

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Human used language to communicate to others. People need language to communicate and to understand to others knowledge in the diverse language. Without language, it will be difficult for us as humans to communicate or interact with others properly. Language also used in our daily activities. Language allow you to speak, read, write, listen or talk to others and event you talk to yourself or to think. By language we can express our feeling and thinking. People can share their ideas by using language, it hard to image if people don't have language in their communication. In the use of language, we aim to find out what messages and information will be delivered to other people. Communication is the most basic in human relationships. From birth to the death of humans, they will always give and receive messages from various forms of communication.

From point of view, Tampubolon (2018:178) Speaking is meant to communicate with others and to express our feeling or ideas orally. The goal of speaking is to build communication between the speaker and the listener in interactive way. Hughes (2001:73) stated that speaking in interactive and is addressee to accomplish pragmatics goal through interactive discourse with other speaker of language. Thus, speaking is then systematic oral skill to convey meaning utterances through interactive discourse.

The linguistic approach developed by Halliday views language in a social context known as Systemic Functional Linguistics (SFL). SFL is a theory central to language around the notion of the function of language. It explains the syntactic

structure of language and places the function of language at the center (what language does and how it does), in preference to a more structural approach, which places the elements of language and their combinations at the center. SFL begins in a social context and looks at how language acts upon and is constrained by this social context. Halliday (1994:69) states that when exchanging and expressing ideas, humans perform two roles, namely giving and demanding, for commodities such as information and goods or services. Based on the SFL theory, language is used by people to fulfill the function of language as interpersonal meaning and interpersonal meaning which involves the speaker's role in speech function.

Talking about speech function, there are four basic categories of speech functions which are divided into four basic functions of speech: statements, questions, offers, command. Text and conversational interactions or communicative events in the classroom, each person producing speeches in their daily activities and to fulfill the intention of the speakers and listener. For example, the speech produced by the teacher in the classroom. Teacher's speech class activities have different functions.

The communication that occurs in the classroom is not well established. So the function of speech is very important to see what the function of speech is carried out by the community in their daily activities, especially the speech of teachers and students in English classes. Through this research, the researcher hopes that this research can add insight which is also useful as a model for discussing the function of speech in an effective classroom interaction space in the classroom.

Based on the description above, the reason put forward by the author is to analyze "Speech functions used in classroom interactions by teachers and students on the Truman Hutapea YouTube Channel" and this video published on 09 October 2018. This study focuses on utterance of the speech function of teachers and students speaking in class. Through the background which has stated that the researcher uses Halliday's theory, because it has a match between the theory and the title of the thesis and it can be proven by this study and the types of speech functions and the types that are most dominant used in class interact clearly. The researcher chooses this title because there are no researchers who have examined the title this object. In this condition, it will be difficult to get interaction between teacher and students in classroom.

### **1.2 The Problems of the Study**

1. What types of speech function are used by teacher and students in classroom interaction?
2. What types of speech function is the most dominant used by teacher and students in classroom interaction?

### **1.3 The Objectives of the Study**

1. To describe types of speech function are used by teacher and students in classroom interaction
2. To find out the most dominant type of speech function are used by teacher and students in classroom interaction

#### **1.4 The Scope of the Study**

These are three types of interpersonal meaning namely: Mood, Speech function and Moves. Analysis focuses on this study is of speech function and types by Halliday's (2004) theory that used by teacher and students in classroom interaction.

#### **1.5 The Significance of the Study**

The findings of this study are expected to provide a relevant contribution to a person theoretically and practically.

1. Theoretically

In research, these findings can be a reference for further study and can give more information about speech function and types of speech function in classroom.

2. Practically

- a. Teacher

The findings can be used by teachers especially for English teacher to apply Speech Function in their English classroom activity and know about the types.

- b. Students

The students are hopefully be able to know and understand the function of their teacher's speech in their classroom activity.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Language**

Language used by human to communicating with each other and it can be as symbols created to deliver messages or ideas in life. There so many languages in this world and language is a medium of communication. Language is the source of human life and power since people use language to communicate, to explore knowledge, to convey ideas, to ask some opinions or helps, and so on. Edward Sapir in Edward (2009 : 53) stated that language is purely human and non-instinctive method of communicating ideas, emotions, and desire by means of a system of voluntarily produced symbols. Eggins (2004 : 1) illustrated that the ordinary life of human beings, they constantly use language. They chat to family members, organize for school, read paper, speak at meeting, serve customers, follow instructions, etc. all of these are activities involving language.

Language is something that has been spoken by certain people. Sibarani (2017: 38) stated that human is social beings, need to interact and communicate with others in others in order to fulfill their needs and language can be used interact and perform an interpersonal function.

#### **2.2 Systematic Functional Linguistics**

Systemic Functional Linguistics (SFL) is a functional approach to language proposed by Halliday who views language in a social context, in order to analyze and explain how meaning is made in every linguistic interaction. It examines how language is carried out in different contexts and how the types of language are composed by people who express their aims at their meanings. Liu (2014: 1238),

Systemic Functional Linguistics (SFL) provides a social perspective for language studies and considers language as a source of social semiotics. It describes how the language used by people in completing the daily social life of humans. The use of language in meaning can be identified by looking at some language macro functions. Halliday (2009: 5) states that the semantic system has been structured into three main functional components, from the "metafunction" the three components are: ideational, interpersonal and textual functions. Interpersonal function (speech function, exchange structure, expression or attitude), Ideational function (the proportional), textual function (how text is structured as a message, for example: theme structure, given / new).

### **2.3 Metafunction**

The function of language maintains the concepts that humans use to fulfill three functions in their lives, which are known as metafunctions. Metafunctions means that language is used to represent, exchange, and organize experiences. Technically, these metafunctions are terms as ideational functions, interpersonal functions and textual functions. Halliday (2002: 175) states that language serves for the expressions of "content" that is the speakers experience of the real world, including the world of this own consciousness. According Halliday (2014:30) the meaning of metafunction was to represent, to exchange, and to organize experiences. These metafunctions technically termed as ideational, interpersonal, and textual function.

#### **2.3.1 Ideational Function**

Ideational functions are meanings about phenomena, about going on (what the things are or do) and the circumstance surrounding these happening and doings. This meaning is manifested in words through participants, processes,

circumstances, (Gerot and Wingel 1994: 12). Ideational functions are divided into experience functions and logical functions. Experiential functions describe experience. Eggins (1994: 12) defines ideational or experiential meaning as the meaning of how we represent experiences in language. No matter what language we use, we are always talking about something or someone doing something. Logical functions connect experiences.

### **2.3.2 Interpersonal Function**

The interpersonal function is the function of language to exchange human experiences, the interpersonal function is known as language used to allow us to participate in communicative actions with other people, to take a role and express and understand feelings, attitudes, and judgments. According to Halliday (2002: 176) language serves to establish and maintain social relation for the expression of social roles created by language itself for examples the roles of questioner or respondent. Which s/he by asking or answering a question, and also for getting things done, by means of interaction between one person and another. Through this function, which can be referred to as interpersonal, social groups are restricted, and the individual is identified and strengthened, because by allowing him to interact with other languages also functions in the expression and development of his own personality. In other words, interpersonal function refers to a form of action taken by speakers or speakers in doing something to listeners, listeners, or recipients. One of the main purposes of communicating is to make interaction to establish a social relation between speaker and listener called interpersonal meaning. In either spoken text or written texts, an interlocutor expects to tell listener/readers via text. This means that each text has a relationship between providers of information and recipients of information from an

interpersonal point of view, a nominal group enacts elements of information as given or demanded, persons and attitudes. When the speaker gives something to the hearer such as information and goods & services. S/he plays a speech role. The speech role refers to speech function, Interpersonal function is the function of language to exchange of the information called “language as action ” this function present the meaning of interaction potential speak who have a good relationship as two ways speaker or writer and the listener or reader. These are three types of interpersonal meaning namely; Mood, Speech Function, and Moves.

### **2.3.3 Textual Function**

Halliday (2004: 176) states that language has provided a relationship with itself and with the characteristics of the situation in which language is used. He calls this the textual function, because it allows the speaker or writer to construct a "Text", or connected discourse that is situationally relevant, and allows the listener or reader to distinguish text from a series of random sentences. According to Halliday, M.A.K. and C. Matthiessen, 2004 ( in Sipayung, 2016: 23) Further, Halliday added that, Textual meaning is embodied throughout the entire structure, since it determines the order in which the elements are arranged, as well as patterns of information structure just as in the clause (note for example that the unmarked focus of information in a nominal group is on the word that comes last, not the word that functions as Thing: on pantographs, not on trains. In other words, the textual function of language as a message maker that connects ideational and interpersonal functions into text. From the above description, the researcher concludes that the textual function by which language is used to organize our external, logical and interpersonal meanings is coherent and, in the case of written and spoken language, the whole is linear.



The three main functions of language are central to the study of any language by which the words we use and how we organize them, or more technically encode meanings. In a systemic functional approach to language studies, each sentence encodes not one but three meanings simultaneously, and these meanings are associated with three distinct and very basic functions of language.

## **2.4 Speech Function**

Halliday (1994: 69) Speech function is a way of someone delivers ideas in communication to make listeners understand the ideas well. Speech function itself can be divided into four kinds: statement, question, command and offer. In communicating, the speaker makes a specific speech and assigns a complementary role to the listener that the speaker wants the listener to do right. Whenever someone speaks or writes, his language actually has a speech function. Ye (2006 : 36) states that speech function is an action or performance done by language users such as asking, commanding and answering in order to fulfill the intention of the speakers and listeners. Speech functions are used as the medium exchange their experiences in order to fulfill their needs. Fosnot (1996: 45) stated that speech is the vocalization form of human communication. When communicate with other people, we are actually trying to do something with our language. Schiffrin (1994: 386) says that in communication, people use utterances to convey information and to lead each other toward an interpretation of meanings and intentions. It may be either to give information, or demand something. Wherever people speak or write, language actually has a speech function. The speech function is very important to know because misuse of the speech function will cause misunderstanding in communication.

### 2.4.1 The types of Speech Function

Halliday (2004:68) states that the most fundamental types of speech function, which lie behind all the more specific types were just two Giving and Demanding. Either the speaker is giving something to the listener or he is demanding something from him. Even these elementary categories already involve complex notions, eg : giving means inviting to receive and demanding means inviting to give . These two basic types of speech function related to the nature of commodity being exchange. This may either (a) goods& services or (b) information. The activity of giving and demanding are known as speech role in the speech functions whereas goods and services and information are commodities. These basic types of speech role related to the nature of commodity being exchange creates the four primary types of speech function they are statement, offer, question and command.

**Table 2.1 Types of Speech Function**

Role in Exchange	Commodity exchanged	
	Goods & offer	Information
<b>Giving</b>	“Offer” Would you like a cup of coffee?	“Statement” He is give him coffee
<b>Demanding</b>	“Command” Give me a cup of coffee!	“Question” What is the give to me?

Halliday (1994:69) said that there are four primary types of speech function , they are : statement, question, offer and command. Furthermore the explanation of each term of speech function will be explained below:

#### 1. Statement

Statement is a way of giving information by starting or the act of starting in speech and writing Grolier (1992: 44). Statement is usually began with subject,

followed by verb or auxiliary verb and ended by full stop (.) In this study, statements are most naturally expressed by declarative clauses.

Example: The explanation given by the teacher is not clear enough to be understood.

## 2. Questions

A question is asking about a particular point or an expression of inquiry that invites or calls for a replay. Question is a way of demanding information in the form of interrogative statement, defined as the act of asking an requesting from others using such a particular expressions. According to Halliday (2004:75) the typical function of asking to questions is to indicate that the speaker wants to demand or request the information from the listener. Questions are used to unique about something to request information or to probe. Question is realized by interrogative clause. Which are used in questions form, a questions in ended with questions mark (?) There are three types of question such as : based on Eggins ( 2004 :148 )

### a) Yes /no questions

Yes or no question can be answered with “yes” or “no”, hence the name is reffered to. Example: have you already eaten?

### b) WH-questions

WH-question use interrogative words to request information. In some languages, WH- mpvement may be involved. They cannot answer with a yes or no. Example: what do you mean?

### c) Taq questions

Taq questions are grammatical structure in which a declarative statement or in imperative istrurne into a questions by adding on interrogative fragment (the

“taq”), such as “right”. Ta question can be answered with a yes or no.

Example: you are still remembering me, aren't you?

### 3. Offer

Offer is an expression of willingness to give or to do something. In other word, offer is something to give or to present Grolier (1992:268). In the act speaking, if a speaker wants to give goods/ services, he/she will use word “offer”. Offer does not have an unmarked representation of mood. Offers are the odd one out, since they are not associated with a specific mood choice (though they are strongly associated with modality). Offer can be realized by declarative, interrogative and imperative. Example: would you like to send me your email address?

### 4. Command

Command is a way to receive some information, good or services by forcing the listener to give them. A command is used in oral interactions, though they can be found in written procedures such as instruction or in dialogue. Command is realized by imperative clause. Example: Bring me some files and check them first!

## 2.5 Mood

Mood is the main interpersonal system of clauses; it provides the interaction involved in dialogue with resources to give or demand commodities, either information or goods-&-services - in other words, with resources to enforce speech functions (speech acts) through clause grammar: statements (giving information), inquiries (demands information), offers (provides goods-&-services), and orders (demands goods-&-services) according to Halliday (2014: 97)

### 2.5.1 The types of Mood

#### 1. Declarative

Declarative clause express statements which cover past, present, and future tenses. It is the most frequent choice and it serves to express a speech functional meanings .Egins (2004:172) explains where the subject precedes the finite, predicator, complement, and adjunct and subject. Declarative is realized by subject finite declarative, that means followed by and means indicate .its sentence conveys the information. So, conclude that Declarative or declaration is sentences to convey information or make statements.

Example: I met them three days ago in school

#### 2. Interrogative

Interrogative clauses are different from declarative. The one that makes them different is the structure of the subject and finite. The declarative clause are realized by subject preceding the finite structure, while interrogative clause are realized by finite preceding subject structure, In short, interrogative is realized by finite subject interrogative (where means followed by means indicate )The interrogative mood demands further choice between yes/no questions and wh-questions. So interrogative mood is sentences, or questions, request information or ask questions.

Example: When will you give this pen to Ruth?

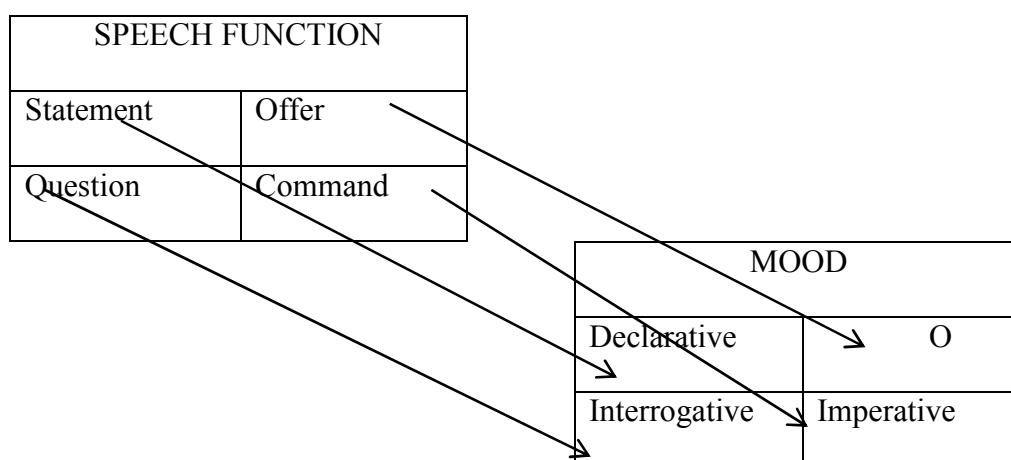
#### 3. Imperative

Imperative often function to make command i.e to demand someone to do something .imperative sets up expectations of a complain response in non-verbal form. However in casual conversation imperative mood is often used to negotiate action indirectly. Egins (1997:85-89) explain that imperative clauses are the

mood typically used for exchanging goods and service and do not contain a predicator, plus any of the non-core participant of complement and adjunct. Imperative clause is that not marked by person as a subject, whereas the marked imperative clause is marked by person as a subject or polarity; negative polarity or positive polarity.

### 2.5.2 The Realization of Speech Function in Mood

The four primary types of speech function (offer, command, statement, and question) find their realizations in mood types or the mood structures which is an aspect of interpersonal meaning at the level of lexico grammar (Saragih, 2014:40). Thus, in their unmarked or congruent representations, the four primary speech functions are realized or expressed by declarative, interrogative and imperative. The mood structure in English is described as in the figure 2.1 below



**Figure 2.1 The Realization of speech function in moods**

The speech function of O as stated earlier does not have an unmarked realization as it potentially coded by the declarative, interrogative or imperative mood.

## **2.6 Classroom Interaction**

Classroom interaction is derived from two words such as classroom and interaction. According to Brown (2001: 165), classroom interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other which takes place in the classroom. Classroom means that a certain place where there are teacher and student meet together which purpose to organize and have collaboration each other in formal context as educational context. The purpose means to share and get the information and knowledge which probably needed by the students as the receivers of those.

Chaudron (1998:10) stated that Classroom interaction is the teacher initiates exchange, usually in the form of a question, one of the students answer, the teacher gives feedback (assessment, correction, comment) initiates the next question and soon. Barker (1987: 72) stated that Classroom interaction is said to occur when teachers and students are talking together for purposes of learning conducted within the process-product paradigm. It means Classroom interaction is the social relationship of teacher and students in the classroom to interact. To express opinions, to share information and to deliver through. Classroom is not only about participation in the teaching and learning process an sharing their knowledge of a material at each other, but it is also about a relationship at each student to other student in the classroom. Classroom interaction will make the student involve in collaborative learning because they talk and share at each other in classroom. It means that the classroom interaction will make the student have a good relationship at each other. The classroom interaction is the place where teachers and students come together and language learning is supposed to happen.

So, it can be said that classroom interaction is an interaction between teacher and students that happens when they participate in the classroom.

Furthermore, in the going interaction, the teacher and the students share the expertise and responsibility of leading the discussion on the contents of the sections of the text that they jointly attempt to understand, it means that in the group discussion in the classroom the explain about the material will give more effect for students. They will show their abilities to give many arguments and in this discussion the students will be more confident to say something. In this situation the teacher will guide the students and make the situation in the class will be more comfortable for student to learn and the students will be easy to understand about the subject. Based on explanation above, classroom interaction is all the interrelated interactions done by the elements (teacher and students) in the classroom that occur in the teaching and learning process which involve continuously initiating action and responding action from teacher and students in the classroom.

### **2.6.1 Aspect of Classroom Interaction**

#### **1. Teacher talks**

The teacher is one of the determining components of interaction in the teaching and learning process of English in a bilingual classroom. According to Cullen (1998: 179), the roles of teachers can be a planner, manager, provider, facilitator, resources person, and diagnostician. In language learning and learning, what "teacher talk" claims is the language the teacher uses in their communication in the classroom. Teacher talk takes an important part in the teaching and learning process. This is not only for class organization and management but also for the acquisition process. In the teaching process, teachers often simplify their speech



by providing many characteristics of foreign speech such as using slower and louder speech than normal speech, using simple vocabulary and grammar and topics that are sometimes repeated.

## 2. Student talks

Students as subjects and objects of teaching and learning are a determining component of interaction in the teaching and learning process. There are several factors that influence the interaction or interactions in the learning process. Yanfen (2010: 52) explains that these factors are motivation, attention toward subject, ability to generalize, ability to understand the material and ability to apply what has been learn. Student language is the language used by students to communicate in class. It can be used by students to express their own ideas, opinions and start new topics. As an output of their activities, their knowledge will increase.

### **2.6.2 Participants in Classroom Interaction**

These are the most frequent ways of organizing classroom interaction, depending on who communicates Dagarin, (2004;129):

#### 1. Teacher-learners

The first form of interaction (teacher-learners) is established when a teacher talks decides about the types and process of the activity. In the teaching process, teachers often simplify their speech, giving many characteristics of foreign speech such as applying slower and louder speech than usual, using simpler vocabulary and grammar and sometimes repeated topics. Mostly, they are in the form of repeating structures teacher (the model), this type of practice is also referred to as “a drill”.

2. Teacher – learner/ a group of learners

The second arrangement is conducted when the teacher refers to the whole class, respects only one students or a group of students to answer. It is often used for evaluation of individual students. This arrangement can also be used for an informal conversation at the beginning of the lesson or for leading students into a less guided activity.

3. Learner – learner

The third type of interaction is called “pair work”. Student’s get an assignment which they have to finish in pairs. The teacher holds the role of a consultant or adviser, helping when necessary. After the activity, they are puts the pairs into a whole group and each pair reports on their work.

4. Learners –learners

The last type of classroom interaction is called ‘group work ’. As with pair work, the teacher’s function here is that of a consultant and individual groups report on their work as a follow-up activity.

## **2.7 Previous Study**

There are some researchers about analysis of speech functions have been studied in different object, they are statements:

The first research conducted by Araghi and Shayegh in 2011 entitled "*Interpersonal Metafunction of Gender Talk in ELT Classroom*". Published in Academic Journals and Applied Studies. The aim is to explore the interpersonal metafunctions of gender talk in ELT classes. Its purpose is to define the different clause structures (declarative, imperative and interrogative) of English as a second language and a foreign language. The findings showed that the dominant mood used by both genders was the third person declarative simple present tense so that

the process of exchanging meaning became one-sided and partial. The reconstruction of clause structures used by the different genders in ELT classrooms can result in students having high language skills for bilingual situations. The result from these finding will use to see the dominant types of Mood in interaction between teacher and students in this research.

The second research conducted by Yuliati (2013) entitled *Interpersonal Meaning Negotiation in The Teacher- Student Verbal Interaction Published in The Internasional Journal of Social Sciences*". This study aims to reveal the relationship between the roles of teachers and junior high school students and the way teachers negotiate interpersonal meanings to students. The results showed that most of the speeches produced by the teacher were in the form of orders, which means that the teacher's authority was very dominant. The result from these finding will use as a reference in discussing speech function in classroom interaction about usage of declarative and interrogative types of Mood to get responses from students.

The third research conducted by Arini (2017) entitled "*The Realization of Speech Functions in English Classroom Interaction Based on Systemic Functional Linguistic Theory*" published at the State University of Medan. This researcher aims to see the types of speech functions that are dominantly used by teachers and students as well as the existence of these dominant speech functions.

Qualitative descriptive design will be used in this research.. The data will be based on Systemic Functional Theory. The data in this study used a qualitative descriptive method. The data was taken by recording then transcribed, rewritten, identified speech, described and then analyzed as a data analysis process. The contribution of this research to the researcher is giving more information of

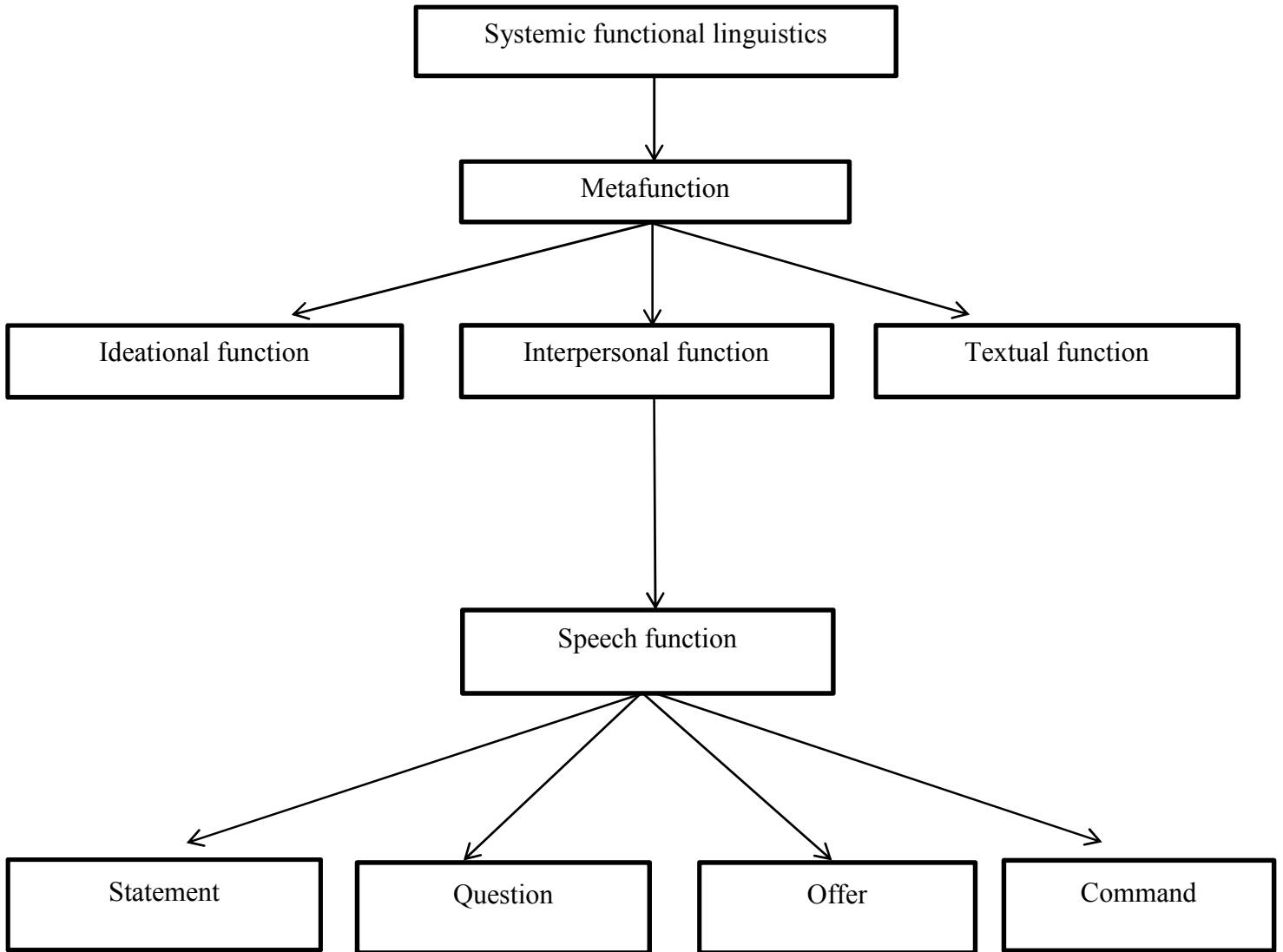
speech function. The type of data used in this research is the same that is the utterances of English teacher and students. This research helps the researcher in providing more information about research design and theories related to the types of speech function related to the utterances of English teacher and students in the classroom interaction.

## **2.8 Conceptual Framework**

The speech function is an action taken by language-speaking teachers and students, in this case such as asking questioning, commanding, offering and answering in order to fulfill teacher and student intentions. The speech function is used as a medium for exchanging experiences, knowledge, and information in order to meet student needs. This research is intended to

- (1) Describing the types of speech functions in class interactions
- (2) Knowing the most the dominant type of speech function used by teachers and students in class interactions.

Therefore, to find out the two answers to the two questions, the researcher used an audio video recording document of the student's transcript and the teacher recounted the class interaction data during the learning process. Systematic functional linguistic theory is used to analyze data and describe the types of speech functions and to determine the types of speech functions that are most dominant used by teachers and students in class interactions.



**Figure 2.2 Conceptual Framework**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research was concerned with the teaching and learning process in the classroom which focused on the types of speech functions in class interactions. This study used a qualitative descriptive design. In this study, a qualitative approach be used. According to Creswell (2009:22) Qualitative research is a method for exploring and understanding the meaning that a number of individuals or groups of people consider as a social or human problem, qualitative means knowing how a theory works in various phenomena for which data is collected in the form of words, not numbers.

Researchers recorded the teaching and learning process in class interactions to determine the types of speech functions and dominant speech functions used in class interactions based on systemic functional linguistic theory.

#### **3.2 Data and Resource Data**

##### **a. The data**

The data of this research were recorded conversation of the teacher and the students in the teaching and learning process in classroom interaction. The data then were transcribed in order to be analyzed further. The data were analyzed based on Systemic Functional Linguistics theory.

##### **b. Source of Data**

The source of data of this study was teacher and students from Truman Hutapea Channel YouTube published on 09 Oct 2018. Researchers are independent, in charge of observing and noting only important things from the

phenomena that occur (Samuel, 2016:4). In this case, the researcher used the non-participant observation as the researcher uses the YouTube video as the source of data.

### **3.3 The Instrument for Collecting Data**

The instrument is used to collecting the data. In this study, the researcher used observation as the instrument of collecting the data. Audio and video recorder were used to record interactions in the form of spoken language between teacher and students in the classroom and record the types of speech functions and types of dominant speech functions used by teachers and students. In addition, video recording supported research as it provides a visual representation of what is really happening.

### **3.4 The Technique for Collecting Data**

In this study, observation used to collect the data. Video and audio used to capture classroom interactions. The researcher was the independent one who to observe the phenomena in a video, without participating directly in the occasion where the subject does the action. In collecting the data, there were some techniques as follows:

- a. Did documentation (video recording) of learning
- b. Watched a video with a focus on teacher and student speech functions.
- c. Transcribed speech from recorded videos into text.

### **3.5 The Analyzing for Collecting Data**

The data would analyzed by the following procedures:

1. The video recording of the classroom was transcript down in form of written and got what spoken by teacher and student's

2. Segmented the transcript into clauses
3. Classified the Utterance based on types of speech function
4. Counted the realization of speech function that mostly used by teacher and student's.

Used the formula:

$$X = \frac{F}{N} \times 100\%$$

Where:

X: the percentage of speech function

F: the frequency of each type

N: the total number of speech function

5. Interpreted the data
6. Concluded the result of the study

### **3.6 Triangulation**

The credibility of the data needed to be check to check the validity of the data. In this study, the writer used triangulation techniques to observe the validity of the data.

Triangulation also had been viewed as a qualitative research strategy to test validity through the convergence of information from different sources. Denzin (1978 : 832-840) and Patton (1999 : 34) identified four types of triangulation, they are method triangulation, investigator triangulation, theory triangulation, and data source triangulation.

1. Method Triangulation



Method triangulation involves the use of the multiple methods of data collection about the same phenomenon (Polit & Beck, 2012). This type of triangulation, frequently used in qualitative studies, may include interviews, observation, and field notes.

## 2. Investigator Triangulation

Investigator triangulation involves the participation of two or more researchers in the same study to provide multiple observations and conclusions. This type of triangulation can bring both confirmation of findings and different perspectives, adding breadth to the phenomenon of interest.

## 3. Theory Triangulation

Theory triangulation uses different theories to analyze and interpret data. With this type of triangulation, different theories or hypotheses can assist the researcher in supporting or refuting findings.

## 4. Data source Triangulation

Data source triangulation involves the collection of data from different types of people, including individuals, groups, families and communities, to gain multiple perspectives and validation of data.

In this research the researcher used data triangulation to validate the data.

