CHAPTER III
RESEARCH METHOD

3.1 Introduction

This chapter aims to give a description concerning the procedure of this study. The chapter firstly covers the formulation of problems which comprises the issues being investigated in this study. Afterwards, the research design applied during the course of this study encompasses a conceptual structure used in the research. It constitutes the design of the collection of data, instruments used for the study, and the analysis of the data collected.

3.2 Formulation of Problems

This study presents an examination of people’s language attitudes. It covers an investigation of how people react towards a variety of language use. The variety which is the focus of the study is an alay variety. The Alay variety here refers to a type of written variety used in Facebook that does not observe the norms of standard written language. In this study, the participants involved were classified into two categories, the users of alay variety and ex-users of alay variety. This study investigates the attitudes of the two categories of the participants towards alay variety. In particular, this study also seeks to reveal the motivation of the users of alay variety in Facebook.
Not only does this study deal with the attitudes of the participants towards *alay* variety, it also attempts to explore the realization of the variety in *Facebook* media. It includes a description of the general use of *alay* variety in *Facebook*.

### 3.3 Research Design

#### 3.3.1 Research Method

This study employs a descriptive method to describe and interpret the data. The descriptive method used in this study enabled the researcher to portray the characteristics of a particular individual, situation, or a group (Kothari, 2004). The method provided a description of the state of people’s linguistic experience especially as it exists at the present.

This research primarily uses a qualitative approach in analyzing the data considering that the purpose of this study is to authentically examine the phenomenon of human linguistic experience. In line Polkinghorne (2005), the qualitative method enabled the researcher to analyse the data in depth because it served as a means for the researcher to investigate the phenomenon being discussed from the viewpoint of participants’.

The use of the qualitative approach provided an access for the researcher to describe the feelings of the participants involved and further to discover the underlying motives of their behaviour (Kothari, 2004, p. 3), especially the users in using written *alay* variety in *Facebook*. 

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Language Attitudes towards Written Alay Variety in Facebook Interaction  
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3.3.2 Participants

This study was conducted to 20 Indonesian Facebook users who were purposively selected. This purposive sampling was used to obtain various realities for the study. Purposive sampling which is also known as deliberate sampling or non-probability sampling (Kothari, 2004), refers to purposive or deliberate selection of particular samples or individuals of the world which can represent the world itself.

The participants of this study were categorized into two groups: users and ex-users of alay variety. First, the participants categorised as the users of alay variety were those who write and do not observe the norms of standard variety of Indonesian and English. The second category of participants was ex-users; they were those who used to write in alay variety style, but now they primarily write a standard form of Indonesian and English and generally observe the norms of standard variety. The ex-users were known not to use the alay variety anymore as they mentioned in the answers of the questionnaire.

The selection of the participants was based on the reasons that firstly, the participants both the users of alay variety and ex-users of alay variety were those who had accounts in Facebook and had actively used the account at least for the past 3 months calculated since June 2012. The age of the participants ranged from 15 years old up to 22 years old. The choice of this range of age was based on the focus of the study which is concerned with alay variety that is considered to be a variety mostly used by teenagers.
3.3.3 Instrument

A matched-guise technique was originally used in examining people’s attitudes towards certain languages or varieties. Back in 1960, Lambert used the matched-guise technique in his study in which socio-psychological effects of the bilingual situation in Montreal were tested. The matched-guise technique has been an instrument in examining language attitudes which provide researchers elicitations of spontaneous attitudes (O’Rourke, 2011). This technique however is considered to be artificial as it uses recorded unnaturally occurring conversation. Thus in conducting the present study, the researcher used Ryan’s methodological approach (1998) which measures the attitudes of language directly through interviews or questionnaires.

Questionnaires and interviews tend to be less contrived or planned and increase the number of participants (O’Rourke, 2011). Thus, the findings can be generated to a larger population. Questionnaires used in the present study were intended to provide valuable information concerning attitudes towards a specific language or variety.

The questionnaire used as the instrument for the study was a structured questionnaire in which the participants were required to reply to a set of questions. The questionnaire was divided into two different types of set of questions. The first type was intended for the participants categorised as the users of alay variety and the second type was intended to the participants categorised as ex-users of alay variety.
The questionnaire was an open ended questionnaire in which the researcher provided a larger space for the participants to freely express their minds and thought related to the issues being addressed. Both of the types of the questionnaire consisted of 8 questions distributed to the participants to answer the research questions of the study. The users of *alay* variety were required to fill in the questionnaire which consisted of 8 questions related to their use of written variety in *Facebook*, including their motivation behind the use of the variety. On the other hand, ex-users of *alay* variety were required to fill in the questionnaire which consisted of 8 questions related to their feelings towards those who mostly use the variety that does not observe the norms of standard language.

### 3.3.4 Data Collection

First of all, the data were drawn from related and relevant Internet sources which were compiled from the *walls or timelines* of the *Facebook* accounts of the participants who are categorised as the users of *alay* variety. This observation was not meant to be recognised or known by the owners of the accounts. This does not suggest that the researcher had less respect towards the participants. This covert observation was conducted merely for the sake of the ‘naturalness’ of the data gained.

The observation was conducted during the last three months started from June 2012 until September 2012. The accounts of the participants were continuously observed until the patterns of the written *alay* variety use repeated themselves. The data did not cover every part of the *Facebook* account of the
participants; rather, they covered an examination of language use of the participants including *wall to wall* interaction, comments, and their status updates that represent the use of written language which does not observe the norms of standard language. The participants whose accounts were used for the study were 10 teenagers both men and women with their ages ranging from 15 years old to 22 years old. These participants were categorised as the users of *alay* variety because their use of written variety in *Facebook* is considered not to observe the norms of standard language.

In addition, the study used questionnaires distributed to the participants, requesting their responses towards questions related to the objectives of the study. The questionnaires were mostly distributed directly to the participants. These questionnaires, as previously mentioned, were distributed to both categories of the participants, the users of *alay* variety and ex-users of *alay* variety. Both of the categories of participants contributed 10 people from each. Therefore, the total participants were 20 people.

3.3.5 Data Analysis

Data analysis was divided into two main sections. The first is related to the analysis of the results of the observation of the users of *alay* variety’s *Facebook* account. The data collected from the accounts were firstly examined to detect errors and to assure that the data were accurate, and complete to facilitate further analysis.
The second step was the coding step which involved the assignment of numbering and symbols to every linguistic phenomenon captured in the realization of *alay* variety in *Facebook*. This step was intended to enable the data collected to be put into a limited number of categories or classes.

Later, the data which had been coded were classified into five categories of modification mentioned in Chapter II including spelling shift, spelling addition, spelling deletion, contraction, and irregular spelling modification. The data were reduced into homogenous groups in order to get meaningful relationships. The data were arranged in groups or categories on the basis of common characteristics.

The final step in dealing with the data collected was to assemble the data in a concise and logical order. This final step involved a summarisation of the raw data and a display of the data in a more compact form for deeper analysis.

The identification of the language use of participants’ *Facebook* accounts was intended to formulate general rules of forming words or expressions in *alay* variety. The findings were used as the references for the researcher to answer research question number 1 which examines the phenomenon of the *alay* variety writing system.

The second section of the data analysis dealt with the analysis of the results of the questionnaires. In trying to interpret the data collected from the results of the questionnaire, the first phase was an in-depth reading of the results of the questionnaires which had been distributed to the participants. The in-depth reading of the results of the questionnaires was intended to obtain an accurate and thorough understanding of the data source.
The later step was started by labelling or coding every item of information so that the differences and similarities between all the different items were recognized. The labelling phase was intended to dissect the findings and group them into categories in order to enable the researcher to compare the findings in one category and another. The labelling step was divided into two groups. The first type of the questionnaire intended for participants categorised as users was identified and coded to answer the research questions number 2 until number 3. The second type of the questionnaire intended for ex-users was categorised and analysed to answer the questions concerning their attitudes towards alay variety and the users of the variety.

The last step in analysing the data was the presentation of the results using a descriptive method to describe the use of alay variety in social media, Facebook, and further the motivations behind the use of alay variety and attitudes of ex-users towards the variety and the users and also the feelings of the users towards the variety.
3.3.6 Examples of Data Analysis

3.3.6.1 The Realization of written Alay Variety in Facebook

The first section of the data analysis of this research is the analysis of language use in Facebook. The analysis is presented as follows:

Table 3.1. Spelling Shift in Written Alay Variety

<table>
<thead>
<tr>
<th>No.</th>
<th>Spelling Shift</th>
<th>Freq.</th>
<th>P. (%)</th>
<th>Examples in Written Alay variety</th>
<th>Words’ Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Word</td>
<td>Non-standard Use in Indonesian</td>
</tr>
<tr>
<td>1.</td>
<td>k → q</td>
<td>79</td>
<td>79.78</td>
<td>Qlu</td>
<td>kalo</td>
</tr>
<tr>
<td>2.</td>
<td>k → x</td>
<td>20</td>
<td>20.22</td>
<td>Cewex</td>
<td>cewek</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>99</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Freq. = Frequency  
P = Percentage

Table 1 above displays an example of analyses presented at chapter IV. The table is about the realization of alay variety that is included in spelling shift category. The first column of the table indicates types of shift that occur. The second and third columns indicate the frequency and percentage of each spelling shift. The three next columns are examples of the spelling shift that include examples in alay variety use and the standard and non-standard form of the examples. Later on, there will be other categories which cover the realization of alay variety such as spelling addition, spelling deletion and irregular spelling modification.
3.3.6.2 Language Attitudes

As the questionnaires were intended to two different types of participants, users of *alay* variety and ex-users of *alay* variety, the analysis of the results of the questionnaire were based into two categories of analysis.

<table>
<thead>
<tr>
<th>No.</th>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Naturalness</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>2.</td>
<td>Inner group identity</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>3.</td>
<td>Trendy</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Attractiveness</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3.2 above is an example analysis of users’ language affective attitudes towards written *alay* variety. The first column indicates users’ opinions towards written *alay* variety they are using. These opinions will be a base to determine users’ attitudes towards *alay* variety. Beside the table that displays users’ attitudes there is also another similar table that displays the attitudes of ex-users’ towards *alay* variety and the users which will be elaborated further at Chapter IV.