			Specification: Individualization Determination: Single Determination
“Sahabat Baru Dari Jakarta”	Aku dan Bebi bergegas ke kelas	Dobby and Bebi	-	Activation Participation Personalization
	Bebi and I hurried off to our classroom			Specification: Individualization Determination: Association Single Determination

The sample of analysis above points out the categorization of children social actors found in 5 different stories. All of the social actors are categorized into Activation-Participation-Personalization. In activation, children social actors are represented actively as the agent of activities, whereas in participation, children social actors are represented as the subject of the processes, such as Rino as the subject of the process of *berangkat* (goes). In terms of personalization, the children social actors are represented through the use of proper names. The result indicates children social actors in *Si Hati Putih* are represented explicitly as party who have the power in deciding what they want to do. It is because the stories are about children's daily lives.

3.6 Summary of the Short Stories

3.5.1 “Hadiah Tak Terduga”

Rino was a prime example of what a good boy was. He could socialize with his friends, had nice discipline, and doing well at school. However, being a little boy, he was sometimes being ignorance toward simple things, such as his own birthday. Knowing his habits, Rino's family prepared a surprise for him. Unknowingly, Rino continued doing his routines. On the next day, at school, Rino felt that the school was being too quiet, different from the usual school's atmosphere. When he entered his class, he was surprised by his family, friends, and teacher. Rino just found out that his family had been preparing for the birthday surprise since yesterday. He was happy to receive such an unexpected present.

3.5.2 “Sahabat baru dari Jakarta”

One morning, Dobi got a new friend from Jakarta. Although they were still unfamiliar with each other, Dobi did not hesitate to befriend Bebi. He found himself happy to play with Bebi because of their names were similar. Before they went to their class, Dobi and Bebi spent their time together in the school park. However, a non-functioning school bell almost caused them to be late for class. Fortunately, that day, the students were sent home faster because the teachers had

to attend an important meeting. At home, Dobi told his sister about his new friend. Then, on the next day, he asked Bebi to become his best friend.

3.5.3 “Es Cendol Ulat Bulu”

Cheery never tried *cendol* before. On her first day buying the *cendol*, she experienced unforgettable yet funny moments. At that time, Cherry called a *cendol* seller who was passing the front of her house. She asked for a lot of ice to the seller. However, soon after she got the *cendol*, she went in without paying and made the seller called out her name. Then, she hurriedly took the money and gave it to the seller. While she was about to enjoy her *cendol*, Cherry was surprised from seeing something green-like-caterpillars in her *cendol*. Her reaction was frantic and surprised her entire family. After knowing what the problem was, her family laughed, leaving a dumbfounded Cherry. Later, her brother explained that what she saw was not caterpillars, but *cendol*.

3.5.4 “Hantu yang Lapar”

A lone ghost called Berry was crying for a long time because he was very hungry. Not long after that, he saw his friend called Velma who he asked for foods. Unfortunately, Velma was an arrogant and stingy girl. Therefore, she did not give any of her food to Berry. Berry ended up crying and walked away since Velma rejected his plea. Later, he found a house and decided to ask for foods. A child who was carrying foods opened the door. A horrified look was visible on his face after seeing nobody was standing in front of his house. Then, the child dropped all of his foods, since he hurriedly closed the door. Berry took this chance to grab the foods and finally filled his belly.

3.5.5 “Si Hati Putih”

Bendi was a boy who often mocked by his friends because of his dark-colored skin. However, Bendi never felt sad about the jokes, since his best friend, Desi, would gladly comfort him. One morning, Bendi’s teacher informed that Gabby, one of Bendi's classmates who often mocked him, could not attend school because she was sick. In spite of her jokes, Bendi could not help but felt bad knowing his

friend was sick. Therefore, he decided to visit Gabby after school. Surprisingly, at her home, Gabby apologized because she often mocked Bendi, then she asked Bendi to be her best friends. Hearing this from Gabby, Bendi did not hesitate at all. Both of them shook hands to show the beginning of their friendship.