

Chapter 3

Methods of the Study

The writer conducts a research about code-mixing produced by a bilingual child based on Genesee and Nicoladis' theory (2005). In this chapter the writer tries to describe the procedure used in collecting the data of the study analyzing the data collection. The writer explains the methods of the study in four parts: research approach, technique of data collection, instruments, and technique of data analysis.

3.1. Research approach

The approach of this research is descriptive qualitative research. In this study, the writer described and explained the Code-Mixing of Javanese-Indonesian Child and the codes used by that particular subject. According to Dabs (1980), Qualitative refers to the definition, description, characteristic, concepts, and meaning of things (Dabs, 1980 cited in Berg, 1989). Qualitative research focuses on study about construct social reality, cultural meaning, focus on interactive processes, and events. Moreover, qualitative research discusses about social reality, cultural meaning that occur in the conversation of the society which explains about the social life, culture, and events that emerge in the society. The writer uses descriptive qualitative method because the data that have been collected by the writer is in the form of words, and sentences. According to Neuman (1997, p. 329) qualitative research is when the data are in the form of

words from documents, observations, transcripts. The meaning of the data can be captured by being involved in the observation. The writer also uses qualitative method because it is related to social life, and events. The data that have been collected by the writer is in the form of words or sentences as a transcription of the utterances produced by a 3 year-old bilingual child. In order to get proper data the writer recorded the conversation that occurs naturally among the participant and the people around him in certain situation. Therefore, qualitative approach is appropriate to be used in conducting this study because the objects used come out naturally in real life. As supported by Punch (1998, p.242) that qualitative approach deals with cases in social life context.

Furthermore, the writer decided to use descriptive qualitative method because in analyzing the occurrence of code-mixing the writer used some steps such; collecting the data by recording, transcribing the data, then analyzing the data based on code-mixing theory proposed by Genesee and Nicoladis (2005) and last, trying to interpret the data according to the theory. While Burns (2000, p.388) added that qualitative researcher believes that there is something behind human's behavior as their thought, feelings, and perception. Hence, in short, the process of interpreting the thing behind the utterances or the act of the participants which will be done by the writer is proposed in descriptive qualitative method.

3.2. Participant of the Study

The source of data was the sentences produced by a 3 year old bilingual child during eight times recording (twice a week in a month) in his home. The

participant who is recorded is Zidan. He is the first son in his nuclear family. He is a son of a marriage couple, whose mother is native East-Javanese, and his father is originally the Central-Javanese born. Both parents are accustomed to speak in Javanese and Indonesian languages while they are interacting with the participant since their son was an infant. Although they are senior high school graduate, but they always familiarizing their son with speaking Indonesian in order to minimize the difficulties in the process of learning when he enters school. They also can be considered as active parents, who have interaction with their son intensely, hence their son finds less difficulty in learning languages. Zidan is a student of a preparatory school (PAUD).

Moreover, the mother is a teacher of a preparatory school, but in different school with Zidan's. But because Zidan goes to school only from Monday to Friday, so sometimes Zidan join in the mother's school on Saturday. Hence, unconsciously the mother considered him as her student, it makes her oftenly speaks in Indonesian language because she always uses Indonesian to in the school when she is teaching Zidan and other students. In addition, Zidan's grandmother also played an important role in forming the habit of speaking in Indonesian language to communicate with other people. His grandmother is a business woman whose Tangerang origin parents who usually speaks in Indonesian language during the conversation. Hence, she also accustomed to her children and grandchildren to conduct a conversation with her in Indonesian language since the toddler year, although now she has moved to Madiun, which make Zidan less frequent in speaking Indonesian code.

Otherwise, Zidan lives in a village where the society uses Javanese to communicate. This make Zidan become a bit dominant in Javanese, because his friends and environment use Javanese in their daily conversation. His friends indirectly make him more fluent in speaking and developing his abilities in structuring a sentence in Javanese language.

3.3. Technique of Data Collection

The data for this study is the Javanese-Indonesian child's spontaneous utterances produced by the participant and another interlocutor during his spare time in his house. The language samples produced were collected over a period of one month or eight meetings on a weekly basis one hour per meeting. The utterances were tape recorded.

For each visit, the parents were simply instructed to do what the participant normally does in a free play situation. In some cases, the free play time proceeded naturally into meal time. There are three types of sessions. In the first session, the child was observed playing with both parents. In the second, the child played with the writer, and in the third, the child played with his friends. Each session lasted about 60 minutes, so the total time of recording is 480 minutes.

In collecting the data, the writer used some steps of observation in order to make her understand the situation easily. First, the writer joined the situation where the conversation took place. The writer also participated in holding the conversation. The participation of the writer in the conversation was intended not to stimulate the participant to code-mix, but only to stimulate him to speak up and

participate during the recording time. The writer hopes her existence in the situation will not influence the data in the conversation. Second, the writer recorded the conversation while the writer observed and listened to the conversation that occurred among the participant, herself, and other interlocutors. Recording is chosen because the writer needs to get the conversation spontaneous as natural as possible. At last, the writer analyzed the conversation that occurred. The writer also analyzed the situation and the action of the participants toward the conversation so that the writer could understand the data easily. The writer chooses to do the observation because it makes the writer understands the data of code-mixing easily because the writer knows about the situation that occurred at that time.

3.4. Technique of Data Analysis

In analyzing the data, firstly, the writer transcribed the conversation and underlined the conversation that contains code-mixing. Both the children's and the parents' speech were transcribed. Children's repetitions of the same word in a single utterance were transcribed but in the analysis it was counted as a single word unless the repetition served some discourse purpose.

Secondly, the writer classified the data in code-mixing based on BFLA theory proposed by Genesee and Nicoladis (2005). Whenever the writer got the data about Javanese-Indonesian code-mixing utterances produced by the children, the writer also put them down in the notebook beside the recorder in order to abridge the writer in analyzing the data. Then the writer translated the mixed

utterances into Indonesian to help the readers' understanding. Words and utterances were counted and classified according to language (Javanese, Indonesian or Mixed) then the writer put them in the table. A category of ambiguous utterances was included in order to account for those utterances that could not be assigned as belonging to one language, as for example, proper names.

The writer identified the code-mixing utterances and the Indonesian codes that were produced by the children. Regarding the theory of code-mixing, the writer analyzes the data of mixed utterances as such if:

1. There was lexical mixing of any content or function words in the same utterance.
2. There was syntactic mixing (the syntactic system of one language with words from the other language as long as it grammatically does not violate the Equivalence Constraint.
3. An utterance contained one or more blends (a word containing elements from both languages).
4. Mixing that occurred between utterance, including utterances produced by himself or he changed to another language when an interlocutor used a certain language.

Thirdly, after classifying the data of code-mixing according to BFLA theory proposed by Genesee and Nicoladis' (2005) the writer tries to interpret the data in code-mixing. Fourthly, after interpreting the data according to BFLA, the writer made the table that contains code-mixing produced by the participant. Fifth,

the writer counted the number of code-mixing that are produced by the participant. The writer calculated the percentage of each code-mixing element by using formula.

$$\text{Percentage} = \frac{\text{total of each code-mixing}}{\text{Total of words that contains code-mixing}} \times 100\%$$

The table is made to help the writer to interpret the data. The writer analyzed more details about the parts of speech which is the most commonly used ones, language choice and frequency of language mixing. To determine the speech which mostly used is by calculating Javanese, Indonesian and mixed utterances in all utterances that have been recorded in order to know whether the participant has language dominance or not. In addition, the writer analyzed what structural differences between Indonesian and Javanese that affected the code choice. The writer used the theories of BFLA to analyze the differences that influenced the code-mixing. Lastly, the writer drew the conclusion. The table of code-mixing can be seen in table 3.4.1

Table 3.4.1 The Type of Code-mixing in Zidan's Utterances

No.	Utterances	Intra		Inter	
		I-J	J-I	I-J	J-I
1.					
2.					
3.					