

### **CHAPTER III**

### **METHODOLOGY**

This chapter consists of the method that the writer will use in collecting and analyzing the data. There are four points in this chapter. The first is the explanation on the approach of the study that the writer will use. Next is the description on the place where the study will be done and the subjects from whom the writer will get the data. The third is about the instruments that will be used in collecting the data, and

the last part is the brief explanation on how the data will be analyzed in the following chapter.

### **3.1. Approach**

This study is qualitative research. The writer will collect the data and will define the types of Krama used in requesting by describing words used by the subjects in requesting. Moreover, the writer also wants to describe whether those types of Krama used in requesting are affected by the non-linguistic factors. It means the writer will describe whether social factors and dimensions have any role on the way the subjects requesting to the older people.

### **3.2 Source of data**

The place where the study will be done is Kertorejo. It is a small village surrounded by rice fields, and located approximately 20 kilometers from Jombang residence. Its total population until January 2001 is 3818 people; 2369 of them are male and the other 1449 are female (Civil Registration of Jombang, 2001). According to the civil registration, there are three religions in Kertorejo; Moslem, Hindu, and Christian. 2904 people are Moslems, two are Hindus, and 912 people are Christians. However, the data on the number of Christians got from church officer (Gereja Kristen Jawi Wetan / GKJW – The East Java Church) is different. According to the church record, there are 1153 Christians until February 2001. In this case, the writer takes the record of the church instead of the civil registration because it is the latest data.

The subjects will be taken from only the Christians. Christianity or religious matter is not one of the factors to be accounted in this study. Christian subjects are chosen based on the consideration of the limited time the writer has in conducting this study. It will be easier for the writer to approach the subjects and to take the data from them since the writer is also the member of the church and she has known them well. Later, in the analysis of the data, religious factor (in this case is the religion of the subjects) will not be considered.

Since the study is about how younger generations make requesting to the older, the ages of the subjects are really considered. The subjects will be those whose ages are between 20-40. This calculation is based on the approximate time for one generation. According to the Oxford dictionary, the approximate time for one generation is 35 years (Oxford Advanced Learner's Dictionary, 4<sup>th</sup> Ed., 1989: 513). In addition, most of Kertorejo people get married at 21 years old (GKJW, February 2001). It means, after 20 years another younger generation is born. The writer considers 40s is older because at this age people in Kertorejo have become grandparents. So, ages 20-40 are two generations below 40s.

The data will be taken from fifteen people age 20-40. The population from where the subjects are taken from is not a various population. Almost all people in Kertorejo are Javanese, and they are using Javanese in their daily life. After all, the subjects are taken from only the Christians. If the population is a homogenous population, then the number of the subjects needed are fewer (Sutrisno Hadi, 1986). The writer will select them based on some criteria. These criteria are made to make sure that the subjects are really Javanese, in the sense that they are from Javanese

family, live in Javanese community, and use Javanese language in their daily life. The criteria of the subjects are 1) their parents and grandparents from both father and mother sides are Javanese, 2) the language used at home is Javanese, and 3) they were born and live in Kertorejo. What the writer means by the third criteria is that they never moved from other places, so they are living in Kertorejo since they were born. However, some of the subjects may study in other places (e.g. university students). In this case, the writer will also ask about the language that the subjects use in boarding house and at school or university. The sex, educational background, and social background are out of consideration. The only important point is they are between 20-40 years old. Later, each of them will be asked to make four kinds of request based on the four role-plays given. Hopefully, those sixty sentences are representative enough.

### **3.3. Data collection**

The first thing that the writer does in collecting the data is preparing the role-plays from which the subjects will make requests. The role-plays will make the subjects imagine themselves to be a person in a certain situation, and they should think and act based on the situation written. By using this kind of method, what the subjects talk about is controllable because they react based on the situations given in the role-plays. This is the advantage of using role-play as what has been said by Scarcella, as quoted in Garcia, 1989 (see 2.2.1 – p.31). What Garcia has done in collecting the data has given an idea to the writer to use similar instrument. However, there is a difference in the type of the role-play used. Garcia used dialogue role-play,

so there were subjects that acted as addressers and there were those who acted as the addressee. Garcia used dialogue role-play because he wanted to analyze the way the addressers disagreeing and requesting and how the addressees respond to the statements made by the addressers. While in this study, the type of the role-play that the writer will use is monologue role-play. The writer only wants to know how the subjects make requests. Thus, the writer does not need to use dialogue role-play.

There are four role-plays that are conditioned as what the theory says that will be given to the subjects. The first and the second role-plays will be used to take requests to the older people whose status are different and the same as the subjects. What is meant by 'different status' is higher status. While the data within which the subjects make requests to the older people whose distance with the subjects is far and intimate will be obtained through the third and the fourth role-plays. The role-plays used are conditioned according to the factors to be accounted in choosing a level (see 2.1.1.2.3 – p.19). It is stated by Poedjosoedarmo that Krama is used to the older people, to people whose status is higher, and to the stranger. The first role-play is made to request to the older people with higher status, in this case is a pastor. The second role-play is made to request to older people with the same status and is aimed to answer the question whether the requests are still stated in Krama levels although the status of the interlocutor is the same as the subjects. The status of the subjects and the interlocutor in the second role-play are the same, in the sense that both the subjects and the interlocutor are Sunday School teachers. The third role-pay is made to get the requests to the stranger. While the last is used to get requests made to the older people whose relationship with the subjects is intimate one. The fourth role-play will help

the writer to find out whether, as what Poedjosoedarmo said, the intimacy scale is having more important role in affecting the way people talk to the older people nowadays (see 2.1.1.2.3.2 – p.20).

The followings are the role-plays that will be used in collecting the data. The subjects will be given Bahasa Indonesia role-plays. However; in this part, the role-plays come with their translation in English.

1. Role-play for requesting to the older people of different status.

*Anda adalah ketua panitia natal di gereja. Beberapa waktu lalu anda telah mengajukan proposal kegiatan kepada pendeta, tetapi dia belum menyetujuinya karena dana untuk konsumsi dan dekorasi terlalu tinggi. Sekarang anda datang kepada pendeta untuk mengajukan anggaran dana yang sudah diperbaharui. Bagaimana anda meminta pendeta untuk menyetujui dan menandatangani proposal tersebut?*

(You are the head of the committee for Christmas celebration in the church. Sometimes ago you have given the pastor the proposal of the activity but he has not approved it because the budget for the food and decoration were too high. Now, you are coming to the pastor with the revised budget proposal. What will you say to him to approve and to sign up the proposal?)

2. Role-play for requesting to the older people of the same status.

*Anda adalah seorang guru sekolah minggu (KPAR) di gereja. Seharusnya anda mempunyai tugas untuk mengajar hari ini. Tapi karena anda sakit kepala, maka anda tidak biasa datang ke gereja untuk mengajar. Di gereja tersebut, ada gurur sekolah minggu seorang lagi yang kebetulan tidak ada*

*tugas mengajar hari ini. Orang ini berusia 45 tahun, beberapa tahun lebih tua dari anda. Bagaimana anda memintanya untuk menggantikan anda mengajar hari ini?*

(You are a Sunday School teacher in the church. You are supposed to teach today, but you get a heavy headache that you cannot come to the church. In the school, there is another Sunday School teacher whose age is 45, few years older than you. How would you ask his/her favor to substitute you today?)

3. Role-play for requesting to the older people with distant relationship.

*Saat ini anda berada di kota dimana salah seorang paman anda tinggal. Anda tidak pernah datang ke rumahnya ataupun ke kota tersebut sebelumnya. Anda mempunyai alamat rumah paman anda, tapi setelah beberapa waktu mencari anda tidak bisa menemukannya. Beberapa meter dari tempat anda berdiri, ada seorang bapak berambut putih sedang berjalan. Anda bermaksud menanyakan arah ke alamat yang tertera di kertas yang anda bawa. Bagaimana anda menanyakannya kepada bapak tersebut?*

(Now you are in a town where one of your uncles is living. You have never been in this town before, and you have never been to your uncle's house also. You have his address with you now, but you cannot find his house. There is an old white haired man walking in front of you. You want to ask the direction to the address you have. How would you ask him?)

4. Role-play for requesting to the older people with close relationship.

*Anda adalah seorang pemuda yang menggemari kegiatan yang menantang. Kebetulan beberapa minggu lagi gereja anda akan mengadakan acara bible*

*camp. Anda ingin sekali mengikuti kegiatan ini, tapi tentu saja anda harus meminta ijin orang tua anda terlebih dahulu. Bagaimana anda meminta ijin kepada orang tua anda?*

(You are a young person who likes an adventurous activity. Fortunately, your church will hold a bible camp in the next few months. You want to join the activity, but you have to ask your parents' permission first. How would you ask their permission?)

Second, the writer determines the subjects from whom the data will be obtained. The writer asks those fifteen subjects whether they want to be used as the source of data for this study.

Then, the writer prepares the tape-recorder to record the requests made. The recorder will not be shown to the subjects. There is a possibility that the subjects will not be comfortable enough if they see the recorder in front of them that may result in the influent way of speaking. Besides recorder, the writer also prepares pencil and papers to take notes.

After that, the subjects will be given the role-plays. All subjects will get and answer the role-plays on the same day, but at different time because the writer has to make record of the requests by herself. Each subject has to answer four role-plays.

In collecting the data, the writer writes the role-plays in a paper and asks the subjects to read the role-plays. However, in asking the subject to make the requesting, the writer also tells the subjects what they should do by using Javanese. For some



subjects whose ages are below 30, the writer uses *Ngoko*, while for the subjects whose ages are 30-40, the writer uses *Madya* or *Krama* in explaining the role-plays.

### 3.4. Data analysis

After recording the requests, the writer transcribes them into written form and groups the data into four classifications. In transcribing the data, the writer uses Javanese writing system (by Satriya Tjatur Wisnu Sasangka, 2000) (see 2.1.2.1 – p.28). The first classification is requesting to the older people whose status is different from the subjects. This classification is named ‘Different Status’ (DS). The second is requesting made to the older people whose status is the same that is named ‘Same Status’ (SS). The next classification is ‘Distant Relationship’ (DR). It is the classification of the requesting made to those whose relationship with the subjects is far. And the last is requesting made to those whose relationship with the subjects is close or intimate. This fourth classification is named ‘Close Relationship’ (CR).

Each classified sentence will be put on a table. There will be four tables for the four classifications of the data. In each table, there will be the subjects (that have been given number 1-15), the transcription of the sentence, and its translation in English. The tables will be put in Appendix I. The example of the table is shown below:

**Table 9. The example of the table for data classification**

No.	Requesting	English
1	...	...
2	...	...

The next step done by the writer in analyzing the data is describing every word in each sentence. The description is based on the rule of Javanese Speech Levels' Vocabulary explained in the preceding chapter (see 2.1.1.2.4 – p.21). Besides, the writer will also use Y.A. Yuwono and Abikusno's classification. Based on the description of each word, the writer will define whether the sentence is Krama or not. In deciding the level of the utterances, the writer uses the pattern of Javanese Speech levels by Poedjosoedarmo (see 2.1.1.2.1 – p.12).

After defining the type of the level in each requesting, the writer will take only the Kr requesting to be presented in the analysis of the data. The other requesting that do not belong to Kr will not be presented because the writer only wants to know the Kr requesting (see 1.2, no.1). She wants to know the types of Krama that the younger generations use when they are requesting to older people. The presentation of the transcription of the Kr requesting is put in Appendix I, while the analysis of Kr requesting will be given in chapter 4. The transcription and the analysis are done per classification (DS, SS, DR, and CR).

After presenting the analysis of Kr requesting, the writer will count the frequency of the use of Kr sublevels. It is done to see what types of Kr are mostly used by the subjects. The way the writer counts is by using the following formula:

$$\frac{\text{Total frequency}}{\text{Frequency of the sublevel}} \times 100\%$$

The calculation will be put in a table. There will be one table for one classification.

The example of the table is as follows.

**Table 10. The example of the table to count the frequency of Krama sublevels**

Sublevels	Total	
	Frequency	%
Mudha Krama Kramantara Wredha Krama Madya Krama		
Total		100 %

There will also be one more table to count the total use of Kr sublevels in Status and Distance. This step is done to see the general picture on the use of Kr sublevels by the subjects in requesting. Below is the sample of the table.

**Table 11. The example of the table to count the frequency of Krama sublevels based on status and distance**

Social Linguistics	Status				Distance				Total	
	High	Same	Sub Total		Far	Close	Sub Total		Freq.	%
			Freq.	%			Freq.	%		
Mudha Krama Kramantara Wredha Krama Madya Krama										
Total										100%

The formula used in counting the percentage of the use of a sublevel is:

$$\text{Sub total (\%)} = \frac{\text{Sub total (freq)}}{\text{Total (freq)}} \times 100\%$$

The next step is interpreting the findings in the preceding step and their relation with social factors and dimensions.

In short, these are the steps that the writer will do in analyzing the data:

1. Transcribe and classify the data into four classification (DS, SS, DR, and CR)

2. Cut down every requesting into sentences and describe the kind of vocabulary of each word in every sentence in each requesting by using the classification by Poedjosoedarmo, Y.A. Yuwono, and Abikusno.
3. Define the level used in each requesting by using the pattern proposed by Poedjosoedarmo.
4. Present the transcription of Kr requesting in Appendix I and the analysis of Kr requesting in 4.1.
5. List the Kr sublevels used by the subjects and count the frequency of the use of those sublevels in four tables, and count the frequency based on status and distance in a table.
6. Determine the type that has the highest frequency.
7. Interprets the findings in 4.1 and their relation with social factors and dimensions.

The first until the third steps are used to find the types of the requesting made by the subjects. In order to find the Kr requesting, the writer should describe all the data gathered, and then select the Kr requesting to be presented in the next chapter. The first until the third steps are not presented in chapter 4. The writer does the first three steps in order to be able to come to the fourth step. Chapter four will be begun by the fourth step in which the writer will present the analysis of all Kr requesting found in the data gathered. Thus, the fourth and fifth steps are done to answer the first research question; that is the types of Kr requesting made by the subjects. The sixth step is done

to answer the second research question. While the relation between the findings and social factors and dimensions will be obtained through the last step.

So, there will be two parts in the next chapter. The first is the presentation of Kr requesting, and the second is the interpretation on the relation between the findings in the first part and social factors and dimensions.