

A THESIS

**THE USE OF CONSIDER ALL FACTORS (CAF) IN TEACHING SPEAKING
AT VII GRADE OF SMPN 02 DONGGO IN ACADEMIC YEAR 2021/2022**

Presented as A Partial Fulfillment of The Requirement for The Bachelor Degree
in English Language Teaching Faculty of Teacher Training and Education
Muhammadiyah University of Mataram



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MOTTO

**“Never stop learning because knowledge is endless”
(A.A)**



DEDICATION

This thesis is dedicated to:

1. My beloved father and mother who always support, pray for who have worked tirelessly and triedly for the sake of their children, and who have guided me to be successful in studies and dreams and aspirations in my life. thank you so much for all the effort and motivation.
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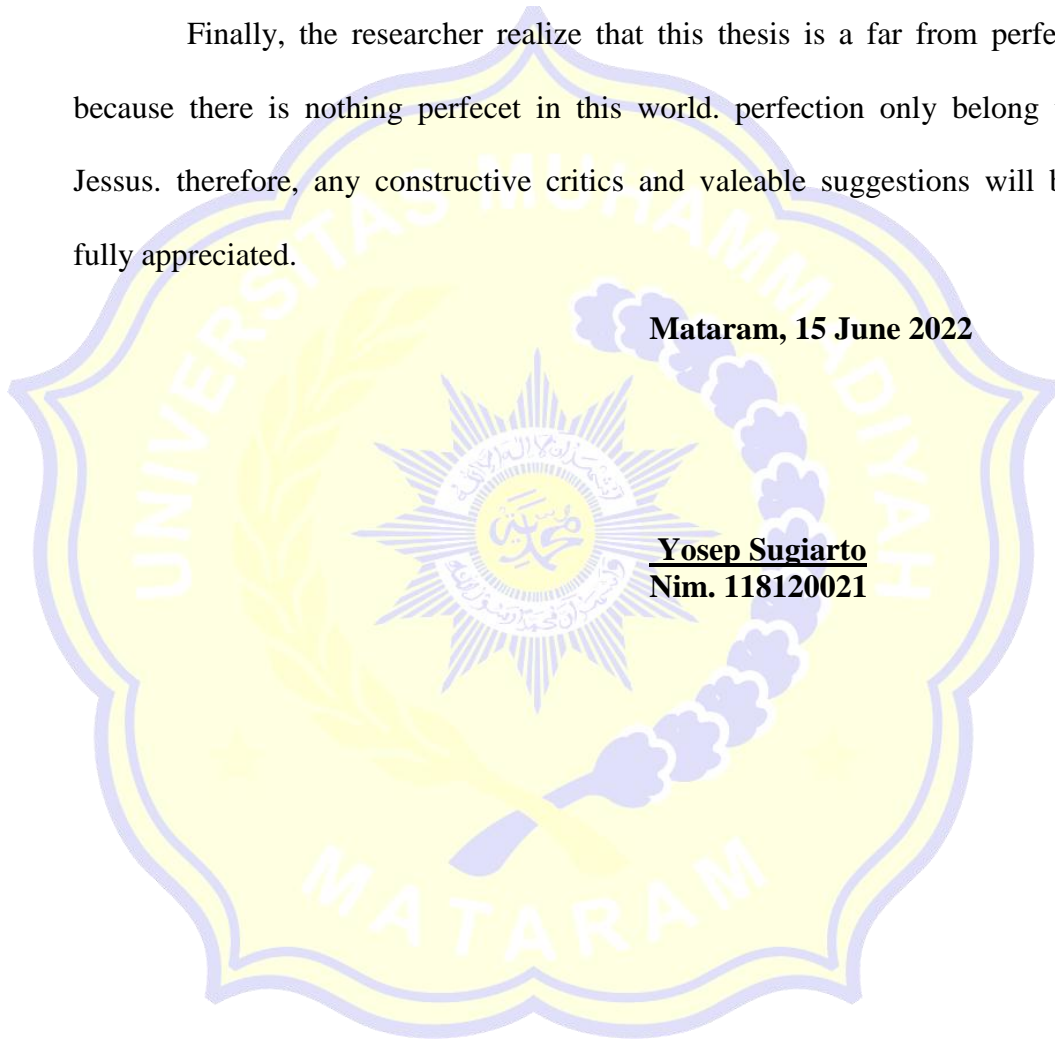
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Mataram, 15 June 2022

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Yosep Sugiarto. 2022 **THE USE OF CONSIDER ALL FACTORS (CAF) IN TEACHING SPEAKING AT VII GRADE OF SMPN 02 DONGGO IN ACADEMIC YEAR 2021/2022** Thesis. Mataram : Muhammadiyah University of Mataram

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ABSTRACT

cohen (1998) reports that there are many methods that can be used to improve student's speaking skills. one of them is training students on caf (consider all factors) strategy, which might make the students interact easily with the speaking activity. Given a specific amount of time, every possible aspect of a topic is open to consideration rather than settling on the first ideas that pop into one's mind. In this research, the researcher's statement problems is how is the students speaking ability at the smpn 02 donggo, this study is categorized as descriptive research. it is called descriptive research because this study tries to describe the condition of the students until students have difficulty in English speaking class. The data of this study be categorized into quantitative. the result of this research are show that the student's ability especially in speaking is high-level because we can say that (CAF) strategy, with its components; brainstorming planning and decision making, is an effective strategy that enhances writing skill.

Keywords: speaking ability , internal, external factors.

Yosep Sugiarto. 2022 **PENGUNAAN PERTIMBANGAN SEMUA FAKTOR (CAF) DALAM PENGAJARAN BERBICARA PADA KELAS VII DI SMPN 02 DONGGO TAHUN AKADEMIK 2021 / 2022**

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ABSTRACT

Cohen (1998) mengatakan banyak cara yang biasanya meningkatkan berbicara pada murid untuk keterampilan. salah satu dari mereka sedang melatih murid pada caf (pertimbangan semua faktor) strategi, yang mungkin membuat murid saling berinteraksi dengan mudah dan aktivitas berbicara. Diberikan satu spesifik sejumlah waktu, di tiap-tiap aspek mungkin dari satu salah satu topik ke bahan pertimbangan agak dibandingkan penyelesaian pada yang pertama ide musik pop itu ke dalam urusnya sesuatu. Di penelitian ini, pernyataannya masalah peneliti adalah bagaimana kemampuan berbicara pada murid SMPN 02 Donggo, pembahasan ini digolongkan sebagai penelitian deskriptif. Penelitian deskriptif ini karena percobaan pembahasan ini untuk mendeskripsikan kondisi murid hingga murid yang punya kesulitan pada kelas Berbahasa Inggris. Data dari pembahasan ini jadilah tergolong ke dalam kuantitatif. hasil dari penelitian ini adalah pertunjukan kemampuannya murid terutama berbicara adalah tingkat tinggi sebab kita dapat mengatakan tersebut (CAF) strategi, dengan komponen; perencanaan ilham dan pembuatan keputusan, adalah satu strategi efektif yang menambahkan keterampilan penulisan.

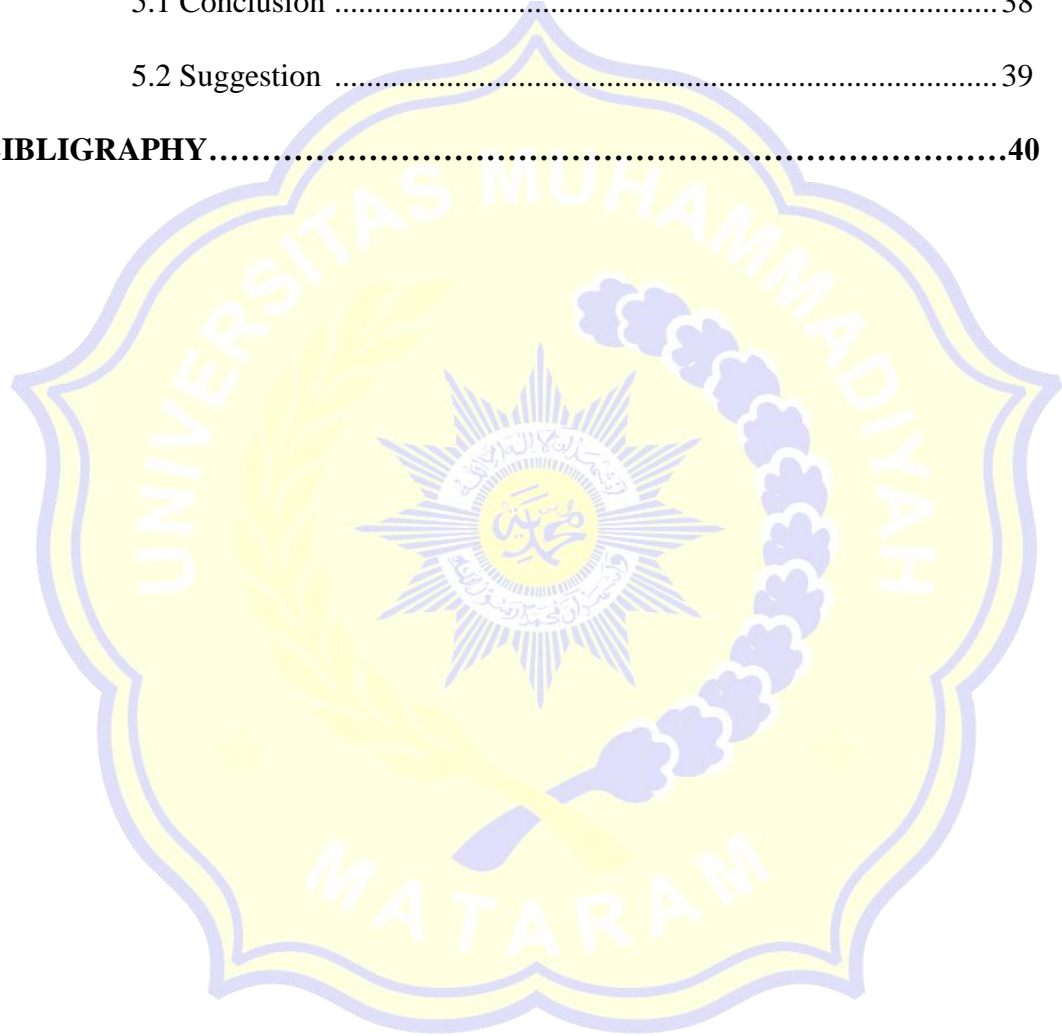
Keywords: *mengucapkan kemampuan, internal, faktor eksternal.*

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CHAPTER I

INTRODUCTION

1.1 Background of Study

In Indonesia education systems, English could be a obligatory subject in Junior High Schools and Senior High Schools and could be a non-compulsory subject in elementary Schools since the execution of the 1994 educational programs. According to Parmawati (2018), speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people, like auctioneers and politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language.

Learning to speak are obvious more difficult than learning to understand the spoken language. One who wants to speak to others sometimes faces some trouble. He cannot products his ideas, arguments, or feelings communicatively Ihsan, (2016) argues that teacher needs to give students more opportunity to practice the speaking skill. This means that more practice is needed to overcome the problem of speaking faced by the students who learnt foreign language. Furthermore, Shin & Yunus, (2021) says that, for many pupils the prime goal of learning a foreign language is to be able to speak it. Yet the task is not easy, because conditions in the classroom are very different from those in real life.

The students have difficulties in speaking especially in language competent's, students are lack of vocabulary in speaking skills, often pause when learning to speak English and pronunciation is still unfluently Andriani Putri et al., (2020). The students who speak more will have a great deal of vocabulary, as the result, they do better on grammar tests, pronounce better and spell better. In other words, speaking ability influences the other skill. The success of learning English is by taking the power of speaking. So, by speaking a lot, the students can improve their English. Yet, in the three components of speaking just only some students can speak well, it is caused by lack of motivation and anxiety. All this indicate the importance for student to help students reduce those feelings to maximize their learning to speak English.

In this research, the researchers want to make a research about the students' speaking ability and all factors that influence their speaking ability Ihsan, (2016). In this case, the researcher focuses the influence factors in this junior high school here are their motivation and anxiety. Because, the teacher should know the difference character of the students, when the teacher know the factor influence in learning the teacher can understand what the students is needed, demand, and what students want to achieve, so the teacher can provide service the individual for students who have difficulty. Moreover, the teachers can appreciate about the talent and student interest. This research could become teacher reference in choosing and use right method in teaching speaking and they

can be providing guidance on the students.

Based on the problems described above, the researcher is interested in raising a thesis about The Use Of Consider All Factors (CAF) in Teaching Speaking Ability especially at the Second Grade (VII) at SMPN 02 Donggo in academic year 2021-2022.

1.2 Statement Problem

1. How is the students speaking ability level at the SMPN 02 Donggo?
2. What factor that influence the students' speaking ability at the SMPN 02 Donggo?

1.3 Research Purpose

1. To investigate the level of speaking ability at SMPN 02 Donggo?
2. To analyze the factors that can influence students' speaking ability?

1.4 Significance of Research

This research is expected to benefit various theoretical and practical parties (other researchers, teachers and students and institutions schools).

1. Theoretical

The theoretical significance of this research is based on this research can provide information about students' speaking ability and other information related to online schools.

2. Practical Benefits

The research is conducted to contribute some theoretical and practical benefits.

a. Teachers and students

The results of this study are expected to provide benefits for teachers to overcome student problems, especially regarding speaking skills.

b. Institutions/schools

The results of this study can be useful for schools to improve students' speaking skills to produce better learning and help teachers overcome existing problems.

1.5 Scope of Study

The scope of this research is limited to the students' speaking ability and factors that influence their ability especially focusses about the level and anxiety factor at the first grade SMPN 02 Donggo in academic year 2020-2021.

1.6 Defenition of the Key Terms

In this research, there are two key terms are pointed out, they are :

1. CAF (Consider all factors)

De Bono says that most people just do not consider all the consequences unless their attention is specifically drawn to them. In relation with the consider all factors like De Bono says above, there are some theory which can be described about the strategy to make the classroom become active and the students can join in the collaboration like cooperative learning, jigsaw and numbered head together. Those strategy focussed to make the students become the centered to elaborate all of their information based on the topic and make a conclusion after they made a discussion to solve and talk about anything in relation of it.

<https://www.debono.com/de-bono-thinking-lessons-1/2.-CAF-lesson-plan>.

2. Teaching Speaking

The teaching speaking is having high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. The former is concerned with the ability to produce written language, whereas the latter mainly focuses on producing oral language (Krebt, 2017).

CHAPTER II

REVIEW OF THE RELATED LITERATURES

In this part, the researcher reviews some previous studies, literature review, and theoretical framework.

2.1 Previous Studies

His study is related to this research as follows ;

The first research was conducted by Ritonga et al.,(2020) The Effect Of Motivation And Anxiety On Students' Speaking Performance

This study aims to know the effect of motivation and anxiety on students' speaking performance: a study at Dayanu Ikhsanuddin University. The study was designed in the form of quantitative and qualitative descriptive studies (mixed methods). Subjects in this study were the 5th semester students of the teaching and education study program in Dayanu Ikhsanuddin University who took the speaking class as part of their courses. The data were collected by using the methods of observation, interviews, and questionnaire. Data were analyzed through triangulation data. The results showed that language anxiety felt by students during their speaking presentation in English might result in their inability to deliver ideas clearly and this would have a negative impact on their performance. In contrast, language motivation during speaking presentation would help students to feel less anxious and be more concentrated on the task and would result in a better speaking performance.

The second researcher Andriani Putri et al., (2020) The Students' Difficulties Factors in Speaking.

Speaking is a subject matter that must be learned by the students because it is the most important factor in the development of English language skills. However, it is more difficult than another subject because there are some difficulties experienced by students in speaking, such as low vocabulary mastery, the difficulties in pronouncing, confused in arranging words, afraid of making mistake and many another factors that cause of speaking difficulties such as teaching strategy, the curriculum, and the environment. The research purpose is to know the factors of the students' speaking difficulty. The design of the research is descriptive qualitative. The number of population as many as 157 students of eleventh-grade students of SMA Negeri 2 Tembilahan that consist of 6 classes. In taking the sample, the researcher uses a simple random sampling technique. The number of samples is 40 students or 25% of the population. The researcher uses a questionnaire as an instrument as many as 15 items and also uses an interview technique. After analyzing the data by using the descriptive qualitative method, it is known that the four factors of speaking difficulty have a positive value or more than 50%. The values of these four factors were 62.5% for personal factors, 95% for teaching strategies factor, 90% for curriculum factor and 57.5% for the environmental factor. Therefore, it can be inferred that the dominant factor which causes students' difficulties in speaking is teaching strategies.

Third researcher (Saputra, 2018) an Analysis of Students' Speaking Anxiety Toward Their Speaking Skill

This article points out the results of the study attempting to analyze the students speaking anxiety at students in one of the College of Teacher Training and Education (STKIP) in Lampung. For the purpose of the topic, 28 fellow students were selected as the sample. Research method was quasi-experimental design with two way ANOVA. It was conducted for about four months. According to the results of speaking test, findings showed that using Communicative Language Teaching (CLT) had positive meaningful effect on improving students' speaking skill viewed from different speaking anxiety. To sum up, CLT is an effective method to teach students' speaking skill viewed from different speaking anxiety.

2.2 Literature Review

2.2.1 The Definitions of Speaking Ability

When speaking ability are discussed, many are likely to relate to public speaking context. However, speaking is more than that. Speaking may cover many purposes such as daily conversation, when talking to a boss, when asking for something, giving information, etc. The term of speaking has been defined by many experts. According to Chaney (<https://www.englishclub.com/speaking/what-is-speaking.htm>), speaking can be defined as the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context". In addition, Brown (2001) states that when someone can speak a language it means that he/she can carry on a conversation reasonably and competently. The standard of this ability is that when the discourse goals are successfully accomplished. Along with the conversational discourse, the oral communication also involves

pronunciation, accuracy and fluency, affective aspects, and the interaction outcome. Spratt, Pulverness, and William (2005) emphasize speaking as a productive skill that involves using speech to express meaning to other people. In the process of speaking, people have to pronounce words, use intonation and use stress properly. It is because they are all connected to each other in which the listener can get the message of the conversation. To conclude, speaking can be described as an interactive process which involves individuals participating as speakers and listeners using verbal or non verbal means to accomplish their communicative purposes.

2.2.2 Functions of Speaking

Zaim et al., (2020) distinguishes three functions of speaking as an expanded version of Brown and Yule's framework Rao, Parupalli, (2019) talk as interaction, talk as transaction; talk as performance. These three speech activities have different form, function and teaching approaches. Talk as interaction is commonly recognised as conversation. It deals with the functions of interaction within people in a certain society. By means of interaction, people in a society exchange greetings, engage in small talk, tell experiences and so on in order to be friendly and to develop a good relationship with others. The focus of interaction is more on the speakers and the way they introduce themselves to each other.

Talk as transaction is the circumstance where the focus of the communication is no longer about how people interact socially with each other but more on the message delivered. The way the messages are conveyed has to make the other party understand what is being communicated. (Bursalı & Öz, 2018), mentioned in

Richards (2008:26) differentiates two types of talk as transaction. The first type concerns with the transaction focusing on giving and receiving information and the participants only focus on what is said. The second type is transaction, focusing on getting goods or services. The last category of talk is talk as performance which is easily recognised as public talk. Public talk is the talk that transfers the information in front of a group of people such as speeches, lectures, classroom reports and sales presentations.

This kind of talk is likely in the form of monolog, focuses on both information and audience, is using predictable sequencing, and similar to written language than conversational language.

2.2.3 Aspects of Speaking Ability

There are a number of important features in English speaking ability. According to Abdullaeva & Avezova, (2020) fluency is natural language use occurring when a speaker conveys the intended message in a meaningful conversation despite limitation in his or her communicative competence. The speaker should be able to use any resources and abilities regardless of grammatical and other mistakes. While accuracy focuses on creating correct examples of language use, using accurate grammar and pronunciation.

In communication, we do not only use one linguistic realization but also have to choose which rule we should use. Harmer (2001) suggests a number of variables which rule the choice of language forms such as setting, participants, gender, channel, and topic, in order to achieve communicative purpose. This is what we call

appropriateness. Setting is related to the place where the conversation happens. People speak differently regarding the place they are in. Participants are the people involved in an interaction. We choose words and phrases in conversation with superiors which are different from the words and phrases we use when talking to friends, members of our families, or colleagues. Gender determines the way people speak to others. Men and women typically use language differently when addressing either members of the same or the opposite sex. In addition, proposes four language features that are essential for spoken production. They are connected speech, expressive devices, lexis and grammar, and negotiation language.

The first feature is the use of connected speech. Effective speakers of English need to be able to use fluent „connected speech“. In this feature, sounds are modified, omitted, added, or weakened. Connected speech is considered complex to use thus English teachers should involve students in activities designed to improve their connected speech.

The second feature is the use of expressive devices. To show how they are feeling, native speakers of English change the pitch, and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal means. In an interaction, the speakers use these expressive devices to convey meaning by allowing the extra expression of emotion and intensity. Students are expected to be able use those expressive devices to be effective communicators.

The next language feature is the use of lexis and grammar. In the performance of certain language functions, spontaneous speech is marked by the use of a number

of common lexical phrases and grammatical features. Teachers should provide the features for different functions such as expressing surprise, agreeing or disagreeing, giving opinion, giving advice, etc. The last feature is the use of negotiation language. Negotiation is usually used to seek clarification. For students, this is crucial since they need to „ask for clarification“ when they are listening to someone else talk. As speakers, they also need to structure their communication if they want to be understood.

2.2.4 Types of Speaking

Kurum, (2016) categorizes five types of speaking. They are imitative, intensive, responsive, interactive, and extensive. Imitative speaking performance allows learners to practice the language focusing on some particular elements of language form such as a word or a phrase. Drilling is the example of imitative speaking performance which offers limited practice through repetition. Intensive speaking is meant to practice phonological or grammatical aspect of language. Usually intensive speaking is self-initiated but it can also be performed in pair work activities to examine certain forms of language. The next type of speaking performance is responsive speaking. In the classroom, responsive speaking can be seen as short replies to teacher or students“ comments or questions towards the teacher. Other examples of responsive speaking are common greetings, simple requests, etc. The replies and answers are usually sufficient and do not extent into dialogues. Interactive speaking is easily recognized as a dialogue. Interactive speaking consists of transactional and interpersonal dialogues. The purpose of

transactional speaking is to exchange specific information. This type of speaking is the extended form of responsive speaking. The other type of interactive speaking is interpersonal speaking. Interpersonal speaking is interaction which promotes social relationship.

There are some factors that may be involved in interpersonal dialogue such as a casual style, colloquial language, sarcasm, slang, emotionally charged language etc. The last type of speaking performance is extensive speaking which is commonly known as monologue. This type is usually performed by students at intermediate to advanced levels. These monologues can be well planned or impromptu and they usually use formal language. The examples of extensive speaking are oral reports, summaries, short speeches, storytelling, etc.

2.2.5 The Difficulties in Speaking

Many people consider speaking as a difficult skill to learn. Rahayu et al., (2021) characterizes some components of spoken language which can make speaking performances easy as well as difficult. The following characteristics of spoken language are adapted from Brown (2001)

A. Clustering

Clustering means that speech is phrasal, which does not come word by word but the group of words.

B. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. In speaking, most learners cannot use redundancy to help them facing the speaking difficulties.

C. Reduced forms

Contractions, elisions, reduced vowels, etc create distinctive problems in teaching spoken English. Learners who have not learned colloquial contraction cannot develop good speaking skills.

D. Performance variable

In producing spoken language one can benefit from performance hesitations, pauses, backtracking, and correction to think about the next thing to say. People can learn how to pause and hesitate as they are speaking. In English the “thinking time” is not silent; fillers such as uh, uhm, well, I mean, like, etc can be used to fill the time. Sometimes learners forget to fill the silence with these stuffing.

E. Interaction

Learning to produce waves of language without interlocutors would rob speaking skill of its richest component: the creativity of conversational

negotiation. This aspect must be difficult for some learners because it needs creativity which can help them to develop their conversational skills.

F. Colloquial language

There are many learners that are not acquainted with plenty words, idioms and phrases and they are not accustomed with the correct pronunciation.

G. Stress, rhythm, and intonation

The stress-timed rhythm of spoken language and its intonation patterns express important messages. This is the most important characteristic of English pronunciation.

H. Rate of delivery

Another significant characteristic of fluency is rate of delivery. To perform good speaking, learners must speak with fluency. Many learners find it difficult to speak fluently.

Difficulty in speaking English is an obstacle for students to improve their ability to learn English well, especially in the field of speaking, and to improve skills in speaking English of course there are theories that can be used to help students.

2.3 Consider All Factors

2.3.1 The Definition Of Consider All Factors

Consider All Factors (CAF) is a strategy that directs attention to multiple considerations about a topic. Given a specific amount of time, every possible aspect of a topic is open to consideration rather than settling on the first ideas that pop into one's mind. Consider all factor is something partly responsible for development or phenomenon and something that influence speaking area, there some factors that contribute to the development and improvement of speaking ability. These factors take a great position in influencing of students' speaking development and improvement. There are many arguments about the factors that contribute and influence students' speaking ability.

People naturally assume that they have considered all the factors, but usually their consideration is limited to the obvious ones. Turning CAF into a deliberate operation switches attention from the importance of the factors to looking around for all the factors. Clearly it is difficult to consider all the factors, so in the teaching situation consideration can be limited to the ten most important factors (or any other number), or the lesson can be taught in terms of:

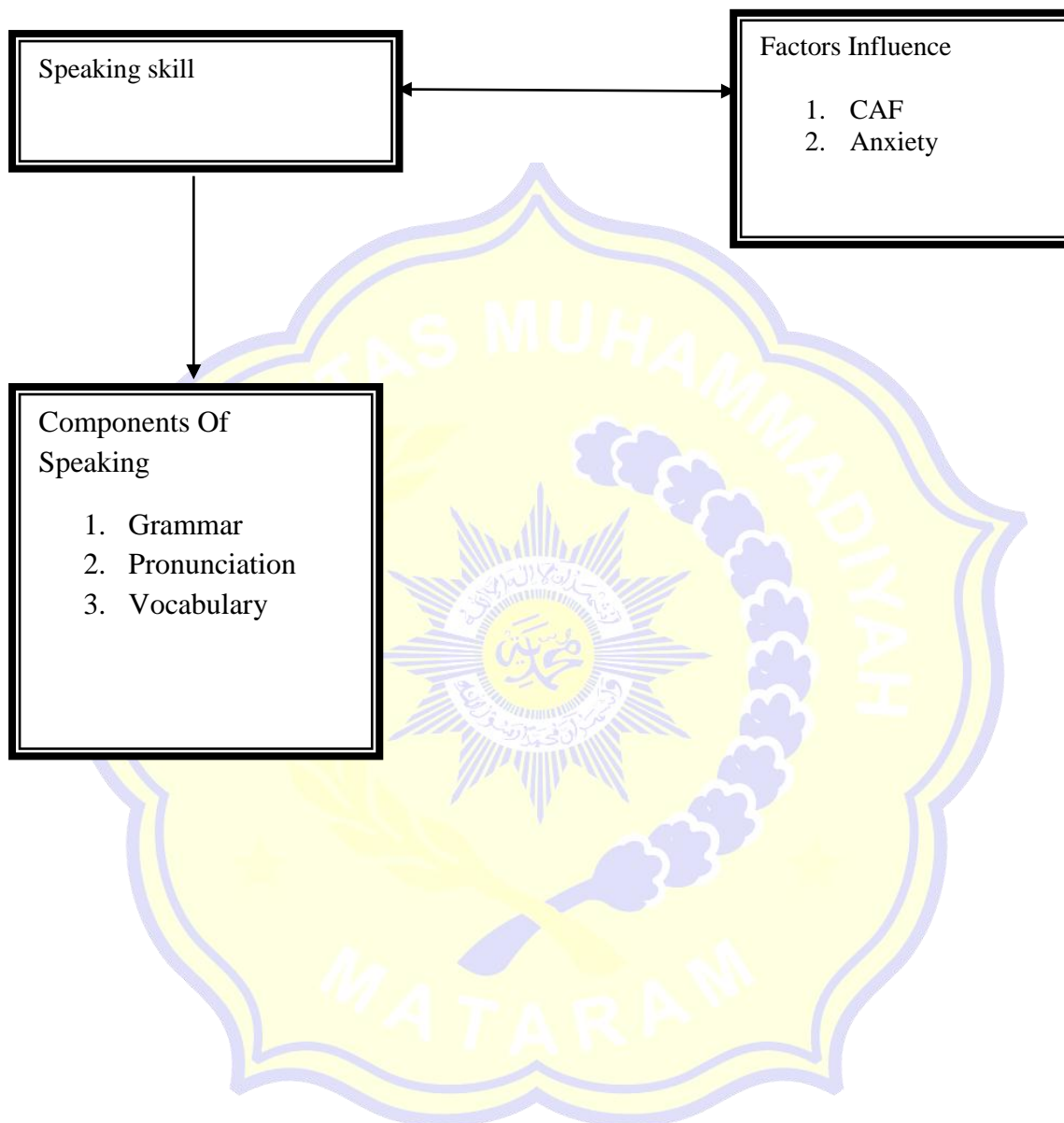
- the factors affecting oneself
- the factors affecting other people
- the factors affecting society in general.

This gives the lesson structure. The emphasis of the lesson is on the factors that have been left out in a decision, plan, etc. In doing a CAF, students try to ensure that all important factors are listed in looking at each other's thinking, students try to spot which factors have been neglected. The CAF may be applied to one's own thinking as well as to the thinking of others: "What factors have I left out here" CAF differs from PMI in that PMI is a reaction to an idea whereas CAF is an exploration of a situation before coming up with an idea. The two do sometimes overlap because some of the factors that have to be considered obviously have a plus or minus aspect. The intention with a CAF is to be as complete as possible and to consider all factors rather than looking at them in terms of favourable or unfavourable factors. See student's notes for an example of what happened when a big city's traffic planners failed to do a CAF and left out a very important factor.

2.4 Conceptual Frameworks

The conceptual framework of this research is to find out what are the levels in the level of English at SMP Negeri 2 Donggo and to find out what factors can affect the students' ability to speak, this study consists of several main points that are interrelated with each other which are related to each other. shown in the figure of the study, it analyzes students' speaking ability by paying attention to the 3 components of speaking used by students. However, this study analyzes the factors that affect their ability through questionnaires and interviews.

Figure 2.1 Conceptual Frameworks



CHAPTER III

RESEARCH METHODS

This chapter will explain the research design, sources and types of data, data collection methods, research instruments, and data analysis methods.

3.1 Research Design

Research design is framework that assists researcher in research that provides an outline and details of each research procedure from question to research problems to data analysis, (Aspers & Corte, 2019) in this study the researcher uses Qualitative research is a research procedure that use descriptive data in the form of written or oral words from people or across that can be observed. The researcher use qualitative research to find out students speaking ability at VII grade of SMPN 02 Donggo in academic year 2021/2022.

3.2 Research Location

This research will be carried out among students of SMP Negeri 02 DONGGO at class VII of 2021/2022. Donggo Sangari Donggo Cross Road, Mbawa, District. Donggo, District. Bima Province. West Nusa Tenggara (NTB)

3.3 Data Sources and Types

According to Prastowo (2011: 204), the type of data used in this research is qualitative data. In addition, this research is descriptive qualitative and can be done through interviews. This study will collect data by conducting interviews with

students in class VII SMPN 02 Donggo.

3.4 Data Collection Method

Data is collected if the direction and purpose of the research are clear and the data source, namely the informant or participant, has been identified and given permission to supply the information needed according to Raco (Nguyen et al., 2015). The researcher needs to collect the data to get material needed to answer the research problem. the researcher use to there types of collecting the data as were Questionnaire, Interview and Documentation.

1. Questionnaire

Questionnaire is the list of questions or statements that are giving to participants. (Kim et al., 2019) explained questionnaire is a method of gathering the data that is done by giving some questions or statement related to beliefs in vocabulary learning strategy. The researcher prepare questionnair, consisted of 10 questionnaire that focused about , but for make it easier for students the researcher madstudents opinions about the factors that can influence students in learning english specifically speaking the students could easily fill out the questionnaire that researcher had created.

2. Interview

In this study, the researcher prepare three questions that in how the method of english teachers in lerning to their students in class the use face-to-

face interviews with students in the class. The researcher used semi-structure interview to interview the teachers.

3. Documentation

According to (Seidita et al., 2012), the documentation method is information derived from important records either from institutions or organizations as well as from individuals. Documentation of this research is taking pictures by researchers to strengthen the results of the study, documentation can be in the form of writing, pictures or monumental works of someone.

3.5 Research Instrument

Instruments in the dictionary Indonesian it is said that instruments are a means of research (in the form of a set of tests and so on) to collect data as processing materials. Research instruments are tools or facilities used by researchers in collecting data. According to Suryabrata, that instrument is a tool used for recording. In general quantitatively the state and activity of psychological attributes. These psychological attributes are technically usually classified into cognitive attributes and non-cognitive attributes. Of these opinions, the authors take the view that research instruments are measuring instruments used to facilitate in collecting or obtaining quantitative information objectively and systematically. The instruments used in this study are observation guidelines and lists.

1. Interview

Interviews are structured conversations between two or more people in which one person tries to obtain information from another person. . The researcher interview that students class response at SMPN 02 Donggo class VII A. The researcher only takes the answers of students who answers the questions which has been given.

2. Questionnaire

According to Arikunto (2006), a questionnaire is a collection of written questions to obtain information from respondents. Researchers used a questionnaire to describe student responses to the influence of online schools and social behavior of class VII A SMPN 02 Donggo. A questionnaire is a list of questions or statements given to participants. The researcher prepared a questionnaire consisting of teen questionnaires related to the effective and conative evaluation of students speaking ability. Sugiyono (2014;135) Next, answer indicators (e.g., Strongly agree, agree, doubtful, disagree, totally disagree), and in this case and the reference, I use the calculation of proportions using the Likert scale The formula for finding a percentage contains a questionnaire, according to Sugiyono (2008), as follows:

Finding the Percentage

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

Information :

P = Percentage of Answers

F = Answer Frequency

N = Number of Respondents

3. Documentation

Documentation method is data about things or factors in the form of notes, transcripts, books, newspapers, magazines, engravings, meeting minutes, lenger, motivation and so on. the instrument in collecting information Through this documentation method is the analyst himself, while the instrument that researchers are more interested in is using a documentation strategy using the voice, photo and video recording method during research activities where voice, photo and video recordings are carried out during interviews with class students.

3.6 Data Analysis Method

Sugiyono in (2006: 335) the statement that data analysis is a qualitative process of systematically seeking and compiling data obtained from interviews, interview transcriptions, and documentation by organizing data into categories, breaking down into units, synthesizing, fulfilling patterns, choosing which ones are important and will be realized, and making conclusions so that they can be easily implemented by oneself and others. In this study, researchers used qualitative data analysis techniques.

1. Data Reduction

In collecting qualitative information, researchers use various strategies and are carried out repeatedly to obtain very large and complex information. Because the statistics obtained in the subject are still very complicated, but difficult, and no longer systematic, the researcher needs to analyze through statistical reduction.

2. Data Display

After statistics discount, the following step in studying the data is displaying the facts inside the method of imparting information in tables or essays so that what's received is more understandable.

3. Data Conclusion

Based on the comes about of information investigation, through information diminishment steps and presentation of information, the final step is to draw conclusions and verification of the conclusions made. Conclusion made is the reply to an investigation issue. Confirmation is effort to re-prove whether or not the conclusions made, or whether the conclusions are in agreement with reality. For more subtle elements on this clarification, see the chart underneath.