



**THE ANALYSIS ON STUDENTS' ABILITY
IN MASTERING REPORTED SPEECH
AT GRADE X IN SMA NEGERI 3 PADANGSIDIMPUAN**

A THESIS

*Submitted to English Study Program State College for Islamic Studies (STAIN)
Padangsidempuan as a Partial Fulfillment of Requirement for the Degree of Islamic Educational
Scholar (S.Pd.I) in English Program*

BY:

**SRI RAHAYU
Reg. No: 07 340 0030**

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
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SRI RAHAYU
Reg. No: 07 340 0030

Advisor I

Advisor II

Dr. Mahmuddin Siregar, M. A
NIP. 19530104 198203 1 003

Yusni Sinaga, S.Pd, M.Hum
NIP. 19700715 200501 2 010

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
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2012**



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

Email: stainpasid@yahoo.co.id

Jl. Imam Bonjol Km. 4,5 Sihitang, Telp. 0634-24022, Padangsidimpuan

**DEWAN PENGUJI
UJIAN MUNAQASYAH SARJANA**

Nama : **SRI RAHAYU**
N I M : **07 340 0030**
Judul : **THE ANALYSIS ON STUDENTS' ABILITY
IN MASTERING REPORTED SPEECH
AT GRADE X IN SMA NEGERI 3 PADANGSIDIMPUAN**

Ketua : Drs. H. Syahid Muammar Pulungan, S.H. (_____)

Sekretaris : Eka Sustri Harida, M.Pd. (_____)

Anggota : 1. Drs. H. Syahid Muammar Pulungan, S.H. (_____)

2. Eka Sustri Harida, M.Pd. (_____)

3. Dr. Erawadi, M.Ag. (_____)

4. Drs. Samsuddin Pulungan, M.Ag. (_____)

Diuji di STAIN Padangsidimpuan pada tanggal, 28 Mei 2012

Pukul 09.00 s/d 12.00

Hasil/ Nilai: 71,75 (B)

Indeks Prestasi Kumulatif (IPK): 3,56

Predikat: Cumlaude



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

Email: stainpasid@yahoo.co.id

Jl. Imam Bonjol Km. 4,5 Sihitang, Telp. 0634-24022, Padangsidimpuan

PENGESAHAN

Skripsi Berjudul : **THE ANALYSIS ON STUDENTS' ABILITY IN
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Ditulis Oleh : **SRI RAHAYU**

NIM : **07 340 0030**

Telah dapat diterima sebagai salah satu syarat untuk memperoleh
gelar Sarjana Pendidikan Islam (S. Pd. I).

Padangsidimpuan, 28 Mei 2012

Ketua

DR. H. IBRAHIM SIREGAR, MCL
NIP. 19680704 200003 1 003



**DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN)
PADANGSIDIMPUAN**

Jalan Imam Bonjol Km. 4,5 Telp (0634)22080, Fax (0634)24022 Padangsidimpuan

Hal : **Skripsi**
a.n Sri Rahayu
Lampiran : 5 (Lima) Exemplar

Padangsidimpuan, 8 Mei 2012
Kepada Yth:
Bapak Ketua STAIN
Padangsidimpuan
Di-

Padangsidimpuan

Assalamu 'alaikum Wr. Wb

Setelah membaca, meneliti, memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. **Sri Rahayu** yang berjudul: **“The Analysis on Students’ Ability in Mastering Reported Speech at Grade X in SMA Negeri 3 Padangsidimpuan”**. Kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah pada STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

Demikian kami sampaikan kepada Bapak atas perhatiannya dan kerja samanya kami ucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb

PEMBIMBING I

PEMBIMBING II

Dr. Mahmuddin Siregar, M. A
NIP. 19530104 198203 1 003

Yusni Sinaga, S.Pd, M.Hum
NIP. 19700715 200501 2 010

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : **SRI RAHAYU**

Registration Number : 07 340 0030

Department/ Study Program : TARBIYAH/ TBI-1

The Title of Thesis : **THE ANALYSIS ON STUDENTS' ABILITY IN
MASTERING REPORTED SPEECH AT GRADE X IN SMA
NEGERI 3 PADANGSIDIMPUAN**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of STAIN Padangsidimpuan in article 14 subsections 2.

I declare truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in students' ethic code of STAIN Padangsidimpuan in article 19 subsections 4 that is about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, 14 May 2012
Declaration maker,

SRI RAHAYU
Reg. No 07 340 0030

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, researcher would like to thank Allah SWT who has given researcher the chances to finish this thesis. Secondly, blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the darkness to the brightness era.

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Padangsidimpuan, 28 February 2012

Researcher

Sri Rahayu

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Researcher



Sri Rahayu

Reg.No: 07 340 0030

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The formulations of the problems were talking about the students' ability in mastering reported speech, the difficulties that usually faced by the grade X students of SMA Negeri 3 Padangsidimpuan in mastering reported speech and the efforts done by the English teacher to increase the students' ability in mastering reported speech

The aims of research were to know the students' ability in mastering reported speech at grade X in SMA Negeri 3 Padangsidimpuan, to know the difficulties that usually faced by the grade X students of SMA Negeri 3 Padangsidimpuan in mastering reported speech and to know the efforts done by the English teacher to increase the students' ability in mastering reported speech.

The sources of data were the grade X students, the English teacher, and Head Master of SMA Negeri 3 Padangsidimpuan. The kind of this research was qualitative research by using descriptive method. The instruments of collecting data were observation, interview and test.

Based on the result of research, researcher found that the students' ability in mastering reported speech at grade X in SMA Negeri 3 Padangsidimpuan was enough (57.41%). The difficulties of grade X students of SMA Negeri 3 Padangsidimpuan in mastering reported speech are: They still weak in changing tenses, pronoun and adverb that happened in converting direct into indirect speech, they have not mastered in using if/whether in interrogative sentences and using to and not to in imperative sentences. The efforts done by the English teacher to increase the students' ability in mastering reported speech were: The English teacher gives the students drill and practice more and more about the changing tenses, pronoun and adverb that always happened in the reported speech, the teacher always repeats the lesson, gives more explanation and examples about the changing in reported speech, asks the students to memorize the rule of the changing in the reported speech. Then, the English teacher motivates the students to improve students' interested in learning grammar especially in reported speech.

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CHAPTER I

INTRODUCTION

A. Background of the Problems

Language plays so important role in human life. Language is considered to be a system of communicating with other people by using sounds, symbols and words in expressing meanings, ideas or thoughts. Language is necessity to human life and civilization is certainly not possible without it. All sciences depend upon it and also all education in human life is conducted through it. There are many languages in this world. One of them is English.

Nowadays, English language has become the popular language which is learned by most people in many areas of the world. English is an international language. It is the world's most widely used language by society for communication and international contact.

In this globalization era, everyone is demanded to prepare a great resources for their life particularly in science and technology. Of course, to compete against a global demanding, the people should have an adequate knowledge and good skills.

In the Koran explained people who have had knowledge or science will get the privilege in Allah and in our life, as explained in Al- Mujadilah verse 11:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا
يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا
مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

The meaning of the verse is:

O ye who believe! When ye are told makes room in the assemblies, spread out and makes room: Ample room will Allah provide for you. And when ye are told to rise up, rise up.

To Whom It May Concern: suitable ranks and degrees, those of you who believe and who have been granted mystic knowledge and Allah are well acquainted with all ye do (11).¹

The prophet Muhammad Saw said:

حدثنا هشام بن عمار. سنا حفص بن سليمان. سنا كثير بن نظير، عن محمد بن سيرين،
عن أنس بن مالك، قال: قال رسول الله صلى الله عليه وسلم "طلب العلم فريضة على
كلى مسلم²

(رواه ابن ماجه)

The Meaning: "Tell us Hisam bin 'Ammar, Huffash bin Sulaiman, Kusyairin bin Nazir from Muhammad bin Syirin from Anas bin Malik said: rasulullah said "Browsing knowledge is obligation for every moslem." (Translated by writer)

Therefore, mastering English language both oral and written English actively is necessity for academic and global media communication requirement because it has become compulsory for everyone who wants to compete against the globalization era.

In Indonesia, English is acknowledged as a foreign language. It became an obligated subject that must be learnt by students from elementary school level up to university level. In studying English, students will learn language skills, such as listening, speaking, reading and writing skills, which include by language component, such as grammar.

Grammar is one of English language component that it must be learnt and understood by students. David Nunan says that grammar is generally thought to be set of rules specifying the correct ordering of words at the sentence level.³ By learning grammar the students will know about system of language so they will be able to combine and build words into meaningful sentence. There are many grammatical categories that must be learnt

¹ Abdullah Yusuf Ali, *The Meaning of Holy Quran*, Beirut (Al- Alami, 2001) p.278 .

² Muhammad Puad Abdul Baqi, *Sunan Ibnu Madja, Zul Awwal Babul Muqoddimah* (Beirut- Libanon: Dar Alkitab Ilmiah, ttp), p. 81.

³ David Nunan, *Practical English Language Teaching* (Singapura: Mc.Graw Hill, 2003), p. 154.

by students. For example, part of speech, tenses, gerunds, degree of comparisons, and reported speech.

Reported speech is used to report what other people said or thought without reporting the exact word. By learning reported speech definitely students will be able to quote somebody's words. In English grammar, reported speech is one of many grammatical categories which is important to be learnt by students. It is needed to be learnt because it is one of the important things for students to report or share their statements or thoughts to other people especially when they communicate between each other. Besides, It is an essential for students to learn reported speech because reported speech is one of the linguistic features which is should be mastered by students when they try to write the text of news item or report text and also it can be denied that it has important role because it is often used by people to communicate in their daily conversation.

Therefore, government has attached reported speech in syllabus since grade X in senior high school as a subject matter that must be learnt by students. Students in grade X have been learning English since they were in grade IV in elementary school, so they have known English for six years. Theoretically, they have comprehended about the using tenses, adverbs, pronouns, and sentences. So, learning reported speech is easy for them.

But reality in the field, there were many students still have difficulties in using reported speech correctly. They notice that they often do mistakes when they quote the direct into indirect form. Some students still get confused with certain grammatical changes that have to be made by them. Sometimes they feel so hard to decide what kind of tenses, pronoun or adverbs that should be used when they change direct into indirect speech. Then, some of them have not mastered in using tenses so they felt difficult in learning reported

speech. Many students said that learning reported speech is most difficult one in learning grammar and structure.

Based on the explanation above and problems existed in SMA Negeri 3 Padangsidempuan about students' ability in mastering reported speech, the writer was interesting to conduct the research entitled **The Analysis on Students' Ability in Mastering Reported Speech at Grade X in SMA Negeri 3 Padangsidempuan.**

B. Focus of the Problems

There are many difficulties happened in learning structure & grammar, one of them is learning reported speech. Based on the English curriculum at Grade X, one of the topic of structure & grammar that must be learned by students is reported speech. So in this research the writer only focused on the problem about the students' ability in mastering reported speech in statement, question, and imperative form, where the object of this research was the grade X students of SMA Negeri 3 Padangsidempuan.

C. Definition of the Key Terms

To avoid the vagueness and misunderstanding between the researcher and reader, the terminologies as follows:

1. Analysis

According to Hornby, "The analysis is the study of something by examining its parts and their relationship".⁴

From the definitions above, it can be concluded that analysis is the study about something to find out the real situation.

⁴ AS. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 38.

2. Students

Hornby stated that “The student is a person who is studying at school or college”⁵.

So the student is a person who learn on the grade of junior high school on the formal education institution. The student in this research is a person who studies at the grade X in SMA Negeri 3 Padangsidempuan.

3. Ability

Hornby stated that “Ability is the mental or physical capacity, power or skill required to do something”.⁶ While based on the Webstern New World Collage Dictionary, “ability is the power to do something physical or mental”.⁷

From the definitions above, it can be concluded that ability is the power or skill required to do something physical or mental. The ability in this research means the power of the grade X students of SMA Negeri 3 Padangsidempuan in mastering reported speech.

4. Mastery

On Oxford Advance Learner Dictionary by Hornby stated that “Mastery is complete knowledge or great skill”.⁸ It could be taken the conclusion that mastery is complete knowledge or great skill in comprehending and using the knowledge or skill. Mastering in this research means the great skill in comprehending of the grade X students of SMA Negeri 3 Padangsidempuan in using reported speech.

5. Reported Speech

⁵ AS. Hornby, *Op. Cit.*, p. 1187.

⁶ AS. Hornby, *Op. Cit.*, p. 2.

⁷ Victoria Neufelat & David B. Guralmik, *Webstern New World Collage Dictionary* (USA: MacMillan, 1995), p. 2.

⁸ AS. Hornby, *Op. Cit.*, p. 1103.

According to Hornby “Reported speech is reporting what somebody has said without using their actual words”.⁹ While Slamet Riyanto also said that reported speech is used if someone want to retell one’s opinion or someone’s talk to another person.¹⁰

From those definitions above, it can be concluded that reported speech is the reporting or retelling what someone has said without the exact word.

D. Formulation of Problems

Based on the background of the problem above, the formulation of the problems of this research was formed in three interrogatives sentences, they are:

1. How was the students’ ability in mastering reported speech at grade X in SMA Negeri 3 Padangsidempuan?
2. What were the difficulties that usually faced by the grade X students of SMA Negeri 3 Padangsidempuan in mastering reported speech?
3. What were the efforts done by the English teacher to increase the students’ ability in mastering reported speech?

E. Aims of the Research

Based on the formulation of the problem above, the aim of this research as follows:

1. To know the students’ ability in mastering reported speech at grade X in SMA Negeri 3 Padangsidempuan.
2. To know the difficulties that usually faced by the grade X students of SMA Negeri 3 Padangsidempuan in mastering reported speech.

⁹ AS. Hornby, *Op. Cit.*, p. 606.

¹⁰ Slamet Riyanto, *A Complete Grammar for TOEFL Preparation* (Yogyakarta: Pustaka Pelajar, 2009), p.

3. To know the efforts done by the English teacher to increase the students' ability in mastering reported speech.

F. Significances of the Research

The significance of this research is expected to be useful for the teacher to improve their teaching of reported speech. It is also expected to be useful for the students in increasing their ability in mastering reported speech. The significance has two major benefits as follows:

1. Theoretically

- a. To fulfill a requirement to reach the first strata degree in English section in education department of state collage for Islamic studies Padangsidempuan.
- b. As an input for the readers especially the English learners that is research is expected to be able to improve their knowledge in learning reported speech.

2. Practically

- a. As an input for the headmaster in guiding his English teacher.
- b. As an input for the English teacher in teaching and learning process especially in learning reported speech.
- c. As an input to the students to increase their ability in mastering reported speech.

G. Out Line of the Thesis

The systematic of this research were divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

1. Chapter one discussed about introduction, they are: *First*, background of the problem; this research was hold because the researcher wanted to know how the students' ability in mastering reported speech in SMA Negeri 3 Padangsidimpuan. *Second*, focus of the problem. *Third*, definition of key term; definition of key terms include definitions about the title of research. *Fourth*, the formulation of the problems. *Fifth*, the aims of the research. *Sixth*, the significances of research for all element of SMA Negeri 3 Padangsidimpuan include headmaster, English teacher, students and also for the further researcher who want to conduct this research.
2. Chapter two was the theoretical description, which explained about the definitions of reported speech, the ways of reporting people's words and types of the using reported speech.
3. Chapter three discuss about the methodology of the research consist of; *First*, Approach and kinds of research. This research would be conducted with descriptive analysis with qualitative method. *Second*, Location and schedule of research was held in SMA Negeri 3 Padangsidimpuan. *Third*, Source of data was taken from sample of research from eleventh grade students of SMA Negeri 3 Padangsidimpuan. *Fourth*, Technique data collections involved three techniques included; test, interview and observation. *Fifth*, The Technique of the Data Trustworthiness to make this research more valid. *Sixth*, Technique analysis data. This data was analyzed with qualitative process.
4. Chapter four included four parts. *First*, Findings; Findings consist of General Findings and specific findings, general findings consist of the History, situation of Equipments and Facilities, situation of Teachers and Officials SMA Negeri 3 Padangsidimpuan and situation of Students. Specific findings consist of the description of the students' ability

in mastering reported speech at grade X in SMA Negeri 3 Padangsidempuan, *Second*, discussion which compared result of research with theoretical review. *Third*, the threats of the research, which talking about the threats that researcher found in the process of research.

5. Chapter five was involved: conclusion about the research and suggestion for all.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Definition of Reported Speech

Reported Speech is used to tell what someone else said, but without using the exact words. As stated by Michael Swan in *Practical English Usage*, “Reported speech is to quote somebody’s words or thoughts without quoting the exact words that had been used and connected it more closely to our own sentence”.¹ While according to Betty Schramper Azar “Reported Speech refers to reproducing the idea of another person’s words.”²

Whereas A.J.Thompson and A.V. Martinet stated in *A Practical English Grammar*, “In indirect speech someone gives the exact meaning of a remark or a speech, without necessarily using the speaker’s exact words.”³ While Slamet Riyanto stated that reported speech reported speech is used if someone want to retell one’s opinion or someone’s talk to another person.⁴

So, based on the definitions above the researcher concluded that reported speech was to quote somebody’s idea or thoughts without exactly repeating the exact word produced by the speaker.

2. The Ways of Reporting People’s Words

There are two main ways of reporting people’s words, thoughts, and beliefs:

¹ Michael Swan, *Practical English Usage* (New York: Oxford University Press, 2009), p. 246.

² Betty Schramper Azar, *Fundamental of English Grammar* (New Jersey: Prentice Hall, 1992), p. 366.

³ A.J.Thompson and A.V. Martinet, *a Practical English Grammar* (New York: Oxford University Press, 1986), p. 269.

⁴ Slamet Riyanto, *a Handbook of English Grammar* (Yogyakarta:Pustaka Pelajar, 2010), p. 316.

a. Direct Speech

Direct speech is the reporting of what someone has said or written by quoting his exact words. Hotben D. Lingga stated direct speech is quoting all the words that conveyed to other people similarity.⁵ While according to Jayanthi Dakshina Murthy, “direct speech is if we repeat the words of a person exactly in his own words to someone”.⁶ Howard Sargeant also said that direct speech is the exact words that someone says.⁷ So, direct speech is reporting or quoting all the words what someone has said or written with the exact word. Direct speech should be placed between the inverted commas and began with capital letter.

Example: Fatimah said, “I want to go home”. (Direct Speech)

Rino told me, “My mother is sick”. (Direct Speech)

She *told* me, “I am reading a book“(Direct Speech)

She said to her son, “Study hard!” (Direct Speech)

b. Indirect Speech

Indirect Speech is the reporting what someone has said, but without using the exact words. Hotben D. Lingga stated that indirect speech is the core’s expression of a person by changing the spoken words sentences into statement.⁸ While according Jayanthi Dakshina Murthy, “Indirect speech is if someone expresses the essence of main points of a person’s words with a few modifications”.⁹ So, indirect speech is the reporting what someone has said but without the exact words.

⁵ Hotben D.Lingga, *Advanced English Grammar for TOEFL Preparation* (Jakarta: Puspa Swara, 2007), p.237.

⁶ Jayanthi Dakshina Murthy, *Contemporary English Grammar* (Delhi: Book Palace, 2003), p. 305.

⁷ Howard Sargent, *Basic English Grammar* (USA: Saddleback Educational Publishing, 2007), p. 134.

⁸ Hotben D.Lingga, *Loc. Cit.*

⁹ Jayanthi Dakshina Murthy, *Loc. Cit.*

Example: Fatimah said that she wanted to go home.

Rino told me that his mother was sick.

She told me that she was reading a book.

She said to her son to study hard.

In a reported speech sentence consists of two clauses. They are, reporting clause, which contains reporting verb and the other part is reported words.¹⁰ Reporting verb is the verb used to introduce the reported speech. While reported word is the exact words of speaker in inverted commas.¹¹

Example: Mother said, "Dinner is ready".

Reporting verb Reported speech/reported words

In learning reported speech, the students must know three factors, they are: who said, what was said, and to whom was said. They must know the three factors to help them decided the change of tenses or pronoun that occurred in reported speech.

3. Types of the Using Reported Speech

There are several types of the using reported speech, they are: statement, question and imperative sentence.

a. Statements or declarative sentence in reported speech

Statement or declarative sentence is a sentence that states or declares something. The basic rules of the using reported speech in statements or declarative sentence are:

1. When reporting statements, the sentences use "that" as conjunction in reported speech.¹²

¹⁰ John Sinclair, *English Grammar* (London: Harper Collins, 2003), p. 317.

¹¹ Jayanthi Dakshina Murthy, *Loc. Cit.*

¹² Martin Hewings, *Advanced Grammar in Use* (England: Cambridge University Press, 2002), p. 88.

Ex: He said, "I'm waiting for Ana. (Direct speech)

He said *that* He was waiting for Ana. (Indirect Speech).

Linda said, "I buy my dictionary at the book shop". (Direct speech)

Linda said that she bought her dictionary at the book shop. (Indirect Speech)

2. When the reporting verb is in the simple present, present perfect, and future tense, there is no change of tense in the reported words or reported speech.¹³

Ex: Zahra *says*, "I will go to Medan". (Direct speech)

Zahra says that she will go to Medan. (Indirect speech)

They say, "We are watching TV". (Direct speech)

They say that they are watching TV. (Indirect speech)

3. But if the reporting verb is in the past tense or the other tense except simple present, present perfect and future tense the reported verb must be changed.¹⁴ The changes are shown in the following table:

Table 1
The Changing of Tenses in Reported Speech

Direct Speech	Indirect Speech
Simple Present S + V ₁ + O/c <i>Ex: Rini said, "I buy a new novel".</i>	Simple Past S + V ₂ + O/c <i>Ex: Rini said that she bought a new novel.</i>
Present Continuous S + is,am,are + V _{ing} + O/c <i>Ex: Rini said, "I am buying a new novel".</i>	Past continuous S + was, were + V _{ing} + O/c <i>Ex: Rini said that she was buying a new novel.</i>

¹³ W. Stannard Allen, *Living English Structure* (London: Longman, 1987), p. 248.

¹⁴ Jayanthi Dakshina Murthy, *Op. Cit.*, p. 306.

<p style="text-align: center;">Present Perfect</p> <p style="text-align: center;">S + have/has + V₃ + O/c</p> <p><i>Ex: Rini said, "I have bought a new novel".</i></p>	<p style="text-align: center;">Past perfect</p> <p style="text-align: center;">S + had + V₃ + O/c</p> <p><i>Ex: Rini said that she had bought a new novel.</i></p>
<p style="text-align: center;">Simple Past</p> <p style="text-align: center;">S + V₂ + O/c</p> <p><i>Ex: Rini said, "I bought a new novel".</i></p>	<p style="text-align: center;">Past Perfect</p> <p style="text-align: center;">S + had + V₃ + O/c</p> <p><i>Ex: Rini said that she had bought a new novel.</i></p>
<p style="text-align: center;">Simple Future</p> <p style="text-align: center;">S + shall/will + V₁ + O/c</p> <p><i>Ex: Rini said, "I will buy a new novel".</i></p>	<p style="text-align: center;">Past Future</p> <p style="text-align: center;">S + should/would + V₁ + O/c</p> <p><i>Ex: Rini said that she would buy a new novel.</i></p>

4. The changing of Pronouns and possessive adjectives in Indirect Speech

The changing of pronoun and possessive adjective in indirect speech is according to sentences needed. Pronouns and possessive adjective usually change from first or second to third person except when the speaker is reporting his own words.¹⁵

Ex: He said, "*I work hard*". (Direct Speech)

He said that *he* worked hard. (Indirect Speech)

I said, "*I like my new shoes*".

I said that *I* liked my new shoes. (The speaker is reporting his own words).

5. The changing of words denoting time and position

¹⁵ A.J.Thompson and A.V. Martinet, *Op. Cit.*, p. 273.

If the reporting verb is in the past tense, certain words denoting nearness of time and place are changed into words denoting distance. Because when we report the words of a person to somebody, the place and time of the reporting is changed.¹⁶ The changes are shown in the table below:

Table 2
The Changing of Adverb in Reported Speech

Direct Speech	Indirect Speech
Now	Then
Today	That day
Tonight	That night
Tomorrow	The following day
	The next day
Yesterday	The day before
	The previous day
Last night	The night before
	The previous night
Next week	The following week
Here	There

Ex: He promised, "I will do it *tomorrow*".

He promised that he would do it *the next day*.

She said, "I went to Batam *yesterday*".

She said that she has gone to Batam *the day before*.

b. Questions or Interrogative Sentence in Reported Speech

¹⁶ Jayanthi Dakshina Murthy, *Op. Cit.*, p. 309.

Question or interrogative sentence is a sentence that asks a question.¹⁷ The basics rules of the using questions or interrogative sentence in reported speech are:

1. Reporting verb is changed into ask/ enquire/demand/ wonder/ want to know/question/interrogate.

Ex: He said to me, “where do you want to go now?” (Direct speech)

He asked me where I wanted to go then. (Indirect speech)

2. The interrogative form of the sentence must be turned into a statement.¹⁸

Ex: Rahma said, “Where is she going?” (Direct speech)

Rahma asked where she was going. (Indirect speech)

3. If the direct question begins with a question words, the question word is repeated in the indirect question.¹⁹

Ex: She said to me, “What do you want?” (Direct Speech)

She asked me what I wanted. (Indirect speech)

4. If the question has no question word, but is one of the type that can take *yes* or *no* for an answer, *whether* or *if* is used as a link between the introducing verb and the reported question.²⁰

Ex: “Is anyone here?” he asked. (Direct speech)

He asked if/whether anyone was there. (Indirect speech)

5. That is not used with who/whom /whose/what/ which/when/ why/where/how.²¹

Ex: “Who told you about my birthday?” she said to me. (Direct speech)

She asked me who told me about her birthday. (Indirect speech)

¹⁷ *Ibid.*, p. 235.

¹⁸ *Ibid.*, p. 311.

¹⁹ A.J. Thomson, *Op. Cit.*, p. 278.

²⁰ W. Stannard Allen, *Op. Cit.*, p. 254.

²¹ Jayanthi Dakshina Murthy, *Loc. Cit.*

6. Tenses, pronoun and possessive adjectives, and adverbs of time and places change as in statements.²²

c. Imperative Sentence in Reported Speech

Imperative sentence is a sentence that expresses a command, a request, an entreaty or suggestion. The basic rules of the using imperative sentence in reported speech are:

- 1) Reporting verb is changed into a verb indicating a command/request/ advice, such as, order, tell, command, request, beg, ask, implore, entreat, advice, forbid and persuade.

Ex: He asked, "Close the door!" (Direct speech)

He asked to close the door. (Indirect speech)

- 2) The verb in the reported speech is changed into infinitive.²³

Ex: He said to me, "Go away!" (Direct speech)

He told me to go away. (Indirect speech)

- 3) To make an indirect command negative, add the particle *not* before the infinitive.²⁴

Ex: he said to me, "Don't play with fire". (Direct speech)

He advised me not to play with fire. (Indirect speech)

- 4) There is no change of tenses.

Ex: The teacher said, "Stand up!" (Direct speech)

The teacher said to stand up. (Indirect speech)

²² A.J. Thomson, *Op. Cit.*, p. 277.

²³ Jayanthi Dakshina Murthy, *Op. Cit.*, p. 313.

²⁴ Michael A. Pyle and Mary Ellen Munoz Page, *TOEFL Preparation Guide* (New Delhi: Wiley Dreamtech, 2002), p. 104.

4. Learning Difficulties

Learning difficulties is a shortage that is not outwardly visible. Inability to learn cannot be recognized in a different physical form with people who do not have problems learning difficulties. Learning difficulties are not always caused by a low intelligence factor, but can also be caused due to other factors outside intelligence.²⁵ The high-IQ does not necessarily guarantee the success of learning. Thus it can be said that learning difficulties and learning process is a condition characterized certain obstacles in achieving learning outcomes.

a. Causes Learning Difficulties

The problems of this learning difficulty were caused by various factors. To provide an aid to children who have learning difficulties, the teacher must know in advancing what factors are the cause of the problem of learning difficulties.

Factors that cause learning difficulties can be classified into two categories,²⁶ namely:

1) Internal factors (factors from within the child itself) that includes:

a. Physiology factors

Physiological factors are the physical factors of the students themselves. A child who is sick, of course, will experience physical weakness, so the process of receiving lessons, understand the lessons to be imperfect.

b. Psychological factors

Psychological factors are the various things pertaining to the various behaviors that are needed in the study. Psychological factors that IQ can be the

²⁵ Muhibbin Syah, *Psikologi Belajar* (Jakarta: Raja Grafindo Persada, 2008), p. 182

²⁶ *Ibid.*, p. 182-184.

cause of the problem of learning difficulties is a talent, interest, motivation, mental health conditions of children, and also the type of children in learning.

2) External factor (factors outside the child) include;

a) Social faktor

Social factors have affect to learners. Children who do not receive adequate attention would have been different with children swho are getting enough attention, or children who are given too much attention. It has relationship with the child's parents, whether harmonious or meet rarely, or even separated. So it influences to the child's study habits.

b) Factors of non-social

Factors of non-social can be the cause of the problem of learning difficulties is the factor of teachers in schools, then the tools of learning, where learning conditions, as well as the curriculum.

b. Overcoming Learning Difficulties

There are some efforts to overcome learning difficulties. Tutoring is one effort of teachers to help students who have difficulty in learning. The procedure tutoring can be reached through the following steps, such as the teacher give the information about how to learn effectively not only in the school but also in the house, the teacher helps placement namely the teacher place the students in learning group or discuss group, the teacher show the learning concretely to students namely the teachers use various learning methods to help the students to understand the learning, and the

teachers give specific attention to students that have slow learning and the teachers effort to motivate the students in learning.²⁷

Beside, to overcome learning difficulties, it can be done by the teacher through remedial. It is an activity that given to students who have not understand the learning that have been learned. The aim of this activity to increase the students' mastery of the learning. The other, the teachers can do enrichment. It is given to the students so that they have richer the knowledge and skills.²⁸

B. Review of Related Findings

There was a related finding that discussed about reported speech. The first research was done by Corah Sinulingga,²⁹ Gunadarma University and the title is "An Error Analysis on Direct and Indirect Speech (A Case Study at Third Year Students)". The result of study show analysis of errors made by the sample on each number in terms of finding difficulties in using reported speech: changing of tenses, changing of pronoun and changing of adverb of time signals. It was divided in two terms, changing direct speech into indirect speech and changing indirect speech into direct speech. The percentage of errors showed 39.32 % students still found difficulties in changing direct speech into indirect speech and 36.67 % in changing indirect speech into direct speech.

The second research was done by Riskhi Anita Tirta Utama,³⁰ in Muhammadiyah University of Surakarta and the title is "An Error Analysis of Indirect Speech Made by The

²⁷ Mulyasa, *Menjadi Guru Profesional* (Bandung: Remaja Rosda Karya, 2008) p. 121-126.

²⁸ Yatim Riyanto, *Paradigma Baru Pembelajaran*, (Jakarta: Pranada Media Group, 2009) p. 140

²⁹ Corah Sinulingga, *An Error Analysis on Direct and Indirect Speech (A Case Study at Third Year Students)* (Guna Dharma, Medan, 2009), p. 40.

³⁰ Riskhi Anita Tirta Utama, *An Error Analysis of Indirect Speech Made by The Second Year Students of SMA Negeri 1 Wonogiri* (Muhammadiyah University, Surakarta, 2008), p. 35.

Second Year Students of SMA Negeri 1 Wonogiri”. The result of the research can be show that second year students of SMA Negeri 1 Wonogiri in 2007/2008 academic year still find difficulties in constructing well- formed sentences.

Their researches are similarly with the researcher’s title, the aim of the research is to analyze the students’ ability in mastering reported speech. So, the researcher had done a research under the title “The Analysis on Students’ Ability in Mastering Reported Speech at Grade X in SMA Negeri 3 Padangsidempuan”. The researcher would like to analyze the students’ ability in mastering reported speech and the researcher would conduct the research by descriptive method.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Approach and Kind of Research

Based on analysis of data, this research would conduct with qualitative approach. Qualitative research is the research that's means to understand the phenomenon about what is the subject research undergone by using scientific method.¹ While according to Burhan Bungin in *Analisis Data Penelitian Kualitatif*, qualitative research is one of the main approaches that basically are a label or general name of a big family of research methodology.²

Based on the method, this research used descriptive method. Descriptive method is a research to depict the object genuinely.³ This method used to describe the students' ability in mastering reported speech at grade X in SMA Negeri 3 Padangsidempuan.

Based on the place, this research was field research.⁴ This research was done in SMA Negeri 3 Padangsidmpuan.

B. Location and Schedule of the Research

1. Location of the Research

This research had conducted at SMA Negeri 3 Padangsidempuan, Jl. Perintis Kemerdekaan No.56 Padangsidempuan.

2. Schedule of the Research

This research had done on December 2011 until May 2012 at SMA Negeri 3 Padangsidempuan.

¹ Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2009), p. 126.

² Burhan Bungin, *Analisis Data Penelitian Kualitatif* (Jakarta: PT. Raja Grafindo Persada, 2007), p. 19.

³ Sukardi, *Metode penelitian Pendidikan, Kompetensinya dan Prakteknya* (Jakarta: Bumi Aksara, 2003), p.

⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), p. 8-9.

C. Source of Data and Analytical Unit

The source of data this research consist of two sources, it was the source of primary data and the source of secondary data.

- a. Primary source of data (principal data) is the basic of data. Primary sources of data, that is the grade X students at SMA Negeri 3 Padangsidempuan, they are 301 students. They are divided into nine classes. This research done with using purposive sampling. Riduwan said purposive sampling is one of technical that can be used by researcher, if researcher has some of considerations take the certainly sampling to get the aim.⁵ Actually, researcher took one class to do the research. Researcher took the certainly class because it could be representative to take the result of research. So, there was 31 students who answer the test.
- b. Secondary sources of data (supplementary data), that is an information from the headmaster and the English teacher of SMA Negeri 3 Padangsidempuan.

D. Technique Data Collections

Jhon W. Creswell said that there were steps in collecting data of qualitative research include: setting the boundaries of study, collecting information trough unstructured (or semi structured), observations and interview, document and visual materials.⁶

To get an accurate data, researcher collected data by doing those activities:

- a. Observations

⁵Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 63.

⁶Jhon W. Creswell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Saga Publications, Inc, 2002), p. 185.

Observation is a technique of collecting data which is done through an observation and take a note a condition or object behavior.⁷ So this observation used to know the situation in SMA Negeri 3 Padangsidimpun include location, facilities and subject of research as supporting to increasing students' ability in mastering reported speech.

b. Interview

Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.⁸ In this research, the writer used structural interview. In structural interview the writer prepared the question an alternative of the answer that was given to the interviewer.⁹ So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting.

Interview was given for grade X students in SMA Negeri 3 Padangsidimpun, the questions were appropriated with the list of interview. It was also done to the headmaster and the English teacher of SMA Negeri 3 Padangsidimpun. Interview was done for getting data about the difficulties that usually faced by the grade X SMA Negeri 3 Padangsidimpun students in mastering reported speech and the efforts done by English teacher to increase the students' ability in mastering reported speech at the grade X SMA Negeri 3 Padangsidimpun. Interview also has done to get information from the headmaster and the English teacher about situation in SMA Negeri 3 Padangsidimpun to complete the researcher information about the school.

c. Test

⁷Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2006), p. 104.

⁸Gay and Peter Airasion, *Education Research Competencis For Analysis and Aplication* (USA: Prentice Hall, 2000), p. 219.

⁹Amirul Hadi and Haryono, *Metodologi Penelitian* (Bandung: Pustaka Setia, 1998), p. 136.

Reported speech test was giving to grade X students of SMA Negeri 3 Padangsidimpuan as informant of this research. The test was consisting of 25 questions. The test was given to grade X students of SMA Negeri 3 Padangsidimpuan in multiple choice forms. Every item that had correct answer was given 4 values, while the incorrect answers were not given a value. So, if all questions could be answered correctly then the value was 100.

As said by Slameto that the determination of weights for each type/ evaluation techniques that are based on levels of objectives to be measured, meaning/relevance of the material being measured and the level of difficulty of evaluation tools. On the basis of these considerations then required for each type / technique in the form of presentation that if you add up all there are 100, it is necessary to facilitate scoring (grading it) later.

So based on the above statement, the author gives weight to such assessments which have been described above based on the difficulty level of questions.

E. The Technique of the Data Trustworthiness

There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
3. Triangulasi is the technique of cheking data trustworthiness that using something beside the data to verification or as a comparison of the data.

4. Checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.
5. Analyze the negative case is the research collects the example and inappropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics are collected.
7. Checking the member is the most important in checking the credibility.
8. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.
9. Auditing used to check the truth and certainty of data, this point that done well to the process or result and extent.¹⁰

From the all of techniques to determine the data trustworthiness above, the researcher used the third number is triangulation. It was a technique that used to check the data trustworthiness data by compare the result of observation, interview and test.

F. Technique Analysis Data

After collecting the data, the researcher analyzed the data, the technique of data analysis will be presented in descriptive form.

The data will be analyzed by the following procedures:

1. Classification of data, it was done to classify of primary and secondary data. In this step the researcher calculate the test result by using Mean score, the formula is:

¹⁰ Lexy J. Moleong, *Op. Cit.*, p. 175.

$$M = \frac{(\Sigma x)}{N}$$

Note: M = Mean score (Average)
 N = Sum of the respondents
 (Σx) = Total of the result

2. Description of data, it was done to describe or interpretation of data that have been collected systematically. The data was interpreted by using Riduwan's score interpretation, that is:

Table 3
Criteria score interpretation

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61%- 80%	Good
81% - 100%	Very Good ¹¹

3. Take a conclusions, it was done to conclude the disscussion solidly and briefly.

¹¹Riduwan, *Op. Cit.*, p.89.

CHAPTER IV

RESULT OF RESEARCH

A. General Findings

This research was conducted in SMA Negeri 3 Padangsidimpuan which located at Jln. Perintis Kemerdekaan No. 56 Padangsidimpuan. SMA Negeri 3 Padangsidimpuan is one of the senior high school in Padangsidimpuan. This school was built in 1977. Initially, this school would build in north Tapanuli, but North Tapanuli did not have area as large as 2 Ha. Therefore, this school built in South Tapanuli and located in Jl. Perintis Kemerdekaan. For the first step, the government built 15 classrooms, 1 teachers' room and 1 principle's room. Before the building was finished, the activities of teaching and learning was done in SMP Negeri 1 Padangsidimpuan for 6 months and then moved to SMP Negeri 2 Padangsidimpuan for 6 months too.¹

This school has location borders as below:

1. North side is abutted with Perintis Kemerdekaan Street or SMP Negeri 5 Padangsidimpuan.
2. East side is abutted with Sekolah Pertanian Menengah Atas (SPMA) Padangsidimpuan.
3. South side is abutted with SPMA's football field.
4. West side is abutted with department of agriculture office.

The location was not too far from main street and easy to be reached. The wide of area is about 2 Ha. It is wide enough to create the effective learning environment. SMA

¹Hasbullah Sani Nasution, Headmaster of SMA Negeri 3 Padangsidimpuan, *Private interview*, 6 March 2012.

Negeri 3 Padangsidimpuan was also had good infrastructures; those were the infrastructures that we could find in SMA 3 Padangsidimpuan:

TABEL 4
Infrastructures of SMA Negeri 3 Padangsidimpuan

No	Kinds of infrastructure	Total/Wide
1	Landmass	20.000 m
2	Buildings	2.236 m
3	Sport area	10.000 m
4	Classes	27 Classes
5	Teacher's Room	1 Room
6	Headmaster' Room	1 Room
7	Assistent Headmaster's Room	1 Room
8	Administration Room	1 Room
9	Library	1 Room
10	Computer Room	1 Room
11	Physics Laboratory	1 Room
12	Chemistry Laboratory	1 Room
13	Mushalla	1 Room
14	Bath room	4 Room
15	UKS room	1 Room
16	Student's consult (BP/BK)	1 Room ²

From those infrastructures above, physically, SMA Negeri 3 Padangsidimpuan had a sufficient building, where all buildings even classes or offices had built permanently. To complete the process of teaching and learning, SMA Negeri 3 Padangsidimpuan has 67 teachers and official to teach all students with their own teaching capability. Teacher is one of the factor who establish students success in learning process. The data of teachers and officials SMA Negeri 3 Padangsidimpuan as follows:

² The data was taken From the Administration Data of SMA Negeri 3 Padangsidimpuan. 6 March 2012.

Table 5**Situation Teachers and Official³**

No	Name	Subject	Group
1.	Drs. Hasbullah Sani Nst	Bahasa Indonesia	IV/a
2.	M. Suad Siregar	Bahasa Inggris	IV/a
3.	Odor Elisabet	Kimia	IV/a
4.	Drs. Khairunnas	Pendidikan Jasmani	IV/a
5.	Asten Berutu	Bahasa Indonesia	IV/a
6.	Siti Asmarni, B.A	Biologi	IV/a
7.	Drs. Musohur	Matematika	IV/a
8.	Pastiana, B.A	Biologi	IV/a
9.	Masriana Siregar	Bahasa Inggris	IV/a
10.	Drs. Roy Rogers Rajagukguk	PPKN	IV/a
11.	Kasmine Tanjung, S.Pd	Bahasa Inggris	IV/a
12.	Ahdaniah Hasibuan, S.Pd	Bahasa Indonesia	IV/a
13.	Elisa Darmi	Sejarah	IV/a
14.	Dra. Hj. Jenni Maria Nst	Geografi	IV/a
15.	Dra. Marlianita	Geografi	IV/a
16.	Syaiful Anwar Koto	Matematika	IV/a
17.	Dra. Rosnida Nasution	Ekonomi	IV/a
18.	Hasan Basyri Siregar, S.Pd	BP	IV/a
19.	Erni Pohan, S.Pd	BK	IV/a

³*Ibid.*

20.	Erisda	Sejarah	IV/a
21.	Hesman Saleh	Sejarah	IV/a
22.	Dra. Nurbaisan	Bahasa Indonesia	IV/a
23.	Drs. Kardan	Pendidikan Jasmani	IV/a
24.	M. Solih Harahap, S.Pd	TU	IV/a
25.	Mangsur Nasution, S.Pd	Fisika	IV/a
26.	Khairani	PPKN	IV/a
27.	Solo Sirait	Geografi	IV/a
28.	Hj. Murni Ritonga	PPKN	IV/a
29.	Ida Samania	Ekonomi	IV/a
30.	Drs. Mukhron Hasibuan	Fisika	IV/a
31.	Drs. Efendy Marpaung	Matematika	IV/a
32.	Herlinda Lubis, S.Pd	Bahasa Inggris	IV/a
33.	Syaripuddin Siregar, S.Pd	Bahasa Inggris	IV/a
34.	Fajar, S.Pd	BP	IV/a
35.	Teten Rulia, S.Pd	Bahasa Prancis	IV/a
36.	Nurleliani, S.Pd	Bahasa Indonesia	IV/a
37.	Juliana Hasibuan, S.Pd	Matematika	IV/a
38.	Meilinda Situmorang, S.Pd	Akutansi	IV/a
39.	Jamilah Tanjung, S.Pd	Akutansi	IV/a
40.	Sri Agustini	Fisika	IV/a

41.	Masrawati Harahap, S.Ag	Agama Islam	IV/a
42.	Manaor Baharuddin, Spd	Fisika	III/d
43.	Drs. Syahminan Nasution	Agama Islam	III/d
44.	Dermasal	Kesenian	III/d
45.	Zulsahlan, S.Pd	Biologi	III/c
46.	Sabrina Pasaribu, S.Pd	Kimia	III/c
47.	Yusnah Hasibuan, S.Pd	Biologi	III/b
48.	Efrida Rambe, S.Pd	Bahasa Inggris	III/b
49.	Sori Tua, S.Pd	Bahasa Inggris	III/b
50.	Khusnil Khotimah Srg, S.Pd	Matematika	III/b
51.	Sri Handayani Siregar, S.Pd	Kimia	III/b
52.	Fitri Anisyah Piliang, S.Pd	Geografi	III/b
53.	Tiaminah Hanum, S.Pd	Biologi	III/b
54.	Susit Rukhyati, S.Pd	Biologi	III/b
55.	Nur Aisyah Harahap, S.Pd	Kimia	III/b
56.	Maharani Harja, S.Pd	Matematika	III/a
57.	Siti Zubaidah Pemilu, S.Pd	Bahasa Inggris	III/a
58.	Dewi Chairanti, S.Pd	Biologi	III/a
59.	Susi Damayanti, S.Pd	Fisika	III/a
60.	Riana Riris, S.Pd	Geografi	III/a
61.	Robert Simbolon, S.Th	Agama Kristen	III/a

62.	Arida Julianti Nasution, S.Pd	Fisika	III/a
63.	Zulkarnain	Administration	III/b
64.	Nurtisah	Administration	III/b
65.	Saminam	Administration	III/b
66.	Untung	Administration	II/a
67.	Tugino	Security	-

Table above is description of teachers data SMA Negeri 3 Padangsidempuan at 2011/2012. So all teacher and official in this year are 66 persons.

Especially for English lesson, SMA Negeri 3 Padangsidempuan had 8 teachers, they were:

1. M. Suad Siregar
2. Masriana Siregar
3. Kasmine Tanjung, S.Pd
4. Herlinda Lubis, S.Pd
5. Syaripuddin Siregar, S.Pd
6. Sori Tua, S.Pd
7. Siti Zubaidah Pemilu, S.Pd
8. Efrida Rambe, S.Pd

SMA Negeri 3 Padangsidempuan has 301 students of grade X. They are divided into nine classes. They are:

Tabel 6

The Grade X students in SMA Negeri 3 Padangsidempuan

Class	Total
X ₋₁	31 students
X ₋₂	37 students
X ₋₃	32 students
X ₋₄	33 students
X ₋₅	33 students
X ₋₆	35 students
X ₋₇	32 students
X ₋₈	35 students
X ₋₉	33 students
Total	301 students

B. Spesific Findings

1. The Description of Students' Ability in Mastering Reported Speech at Grade X in SMA Negeri 3 Padangsidempuan

Based on the result of the test which was given to respondents, it could be seen that the score of respondents between 24 up to 84. It means that the highest score is gotten by respondent 84 and the lowest score is 24. The description scores of grade X students of SMA Negeri 3 Padangsidempuan in mastering reported speech can be seen in these following explanations.

For question number 1 until number 8, the test is about the using of reported speech in statement sentence. The following table is the result of test about the using of reported speech in statement sentence:

Tabel 7
Reported speech in Statement sentence

Number of Test	Students (Correct)	Students (Fault)	Total
1	19	12	31
2	20	11	31
3	6	25	31
4	22	9	31
5	20	11	31
6	7	24	31
7	20	11	31
8	19	12	31

The first question, 19 students are correct (61%). The second question, 20 students are correct (64%). The third question 6 (six) students are correct (19%). The fourth question, 22 students are correct (71%). The fifth question, 20 students are correct (64%). The sixth question, 7 students are correct (23%). The seventh question, 20 students are correct (64%). The last, 19 students are correct (61%). From the data researcher found that students' ability in mastering reported speech in statement sentences is enough (53% students correct).

And then, for question number 9 until question number 17, the test is the using reported speech in interrogative sentences. The following table is the result of test about the using of reported speech in interrogative sentence:

Tabel 8
Reported speech in Interrogative sentence

Number of Test	Students (Correct)	Students (Fault)	Total
9	18	13	31
10	18	13	31
11	24	7	31
12	17	14	31
13	14	17	31
14	22	9	31
15	8	23	31
16	11	20	31
17	23	8	31

The first question, 18 students are correct (58%). The second question, 18 students are correct (58%). The third question, 24 students are correct (77%). The fourth question, 17 students are correct (54%). The fifth question, 14 students are correct (45%). The sixth question, 22 students are correct (71%). The seventh question, 8 students are correct (26%). The eighth question, 11 students are correct (35%). The last question, 23 students are correct (74%). From the data researcher found that students' ability in mastering reported speech in interrogative sentences is enough (55% students correct).

Next for question number 18 until number 25, the test is the using reported speech in imperative sentences.

Tabel 9
Reported speech in Imperative sentence

Number of Test	Students (Correct)	Students (Fault)	Amount
18	17	14	31
19	15	16	31
20	20	11	31
21	18	13	31
22	19	12	31
23	27	5	31
24	17	14	31
25	24	7	31

The first question, 17 students are correct (54%). The second question, 15 students are correct (48%). The third question, 20 students are correct (64%). The fourth question, 18 students are correct (58%). The fifth question, 19 students are correct (61%). The sixth question, 27 students are correct (87%). The seventh question, 17 students are correct (54%). The last, 24 students are correct (77%). From the data researcher found that students' ability in mastering reported speech in interrogative sentences is good (63% students correct).

Based on the score calculation, the students' ability in mastering reported speech at grade X in SMA Negeri 3 Padangsidimpuan was 57.41% (see appendix IV). Based on the criteria above, it can be categorized that the students' ability in mastering reported speech is enough.

2. The Difficulties that Faced by the Grade X SMA Negeri 3 Padangsidimpuan in Mastering Reported Speech

Based on the result interview with grade X students at SMA Negeri 3 Padangsidimpuan, the difficulties that usually faced by the grade X students are the

changing of the tenses, pronoun and adverb that happened in reported speech. As said by Devi Faturrahmah,⁴ she said that she usually feel confused to decide what tenses that she must use when converting direct speech into indirect speech. The same problem was felt by Natalya Yulita, she also feel difficult in converting direct into indirect speech because of the changing of tenses that happen in reported speech.⁵ The other students said that he feel difficult when the changing pronoun happened when he converting direct speech in to indirect speech.⁶

Then, Jekson Parulian said that he always found the difficulties when the adverbs must be change when converting direct speech into indirect speech.⁷ The other problem faced by Yeni Afrilia, she said that se feel difficult in learning reported speech because she have not mastered about the using of tenses.⁸

Based on the result of the test, the researcher concluded that there were some difficulties that usually faced by students in learning reported speech, they were: *the first*, the students are still lack of ability to determine the changing of tenses that happened in reported speech. Some of students have mastered in using tenses but they feel confuse in the changing tenses that happened in reported speech. The others students have not mastered in using tenses. So, they feel difficult in learning reported speech because one of the important things in learning reported speech is mastering tenses. For example, in question number 6, the tense of direct speech is in the future tense. In indirect speech, the tense must be changed in to past future. But many of students could

⁴ Devi Faturrahmah, The X student in SMA Negeri 3 Padangsidempuan, *private interview*, 5 March 2012.

⁵ Natalya Yulita, The X student in SMA Negeri 3 Padangsidempuan, *private interview*, 5 March 2012.

⁶ Syahnun Ali Lubbis, The X student in SMA Negeri 3 Padangsidempuan, *private interview*, 5 March 2012.

⁷ Jekson Parulian, The X student in SMA Negeri 3 Padangsidempuan, *private interview*, 5 March 2012.

⁸ Yeni Afrilia, The X student in SMA Negeri 3 Padangsidempuan, *private interview*, 5 March 2012.

not answer the question well. From 31 students, only 7 students are right and 24 students are wrong.

The second, the students are still lack of ability to determine the changing of pronoun that happened in reported speech. For example, in question number 12, the question is, *Rudi said to me, "Can I help you find your wallet?"*, many of the students answer the item "a", that is, Rudy asked to me if I could help her find my wallet. In indirect speech *I* should be changed becomes *he*, *you* should be changed becomes *me* and *your* should be changed become *my*. So, the correct answer is "Rudy asked me whether he could help me find my wallet". From 31 students, 17 students are right and 14 students are wrong.

The third, the students are still lack of ability to determine the changing of adverb of time and place that happened in reported speech. For example in question number 3, many students could not answer the question well. From 31 students only 6 students are right and 25 students are wrong.

The fourth, in reported speech in question form or interrogative reported speech students are still lack of in mastering if/whether in yes/no question. For example, in question number 13, many of students choose item using conjunction "that" whereas in interrogative reported speech in yes/no question must be use if/whether. From 31 students, only 14 students are right and 17 are wrong. And then in number 15, the students still weak in mastering interrogative reported speech that using wh-question. From 31 students only 8 students are right and 23 students are wrong.

The last, in imperative form, students still weak in using *to* and *not to*. For example, in question number 19, the question is about the using *to*. From 31 students,

only 15 students are right and 16 students are wrong. And then, in question number 24, the question about the using *not to*. From 31 students, 17 students are right and 14 students are wrong.

From the explanations above, it can be concluded that the grammatical changes that occur in converting direct into indirect question becomes difficulties for grade X students of SMA Negeri 3 Padangsidempuan. The grammatical changes are tenses, pronoun, adverb, using *if/whether* and the using *to* and *not to*.

The difficulties were happened because there were many students who have not mastered yet the rule for sequence of tenses, the change of pronouns and the change of adverb, and then they get confused in using “*if/whether*” and using “*to*” and “*not to*”, so that the students felt hard to apply the right tenses and pronoun in transforming direct speech into indirect or reported speech.

3. The Efforts of English Teacher to Increase the Students' Ability in Mastering Reported Speech at Grade X in SMA Negeri 3 Padangsidempuan

To anticipate the difficulties of the students in learning reported speech the English teacher uses next efforts. Based on the result of interview with English teacher, to overcome the difficulties in mastering reported speech, the teacher always make drill and practice more and more. Then the teacher always repeats the lesson and gave more examples about the change of reported speech. The teacher hope that efforts can overcome students' difficulties in learning reported speech.

Then, the teacher asked the students to memorize the change of the tenses and before the teacher gave the lesson the teacher always asked some students about the

changing that happened in reported speech and asked them to make some example about it.⁹

C. Discussion

After analyzing the data, it was gotten that the students' ability in mastering reported speech can be categorized enough. It can be known from the score calculation (see appendix IV) that the students' ability in mastering reported speech at grade X in SMA Negeri 3 Padangsidempuan is 57.41%.

In learning reported speech, there were some difficulties that faced by students, the students lack of ability to determine the changing of tenses that happen in converting direct into indirect speech, the students were lack of ability in the changing of pronoun and adverb and the students still have not mastered about the using if/whether in interrogative sentence and to and not to in imperative sentence. It is supported by Muhibbin Syah that the learning difficulties can be caused by 2 (two) factors, they were: *the first*, internal factor (factors from the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Inteligence Question). *The second*, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.

However, the internal and external factor influenced the students' difficulties in their learning. First, they faced the difficulties because of their worse mind set or opinion. They believe that grammar is difficult subject. Then, they have low enthusiasm

⁹ Syarifuddin Siregar, English Teacher in SMA Negeri 3Padangsidempuan, *Private Interview*. 5 Maret 2012.

and motivation in learning reported speech. Lastly, they have not understood yet the explanation given by the teacher.

To anticipate the learning difficulties, the English teacher efforts are the English teacher often repeated the lesson especially in determining the changing of tenses, pronoun and adverb. While to overcome the students difficulties in using “if/whether” and to and not to, the teacher gave the explanation many time and make exercises more about it so the students understood truly. Then, the English teacher motivated the students to improve students’ interested in learning grammar especially in learning reported speech. The others, the English teacher always motivated the students in learning process. It is supported by Mulyasa that the learning difficulties can be anticipated through tutoring. It is done by teacher to guide the slow learner.¹⁰ In addition, according to Yatim Riyanto that to overcome learning difficulties can be done through remedial.

Thus, according to researcher, methods used in teaching reported speech is a demonstration method. As proposed by Wina Sanjaya that demonstration method is a method of presenting and demonstrating the lesson by demonstrating to the students about a process, situation or thing, whether real or just a copy. However, the demonstration cannot be separated from the verbal explanation by the teacher. Although the role of students demonstrations in the process of simply paying attention, but the demonstration will be able to present more concrete learning materials, making students more easily understand and remember.

In addition to learning methods, media is also one thing that the success in the learning process. From observations and interviews conducted by the researchers, in

¹⁰Mulyasa, *Menjadi Guru Profesional* (Bandung:Remaja Rosda Karya,2008), p. 121.

teaching reported speech the teacher used makeshift media receipts are available in the classroom, such as books, blackboard, and other learning tools in the classroom.

D. The Threats of the Research

In this research, the writer believed that there were many threats of the writer. It started from the titled until the techniques of analyzing data, so the writer knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students did not do the test seriously. So, the writer took the seats answers directly without care about it.

The writer was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the writer. The writer has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English teacher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions.

Based on the result of the test done by students, observation and interview done by the researcher about the students' ability in mastering reported speech at grade X in SMA Negeri 3 Padangsidempuan, the writer conclude as follow:

1. The students' ability in mastering reported speech at grade X in SMA Negeri 3 Padangsidempuan can be categorized enough (57.41 %).
2. The difficulties that faced by students in learning reported speech generally: The students are still lack of ability in changing tenses, pronoun and adverb that happened in reported speech and the students have not mastered in using if/whether in interrogative sentences and using to and not to in imperative sentences.
3. The efforts done by the English teacher to overcome the students difficulties in learning reported speech were: The English teacher gives the students drill and practice more and more about the changing tenses, pronoun and adverb that always happened in the reported speech. The teacher always repeats the lesson, gives more explanation and gives more examples about the changing in reported speech. The English teacher asks the students to memorize the rule of the changing in the reported speech. Then, the English teacher motivates the student to improve students' interested in learning grammar especially in reported speech.

B. The Suggestions

Based on the conclusions above, the writer gives some suggestions to:

1. The headmaster of SMA Negeri 3 Padangsidempuan always to motivate the English teacher to increase his ability in teaching English.
2. The English teacher to motivate the students to improve their abilities especially in reported speech and in teaching must be done by inner feeling, so that the teacher always effort and the students can understand what do we say. And then the teacher should create the class comfortable for studying and do an improvisation to attract students' enthusiasm and motivation in teaching-learning process. Finally, the teacher should give more exercise and explanation about reported speech to the students especially who got bad scores.
3. The students; they have to understand well how to use reported speech in statement, interrogative and imperative sentences. Then, they have to memorize the rule for the sequence of tense, pronoun and adverbs in its transformation.
4. The readers especially English learners more improve their knowledge in learning reported speech.

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CURRICULUM VITAE

A. Identity

Name : Sri Rahayu
NIM : 07 340 0030
Place and Birthday : Padangsidempuan, 03rd August 1988
Sex : female
Religion : Islam
Address : Asrama Kodim Sihitang No.19
Padangsidempuan Tenggara

B. Parents

1. Father's name : Sugeng
2. Mother's name : Aswiyanti Rangkuti

C. Educational Background

1. Graduated from elementary school in SD Negeri Sihitang Padangsidempuan from 1994-2000.
2. Graduated from junior high school in SMP Negeri 5 Padangsidempuan from 2000-2004.
3. Graduated from senior high school in SMA Negeri 3 Padangsidempuan from 2004-2007.
4. Be university student in State Collage for Islamic Studies (STAIN) Padangsidempuan.

APPENDIC I

PEDOMAN OBSERVASI

1. Lokasi SMA Negeri 3 Padangsidempuan.
2. Proses pembelajaran Bahasa Inggris di SMA Negeri 3 Padangsidempuan.
3. Keadaan sarana dan prasarana sebagai penunjang proses pembelajaran.
4. Kemampuan siswa pada saat proses pembelajaran reported speech.

APPENDIC II

PEDOMAN WAWANCARA

A. Wawancara dengan guru bahasa inggris

1. Metode apa saja yang digunakan Bapak/Ibu dalam mengajarkan reported speech di SMA Negeri 3 Padangsidempuan?
2. Apa buku pokok yang digunakan Bapak/Ibu dalam mengajarkan reported speech?
3. Apa media yang digunakan Bapak/Ibu dalam mengajarkan reported speech?
4. Bagaimana hasil belajar siswa dalam pembelajaran reported speech?
5. Apa kesulitan-kesulitan yang dihadapi siswa dalam belajar reported speech?
6. Bagaimana cara bapak/ibu memecahkan masalah itu?
7. Apa usaha Bapak/Ibu untuk membuat proses pembelajaran yang aktif?
8. Bagaimana cara Bapak/Ibu untuk memotivasi siswa agar sukses dalam menguasai reported speech?
9. Apa indicator yang digunakan Bapak/Ibu guru untuk menentukan kemampuan siswa dalam menguasai reported speech?

B. Wawancara dengan Kepala Sekolah

1. Apa yang melatarbelakangi berdirinya SMA Negeri 3 Padangsidempuan?
2. Bagaimana letak geografis SMA Negeri 3 Padangsidempuan?
3. Berapa jumlah guru bahasa inggris SMA Negeri 3 Padangsidempuan?
4. Berapa jumlah siswa di SMA Negeri 3 Padangsidempuan?
5. Bagaimana perkembangan SMA Negeri 3 Padangsidempuan?

C. Wawancara dengan Siswa Kelas X SMA Negeri 3 Padangsidempuan

1. Apakah adik menyenangi bahasa inggris?
2. Apakah sebelumnya adik pernah kursus bahasa inggris?
3. Apakah adik suka menonton film berbahasa inggris?
4. Apakah adik menyukai pelajaran bahasa inggris, khususnya reported speech?
5. Bagaimana cara mengajarkan reported speech di sekolah adik, dan apakah menurut adik cara itu cukup bagus?

6. Apakah cara mengajarkan reported speech di sekolah ini sudah sesuai dengan keinginan adik?
7. Strategi apa yang adik gunakan dalam mempelajari reported speech?
8. Media apa yang digunakan guru adik ketika mengajarkan reported speech?
9. Apakah menurut adik penggunaan media itu berhasil?
10. Apakah adik mengalami kesulitan dalam belajar reported speech?
11. Kesulitan apa saja biasanya yang adik hadapi dalam mempelajari reported speech?
12. Apa solusi yang diberikan guru kepada adik jika menemui kesulitan dalam mempelajari reported speech?

APPENDIC III

Test

The question list to know the students' ability in mastering reported speech

Please choose correct answer (a, b, c or d)!

1. The woman says to him: "you play the piano well."

The girl says to him that

a. you play the piano well.

b. he play the piano well

c. he plays the piano well

d. he played the piano well

2. Dani said, "I am studying English now."

Dani said that.....

a. He was studying English then.

b. He is studying English now.

c. He was studying English now.

d. He was study English then.

3. Tom said, "I want to visit my friends tomorrow."

Tom said that.....

a. He wants to visit his friends tomorrow.

b. He wanted to visit his friends the following day.

c. He wanted to visit his friends tomorrow.

d. He wants to visit his friends the following day.

4. My friend said, "I have finished my homework."

My friend told me.....

a. He had finished his homework.

b. He have finished his homework.

c. He has finished his homework.

d. He had finishes his homework.

5. Anto : I am sorry Lina. I forgot to bring your book.
 Ari : What did Anto say, Lina?
 Lina : Anto said to me that he ___ to bring my book.
- a. has forgotten c. forgets
 b. had forgotten d. forgot
6. Budi said, "I will bring someone with me to the party."
 a. Budi said that he would bring someone with him to the party.
 b. Budi said that he would brought someone with him to the party.
 c. Budi said that he will bring someone with her to the party.
 d. Budi said that he will brought someone with him to the party.
7. Dian said, "I'll bring a new book for the English lesson."
 Simon said that he _____ a new book for the English lesson.
- a. Would bring c. will bring
 b. Would brought d. will brought
8. The teacher informed us, "The test is very easy."
 The teacher informed us that the test ___ very easy.
- a. Were c. are
 b. Is d. was
9. "Are you waiting for me?" he said to me.
 He asked me.....
- a. he asked me whether I was waiting for him.
 b. he asks me weather he was waiting for you.
 c. he asked me whether I waited for him.
d. he asks me whether I was waiting for him.
10. Tony said to me: "Why does she sing so loudly?"
 a. Tony said to me why does she sing so loudly
 b. Tony asked me why did she sing so loudly.
 c. Tony asked why does she sing so loudly.
d. Tony asked me why she sang so loudly.
11. "How many pieces of bread can you eat?" She said
 a. She said how many pieces of bread I can eat

- b. She wanted to know how many pieces of bread you could eat
- c. She asked how could I eat a lot of bread

d. She asked how many pieces of bread I could eat

12. Rudy said to me, "Can I help you find your wallet?"

a. Rudy asked me if I could help her find your wallet

- b. Rudy said that I could help me find my wallet
- c. Rudy asked me to find my wallet.
- d. Rudy asked me whether he could help me find my wallet.

13. Mother : Do you want meatballs or fried chicken?

Mother asked me _____

- a. whether I wanted meatball or fried shicken
- b. whether I want meatball or fried chicken
- c. that I wanted meatball or fried chicken
- d. that I want meatball or fried chicken

14. He asked me, "Have you finished reading the newspaper?"

- a. He asked me if had I finished reading the newspaper.
- b. He asked me if I had finished reading the newspaper.
- c. He asked me if I finished reading the newspaper.
- d. He asked me if I had finishes reading the newspaper.

15. Teacher : Why was Mary absent yesterday?

Jenifer : What did the teacher want to know, Ferdy?

Ferdy : he wanted to know _____

- a. if Mary was absent
- b. why Mary was absent
- c. that Mary had been absent
- d. why Mary had been absent

16. Headmaster : Why didn't you clean this room this morning?

Jani : I am sorry. I got a headache.

The headmaster asked her why _____ the room this morning.

- a. I hadn't cleaned
- b. She does not clean
- c. She had not cleaned
- d. She would not clean

17. "What are you doing now?" he asked.

He asked me _____

- a. what were you doing now c. what I am doing then.
b. what I was doing then. d. what I am doing now.
18. Mother : Don't be so noisy, Herman. The baby is sleeping.
Herman : Okay, mom.
Rudy : What did your mother just told you?
Herman : She told me ___ because the baby was sleeping.
a. I wasn't so noisy c. I am very noisy
b. not to be so noisy d. to be not so noisy
19. Doctor : Open your mouth!
Mother : What did the doctor tell you?
Son : The doctor told me ___
a. that I open his mouth c. to open my mouth
b. if I opened my mouth d. opened my mouth
20. Mother asked Mira to close the windows because it was windy outside.
Mother said, " _____ "
a. Mira closed the window. It is windy outside.
b. Closed the window, Mira. It is windy outside.
c. Mira closed the window. It was windy outside.
d. To close the window Mira! It is windy outside
21. My parents advised my sister ___ too much money on clothes.
a. do not spend c. not spending
b. not to spend d. not spend
22. "Don't make noise, children", she said.
a. She told the children don't make noise
b. She told the children not to make noise.
c. She said the children didn't make noise
d. She didn't say the children should noise
23. Father said, "Finish your work!"
Father told me ___
a. finish your work c. to finish your work
b. finished your work d. to finish my work

24. "Don't touch it," she said to him.

She told him

- a. Not to touch it.
- b. Didn't touch it.
- c. Wasn't touch it
- d. To not touch it.

25. "Stop talking, Joe!" the teacher said.

The teacher told Joe

- a. to stop talking
- b. not to stop talking
- c. stop talking
- d. stopped talking

GOOD LUCK!!!

APPENDIC IV

No.	Name Code	Respondents' answer of each item number																									SUM
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	Rin	0	4	4	0	0	0	4	0	0	4	0	0	4	0	0	4	0	0	0	4	0	0	4	0	0	28
2	Yon	0	4	4	0	0	0	0	0	0	4	0	0	4	0	0	4	0	0	0	4	0	0	4	0	0	28
3	Ron	0	4	0	0	0	0	0	0	4	0	0	0	0	0	4	4	4	0	0	0	0	4	0	4	4	28
4	Rah	0	4	0	0	0	0	0	0	4	0	0	0	0	0	4	4	4	0	0	0	0	4	0	4	4	28
5	Jek	4	4	0	4	0	4	4	4	4	4	4	4	0	4	4	4	0	4	4	0	4	4	0	4	4	80
6	Ade	4	0	0	4	4	0	4	4	0	0	4	4	4	4	0	4	4	4	4	0	4	4	4	4	4	68
7	Sit	0	0	4	4	0	4	4	4	0	0	4	4	4	0	4	4	0	0	4	4	0	4	0	4	0	40
8	Riz	4	0	0	4	4	0	4	4	0	4	4	4	0	4	4	4	0	4	4	0	4	4	4	0	4	68
9	Muh	0	0	0	4	4	0	4	4	4	4	4	0	4	0	4	4	4	0	4	4	4	4	4	4	4	68
10	Yen	0	0	0	4	4	0	4	4	4	4	4	0	4	0	4	4	4	0	4	4	4	4	4	4	4	64
11	Dic	4	0	0	0	4	0	0	0	4	4	0	4	0	0	4	4	0	0	4	4	0	4	4	0	0	24
12	Nur	0	4	0	4	4	0	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	4	4	4	4	68
13	Dev	0	4	0	4	4	0	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	4	4	4	4	72
14	Naz	0	4	0	4	4	0	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	4	4	4	4	64
15	Tri	4	0	4	4	0	4	4	0	4	4	4	0	4	4	0	4	4	0	4	4	4	4	4	4	0	40
16	Dew	4	4	0	0	0	4	0	0	0	4	4	0	4	0	0	4	4	0	0	4	4	4	4	4	4	24
17	Riz	4	4	0	4	4	0	4	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	4	4	4	76
18	Suh	4	4	0	4	4	0	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	76
19	Afr	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	76
20	Ind	4	4	0	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	84
21	Har	0	4	0	4	0	4	4	0	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	84
22	Nat	4	4	0	0	4	0	0	0	4	4	4	0	4	4	0	4	4	0	4	4	4	4	4	4	0	60
23	Ind	4	0	0	0	4	0	4	4	0	4	4	0	4	4	0	4	4	0	0	4	4	4	4	4	0	36
24	Wah	4	0	0	0	4	0	4	4	0	4	4	0	4	4	0	4	4	0	0	4	4	4	4	4	0	36
25	Joh	4	4	0	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	0	4	4	4	4	4	0	28
26	Fri	0	4	0	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	0	4	4	4	4	4	0	76
27	Riz	4	4	0	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	72
28	Sya	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	80
29	Ris	4	4	0	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	76
30	Mel	4	0	0	4	4	0	4	4	0	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	68
31	Fif	4	0	0	4	4	0	4	4	0	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	64
		The sum result score of collecting data																									1780

Key Answers

- | | |
|-------|-------|
| 1. C | 16. C |
| 2. A | 17. B |
| 3. B | 18. B |
| 4. A | 19. C |
| 5. B | 20. B |
| 6. A | 21. B |
| 7. A | 22. B |
| 8. D | 23. D |
| 9. A | 24. A |
| 10. D | 25. A |
| 11. D | |
| 12. D | |
| 13. A | |
| 14. A | |
| 15. D | |

The researcher calculated the score by using the formula:

$$\frac{\sum \text{score}}{\sum \text{responden} \times \sum \text{item} \times \text{nilai item tertinggi}} \times 100 \%$$
$$= \frac{1.780}{31 \times 25 \times 4} \times 100 \%$$
$$= \frac{1780}{3100} \times 100 \%$$
$$= 57.41 \%$$



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

Sekretariat : Jl. Imam Bonjol Km. 4,5 Sihitang Telp. 0634-22080 Padangsidimpuan 22733

Nomor : Sti. 14/USB/P 22/2010

Padangsidimpuan, 04 Januari 2011

Lamp : -----

Hal : Pembimbing Skripsi

Kepada Yth. :

1. Dr. Mahmuddin Siregar, M.A

2. Yusni Sinaga, S.Pd.M.Hum

Di-

Padangsidimpuan

Assalamu'alaikum Wr. Wb

Dengan hormat

Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi Mahasiswa tersebut di bawah ini sebagai berikut:

Nama/NIM : SRI RAHAYU / 07 340 038

Jurusan/Prog. Studi : Tarbiyah/ Tadris B. Inggris-1

Judul Skripsi : **THE ANALYSIS ON STUDENTS' ABILITY IN
MASTERING REPORTED SPEECH AT GRADE X IN SMA
NEGERI 3 PADANGSIDIMPUAN**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa di maksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapa/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

KETUA PRODI BAHASA INGGRIS

KEPALA UNIT BINA SKRIPSI

Ravendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Drs. Agus Salim Lubis, M.Ag
NIP. 19630821 199303 1 003

An. PEMBANTU KETUA I,
KETUA JURUSAN TARBIYAH

Hj. Zulhimmah, S.Ag, M.Pd
NIP. 19720702 199703 2 003

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING II

Dr. Mahmuddin Siregar, M.A
NIP. 19530104 198203 1 003
Yusni Sinaga, S.Pd., M.Hum
NIP. 19700715 200501 2 010



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

Alamat : Jl.Imam Bonjol Km 4,5 Sihitang Telp (0634) 22080 Padangsidimpuan 22733
website:<http://stainps.ac.id>

Padangsidimpuan, 7 Februari 2012

Nomor :Sti.14/I.B4/PP.00.9/ 190 /2012

Lamp. : -

Hal : **Mohon Bantuan Informasi
Penyelesaian Skripsi.**

Kepada Yth,
Kepala SMA Negeri 3
Padangsidimpuan
di-

Tempat.

Assalamu'alaikum Wr. Wb.

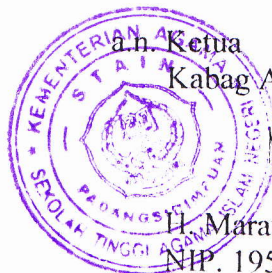
Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)
Padangsidimpuan menerangkan bahwa :

Nama : Sri Rahayu
Nomor induk mahasiswa : 07. 340 0030
Jurusan/prog.Studi : Tarbiyah/TBI
Alamat : Asrama Kodim Sihitang No. 19

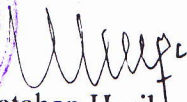
adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi
dengan Judul “ **The Analysis On Students’ Ability In Mastering Reported Speech At
Grade X In SMA Negeri 3 Padangsidimpuan**”.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.



a.n. Ketua
Kabag Administrasi


H. Maratahan Hasibuan, S. Ag
NIP. 19571231 198703 1 009



PEMERINTAH KOTA PADANGSIDIMPUAN
DINAS PENDIDIKAN DAERAH
SMA NEGERI 3 PADANGSIMPUNAN

Jl. Perintis Kemerdekaan 56
Padangsimpulan Selatan

Kode Pos : 22727
Telephone : (0634) 22435

SURAT KETERANGAN

Nomor : 423.1/ 68 /SMA3/2012

Yang bertanda tangan dibawah ini Kepala SMA Negeri 3 Padangsidimpunan, Kota Padangsidimpunan, Propinsi Sumatera Utara dengan ini menerangkan bahwa :

1. Nama : SRI RAHAYU
2. NIM : 07.340.0030
3. Jurusan / Program Studi : Tarbiyah/ TBI
4. Lokasi Penelitian : SMA Negeri 3 Padangsidimpunan

Benar telah melaksanakan Penelitian di SMA Negeri 3 Padangsidimpunan dengan judul :
" **THE ANALYSIS ON STUDENTS' ABILITY IN MASTERING REPORTED SPEECH AT GRADE X IN SMA NEGERI 3 PADANGSIDIMPUAN** ". Sesuai dengan Surat Ketua STAIN Padangsidimpunan Nomor : Sti.14/I.B4/PP.00.9/190/2012 tanggal 01 Pebruari 2012 tentang Pelaksanaan Penelitian.

Demikian Surat Keterangan ini di perbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Padangsimpulan, 03 April 2012



Kepala SMA Negeri 3
Padangsimpulan

[Handwritten Signature]
Drs. HASBULLAH SANI NASUTION
NIP. 19560919 198602 1 002