CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

Language as a means of communication that makes people can express their purpose, feeling, and their opinion. It can say that language is an aid that makes people can interact and communicate well with one another.

English is an international language that very important to learn. In Indonesia, English is taught as a foreign language (EFL), it has been included in the curriculum of the school in Indonesia.

There are four skills in English, there are listening, reading, speaking, and writing. In general, language can be spoken and written, so students need to learn to write, because writing is a language skill needed to improve the quality of learning, by mastering writing skills. but writing is not easy, writing is the most difficult to learn because writing needs hard thinking in making ideas, words, grammar, sentences, paragraphs, should be nice and true.

Based on the four language skills, writing is believed to difficult language skills. Writing has a difference from other language skills. In listening and reading, the students get and find a message that is formulated by another or the writer. Where in speaking, the students communicate using their ideas and feeling that sometimes involves interlocutor, so there are collocations among them in conversation. But in writing, students communicate with their ideas and they should be mastered to express and elaborating their ideas without the involvement

and interlocutor, but also keep the accuracy of each sentence and the words in the text to make the readers understood of the message in the written text.

Writing is the process of transferring ideas into a text of written or telling ideas, opinions, or thoughts and feelings into the text of written words that can be read and understood. It plays an important role in the process of learning a language in other words it helps students in completing assignments, doing homework, and communicates with people, even expressing their feelings. In Indonesian schools, students are required to learn to write different text types. One way that can be used to find out students' knowledge about English is by analyzing the students' text writing. There are many text types taught in writing such as recount, reports, analytical exposition, news item, narrative, procedure, descriptive, hortatory, exposition, explanation, discussion, and reviews. Each text has a different social function, schematic structure, and language features. One of the texts taught for at the ten grade students of Senior High School is Descriptive text.

In this research, the writer has a desire to find out the students' difficulties in writing, especially in Descriptive text. From the elaboration above, this research is intended to find out the ten grader students' difficulties in writing descriptive text by analyzing the students' text in their material lesson given by the teacher about writing.

Based on the observation at the ten grade students of SMA Kesatuan Meranti, there are found that almost 70% of students of one class still confusing to write a descriptive text. The observation showed that the students of Senior High School could not write in English correctly. Almost of them lack of vocabulary in

English, They even didn't bring the dictionary although they know they don't understand English, another word almost of the students lack interest in learning English. It is supported by the interview results about writing which have been done to the ten grade students at the school. They said that writing was difficult because they did not understand and know how to change the words from Indonesia into English. They often felt confused about how to use grammar to make English writing correctly.

1.2 The Problem of the Study

Based on the background of the study above the problem of the study was formulated as follows: what the difficulties are found in writing descriptive text by the ten grade students of SMA Kesatuan Meranti?

1.3 The Scope of the Study

This study was   limited deals with writing descriptive, there are many kinds of the text they are; Descriptive, narrative, report, recount, procedure, explanation, analytical exposition, exposition, discussion, review, anecdote, spoof, and news item. In this study the writer focused on student's difficulties in studying the descriptive text of the ten grade students in SMA Kesatuan Meranti based on (Mukarto 2007:140) there are two main parts in the descriptive text such as identification and description.

1.4 The Objectives of the Study

The Objectives of the study were to found out what difficulties in writing descriptive text by the ten grade students of SMA Kesatuan Meranti.

1.5 The Significance of the Study

The result of the study is expected to give contribution to language learning theoretically and practically. Theoretically, this research is expected to give a real portrait of Indonesian students' difficulties in writing Descriptive text. Practically, this research is expected to give much information about students' difficulties, so in the future, the students will be more careful in writing and English teachers can help the students to solve the difficulties they face.

1. Theoretically Benefit

   a. The results of the study can be used as input in English learning, especially in teaching writing descriptive text.

   b. The results of the study give knowledge about teaching strategies about teaching writing at school.

2. Practically Benefit

   a. The results of the study can be useful for the teacher to choose the good strategies that can be used in teaching writing descriptive text.

   b. The results of the study help the students to increase their writing descriptive text skills.

   c. The results of the study can be useful for the next researchers as a relevant study in advance of this research.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

This chapter serves literature review of the study which consists of theories of writing and descriptive text. There are two sections in this chapter. The first section, the researcher discusses an overview of writing which includes definition of language, difficulties, Writing, Elements of writing, genre of writing and criteria of good writing. In the second section, the explanation of descriptive text consist of definition of descriptive text, characteristic of descriptive text, the structure of descriptive text, and researches on descriptive text.

2.2 Language

Language is principal means of human being to communicate one another. It is the way of conveying something. Siahaan (2007 : 1) states that language is a unique human inheritance that plays the very important role in human"s life, such as thinking, communicating ideas, and negotiating with the others. Wardhaugh (2006 : 1) language is what the members of a particular society speak. The writer concludes that language is a unique human inheritance that is needed for human"s daily life to associate with other or society through speaking or writing.

2.3 Skills

1. Speaking Skill

English is divided into four skills which are as follows: speaking, listening, reading, and writing; therefore, speaking is express ideas orally and has an important role in communication. By expressing what is in mind, a speaker can make somebody comprehend things inside in their mind. In order to make the

others capture and understand what they expresses using orally, a student should needs to pay attention on the signs that should be fulfilled. There are some experts have purposed about definition of speaking. Brown (1994:1) speaking is process to collect the data of information and in accepting, produce and processes the data to be valid information and ready to deliver as good communication. Speaking skill is positioned in the first rank of education sector Thornbury (2005:1).

2. Listening Skill

Listening is an activity where one uses their ears to get information or entertainment. It is an interactive, and active process of receiving, organizing meaning form, and responding to spoken or nonverbal messages where listeners use both before and linguistic knowledge in understanding messages (Vandergrift 2004:75). Listening is the basis for development of all other skills and the main channel of the students which make initial contact with the target language and the culture. It is language modality and the key to receiving messages effectively.

3. Reading Skill

Reading is one of four skills in English that the students should acquire. Nunan (2003:8) states that reading is a process of readers combining information from text and their own background to build meaning. This means that the readers should combine their knowledge and what the information they read. It is a very important skill that the students need for the success of their studies. Reading is an interaction between the reader and the writer, Albert (1962:35) said that the text provides information that author wants the reader to understand in certain ways. It is means that the writer hopes the reader can understand the information provided in the text. From some definitions of reading above which are appropriate to this

research is Albert definition and Nunan, because in this research about how to get the information from the text in certain ways like by combining their background knowledge and what information they read, it is also to improve reading comprehension of the text.

4. Writing Skill

Writing is one way to communicate with others by delivering the information and massage through written form. Richard and Renandya (2002 : 303) the difficulty in writing is not only in generating the ideas, but also in translating the ideas into readable text. Nunan (2003) stated that writing is a process of thinking to invent ideas, thinking about how to express ideas into good writing and arranging the ideas into statement and paragraph clearly. Troyka (1996) stated that writing is a process of a series of activities that start when a writer begins thinking about the object and when the writer complete a final draft. This process shows a requirement to explore ideas and write them into a good paragraph. All of those written paragraph should be clear, so that the reader can understand all of ideas, desires, hope and the author"s experience. According to explanation above, it can be concluded that writing is process of thinking to create ideas into a good paragraph. It is a communication tool through written form which has some rules to be followed and applied in order to make the reader understand   the   ideas   of   the   writer.

2.4 Writing

2.4.1 Writing Process

Process of writing is one of productive skill needs Jeremy Harmer(2004:4) stated that writing process, process involves a series of stepped to follow in producing a finished piece of writing. There are four elements;

1. Planning

Planning is the arrangement conducted to do something. The planning stage is important because at this stage lies the idea of the purposes of writing. This may involve making detailed notes.

2. Drafting

Drafting is the process of putting all ideas and thoughts in pieces of paper which will be in the very rough form. This stage needs an editing for checking the text it is assumed as the first version of pieces of writing as a draft.

3. Editing

The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public or publication. The many drafts prepared that have been written to be edited or revised. Once a writers have produced a draft, she or he then usually reads through what she or he has written, whether it is ambiguous or confusing. Richards and Willy stated that in editing, writers check grammars, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.

4. Final draft

Final draft is the end product of a piece of writing. Once the writer has edited their draft and has made the changes if any necessary in order to produce

the final draft. This may look considerably different from the both of the original plan and the first draft, because many things perhaps have been changed in the editing process. The teacher plays an important role in guiding students during the writing process. Teachers help students in developing their strategies in the writing process. Some techniques that is often used in process-oriented classrooms include brain-storming, planning, multiple drafting, peer collaboration and portfolio assessment. Teachers are also responsible in giving response towards students writing in which the language teaching often occurs explicitly.

Brown (2001:337) describes conventional understanding of writing as follows: Writing is a two-step process, first you figure out the meaning , then you out it into language ; figure out what you want to say ; do not starts writing till you do ; make a plan ; use an outline ; begin writing only afterward .

2.4.2 The Elements of Writing

In writing, the students need the basic requirement of correct sentence, paragraph, grammar, punctuation, diction, and spelling. Brown (2004:135) stated that there are five elements of writing, those are organization, content, grammar, vocabulary and mechanics.

1. Organization

The organization of writing involves introduction, body and conclusion. Oshima (1997:6) the organization of writing consists of three major structural parts. There are topic sentence, supporting detail and conclusion. Topic sentence states the main idea of the paragraph. Supporting detail will develop it by giving explanations, reasons, examples, facts, statistics and quotations. Meanwhile,

conclusion is the end of the paragraph which gives the reader important points to remember.

2. Content

Heaton (1988:148) stated that an excellent content is knowledgeable and substantive. It means the content of writing or essay should have properly and give crucial information. Moreover, the content provides discussion and explanation of the topic, for example in writing "Negative Effect of Abortion". Based on the topic, the writer shows explanation which consists of reasons and evidences about negative effect of abortion as a content.

3. Grammar

Grammar is structure of language. According to Jeffrey Coghill and Stacy Magendanz (2003:16), "The grammar of a language is the set of rules that govern its structure. Grammar determines show words are arranged to form meaningful units". Meanwhile, Michael Swan (2005:19) said that grammar is "The rules that show how words are combined, arranged or changed to show certain kind so f meaning."

4. Vocabulary

Webster (2003:221) stated that vocabulary is a set of words or phrase that are used to communicate either in oral or written. Thus, owning much of vocabulary plays important role in language development and improvement. Without having a lot of vocabulary, no one can communicate effectively and express the idea in oral and   written   form.

5. Mechanics

Mechanics of writing consist of grammar, spelling, punctuation and usage to distinct expression in writing. Oshima (1997:10) divided mechanics into three part: capitalization, punctuation, and spelling. Capitalization is using uppercase letter in writing which purpose to signals the reader that a new sentence is beginning. Also, it signal proper names, titles and headings. The second is punctuation which includes external marks and internal marks. External mark consists of period, question marks and culmination points. Internal mark such as commas, semicolons, colons, quotation marks, parentheses, dashes, apostrophes and hyphens. Punctuation will signal the reader where one paragraph ends and the next begins.

According to explanation above, it can be concluded that the four element of writing very important to increase activity of writing study. So this is recommended to teacher must be able to apply the four element of writing to student.

2.4.3 Genre of Writing

Genre or genre theory as it has been developed in literacy education is an organizing concept for cultural practice. Genre, in this model, refers to "classifications according to external sociocultural evidence", whereas text type is classified „according to the internal linguistic features of a text.

Sanggam Siahaan (2007:1) there are some kinds of genres of text, they are:

1) Spoof

In the English culture, people often use a series of events in a certain process to tell a spoof. They do it by twisting some of the event in the process. The purpose of twisting the event is to create a humor according, people twist a series of event in a process to create text.

2) Yarn/Recount

Yarn is written out to make a report about an experience of a series of related event. The technique to write a yarn is similar to the way a narration is written. Specifically, a yarn is written out to inform an event or to entertain people.

3) Occount

An occount is a text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depends on the specific details of the object being described.

4) Analysis

Analysis is expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expost the truth of the fact. In this case, it is just to persuade them to believe it. However, the purpose does not include persuading in order the readers take a certain course of action related to the truth of the fact of the object.

5) Headlines

A headline is neither a paragraph nor an essay. In stead this conforms to any written English text containing one more than one paragraph in which the

writer to inform people about events of the day which are considered news worthy or important.

6) Amusement

Amusement is any written English text in which the writer shares with the others an account of an unusual or amusing incident.

7) Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

8) Process

Process is any written English text in which the writer describes how something is a complied through a sequence of action or step.

9) Descriptive

Descriptive is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or house, or camping. It can be about any topic.

10) Persuasion

Persuasion is a written English text in which the writer persuades people that something should or not be the case.

11) Elucidation

Elucidation is a written English text in which the writer explains the processes involved in the information or workings of natural or social cultural phenomena.

12) Argument

Argument is a written English text in which the writer presents some points of view about an issue.

13) Summation

Summation refers to a written English text in which the writer makes a critique on an artwork or event for the public readers.

14) Assessment

Assessment is a written English text in which the writer explains the process, which involves in the information (evolution) of a sociocultural phenomenon as a natural phenomenon. From the various kind of genre in writing, this study focuses on narrative text.

2.4.4 Criteria of Good Writing

Oshima and Hogue (1991), there are three criteria of good writing which consist of content, organization and writing style. Content includes purpose of text, topic and explanation about the topic. Organization of writing consists of introduction, body paragraph and conclusion. In the introduction, the topic and thesis statement are mentioned clearly. Meanwhile, body paragraph will elaborate all of topic in detail. In conclusion part, the author restates what the topic and concludes all of explanation obviously. It aims to make the reader savvy what has been written. The last criteria is writing style which useful for the readers to understand the people. Writing style includes capitalization, punctuation, word choice, sentence smooth, spelling and coherence. Wrong spelling will make the reader confused. Meanwhile, word choice and sentence smooth make it readable.

Explanation above, it can be concluded that Oshima and Hogue (1991) has been to explain about Criteria of Good Writing, that easy to apply by student, that is criteria which consist of content, organization and writing style.

2.5 Difficulty

Difficulty is something not easy to do by someone. Difficulty is a trouble in doing something. In a learning process, students sometimes get difficulties. Westwood (2004 : 53) In most countries the term learning difficulty is applied to students who are not making adequate progress within the school curriculum, particularly in basic skill areas covering language, literacy and numeracy. Their problems may be associated with just one particular school subject, or may be evident across all subjects in the academic curriculum. For a variety of reasons these students do not find learning easy in school. The number of students with such learning difficulties varies across schools and across countries.

Kaharu (2015 : 4) Difficulty is a relative concept with objective and subjective legitimacy. It is also a comparative concept in that some starting point and a goal are indicated and unstated comparisons implied. It corresponds with Higa‟s notion (1966) in kaharu (2015) that states warn of the danger of „circular argumentation‟ in assuming the existence of abstract concepts such as difficulty. When asked to define difficulty, a student or a teacher may quantify the difficulty in terms of the effort needed to complete a task. Cronbach (1984) in Kaharu (2015) looks at difficulty in terms of anxiety, which „expresses motivation to avoid psychological failure‟.

By seeing the definition above, difficulty is an abstract concept which stuck in our mind. The students are known that they get difficulty in writing, when

they practice to write on paper. The difficulties learning difficulties is not usually caused by internal factor of the students ability in learning but also the external factor namely socio-cultural. In addition, the difficulties distinguished by between the spoken and written styles in English texts.

2.6 Descriptive Text

Mukarto (2007:140) descriptive text is a kind of text to describe of something, person and place. Writing descriptive mean describing something, place and person in order to lead the reader feel writing itself. Gerot, Linda and Wignell, Peter (1994 : 281) state that descriptive text has purpose to describe particular thing, people or place which show the reader about physical appearance of something clearly. Also, Emilia and Christie (2013: 36) argued that descriptive is a text which focuses on describing thing, item and individual. Based on definition of descriptive text above, it can be concluded that descriptive text is a text which describe people, thing or place that write its physical appearance and characteristic of the object.

2.6.1   The Kinds of Descriptive Text

As a concept of writing, Pardiono (2015:136) identifies descriptive text into three kinds, they are describing place, people and thing.

1. Describing place is a text that describes the place looks, such as the condition, the situation etc.

2. Describing person is a text that describes or explains a person or character even famous people starting from the introduction which will be described and mentioned and subject characteristics, behavioral and biological   properties.

3. Describing thing is text that Description of thing is a text that describes the thing looks, such as the condition, function etc.

2.6.2 **The Characteristic of Descriptive Text**

Dirgeyasa (2014: 4) the characteristic of descriptive text is divided into three parts as below:

1. Social Function of descriptive text is primarily to describe a person, place or thing in such a way that a picture is formed in the reader"s mind.

2. The Generic Structure of Descriptive Text

Every genre has its own characteristic in terms of the theoretical structure. There is a generic structure that has to be considered to write a descriptive text. The generic structure of descriptive text is divided into two part, they are:

a.   Identification : identifies phenomenon to be described.

b.   Description   : describes parts, qualities, characteristics.

3. Linguistic Features

a. The Relevant Grammatical Patterns

In general, the common grammatical patterns of descriptive text include:

1. It uses present tense and present perfect tense.

2. It uses adjective to describe or illustrate the condition of the topic/ theme described.

3. It uses attribute and identifying process.

b. The Related Vocabulary Usages

In general, the related vocabulary usages of the descriptive text in common are:

1. It tends to use the verb such as seems, looks, sounds, and like, etc.

2. It uses epithets and classifiers in nominal group.

3. It tends to focus on specific participant.

2.6.3 The Structure of Descriptive Text

Mukarto (2007:140) there are two main parts in descriptive text such as identification and description. Identification part describes about general of the topic and introduction of something, person and place. Identification usually stated in the first paragraph to inform the reader what to be described in the next paragraph. Rosa (2008) said that identification is one of the generic structure of descriptive text which will give the information about the object that will be described. Meanwhile, in the description part, the writer explains the object in detail which is used to support identification part. Kane in English Hindo (2016) stated description is sensory experience that the reader can feel, tastes, looks and hears the writing well. Thus, Description is a part which describes about something in detail, for example about physical appearance, characteristics, quality and general behavior of thing, people or place. Physical appearance such as person styles, hair, body and all of thing which is looked with naked eyes at someone. Characteristic is "typical of something". Behavior is the way people or animal act. Quality is "the standard of something when it is compared with other things" (Oxford Dictionary: 12

2.6.4 Example of Descriptive Text:

I have a lot of friends in my school, but Dinda has been my friend since junior high school. We do not study at the same class, but we meet at school every day during recess and after school. I first met her at junior high school orientation and we have been friend ever since. Dinda is good looking. She is not tall, with fair skin and wavy black hair she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirt and sneakers. Her favorite t-shirt are those in bright colors like pink, light green and orange. She is always careful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talk active. She likes to share her thoughts and feelings to her friends. I think that is why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she does not get what she want, she act like a child and stamp her feet. Dinda loves drawing especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I am really glad to have a best friend like Dinda.

Kendikbud (2014:58)

described. Meanwhile the second and third paragraph the writer shows description of the text including explanation the characteristic, physical appearance, and habits of the object.

2.7 Conceptual Framework

Considering the aims of teaching English stated in the School Based Curriculum that the students should be able to communicate both in written or oral language, the writer is convinced that the students should master the four English skills. In regard with is statement, writing is one of the basic skills that should be mastered by the students. Writing is process organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text. Writing is usually considered as a complex activity because there are many elements included in it, such as grammar, sentence structure, vocabularies and the type of texts that should also be understood by

the students. Moreover, in writing a certain type of text, writers have to deal with certain language features. In writing descriptive text, the writer deal with details and characteristic feature of person, thing or place. Therefore, the writer needs good vocabulary mastery in order to be able to describe someone or something clearly. With that poor mastery, students often have problem in choosing the appropriate words to provide information about subject. Those elements of writing can be developed with practice. The ability to write the better sentence and choose the better word does not come from a book, but with experience. Besides that, the students also need to train their selves to develop their writing skill. Based on the theories, the basis of the writer to develop the material is the procedure in developing the materials themselves. First, the writer needs to understand and comprehend the curriculum and the theories of developing of sequencing the material. Then, the writer needs analyzing in order to find the students" needs. In this analysis which is aim at finding the learners need and interest.

Next, the result of comprehending the curriculum, the theories of developing materials, and the analysis of students" needs and inters are used as a basis in developing the course grid, writing materials, and designing the tasks and activities. When the materials have been designed, the materials are used in teaching and learning process.

The material however, must be tried out first in the school in order to know whether they are suitable or not. Beside the evaluation is also conducted by the writer through giving questioner or interview some respondents to get

the feedback from the students. Finally the result of the tried out and questionnaire or interview are used as an evaluation to revise the materials.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study was discussed with the research methodology. The writer used as a descriptive qualitative research method. Arikunto (2010) qualitative research is conducted in natural settings and in a normal situation in which the condition is not manipulated. In this research, the writer used a descriptive qualitative method because the writer found difficulties in writing descriptive text, especially focuses on how they use generic structure properly.

3.2 The Subject of the Study

For the observation study, the writer chosen 1 class of 3 classes X in SMA KESATUAN MERANTI. The writer selected X-B class which included 8 females and 7 male students whose ages range from 16 - 17 years old. All the students in this class asked to fill out the survey sheet and all turn in the survey sheet. The writer considered that the more variety of students who chose to participate, the more reliability was regarded.

3.3 The Object of the Study

The Object on this research is difficulties students in writing descriptive text. It was found from the paper of the students at the ten grades on SMA KESATUAN MERANTI. Then the writer classified with Generic structure.

3.4 The Instrument of Collection Data

In this study, the data collected by a test. A test is a writing descriptive text. The rule of the test was make a description text at least 3 paragraphs. The students have written the topic of describing a place, people, and animals for 60 minutes. The test was done to get the result about the difficulties in writing descriptive text based on two components or contents of the descriptive text.

3.5 The Technique of Collecting Data

The technique of collecting data as follows:

1. The writer asked the students to make a descriptive text based on their knowledge.

2. The writer gave 60 minutes to do the descriptive text.

3. The writer collected the paper students' answer sheets.

4. The number of the data is 15

5. The kinds of data is a text

6. The text was analyzed based on the generic structure.

3.6 The Technique of Analyzing Data

The technique of analyzing data as follows:

1. The writer analyzed the difficulties of the test.

2. The writer concluded the result.

3.7 Validity (Triangulation)

The trustworthiness of the data needed to be check to examine the validity of the data. In this research, the writer was using the triangulation technique to observe the validity of the data. Susan Stainback in Sugiyono (2007:330) triangulation the aim is not determinate the truth about the same social

phenomenon, rather than the purpose of triangulation is to increase one understanding of whatever being investigated. William Wiersma in Sugiyono (2007:372) also stated that triangulation is the qualitative cross-validation. It assists the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. Norman Denzin in Hales (2009) identify triangulation into four types, they are:

1. Data triangulation

Data triangulation relates to the use of a variety of data or information including time, space, and person in research. Data triangulation is the process rechecking and comparing information by the writer which is obtained in a different source, to get the data, the writer will compare observation data with and interview data.

2. Time Triangulation

Time triangulation relates to the use of time in getting more valid data. The writer needs to do the observation more than once to make sure the validity of the data.

3. Theory Triangulation

Theory Triangulation relates to the use of two or more theories which is combined when examining situations and phenomena. Some theories support both of way of collecting and analyzing data need to be created more complete to give more comprehensive data.

4. Methodology triangulation.

Methodology Triangulation relates to the effort of checking the data or data results. The aim is to conduct a situation and phenomenon by using

some methods. Methodology Triangulation is similar to the mix of method approaches use in social science research., where the result from one method is used to enhance, argument, and clarify the results of others.

In this research, the writer chose Time Triangulation. Time triangulation relates to the use of time in getting more valid data. The writer needs to do the observation more than once to make sure the validity of the data. The observations will not be made once so that all data are valid.