

**AN ANALYSIS OF THE STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT AT THE SEVENTH GRADE OF MTS SUNAN
AMPEL PARENGAN TUBAN**

SKRIPSI

BY

LINDA AYU KARTIKA

NIM 15120022



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO**

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LEGITIMATION

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has been approved by the board of Examiners
as the requirement for the degree of Sarjana in English Language Education
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CHAPTER I

INTRODUCTION

In this part the writer divides it into the fifth section, the first one is about the background of the study, the second one is the statement of the problem, the third one is about the objective of the study, the fourth one is about the significance of the study, the fifth one is about definition of key terms.

A. Background of the Study

Language is very important in our lives because it is always used in our daily activity to communicate with others. We cannot communicate with each other without language, because it is one of the communication tools used by people in general. We can use language to convey our messages or to express our ideas through oral and written. There are some more countries that used English as a foreign language such as Indonesia. Although there are many kinds of languages in this world, all of the people from over the world can communicate with each other by using English because it is an international language used among them to communicate. As many things involve English, everyone tries to learn it especially for the needs of global communication.

English is one of the most important languages which is used in many countries as the mean of communication. It means that English becomes one of the subjects that must be taught in school. In Indonesia, English has been taught from elementary school level up to university level. Therefore, English becomes crucial to communicate in many things, like a business, education, and many other aspects.

In Junior High School, there are several types of texts in writing that are taught to students. Those are narrative, procedure, recount, descriptive, and so on that, we can write. The researcher focused on the descriptive text which is taught in the second year of Junior High School.

A descriptive text is a text which a writer tries to picture what she or he is describing. According to Tompkins (1994) and Stanley (1988), descriptive text is as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. The descriptive text has the purpose to describe an object or a person that the writer is interested in. To have a paragraph unity a student has to support the ideas into the sentences or they are should organize their thinking logically and they can communicate to the other people in detail when they want to describe people, place, or things. This is why the researcher chooses a descriptive text. A researcher is interested in analyzing and focus on students' in writing descriptive text in the way they developing their ideas, organizing ideas, grammar, mechanics and using vocabulary appropriately.

In the descriptive text, there are generic structures of descriptive writing: identification, description, and conclusion. Identification is a part of identifying the phenomenon to be described. Besides, identification is the part of the paragraph that introduces the character. The description is a part of describing the phenomenon in parts, qualities, or/and characteristics. The conclusion is the last part of writing a descriptive text.

There were some difficulties that students face during writing the descriptive paragraph. First, the problem in developing the ideas. Second, the

problem in organizing the ideas to write a descriptive text. Third, the students found difficulties in grammar. The last difficulty was related to spelling, punctuation, and capitalization. But, not all of the aspects become the difficulties or problem for the students. Students may have difficulties in one aspect but they are maybe good at another aspect.

Based on Competency Standard - *Standard Kompetensi (SK)* and Basic Competency - *Kompetensi Dasar (KD)*, the second-year students of Junior High School are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of descriptive and recount to interact with people in their nearest environment. MTs Sunan Ampel is one of the schools in Tuban Indonesia where students have problems writing especially in writing descriptive texts. Students are still difficult when they will start writing something. Descriptive text is one of the written materials for students.

From the explanations above, the researcher researches MTs Sunan Ampel Tuban, because the researcher conduct to observation teaches and know the students less in the ability to write in this school. The researcher tries to describe the analysis indicators to see the students' ability in writing at second-grade students at MTs Sunan Ampel Parengan Tuban. The researcher writes a thesis topic in this thesis under the title “*An Analysis of the Students’ Ability in Writing Descriptive Text at the Seventh Grade of MTs Sunan Ampel Parengan Tuban*”.

B. Statement of the Problem

Based on the background above, the research question of this research is formulated as follows: “How is the students’ ability in writing descriptive text at the seventh grade of MTs Sunan Ampel Parengan Tuban?”

C. The Objective of the Study

To know the students’ ability in writing descriptive text at the seventh grade of MTs Sunan Ampel Parengan Tuban.

D. The Significances of the Study

Students, they can find out their strength and weakness so that they can fix the weakness and improve the strength in writing a descriptive text.

For Teachers, the English teachers can use the research for increasing their method to find out the students' strength and weakness aspect in writing descriptive text and also for another genre of the text.

Further Researchers, the research findings are expected to give information about writing in descriptive text. It is hoped to be an inspiration for the next researchers who will research in this field. It can be the guidance for them to do better research.

E. Definition of the Key Terms

To avoid misunderstanding about the title, the writer defines the terms on the title:

1. Writing ability

Writing ability is one of special skill which is had by people. Writing is productive skills for writing indirect communication and the nature of the

character is very different from that expressed by speaking directly, therefore writing is included an ability (Tarigan, 1985).

2. Descriptive text

The purpose of writing description is to describe a person, place, or thing in such vivid detail that the reader can easily form a precise mental picture of what is being written about, or can feel that they are part of the experience (KangGuru in the Classroom: Teacher's Guide SMA Package, 2005). In short, according to D'Angelo (1980) writing a descriptive text is "a way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern".

CHAPTER II

LITERATURE REVIEW

In this part the writer divides it into three sections, the first one is about the theoretical background, the second one is about previous studies, and the last is a theoretical framework.

A. Theoretical Background

1. The Nature of Writing

Writing is one of special skill which is had by people. According to Angelo (1980), Writing is a form of thinking, but it thinks for certain reading and for a certain time. One of the most important tasks of the author is mastering the principles of writing and thinking, which will help him achieve his goals and objectives. The most important of the principles meant is discovery, structure, and style. Briefly learning to write is learning to think in a certain way.

According to Djumarie (2005), writing is a skill that can be nurtured and trained. Then, According to Ebo (2005), writing can be done by everyone by being trained and trained. With writing practice, one can also be able to train to develop their ideas, organize ideas, grammar, mechanics and use vocabulary appropriately.

Besides, writing is done to express ideas, ideas, or messages that have not been conveyed orally. Pranoto (2004) explain that writing means pouring thoughts into the form of writing or telling something to other through writing. Writing can also be interpreted as an expression or expression of feelings as outlined in writing. In other words, through the writing process, we can communicate indirectly.

According to Djago Tarigan in Elina Syarif, Zulkarnaini, Sumarno (2009) writing means expressing in writing ideas, ideas, opinions, or thoughts and feelings. so, writing is used to express their ideas, ideas, or feelings that have not been conveyed orally. Henry Guntur Tarigan (1986) explains that writing can be interpreted as an activity of pouring ideas/ideas using written language as the delivery media.

From the above opinion, it can be concluded that writing is not a talent from birth, but writing is a skill that can be trained to develop their ideas. Writing is an activity carried out to develop or express ideas, ideas, opinions, or messages in writing as delivery media.

2. Writing Analysis

Every teacher should consider some principles while planning a course, whether it is a writing course or a course in which writing will play a part. Sokolik (in Nunan, 2003) proposes a few principles that can be adapted to the many different learning situations as follows.

a. Understand your students' reason for writing

It is important to understand and match the students' goals and the school's goals to avoid dissatisfaction in the writing instructions. The teacher needs to convey goals to students in a way that makes sense to them.

b. Provide many opportunities for students to write

Writing almost always improves with practice. Teachers need to evaluate the lesson plans whether they have adequate time spent on writing.

Practice writing should provide students with different types of writing as well.

c. Make feedback helpful and meaningful

Students crave feedback on their writing, yes it does not always have the intended effect. The teacher needs to make sure that the students understand the vocabulary of symbols that are written to comment on students' paper.

d. Clarify for yourself, and your students, how their writing will be evaluated

Students often feel that the evaluation of their writing is completely subjective. To overcome such a situation, the teacher needs to develop a statement about what is valued in students writing, either in the classroom or in the institution as a whole.

3. Writing for Junior High School

Writing is one of the skills that must be learned by the students. In Junior High School level, there are three text genres that they must study that are descriptive, narrative, and recount. In descriptive writing discusses the way how to describe a certain object. Then, narrative writing usually discusses the story in the past event. And usually, recount text tells an event or experience that happened in the past. They must be able to know the steps in writing each genre in everyday life.

This research focuses on students' ability to write descriptive texts. The purpose of studying descriptive text writing is for students to be able to produce good and short descriptive texts. They can describe a certain object, such as a

person, animal, place, or things. When students explain someone, they must know the name of the person, characteristics of the person and others. So they can describe the person.

In conclusion, at the junior high school level students can learn descriptive texts. So that they can describe a certain object, such as a person, animal, place, things in the form of descriptive text.

4. Descriptive Writing

There are some definitions of descriptive text. According to D'Angelo (1980) writing a descriptive text is "a way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern". Based on (admin British course: 2017) Descriptive text is a text which says what a person or a thing is like. According to Tompkins (1994) and Stanley (1988), descriptive text is as painting pictures with words.

Students must be able to master the generic structure of descriptive text before they write a descriptive text. There are generic structures of descriptive writing: identification, description, and conclusion. Identification is a part of identifying the phenomenon to be described. Besides, identification is the part of the paragraph that introduces the character. The description is a part of describing the phenomenon in parts, qualities, or/and characteristics. The conclusion is the last part of writing a descriptive text.

a. Identification

The statement introduces the subject of the description to the audience. It can give the audience brief details about the when, where, who, or what the subject.

b. Description

Each paragraph usually begins with a topic sentence. The topic sentences preview the details that will be contained in the remainder of the paragraph. Each paragraph should describe one feature.

c. Conclusion

The concluding paragraph signals the end of the text in descriptive text, the writer may not include a conclusion in his or her description writing. To make the explanation above clearer, it is necessary to see the following example.

To make the explanation clearer, it is necessary to look at an example. so, the following is an example of descriptive text.

Example of a descriptive text (zona siswa: 2015):

Tiger

Last week I visited Ragunan Zoo. I saw a tiger there. For my friends who haven't seen a tiger before, I will try to describe it here. **(Identification)**

The tiger is a big cat and the largest of the big cats. It's most famous for its unique orange coloring and black and white stripes. Their distinctive stripes provide camouflage for tigers while hunting. **(Description)**

Tigers have large front paws with long sharp claws. They use these to bring down prey. They are carnivores and will eat almost any animal it can catch. This includes some larger mammals such as water buffalo, deer, and wild boar. **(Description)**

There are many kinds of the tiger. In Indonesia itself, there are three different species of tiger, namely Sumatran Tiger, Javan Tiger, and Balinese

Tiger. Sadly Javan Tiger and Balinese Tiger are now facing the extinction while the population of Sumatran Tiger is decreasing day by day. **(Conclusion)**

From the descriptions above, it can be concluded that descriptive writing is the effort of the writer to explain a certain person, place, or thing to the readers as clearly as possible based on the writer's perspective. The researcher tends to use the first description since the junior high school students usually describe a person or animal in a picture.

The characteristics of descriptive writing based on English First (2018) are: 1) Noun: Using specific nouns, such as my cat, my boyfriend, National Monument, besides, often using adjectives to clarify the use of nouns or nouns, such as a big house, a smart student, an independence woman. 2) Simple present tense: using basic or first form verbs (verb 1) and using verbs that can indicate ownership or state of an object. The descriptive text uses the simple present tense because the descriptive text tells a fact of the object described. For example, My office has 22 floors, Azka is pretty, and others. 3) Action verbs: Use verbs that indicate an activity or an activity that can be seen. For example, sleep, walk, sing, dance, etc. 4) Figurative language: Using language that is figurative or describes something, Usually uses a metaphor to provide illustrations to the reader. For example, My love for you is as big as the ocean. – *Cintaku padamu seluas lautan*. Her skin is as white as the snow – *Kulitnya seputih salju*.

Usually, students explain: 1) explain about images, such as forests. 2) describe objects that are around them, such as tables, etc. 3) explain about animals, such as snakes, tigers, etc. 4) describe people. 5) describe places that have been visited or those they know. 6) describe the building, like a house.

5. Elements of the Writing

According to Dr. Stephen Wilbers (2015), there are five elements of effective writing:

a. Central Idea

This element of good writing involves focusing on a clear, manageable idea, argument, or thesis around which to organize your material. It includes selecting subordinate ideas that support and reinforce your central idea.

b. Organization

This element of writing has to do with a coherent arrangement of material. It involves keeping the reader oriented to central and subordinate ideas. Good organization is logical and sequential. It guides the reader between divisions of the material.

c. Supporting Material

Explanations, examples, statistics, and quotations make the ideas and information presented meaningful and memorable for the reader. In the exposition, the role of supporting material is to clarify; in an argument, to persuade.

d. Word Choice, And Point Of View

Language is clear, specific, accurate, and appropriate to the audience, purpose, and material. Variety in sentence structure and length creates emphasis.

e. Spelling, Grammar, And Punctuation

This element of good writing counts only when it's wrong. Fair or not, your reader will notice your spelling, grammar, or punctuation only when you make a mistake.

Grammar consists of the discussion of grammatical form and syntactic pattern. In measuring the writing ability, a teacher tests the sensitivity to the grammatical patterns appropriate to the writing genre. The tense that is frequently used in the descriptive text is present tense. Parts of speech that usually used based on Knapp (2005) are 1) Simple present tense. 2) Adjective.

B. Previous Studies

The relevant research with this skripsi is the research with title *The Use Of Realia To Improve Writing Ability In Descriptive Text Of The Seventh Grade At Smp Islam Temayang In The Academy Year 2016/2017.* That is conducted by Arini Ulva Hidayati (2017). The researcher draws some conclusions as the result of the study in the seventh graders of SMP Islam Temayang in the academic year of 2016/2017 on improving students' ability in writing descriptive text. The using of real things to improve students' ability in writing descriptive text was an alternative way. The real thing was the media that can make students more interested in the material of writing a descriptive text. By using realia method, the teacher can stimulate the students to write their idea using real things. The implementation of realia method as a learning aid to improve students' ability in writing descriptive text was very effective. It was supported by the significant result of students score in the pre-cycle (59.5), post-tes1 (65.8) and Post-test II (72.3).

Second is the research with title *"The Use Of Five - Minute Activities To Improve Students' Ability In Writing A Descriptive Text At The Seventh Grade junior High School (An Experimental Study At The Seventh Grade Students Of Smp N 6 Tegal In The Academic Year Of 2010/2011)"*. That is conducted by Astri

Nirmala Mulyadi (2011). The students' improvement during the teaching and learning activity by using Five-Minutes Activities as an alternative method in teaching writing descriptively is good. It is supported by the result of the pre-test that was lower (64.11) than the post-test (79.68). The students' post-test increased 15,58 point from the pre-test. It could be concluded that the activities during the study ran well. The students' improvement during the teaching and learning activity by using Five-Minutes Activities as an alternative method in teaching writing descriptively is good. It is supported by the result of the pre-test that was lower (64.11) than the post-test (79.68). The students' post-test increased 15,58 point from the pre-test. It could be concluded that the activities during the study ran well. The result of t-test was 7.2841 and t_{table} was 1.84. It means that t_{value} is higher than t_{table} ($7.2841 > 1.84$). Based on that calculation, there is a significant difference between two means. From the calculation above, I could conclude that there is a significant effect in giving the students treatment by using Five-Minutes Activities as an alternative method in teaching. It gives a contribution to improve students' ability in writing, particularly in writing descriptive text, proving that teaching by using Five-Minutes is better than by using pictures.

The third is the research with title "*Error Analysis Of Students' Writing Descriptive Text Based On Surface Strategy Taxonomy*". That is conducted by Nur Choironi, Muhammad Sukirlan, Ujang Suparman (2017). Most students committed all error types of surface strategy taxonomy. The percentage of the errors (ranked from the type of error that is mostly occurred) resulted from the students' descriptive writing based on surface strategy taxonomy that is *omission* of verb that consists of 128 or 16.10%, the second is *the addition* of preposition

that consists of 56 or 7.04%, then the third is *misformation* of verb that consists of 584 errors or 73.46%, and the last is *misordering* of phrase that consists of 27 or 3.40%. it can be inferred the highest frequency of errors is misfomation which consist of 584 errors or 73.46% and the lowest is omission which consists of 27 or 3.40%.

C. Theoretical Framework

Based on previous studies above, I can conclude that English is a means to communicate in spoken and written language. The aim of the English subject for developing the four language skills, which are listening, speaking, reading, and writing, for graduates able to communicate in English at a certain level of literacy. The seventh grade of Junior High School are expected to produce knowledge using own language. In the case, students must be able to create text using their own words.

MTs Sunan Ampel is one of the schools in Parengan Tuban Indonesia where students have problems writing especially in writing descriptive texts. Students are still difficult when they will start writing something. Descriptive text is one of the written materials for students.

There are five elements which should be understood by the students in writing. They are a central idea; organization; supporting material; word choice and point of view; and spelling, grammar, and punctuation.

The generic structure of the descriptive text is 1) identification, 2) description, and 3) conclusion. The characteristics of descriptive writing based on English First (2018) are: 1) noun, 2) simple present tense, 3) action verb, 4) figurative language.

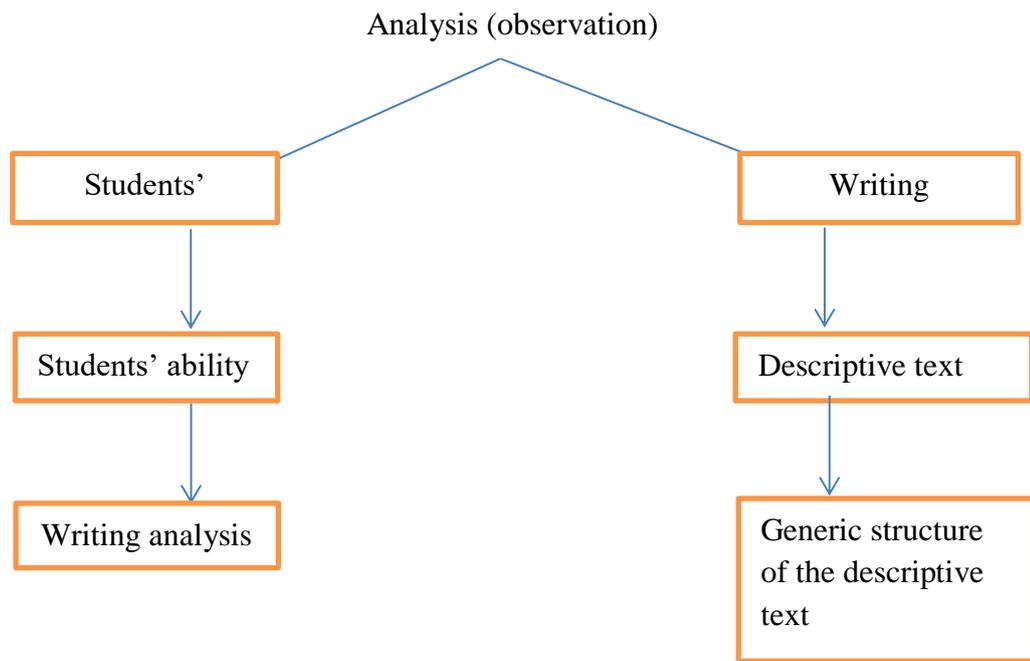


Figure 2.1 Analysis (observation)

CHAPTER III

RESEARCH METHOD

This chapter discussed the method used by the researcher in conducting this study. This discussion the research design, presences of researcher, place and time of the study, subject of the study, types and data sources, technique of collecting the data, technique of data analysis, and trustworthiness of the data.

A. Research Design

This research is descriptive qualitative research. Gay (2000) said that a descriptive research determines and describes the things are. Then Denzin and Lincoln (2000) claim that qualitative research involves an interpretive and naturalistic approach: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them”. The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.

Bryman (1986) identifies two forms of qualitative research in the New Leadership literature. One distills lessons from portraits of successful leaders to illustrate particular ideas. The other, more ‘academic’, explore several research designs: case studies using participant observation, semi-structured interviewing and document analysis; multiple case study design, adding comparative analysis; and interview studies asking leaders about their practices and orientations, or inviting individuals to discuss other leaders or leadership practices (Bryman et al, 1996). Other qualitative designs found in the literature include ethnography,

narrative inquiry, action research and grounded theory (Tierney, 1996; Schall et al, 2002; Huxham and Vangen, 2000; Parry, 1998).

B. Presences of Researcher

In this research, the researcher is a human instrument of the research. That means' the position of the researcher is also the key instrument. Here, researcher collects the data to pass data through, interview, observation, and documentation. In this research, researcher complete participation means a natural participant. This is the highest level of involvement and usually comes about when the researcher studies something in which they are already a natural participant.

C. Place and Time of the Study

This research was conducted in the second semester of the seventh grade of MTs Sunan Ampel Parengan Tuban in the academic year 2018/2019. The researcher did an analysis of the students' ability in a writing descriptive text during the month of February to May in the academic year 2018/2019.

Table. 3.1 time of the research

No.	Activity	Month									
		11	12	1	2	3	4	5	6	7	
1	Designing research proposal	✓	✓								
2	Developing a research proposal		✓	✓	✓						
3	Developing a research instrument				✓	✓					
4	Conducting a proposal seminar					✓					
5	Trying out instrument					✓	✓				
6	Experiment and analyzing the data						✓				
7	Writing the							✓	✓		

	report									
8	Submitting the document								✓	✓

D. The Subject of the Study

The subject of the study is all students of the seventh grade of MTs Sunan Ampel Parengan Tuban in the academic year 2018/2019. The number of students consists of a class. Seventh grade consists of 9 students. The researcher take seventh grade as a subject of the study.

E. Types and Data Sources

In this study, the types and sources of data used are:

1. Primary Data

According to Hasan (2002), primary data is data that is obtained or collected directly in the field by the person conducting the research or the person who needs it. Primary data obtained from informant sources, namely individuals or individuals as the results of interviews conducted by researchers. This primary data includes;

- a. Record of interview results.
- b. Results of field observations.
- c. Data about informants.

2. Secondary Data

Secondary data is data obtained or collected by people who carry out research from existing sources (Hasan, 2002). This data is used to support primary information that has been obtained, namely from library materials, literature, previous research, books, and so forth.

F. The Technique of Collecting the Data

This qualitative research is descriptive, the primary data source is research that takes action and the child who receives the action. While the secondary is in the form of data from interviews, observation, and documentation.

1. Interview

Interviews are conversations with specific intentions. Conversation is carried out by two parties, namely interviewers who ask questions and interviewees who provide answers to these questions (Moleong, 2010). The interview technique in this study was interview structured, that is, interviews are conducted by asking several questions systematically and the questions asked have been prepared.

2. Observation

Observation is an effective way to complete the research with observation form as an instrument. A form contains about phenomena will be described (Arikunto, 2006). Observations are carried out by researchers to collect data that is in accordance with the nature of the study because it conducts direct observations or is called observations involved where the researcher also becomes an instrument or tool in research so that researchers must find their own data by jumping directly or observing and looking directly into some informants who have been determined as data sources. This observation method the researcher chooses the type of participatory observation is observation which at the same time involves himself as an insider in certain situations. This is to make it easier for researchers to obtain data or information easily and freely.

3. Documentation

Documentation is every written material that is not prepared because of the request of the researcher. The document is divided into a personal document and formal document, Guba and Lincoln (In Moleong, 2006). The documentation of this research is in the form of a portfolio of children's work in learning to write and read and photograph when reading and writing learning activities.

G. The Technique of Data Analysis

Descriptive qualitative research uses data analysis, namely:

1. Induction Theory

The researcher must focus his attention on the data in the field so that everything about the theory related to the research becomes insignificant. Data will be very important, while the theory will be built based on the findings of data in the field. Data is everything that can solve all research problems. The position of the researcher really explores the data, and if the researcher accidentally has a theoretical understanding of the data to be examined, the process of making the theory must be done. The researcher believes that the data must first be obtained to reveal the mystery of research and new theories will be studied if all data has been obtained (Bungin, 2001).

2. Data reduction

Miles and Huberman (1994) describe this first of their three elements of qualitative data analysis as data reduction. Data reduction refers to the

process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. Data analysis in the study took place simultaneously with the data collection process. Among them are through data reduction, data presentation, and verification. However, the three stages take place simultaneously.

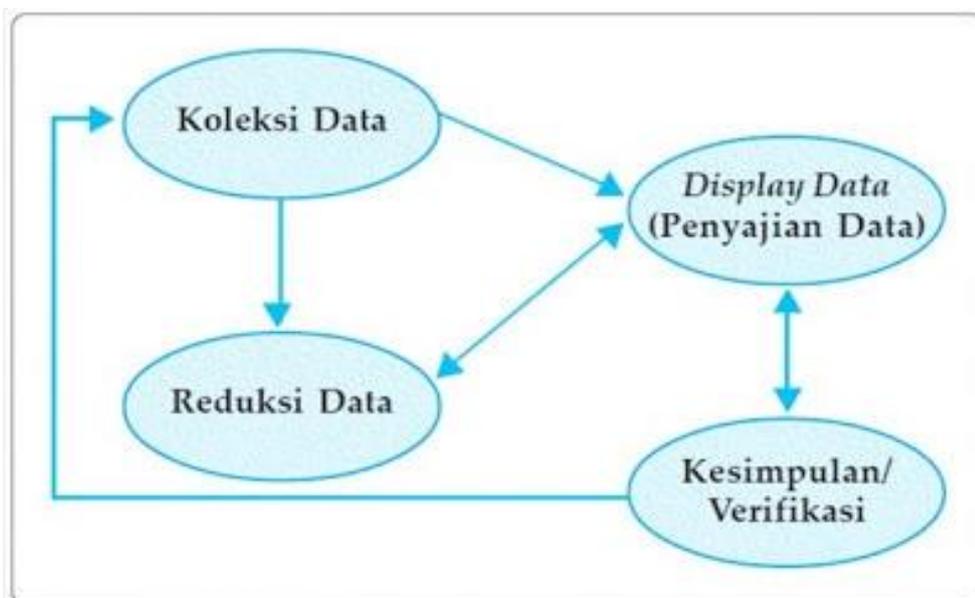


Figure 3.2 Processes of analysis data (prof. Dr. Sugiyono, 2005)

Analysis of this data is described as follows:

- a. Data collection is collecting data at the study site by conducting observations, interviews, and documentation by determining data collection strategies that are considered appropriate and to determine the focus and deepening of the data in the next data collection process.
- b. Data reduction is a process of selecting, focusing on simplifying, abstracting, and transforming the initial data that arise from written records in the field. This data reduction takes place continuously during qualitative research.

- c. Presentation of data is a series of information organizations that enable research to be carried out. Presentation of data obtained by various types, networks, linkages of activities or tables. At this stage, researchers develop a description of information arranged to draw conclusions and take action.
- d. Conclusions are drawn in the collection of data, researchers must understand and respond to something that is investigated directly in the field by compiling direction and causal patterns. At this stage, the writer concludes from the data that has been concluded previously, then matches the notes and observations made by the writer at the time of the study.

H. The Trustworthiness of The Data

To prove the trustworthiness of the data, the researcher uses the triangulation technique. According to Moleong (2006) Triangulation is defined as the technique of collecting data by combination of some different data sources". Triangulation is interpreted as a technique of collecting data that in combining the various techniques of collecting data and existing data sources. The aim of triangulation is to increase one understands of whatever being investigated.

In this research, the researcher uses a triangulation. This triangulation means the researcher uses some different techniques to verify the data to get the data from one subject or the same sources. Here the researcher gets information from different ways those are an interview, observation, and documentation. According to Denzin in Moleong (2006) triangulation used to analyze data based on sources, method, investigator and theory.