



**THE STUDENTS' ABILITY IN MASTERING REPORTED SPEECH
AT GRADE VIII SMP N 4 SIPIROK**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Degree of
Education (S.Pd) in English*

WRITTEN BY

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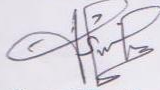
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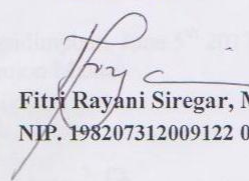
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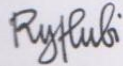


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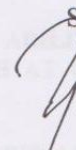
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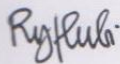
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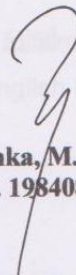


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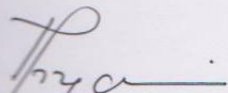
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ABSTRACT

This research discusses about students' ability in mastering reported speech. The students of SMP N 4 Sipirok have specific problems about reported speech they are auxiliary verb, it is difficult to remember and how to use in sentences matter. Then, in the tenses, they get difficult to change between V1 to V2 between V2 to V3 or between other different. For memorizing part, the students are low because reading and writing are different, too. Based on the above explanation, the researcher know that there are many factors related to the students' ability in writing. But, here, the researcher only focuses to find out the ability based on test, not the factor that because the students' problems. So that, the researcher formulates the problem on specific questions as follow: "How is the students' ability in mastering reported speech at grade VIII SMP Negeri 4 Sipirok?".

This research intends to know the description of students' ability in mastering reported speech. The method of the research by using descriptive kuantitatif. The instrument is use the test. The type of test is multiple choice test A, B, C, and D. The students are orders to choose the best answer from the multiple choice. Then, the sample of research is all of the population, they are at grade VIII SMP N 4 Sipirok. The total of samples are 40 students. They are 2 classes, class A and B. The last, to analyze the data, the researcher is mean score to find out the students' ability category and Z formula is for finding the hypothesis testing to know whether the hypothesis is accepted or not.

After calculating the data to show the description of the data is found that the students' ability in mastering reported speech at grade VIII SMP N 4 Sipirok is categorized into very high category. It is 88.5 score. Then, The hypothesis which "The students' ability in mastering reported speech at grade VIII SMP N 4 Sipirok is up to enough score category". From the result of the hypothesis testing, the researcher finds that the hypothesis is unaccepted. It can be proved from $Z_{count} = 5 > Z_{table} = 3.12$ by level of significant 0.05 or 5 %. So, from the result above, the researcher concludes that the hypothesis is unaccepted. Therefore, the students' ability in mastering reported speech at grade VIII SMP N 4 Sipirok are very high category.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Grammar is one of English language components that it must be learnt and understand by students. It is a very basic knowledge and an important tool for students to master English. David Nunan says that grammar is generally thought to be set of rules specifying the correct ordering of words at the sentence level. By learning grammar the students will know about system of language so they will be able to combine and build words into meaningful sentence.¹ There are many grammatical categories that must be learnt by students. For example, part of speech, tenses, gerunds, degree of comparisons, and reported speech.

English is medium language among of nations, so that no wonder if a lot of nations learning English. So English has a strong reason to be used as an international language. Historically the introduction of English as a foreign language learning in Indonesia start in the first year of Junior High School, but now English is to be learned from the third year of Elementry School as a local subject contain. Reality in the field, the reported speech is problems at grade VIII SMP Negeri 4 Sipirok in aspect of ability and students mentals. Reported speech in grammar is also included in English syllabus as a subject matter which is must

¹David Nunan, *Practical English Language Teaching*, (Singapura: Mc. Graw Hill, 2003), p. 154.

be learnt by students at the first semester or after considering to this importances because it is often used by people in writing or communicating in their daily conversation. The fact is revealed in the following illustration. It has found from the English teacher and the Students.

The interview to the English teacher, she says many students in certain school still have difficulties in making or forming sentences, even more in making reported speech.² The proof was from the students' rapport result. They got the result average 50-65 while the KKM SMP N 4 Sipirok is 75 for all English skills.

Based on the researcher's observation in English subject, especially the grammar lesson, the researcher had seen that some students at SMP N 4 Sipirok have good ability but some students also have low ability in grammar especially in reported speech.³ There is a little different process which is happened when the students want to report somebody's word from direct into indirect form in English language, that the students should have made gramatical changes in their effort to reproduce the words.

Besides by learning grammar the students will know about the system of language so they will be able to combine and build words into meaningful sentence. Grammar is English component to support the mastery of those four language skills. The grammar is a description of how the English behaves and so

²Private Interviewing to the English Teacher, at *Kelurahan Baringin SMP N 4 Sipirok* on April 31th, 2016 at 11.00 am.

³Private Interviewing to the English Teacher, *Ibid*.

on Grammar is study or science of rules for combination of words into sentence (syntax) and the form of words (morphology). Knowledge of grammar helps us to understand why some ways of using language are more efficient than other. We all have communicated with a great variety of people and varied circumstances. Knowledge of grammar helps us to choose and use the forms of language best suited to each particular situation.

In English Grammar, Reported Speech is one of many grammatical categories which is important to be learned. It is needed to be learned because it is one of three ways for students to report and share their statement or thoughts to other people by students especially when they communicate between each other. A part of the grammar will be discussed in this research is reported speech (direct and indirect speech) or *kalimat langsung dan kalimat tak langsung* in Indonesian. It is one of important parts that belong to components of English grammar, the students should master it and reported speech is one of important aspects in teaching-learning English.

Based on illustration above. The researcher has some reasons for choose the title of this research, they are: 1. Realizing that grammar is essential aspect in teaching-learning English, which is not learned about how to use good sentence but also how to express idea in a good written form. 2. Reported speech is one of important parts that belong to component of grammar and student should master it. 3. Although reported speech has ever been taught, but not all of students can master it. 4. As far as the researcher knows, the object "the students' ability in

reported speech at grade VIII SMP N 4 Sipirok has never been research before. Based on that fact, the students of SMP N 4 Sipirok has other specific problematic about reported speech example; about auxiliary verb, it is difficult to remember and how use in sentences matter. Then in the tenses, they difficult change between V1 to V2 or between V2 to V3 like that. For memorise is low cause reading and writing is different also. So, enter because of the problems the researcher interested in observing and conducting a research entitle : **“The Students’ Ability In Mastering Reported Speech at Grade VIII SMP N 4 Sipirok”**.

B. Focus of the Problem

There are many difficulties happend in learning grammar & structure, one of them is learning reported speech. The students of SMP N 4 Sipirok has other specific problems about reported speech auxiliary verb, it is difficult to remember and how to use in sentences matter. Then, in the tenses, they get difficult to change between V1 to V2 between V2 to V3 or between other different. For memorizing part, the students are low because reading and writing are different, too Based on the above explanation, the researcher know that there are many factors related to the students ability in writing. So in this research the researcher only focused the problem about the students’ ability in mastering reported speech mastery in there tenses. in statement, question, and imperative form, where the object of this research was the grade VIII students of SMP Negeri 4 Sipirok.

C. Defenition of the Research

This research have some terminologies relative with the ability of the students ability in mastering reported speech. in other word, with the classification of the terminologies can be seen in the following discussion:

1. Student

Student is the organizing of people that grow up. Hornby stated that “The student is a person who is studying at school or college”.⁴ So based on those defenitions above, the writer concluded that the student a person who learn on the grade of junior high school on the formal education institution. And the student in this research is a person who studies at the grade VIII SMP Negeri 4 Sipirok.

2. Ability

Ability is a level of skill or intelligence. It means ability is the potencial, capacity or power (to do something phisical or mental), or potencial of students in mastering five tenses. Hornby stated that “Ability is the mental or physical capacity, power or skill required to do something”. While based on the Webstern New World Collage Dictionary, “ability is the power to do something physical or mental”. From the definitions above, it can be concluded that ability is the power or skill required to do something physical

⁴ A. S. Hornby, *Oxford Advance Learne’s Dictionary of Current English*, (New York: Oxford University Press, 1995), p. 1102.

or mental. The ability in this research means the power of the grade VIII students of SMP Negeri 4 Spirok.

3. Mastery

Mastery means greats or knowledge. Mastery is the all of comprehending of knowledge. According to Hornby stated that “Mastery is complete knowledge or great skill”.⁵ From those definitions above, it can be takes the conclusion that mastery is complete knowledge or great skill in comprehending and using the knowledge or skill. And mastering in this research means the great skill in comprehending of the grade VIII students of SMP Negeri 4 Sipirok in using reported speech.

4. Reported Speech

Reported speech is one of component grammar that learnt by student. It is need to be learnt because it is one of three ways for student to report or share their statement or thought to other people especially when they communicate between each other. Reported speech used to tell what someone else said, but without using the exact words. According to Hornby “Reported speech is reporting what somebody has said without using their actual

⁵A. S. Hornby, *Oxford Advance Learner's Dictionary of Current English*, (New York: Oxford University Press, 1995, p. 1103.

words”.⁶ While Slamet Riyanto also said that reported speech is used if we want to retell one’s opinion or someone’s talk to another person.⁷

From the definitions above, it can be concluded that reported speech is the reporting or retelling what someone has said without the exact word. Reported speech is used to retelling messaging someone said without exact words. So when we use reported speech, we are usually talking about the past. So verbs usually change to the past in reported speech.

D. Formulation of the Problem

Based on the background of the problem above, the researcher would like to formulate the problem on specific questions as follow: “How is the students’ ability in mastering reported speech at grade VIII SMP Negeri 4 Sapirok?”.

E. Purpose of the Research

Purpose of the research is to examine the studentts’ ability in mastering reported speech at grade SMP Negeri 4 Sapirok.

F. Significances of the Research

Researcher hopes this research can be useful, for English Teacher, the study in expected to give practically contribution in English teaching activities. They will know how far their students comprehend about reported speech, the difficulties which are faced by students when they learn this subject matter, and the causes of those difficulties. It is hoped the teacher would pay more attantion

⁶A. S. Hornby, *Oxford Advanced, Ibid*, p. 1102.

⁷Slamet Riyanto, *A Complete Grammar for TOEFL Preparation*, (Yogyakarta: Pustaka Pelajar, 2009), p. 223.

and aware about preventing students from making the same mistake and they do some evaluation and revision in their teaching-learning activity and they can improve his/her various techniques in English teaching especially in teaching grammar. So it is expected that both teacher and students will have a good collaboration to overcome all problems that happen especially in learning.

For further research, this study is expected to give basic information to the further researcher to do a better research of teaching and learning process. For readers broadly who are concerned with this paper, it is as one of resource which can enhance their perception and knowled in Reported speech.

G. Outline of the Thesis

The sistematic of this research are difided into five chafter. each chapter consist of many sub chapters detail as follow:

Chapter one discuss about Introduction consist of: Background of the Problems, focus of the Problems, terminology, Formulation of the Problems, the purpose of the Research, Significances of the Research, and Outline of the Thesis.

Chapter two discuss about Theoretical framework, which explained about the definition of reported speech, kinds of speech, and types of the using reported speech.

Chapter three discuss about Research Methodology consist of: Place and Time of the research, Research design, Population and Sample of the research, Instrument of the data collecting, Validity of the Test, technique and The Data Analysis.

Chapter four discuss about result of the research, consist of; Data description, the Analysis of the Data, Hypotesis Testing, Discussion, and Threats of the Research.

Chapter five discuss about Conclusions and Suggestions; the conclition, the suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Framework

1. Students' Ability

Students' ability comes from two words; students and ability. Students is a person who is studying a school and observes or has a particular in rules of something.¹ Based on the defenition above, the researcher concludes that the the Students is the person who learn on the elementary, junior and senior high school whether it is for formal education or informal education. So, students here means that a person who learns at grade VIII SMP N 4 Sipirok.

Then Oxford dictionary stated that the ability is level of scill or intelligance.² Abiity is capacity or power to do something physical or mental, like: cleaverness, intelligence a man of great or special natural power to do something well. While the Webstern New World Collage Dictionary, "ability is the power to do something."³ Meriam says also Ability is physical, mental or legal to perform. (he has ability to accomplish whatever he sets his mind to).⁴ Then G. & C. says that the ability is physical, mental, or legal power to

¹A. S. Hornby, *Oxford Advance Learne's Dictionary of Current English*, (New York: Oxford University Press, 1995), p. 1187.

²*Ibid.*, p. 279.

³Victoria Neufelat and David B. Guralmik, *Webstern New World Collage Dictionary*, (USA: MacMillan, 1995), p. 2.

⁴A. Meriam Webster, *Webster's Collegiate Thesaurus*, (USA: Massa Chassets, 1979), p. 33.

perform natural or acquired proficiency. Especially in a particular activity.⁵ Meanwhile ability is physical mental or legal to perform (he has ability to accomplish whatever he sets mind to). Ability is the quality of being able to do something or a natural or acquired skill or talent. Ability is the attitude for example: crying is an ability of language at Baby is hood, that is why a Baby cries because it wants something but it can't say what to do except crying. Because crying is the Baby's for communication. Ability means the mental or physical capacity, power or skill required to do something. Its means an acquired or natural cavacity or talents that enables an individual to perform a particular job or takes succesfully. Which is discus in this aspect is especially about students' ability in reported speech.

On the other hand, wood wooth and marquis, the word "ability" has three means:

- a. Achievement is actual ability and can be measure by straight use of the instrument or devise test.⁶ The amount a student has learned in a given area. Its means the quality or capacity of being able to do something well. measure knowledge and thinking skills that an individual has acquired.
- b. Capacity is potencial ability and can be measure by unstraight the individual cavacity. That's mean to do something consists of physical or

⁵ G. & C. *Webster's Collage Thesaurus*, (USA: Merriam Company, 1976), p. 3.

⁶ H. Dauglas Brown, *Teaching by Principle and Interactice Approach to Language Pedagogy* (New Jersey: Engle wood Liff, 2001), p. 236-238.

mental achievement. So, it can be determined as a skills, expertness or talent.

- c. Aptitude is quality and can be express by especially training. Its means that the result or expressing quality of the scill to do something. For example, Essentially, the concept of intelligence has a lot of attention in the field of physicology. Many of researcher and scientist tackled in the their study and researh. As well as they argue in tis origin wether it is inherited ability or making by environment. The intelligence plays a prominent role in an individual's learning and success school and in life, the difference and variation between individuals in owningthis ability consider.

So, ability means: skill, potencial, capacity or power to do something physical or mental especially in reported speech ability here means that the accievement of person who is studying at grade VIII SMP N 4 Sapirok. Finally, Students Ability is the points of the skills students did something. It is the importances knowledge of researcher understood how far their level or capacity mastering in reported speech, especially at grade VIII SMP N 4 Sapirok.

2. Mastering

Mastery is the all of comprehending of knowledge. According to Hornby stated that “Mastery is complete knowledge or great skill”.⁷ While in Indonesian dictionary stated that mastery is comprehension or capability to use knowledge or skill. So that means the indicators reported speech mastery of this research are how there tenses level. in statement, question, and imperative form, where the object of this research was the grade VIII students of SMP Negeri 4 Sipirok.

Mastery learning maintains that students must achieve a level of mastery (e.g., 90% on a knowledge test) in prerequisite knowledge before moving forward to learn subsequent information. If a student did not achieve mastery on the test, they are given additional support in learning and reviewing the information, then tested again. This cycle will continue until the learner accomplishes mastery, and may move on to the next stage.

In mastery learning, there is a shift in responsibilities, so that student's failure is more due to the instruction and not necessarily lack of ability on his or her part. Therefore, in a mastery learning environment, the challenge becomes providing enough time and employing instructional strategies so that all students can achieve the same level of learning.

From the explanation above, it can be taken the conclusion that mastery is complete knowledge or great skill in comprehending and using the

⁷ A. S. Hornby, *Oxford Dictionary, Ibid*, p. 260.

knowledge or skill. Mastering in this research means the great skill in learning comprehending of the grade VIII students of SMP Negeri 4 Sipirok in using reported speech.

3. Reported Speech

a. Defenition of Reported Speech

Reported Speech is use 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”.⁸ While according to Betty Schramper Azar say “Reported Speech refers to reproducing the idea of another person’s words”.⁹

While, as A. J. Thompson and A.V. Martinet say, “In indirect speech we give the exact meaning of a remark or a speech, without necessarily using the speaker’s exact words.”¹⁰ (Reported speech is used if we want to retell one’s opinion or someone’s talk to another person).

⁸ Michael Swan, *Practical English Usage*, (New York: Oxford University Press, 2009), p. 246.

⁹ Betty Schramper Azar, *Fundamental of English Grammar*, (New Jersey: Prentice Hall, 1992), p. 366.

¹⁰ A. J. Thompson and A. V. Martinet, *A Practical English Grammar*, (New York: Oxford University Press, 1986), p. 269.

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

b. Kinds of Speech

1) Direct Speech

Direct speech is the reporting of what someone says or write by quoting his exact words. While according to Jayanthi Dakshina Murthy, “direct speech is if we repeat the words of a person exactly in his own words to someone”.¹¹ Howard Sargeant also said that direct speech is the exact words that someone says.¹² 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:

- a) Dena asked, “where are you going?”.
- b) Mima replied, “I am going home”.

¹¹ Jayanthy Dakshina Murthy, *Contemporary English Grammar*, (Delhi: Book Palace, 2003), p. 305.

¹² Howard Sargent, *Basic English Grammar*, (USA: Saddleback Educational Publishing, 2007), p. 134.

2) Indirect Speech

Indirect Speech is the reporting what someone has said, but without using the exact words. While according Jayanthi Dakshina Murthy, “Indirect speech is if we express the essence of main points of a person’s words with a few modifications”.¹³ So, indirect speech is the reporting what someone has said but without the exact words.

Example:

- a) Dena asked Mima where she was going.
- b) Mima said she was going home.

In one reported speech sentence consists of two clauses. They are, reporting clause, which contains reporting verb and the other part is reported words or reported speech.¹⁴ Reporting verb is the verb used to introduce the reported speech. While reported speech or reported word is the exact words of speaker in inverted commas.¹⁵

Example: Mother said, “Dinner is ready”.
 Reporting verb Reported speech/reported words

In learning reported speech we must know three factors, they are: who said, what was said, and to whom was said. We must

¹³ Jayanthi Dakshina Murthy, *Contemporary English, Ibid.*, p. 305.

¹⁴ John Sinclair, *English Grammar*, (London: Harper Collins, 2003), p. 317.

¹⁵ Jayanthi Dakshina Murthy, *Contemporary English, Ibid*, p. 307.

know the three factors to help us decided the change of tenses or pronoun that occurred in reported speech.

c. Types of the Using Reported Speech

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

1) 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:

- a) When we report statements, we use “that” as conjunction in reported speech.¹⁶

Ex: He said, “I’m waiting for Ina. (Direct speech)

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

- b) 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.¹⁷

c) Ex: Fajar *says*, “I will go to Medan”. (Direct speech)

d) Fajar says that he will go to Medan. (Indirect speech).

¹⁶ Martin Hewings, *Advanced Grammar in Use*, (England: Cambridge University Press, 2002), p. 88.

¹⁷ W. Stannard Allen, *Living English Structure*, (London: Longman, 1987), p. 248.

e) 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 change.¹⁸ The changes are shown in the following table:

Table I
The Changing Tenses of Reperted Speech

Direct Speech	Indirect Speech
Simple Present S + V1 + O/c <i>Ex: Rini said, "I buy a new novel".</i>	Simple Past S + V2 + O/c <i>Ex: Rini said that she bought a new novel.</i>
Present Continuous S + is,am,are + Ving + O/c <i>Ex: Rini said, "I am buying a new novel".</i>	Past continuous S + was, were + Ving + O/c <i>Ex: Rini said that she was buying a new novel.</i>
Present Perfect S + have/has + V3 + O/c <i>Ex: Rini said, "I have bought a new novel".</i>	Past perfect S + had + V3 + O/c <i>Ex: Rini said that she had bought a new novel.</i>
Present Perfect Continuous S + Have/has + been + Ving + O/c	Past Perfect Continuous S + had + been + Ving + O/c

¹⁸ Jayanthi Dakshina Murthy. *Contemporary English*, *Ibid*, p. 306.

<i>Ex: Rini said, "I have been buying a new novel".</i>	<i>Ex: Rini said that she had been buying a new novel.</i>
<p align="center">Simple Past</p> <p align="center">S + V2 + O/c</p> <p><i>Ex: Rini said, "I bought a new novel".</i></p>	<p align="center">Past Perfect</p> <p align="center">S + had + V3 + O/c</p> <p><i>Ex: Rini said that she had bought a new novel.</i></p>
<p align="center">Past Continuous</p> <p align="center">S + was, were + Ving + O/c</p> <p><i>Ex: Rini said, "I was buying a new novel".</i></p>	<p align="center">Past Perfect continuous</p> <p align="center">S + had + been + Ving + O/c</p> <p><i>Ex: Rini said that she had been buying a new novel.</i></p>
<p align="center">Past Perfect</p> <p align="center">S + had + V3 + O/c</p> <p><i>Ex: Rini said, "I had bought a new novel".</i></p>	<p align="center">No change</p> <p align="center">S + had + V3 + O/c</p> <p><i>Ex: Rini said that she had bought a new novel.</i></p>
<p align="center">Past Perfect Continuous</p> <p align="center">S + had + been + Ving + O/c</p> <p><i>Rini said, "I had been buying a new novel".</i></p>	<p align="center">No change</p> <p align="center">S + had + been + Ving + O/c</p> <p><i>Ex: Rini said that she had been buying a new novel.</i></p>
<p align="center">Simple Future</p> <p align="center">S + shall/will + V1 + O/c</p> <p><i>Ex: Rini said, "I will buy a new novel".</i></p>	<p align="center">Future conditional</p> <p align="center">S + should/would + V1 + O/c</p> <p><i>Ex: Rini said that she would buy a new</i></p>

	<i>novel.</i>
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Based on the table above, the changing tenses of reported speech are nine changes, it can be seen of the table. So, if the students create writing with direct to indirect speech they must know the different it. It can be help for many mistake.

- f) 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.¹⁹

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

She said that *she* 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).

- g) The changing of words denoting time and position

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

¹⁹ A. J. Thompson and A.V. Martinet, *A Practical English Grammar, Ibid.*, p. 273.

somebody, the place and time of the reporting is changed.²⁰ The changes are shown in the table below:

Table II
The Changing Place and Time of Reported Speech

Direct Speech	Indirect Speech
Last night	The previous night
	The night before
Next day	The following day
	The day after
Today	That day
Tonight	That night
Yesterday	The previous day
	The day before
Tomorrow	The following day
	The next day
The day before yesterday	Two days before
The day after tomorrow	In two days
Next week	The following week

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

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

²⁰ Jayanthi Dakshina Murthy, *Contemporary English, Ibid.*, p. 309.

2) Questions or Interrogative Sentence in Reported Speech

Question or interrogative sentence is a sentence that asks a question.²¹ The basics rules of the using questions or interrogative sentence in reported speech are:

- a) 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).

- b) The interrogative form of the sentence must be turned into a statement.²²

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

Rahma asked where she was going. (Indirect speech).

- c) If the direct question begins with a question words, the question word is repeated in the indirect question.²³

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

She asked me what I wanted. (Indirect speech)

²¹ A. J. Thompson and A.V. Martinet , *A Practical English Grammar, Ibid.*, p. 235.

²² *Ibid*, p. 311.

²³ *Ibid*, p. 278.

d) 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.²⁴

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

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

e) That is not used with *who/ whom/ whose/ what/ which/ when/ why/ where/ how*.²⁵

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

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

f) Tenses, pronoun and possessive adjectives, and adverbs of time and places change as in statements.²⁶

3) 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:

²⁴ W. Stannard Allen, *Living English Structure*, (London: Longman, 1987), p. 254.

²⁵ Jayanthi Dakshina Murthy, *Contemporary English Grammar, Ibid.*, p. 234.

²⁶ A. J. Thomson, and A.V. Martinet, *A Practical English Grammar, Ibid.*, p. 277.

- a) 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)
- b) The verb in the reported speech is changed into infinitive.²⁷
- Ex: “Go away!” He said to me. (Direct speech)
- He told me to go away. (Indirect speech)
- c) To make an indirect command negative, add the particle *not* before the infinitive.²⁸
- Ex: “Don’t play with fire”, he said to me. (Direct speech)
- He advised me not to play with fire. (Indirect speech)
- d) There is no change of tenses.

B. Review of Related Findings

There is a related finding that discuss about reported speech. The research done by Dhivani Salsabila.²⁹ She concludes that the ability the result of this research of the twelfth grade of islamic senior high school to barabai

²⁷ Jayanthi Dakshina Murthy, *Contemporary English Grammar, Ibid.*, p. 313.

²⁸ Michael A. Pyle and Mary Ellen Munoz Page, *TOEFL Preparation Guide*, (New Delhi: Wiley Dreamtech, 2002), p. 104.

²⁹ Dhivani Salsabila, The Students’ Ability in Reported Speech at The Twelfth Grade of Islamic Senior High School To Barabai Central Hulu Sungai Regency Academic Year 2009/2010 accessed from ([http://www.pdf\(secured\).skripsiBahasaingris.com/s.html](http://www.pdf(secured).skripsiBahasaingris.com/s.html)), on March, 19th, Jakarta, 2011) at 9.30 a.m.

central hulu sungai regency academic year 2009/2010 is good ability. It can be seen from the value of the mean score (M) got by students, is 74, 66%.

The second is the research done by Liq Qodariah.³⁰ The result of the research is the first year of MA pembangunan are still get difficulty in transforming direct speech into indirect speech/reported speech.

The last, is done by Sri Rahayu “the analysis on students’ ability in mastering reported speech”. The result of this research are to know how the students ability in mastering reported speech at grade X SMA 3 Padangsidempuan .³¹

From the above explanation, all the research are same because just the research about reported speech. But, have a different first, research about ability of the value got by student, and then just about difficulties and the last research about students’ ability. So, the researcher thinks about how the ability of the students at grade VIII SMP N 4 Sipirok. This is one of the reasons why researcher chose the title “The Students’ Ability in Mastering Reported Speech at Grade VIII SMP N 4 Sipirok”.

C. Hypothesis

The hypothesis was needed to show the researcher’s thinking and expectation outcomes of the research related to this research. The hypothesis was

³⁰Liq Qodariah, An Analisis on Students’ Difficulties in Learning Reported speech (a Case Study at the First Year Students of MA Pembangunan UIN Jakarta, 2010), *accessed from* ([http://www.pdf\(Secured\)SkripsiBahasaingris.com/s.html](http://www.pdf(Secured)SkripsiBahasaingris.com/s.html)), on August, 20th 2011) at 4.00 a.m

³¹Sri Rahayu, The analysis on students’ ability in mastering reported speech at grade X in SMA negeri 3 Padangsidempuan, (a published Thesis of STAIN PSP 2012).

“The students’ ability in mastering reported speech at grade VIII SMP N 4 Sapirok is up to enough score category”.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The location of the research had been conducted at SMP Negeri 4 Sipirok. It was located at Baringin, in Sipirok city, South Tapanuli, North Sumatra Province. This subject of research was at the VIII grade of students at SMP Negeri 4 Sipirok 2016 academic years and then the process of this research had been held from February 2016 up to May 2017.

B. Method of the Research

Generally the kinds of a research could be categorized into two kinds. They are: the method of this research was conducted by using descriptive in nature. Because the researcher wanted to describe the students' ability in mastering reported speech. Descriptive method is a survey that determines and allocates it with technical interview, observation and technical test. Studying time and identification of comparative analysis or operation. The descriptive method is a kind of method used in the research and this research used a quantitative research approach. Quantitative approach is used for investigation a variety of

educational problems an issue it's used to the terming and describe the way things.¹

According L.R Gay that, "Descriptive research is a descriptive study determines and describes the way thing are. It may also compare how subgroups such as male and females or experiences and in experience Teacher veiw issue and topic".² Will be conduct quantitative approach. The quantitative research is the research the analysis of the data by using figure data. According by Ranjit Kumar "in quantitative research you are guided by predetermined sample size that is based upon a number of other considerations in addition to resources available".³

So, it can be concludes that quantitative descriptive research means to analyze or make the sense (descriptive) about situations or events. It used to describe how the students' ability in mastering reported speech at grade VIII SMP N Sipirok statistically.

C. Population and Sample

1. Population

The population is the group of unit or parts what to be made as a subject of research. L. R. Gay and Peter Airasian says: "The population is the group at interest to the research, the group to which

¹L. R. Gay & Peter Airasian, *Educational Research: Competencies For Analysis and Application USA: Prentice Hall, 2000*, p. 56.

² *Ibid.*, p. 275.

³Ranjit Kumar, *Research Methodology, London: sage, 2011*, p.130

she or he would like the result of the study to be generalization”.⁴ Generalizability is the extent to which the results of the one study can be applied to other populations or situation. The population may be virtually any size and may cover almost any geographical area. The entire groups the researcher would really like to generalize are rarely available. The population that the researcher would ideally like to generalize to is referred to as the target of population. Sedarmayanti and Syarifuddin Hidayat says that population is while characteristic of research object.⁵ Therefore, the quotation points out that all characteristic of the research object becomes a population of the research. The object can be in certain place and time.

Table III
The Poulation of the Research at Grade VIII Students SMP N 4
Sipirok Academic Year 2015/ 2016

No	Classes	Number of Students
1	VIII-A	20
2	VIII-B	20
Total of Student		40

2. Sample

Sample is the subgroup takes from a population and it is according to Norris and Ortega says that sampl- that is, studies that

⁴L. R. Gay and Peter Airasian, *Educational Research: Competencies* p. 280.

⁵Sedarmayanti dan Syarifuddin Hidayat, *metodology penelitian*, (Bandung: Mandar Maju, 2000), p. 121.

contain more than one distinct group of participants or population.⁶ The quotation indicates that a sample can be one or more distinct groups of participants or population. The point here is that samples should be the object or the subject which is being studied.

Furthermore, L.R Gay and Peter Airasian say,

Sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. A sample comprises the individuals, items, or events selected from a larger group referred to as a population. The purpose of sampling is to gain information about the population by using the sample.⁷

The quotation means that studying or gathering the data from the entire population, in fact, not only is it generally not feasible to study the whole population, it is also not necessary. So to get the sample for research the researcher is guided when the subject is less than 100, takes better all together and if its amount more amount is taken by 10%-15% or 20%-25% or more appropriate with the researcher's ability.⁸ Then, a sample is taken by using purposive sampling technique. Purposive sampling is a kind of non-probability sampling in which the researcher's judgment as to who this researcher pointed, it can provide

⁶Jhon M. Norris and Lourdes Ortega, *Synthesing Research On Language learning and Teaching*, (Amsterdam: Jhon Benjamin BV, 2006), p. 67.

⁷L.R Gay and Peter Airasian, *Educational Research*, *Ibid.* P. 28.

⁸Suharsimi Arikunto, *Ibid*, p.111

the best information to achieve the objectives of study.⁹ Researcher only goes to those people who in researcher opinion are likely to have the required information and be willing to share with the teacher. Therefore, because of the less of the population, it has only 40 students, so the researcher's judgement was taking all the population as the sample. As it is known that all the population is less enough then population could be as the sample.

Based on the defenition above, the population and sample of the research is the grade VIII SMP N 4 Sapirok as the population is this research they are second classes and consist of 40 students. So that it can be seen in the table below:

Table IV
The Sample of the Research at Grade VIII Students SMP N 4 Sapirok
Academic Year 2015/ 2016

No	Classes	Number of Students
1	VIII-A	20
2	VIII-B	20
Total of Student		40

The procedure are: the researcher identify there are all Students from two classes and concist of 40 students grade VIII SMP N 4 Sapirok as a population and sample of the research.

⁹ Ranjit Kumar, *Research Methodology: A step-by-step guide for beginners*, (New Delhi: SAGE Publication, 2011), p. 207

D. Instrument of the Data Collection

A research might have a good instrument in this research because a good instrument could go guarantee the valid data. To get an accurate data, researcher collected data by doing those activities. There are many kinds of instrument, they are questionnaire, checklist, interview guide or interview schedule, observation sheet and observasion schedule, achipment test, scale etc. The instruments of the data collection this reseach by using Test.

Test is the one of ways that used as the instruments of research for how far the ability of the students. Reported speech test is giving to grade VIII students of SMP N 4 Sipirok as informant of this research. The test is consisting of 30 questions. The test is given to grade VIII students of SMP Negeri 4 Sipirok in multiple choice forms. Every item that had correct answer is given 4 values, while the incorrect answers are not given a value. So, if all questions can be answered correctly then the value is 100.

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 describe above based on the difficulties level of questions. Then, here is the table of the test that was given to the students in mastering reported speech:

Table V

The Indicator of Reported Speech Test

No.	Indicators	Items	Number of Items	Score for Each Items	Total Score
1.	Students are able to master reported speech in simple present tense	5	1, 2, 4, 6, and 12	4 (5 x 4)	20
2.	Students are able to master reported speech in simple past tense	5	3, 4, 7, 8, and 9	4 (5 x 4)	20
3.	Students are able to master reported speech in simple future tense	5	13, 14, 16, 17, and 18	4 (5 x 4)	20
4.	Students are able to master reported speech in present continuous tense	5	11, 15, 19, 20, and 24	4 (5 x 4)	20
5	Students are able to master reported speech in present perfect tense	5	10, 21, 22, 23, and 25	4 (5 x 4)	
TOTAL		20	1-25 items	20	100

E. Validity of the Test

In this research, the researcher used multiple choice test. To make sure that the test has been available for the students, the researcher tested first to the other students in SMP 5 Padangsidimpuan to the same total of students. Multiple choices test of students' ability in mastering

reported speech was an instrument that needs to be tested to determine the validity of the test that has been used in this study.

Here, validity test was given to 40 students outside sample before the instrument research was applied. To make validity test more detailed and valid, the researcher examined and analyzed the test by SPSS programme 17.0 version *for windows* by looking r_{hitung} in *corrected item-total correlation*. Then, examine also the reability test by SPSS programme 17.0 version *for windows* by *Cronbach's Alpha* formula.

Then, each item can be said valid if r_{hitung} is bigger than r_{table} and if r_{count} is smaller than r_{table} so that the item will be invalid. For N (Number of student) = 40 of significant level of 5%, so r_{table} must be 0.320. More explanation can be looked in Appandix 3: Test Validity and Reability Description.

From the validity result that the researcher had done by using SPSS programme version 17.0, the test has rechecked to make valid. It can be looked in Appendix 3, it was gotten conclusion that 5 items were invalid. The items test for examining the validity was 25 items, they were 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 18, 19, 21, 22, and 23. While, after examining the validity of each item, the researchers got 5 items were invalid. They were 14, 17, 20, 24 and 25. So, the researcher didn't use 5 invalid items anymore but then the 5 invalid items of test

changed by the researcher. So, it means that the test given to the students have been valid.

F. Technique of Analysis Data

After collect the data, the researcher analyze the data, the technique of data analysis will be presented in descriptive form. After the researcher get the data, the researcher tested the hypothesis testing by using this formula. It was entered in frequency table with formula as follow:

$$z = \frac{\frac{x}{n} - p}{\frac{p(1-p)}{n}}$$

Explanation :

x = Data that includes hypothesis categories

n = All the data

P = Hypothesis proportion¹⁰

¹⁰Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan*, (Medan: Perdana Mulya Sarana, 2014), p. 80

Table VI
Criteria score interpretation

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

After the researcher found the mean score of all students', it will consult to the criteria as followin

- 1) If the value of means score 0-20, it can be categorized into very low ability.
- 2) If the value of mean scores 21-40, it can be categorized into low ability.
- 3) If the value of mean scores 41-60, it can be categorized into enough ability.
- 4) If the value of mean scores 61-80, it can be categorized into high ability.
- 5) If the value of mean scores 81-100, it can be categorized into very high.

CHAPTER IV

THE RESULT OF RESEARCH

As mentioned in earlier chapter, in order to know the students' ability in mastering reported speech at grade VIII SMP N 4 Sapirok. The researcher has calculated the students' test result relate to this research's title by applying quantitative analysis. This quantitative analysis was used mean score to get their whole result as general, then to tested the hypothesis, the researcher used formula of Z. Next, the detailed description of data as follows:

A. Data Description

1. The Description of Students' Ability in Mastering Reported Speech at Grade VIII SMP N 4 Sapirok based on the Test

Based on the test result given for the grade VIII students of SMP N 4 Sapirok, the researcher concluded that the students' ability in mastering reported speech was included into good category. It could be seen in the table below;

Table VII

The Grade VIII Students' Score in Mastering Reported Speech

No	Students' Initial	Total Score
(1)	(2)	(3)
1	AHNS	84
2	AI	88
3	AGH	84
4	AP	88
5	ATMT	92
6	AHH	88
7	AS	92
(1)	(2)	(3)
8	ARH	88

9	AM	84
10	AUH	84
11	EYAS	84
12	EYOS	84
13	EH	88
14	EP	92
15	FAL	92
16	HS	96
17	IM	96
18	IS	96
19	IRS	96
20	ISH	96
21	IN	92
22	MNL	92
23	MH	88
24	MYN	84
25	MR	84
26	NS	88
27	NI	92
28	NAS	88
29	NMP	88
30	RHS	88
31	RYH	88
32	RAH	80
33	SP	80
34	SYR	80
35	SGL	80
36	SP	76
37	SPS	80
38	SISP	80
39	YP	80
40	ZH	80
Highest Score		96
Lowest Score		76
Sum		3480
Mean Score		87
Mode		88
Median		88

So, based on the table above, it shows that the mean score of the students' ability in mastering reported speech at grade VIII SMP N 4 Sipirok was categorized into "very high" category; it was 88.5 score, the total score of all the students was 3480, the highest score that the student of grade VIII gotten was 96, while, the lowest score that the student of grade VIII gotten was 76. Then, mode score was 88 and median score was 88. Next, the calculation of how to get it can be seen in the appendix 7: The Detailed Description of Students' Ability in Mastering Reported Speech.

Then, to know the description about classification or the criteria of mean score ability of the grade VIII students of SMP N 4 Sipirok in mastering reported speech in 2016/ 2017 academic year, it can be looked at the following table:

Table VIII

**The Frequency Distribution of the Students Score
in Mastering Reported Speech**

No	Interval	Middle Point (Median Point)	Frequency	Percentages
1	76-79	77.5	1	2.5%
2	80-83	81.5	8	20%
3	84-87	85.5	8	20%
4	88-91	89.5	11	27.5%
5	92-95	93.5	7	17.5%
6	96-99	97.5	5	12.5%
Total			40	100%

Based on the table above, from 40 students, the researcher found that there was a student got 76 score with percentage on 2.5%, 8 students got 80

score with percentage on 20%, 8 students got 84 score with percentage on 20%, 11 students got 88 score with percentage on 27.5%, 7 students got 92 score with percentage on 17.5% and 5 students got 96 score with percentage on 12.5%.

Based on the table above, it can be drawn at histogram as follows:

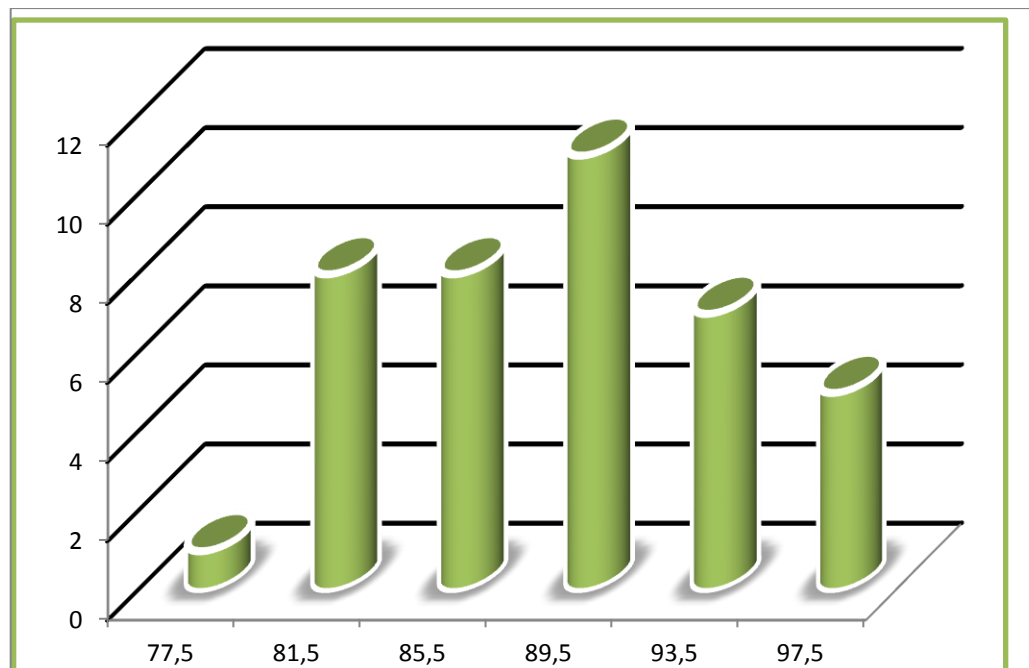


Figure 1: Histogram of students' ability score in mastering reported speech

Moreover, based on the histogram above, the researcher can say that one student got 77.5 median score, 8 students got 81.5 median score, 8 students got 85.5 median score, 11 students got 89.5 median score, 7 students got 93.5 median score, and 5 students got 97.5 median score.

2. The Analysis of the Data

From the data above, it could be found that the formula of mean score as below:

$$\text{Mean} = x = \frac{\sum x}{N}, \quad X = \frac{3580}{40} = 88.5^1$$

Thus, the value of mean score could be categorized into very high category. It could be said that the students' ability in mastering reported speech was very high. In addition, the description data of the students' ability in mastering reported speech could be applied into the distribution frequency as follows:²

$$\text{Range} = \text{high score} - \text{low score} = 96 - 76 = 20$$

$$\begin{aligned} \text{a. Total Total of Classes} &= 1 + 3.3 \log (n) \\ &= 1 + 3.3 \log (36) \\ &= 1 + 3,3 (1.60) \\ &= 1 + 5.28 \\ &= 6.28 = 6 \end{aligned}$$

b. Interval (i)

$$i = \frac{20}{BK} = \frac{20}{6} = 3.33 = 4$$

¹ Media-data-berkelompok *Accesed*, www.rumusstatistik.com/2013/08/.Html?=.1

²Ahmad Nizar Rangkuti, *Statistik Penelitian Penddikan*, (Medan: Perdana Mulya Sarana, 2014), p. 37

Next, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

Table IX
The Criteria Score Interpretation of Mean Score

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

After the researcher found the mean score of all students', it will consult to the criteria as followin

- 1) If the value of means score 0-20, it can be categorized into very low ability.
- 2) If the value of mean scores 21-40, it can be categorized into low ability.
- 3) If the value of mean scores 41-60, it can be categorized into enough ability.
- 4) If the value of mean scores 61-80, it can be categorized into high ability.
- 5) *If the value of mean scores 81-100, it can be categorized into very high.*

Based on the explanation above, the researcher is deal with the statement that if the value of mean score 81-100, it can be categorized into very high. Here the researcher found 88.5 score of mean score. So, it can be concluded that the students' ability in mastering reported speech at grade VIII SMP N 4 Sipirok was categorized into very high category.

3. Hypothesis Testing

The hypothesis of research was "The students' ability in mastering reported speech at grade VIII SMP N 4 Sipirok is up to enough score category". Based on data analysis, the researcher found that the students got the score up to enough category. It was proved by the score that they gotten. It was 88.5 score or can be categorized into very high category score. Then, the proof of hypothesis testing would be analyzed into the Z-Test formula. It can be seen as follows:

$$z = \frac{\frac{\sum x}{n} - p}{\frac{p(1-p)}{n}}$$

$$z = \frac{\frac{30}{40} - 0.7}{\frac{0.7(1-0.7)}{40}}$$

$$z = \frac{0.75 - 0.7}{\frac{0.7(0.3)}{40}}$$

$$z = \frac{0.75 - 0.7}{\frac{0.21}{40}}$$

$$z = \frac{0.05}{\frac{0.45}{40}}$$

$$z = \frac{0.05}{0.01}$$

$$z = 5$$

Based on calculating above, it can be concluded that $Z_{count} = 5 > Z_{table} = 3.12$ by level of significant 0.05 or 5 %. So, from the result above, the researcher concludes that the hypothesis is unaccepted. Therefore, the ability in mastering reported speech at grade VIII SMP N 4 Sipirok are very high category.

B. Discussion

After analyzing the data, it was known that the students' ability in mastering reported speech at grade VIII SMP N 4 Sipirok was categorized into very high category or 88.5 score; it was gotten from the result of students' means score in doing the test by choosing A, B, C, and D multiple choice test.

Then, according to the research done by Dhivani Salsabila "*The Students' Ability in Reported Speech at the Twelfth Grade of Islamic Senior High School*

To Barabai Central Hulu Sungai Regency Academic Year 2009/2010”.³ She concludes that the ability the result of this research of the twelfth grade of islamic senior high school to barabai central hulu sungai regency academic year 2009/2010 is good ability. It can be seen from the value of the mean score (M) got by students, is 74, 66%.

The second, An analysis on students’ difficulties in learning reported speech “*A Case Study at The First Year Students of MA Pembangunan UIN Jakarta*” by Liq Qhoridah.⁴ The result of the research is the first year of MA pembangunan are still get difficulty in transforming direct speech into indirect speech/ reported speech. While, the score that the students gotten was 77.86 mean score.

The last, “The analysis on students’ ability in mastering reported speech at grade X in SMA negeri 3 Padangsidempuan” by Sri Rahayu of IAIN Padangsidempuan students.⁵ The result of this research are to know how the students ability in mastering reported speech at grade X SMA 3 Padangsidempuan. The finding shows that the students got the good category, it was 78.08 mean score.

³ Dhivani Salsabila, The Students’ Ability in Reported Speech at The Twelfth Grade of Islamic Senior High School To Barabai Central Hulu Sungai Regency Academic Year 2009/2010 accessed from ([http://www.pdf\(secured\).skripsiBahasaingris.com/s.html](http://www.pdf(secured).skripsiBahasaingris.com/s.html)), on March, 19th, Jakarta, 2011) at 9.30 a.m.

⁴ Liq Qodariah, An Analisis on Students’ Difficulties in Learning Reported speech (a Case Study at the First Year Students of MA Pembangunan UIN jakarta, 2010), accessed from ([http://www.pdf\(Secured\)SkripsiBahasaingris.com/s.html](http://www.pdf(Secured)SkripsiBahasaingris.com/s.html)), on august, 20th 2011) at 4.00 a.m

⁵ Sri Rahayu, The analysis on students’ ability in mastering reported speech at grade X in SMA negeri 3 Padangsidempuan, (a published Thesis of STAIN PSP 2012).

Therefore, the researcher concluded that the students' ability in mastering reported speech done by 3 researchers before was categorized into high category. Then, research can be categorized into very high category or 88.5 score according to this research title was "*The Students' Ability in Mastering Reported Speech at Grade VIII SMP N 4 Sipirok*". So, it means that the researcher found the different score and category among the 3 researchers above. it can be seen as follows:

Table X
Result of Previous Research

No	Name of Researcher	Result of Research in Mastering Reported Speech	Category of Mean Score
1	Dhavina Salsabila	74.66	High
2	Liq Qhoridah	77.86	High
3	Sri Rahayu	78.08	High
4	<i>This Research</i>	<i>88.5 score</i>	<i>Very High</i>

C. Threats of the Research

In conducting this research, the researcher realized that there were so many threats in doing the research of students' ability in mastering reported speech at grade VIII SMP N 4 Sipirok. It started from arranging proposal until finishing thesis. The researcher realized that to conduct a quantitative descriptive research needed long time research. Due to the limitation of time and finance, and materials, and counting the data to make it valuable and reliable; this research was conducted in short time which made it far from perfection; it was

just one month. It was because of the school of the research place where the researcher did the test gave the researcher time limitation, because the students will have a test semester and the students will get the free day or holiday after having final test. So, the students can't be disturbed too long. It can disturb the students' focus in learning to prepare themselves in joining the test semester later.

In conducting the test, the researcher is aware of bias, cheating, discussing, and chatting of some of students while they are doing the test. Then, because of the researcher's home is far from the research field, the researcher get difficulties to go there. Also, the researcher's stays in the different location with the researcher's home, kost, and the school location. It made the researcher really spent much time to go back go back to the school-home- and kost near the campus to get advising from the lecturers; first advisor and second advisor. Next, because of the students' time limitation is not enough (1 lesson was 45 minutes), while the researcher gave many interview questions. The last, the researcher got the students were not serious in doing the reported speech test, because there was not their English teacher observed their class while the researcher did the research there. A few of them are still busy to look their friends' answer or they answered randomly without considering the answer carefully. But, most of the students are serious in choosing the chosen multiple choice test because they know that the topic will be same for their semester tes may be.

However, the researcher had done the best in this research. The researcher was very aware of the threats that exist in this paper, but with hard work, this

paper could be fully resolved. Therefore, to get a fix for this paper, the researcher expected support from teachers, both of the researcher's advisors, friends and readers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After treating the collecting data, the researcher takes the conclusions about this research as: The result of this research which the title “The Students’ Ability in Mastering Reported Speech at Grade VIII SMP N 4 Sapirok” as follows:

The Students’ Ability in Mastering Reported Speech at Grade VIII SMP N 4 Sapirok was categorized into very high category. It can be seen from the value of the Percentage from mean score gotten by the students, that is 88.5 mean score. Then, the hypothesis was “The students’ ability in mastering reported speech at grade VIII SMP N 4 Sapirok is up to enough score category”. From the result of the hypothesis testing, the researcher found that the hypothesis was unaccepted. It can be proved from $Z_{count} = 5 > Z_{table} = 3.12$ by level of significant 0.05 or 5 %. So, from the result above, the researcher concludes that the hypothesis is accepted. Therefore, the studnets’ ability in mastering reported speech at grade VIII SMP N 4 Sapirok are very high category.

B. Suggestions

After take the conclusions, the researcher wants to give the suggestion above the result of this research. It can be seen as bellow:

1. It is suggested to the headmaster, Hj. Nurintan, S.Pd; to motivate her teachers, especially English teachers of SMP N 4 Sipirok, to keep motivating their students in studying English.
2. It is suggested to the English teachers, especially to the grade VIII English teachers, to:
 - a. Before studying about reported speech, the students have to know and master about tenses first, adverb of time, and many other rules of the reported speech forms, like the changing of tense from direct to indirect or vice versa. It is from indirect or direct speech.
 - b. Apply the suitable strategies, methods, ways, or procedures which can improve or help the students in understanding English Especially in reported speech topic. Because the topic about reported speech is quite difficult for beginner like junior high school or SMP. The teacher should more be serious to teach about this. Even, up to university, the students still learn about this topic and the last is the reported speech is always spoken every day in daily activity or daily communication. So, be sure that the students have been understood first.
3. It is important to other researchers to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.

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CURRICULUM VITAE

A. Identity

Name : NURHAMIMAH HASIBUAN
Place and birthday : Simangambat Jae, October 26st 1992
Sex : Female
Religion : Islamic
Address : Simangambat
Status : Un-married
Phone Number : 082248768449

B. Parents

1. Father's name : Sadin Hasibuan
2. Mother's name : Nurjannah Dalimunthe

C. Educational background

1. Graduated from Primary School (SD N Simangambat) in 1999 - 2005.
2. Graduated from MTS Alhamidiah Simangambat in 2005 – 2008.
3. Graduated from MA Darul Falah Langga Payung in 2008 – 2011.
4. Be University student 2011 – 2017 in IAIN Padangsidempuan.

APPENDIX 1

TEST VALIDITY AND REABILITY DESCRIPTION

Number of Items	r_{count}	r_{table}	Valid r_{count} > r_{table}	r_{count}	r_{table}	Reliable r_{count} > r_{table}
1	0.622	0.320	Valid	0.891	0.320	Reliable
2	0.837		Valid			
3	0.712		Valid			
4	0.628		Valid			
5	0.530		Valid			
6	0.641		Valid			
7	0.677		Valid			
8	0.753		Valid			
9	0.767		Valid			
10	0.677		Valid			
11	0.696		Valid			
12	0.837		Valid			
13	0.791		Valid			
14	0.319		Invalid			
15	0.621		Valid			
16	0.560		Valid			
17	0.215		Invalid			
18	0.534		Valid			
19	0.604		Valid			
20	-0.072		Invalid			
21	0.758		Valid			
22	0.684		Valid			
23	0.475		Valid			
24	0.009		Invalid			
25	0.169		Invalid			

APPENDIX 2

The Test after Validation:

The Instrument of Students' Ability in Mastering Reported Speech

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

1. My name is Harry.
 - a. He said his name is Harry.
 - b. He said his name might Harry.
 - c. He said his name will Harry.
 - d. He said his name has Harry.
2. "The sun rises in the east and sets in the west".
 - a. He asked if the sun rises in the east and sets in the west.
 - b. He said that the sun rose in the east and set in the west.
 - c. He said that the sun rises in the east and sets in the west.
 - d. He said that the sun rise in the east and set in the wes.
3. "We have been here for a week"
 - a. They said they had been there for a week
 - b. They said they had been here for a week
 - c. They said we had been there for a week
 - d. They says they had been there for a week
4. 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
5. "Stop talking, Joe!" the teacher said.
The teacher told Joe
 - a. to stop talking
 - c. stop talking

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

6. "Can I borrow your pencil for a moment?"

- a. She asked me whether she can borrow my pencil for a moment.
- b. She asked me whether she could borrow my pencil for a moment.
- c. She asked me if she can borrow my pencil for a moment.
- d. She asked me if she can borrow my pencil for a moment.

7. "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

8. Father said, "Finish your work!"

Father told me

- a. Finish your work
- b. Finished your work
- c. to finish your work
- d. to finish my work

9. "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.

10. 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.

11. 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

- b. forget
- c. had forgotten
- d. forgot

12. Peter said, "I may bring someone with me to the party."

- a. Peter said that he might bring someone with him to the party.
- b. Peter said that he might have brought someone with him to the party.
- c. Peter said that he might bring someone with her to the party.
- d. Peter said that he might brought someone with him to the party.

13. Simon 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
- b. Would brought
- c. will bring
- d. will brought

14. The teacher informed us, "The test will be very easy."

The teacher informed us that the test ___ very easy.

- a. Would
- b. Is
- c. Would be
- d. was

15. "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.

16. 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.

17. "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
18. Rudy said to me, "Can I help you find a hotel?"
- a. Rudy asked me if I could help her find a hotel
 - b. Rudy said that I could help me find a hotel
 - c. Rudy asked me to find a hotel for him
 - d. Rudy asked me whether he could help me find a hotel
19. Who is sitting beside Tom?
- a. He asked me who was sitting beside Tom that time.
 - b. He asked me was sitting beside Tom that time.
 - c. He asked me who is sitting beside Tom.
 - d. He asked me who is Tom sitting beside.
20. Who is hiding under the bed?
- a. Mom wanted to know why was hiding under the bed.
 - b. Mom said she was hiding under the bed.
 - c. Mom wanted to hiding under the bed.
 - d. Mom wanted to know who was hiding under the bed.
21. Elisa have been living in Bangkok before she moved to Jakarta.
- a. Firmansyah said that Elisa have live in Bangkok before she moved to Jakarta.
 - b. Firmansyah said that Elisa had been living in Bangkok before she moved to Jakarta.
 - c. Firmansyah said that Elisa is living in Bangkok before she moved to Jakarta.
 - d. Firmansyah said that Elisa was in Bangkok before she move to Jakarta.
22. I have been travelling around the world for over three years.
- a. Grandpa said he had been travelling around the world for over three years.
 - b. Grandpa said he have been travel around the world for over three years.
 - c. Grandpa said he was travel around the world for over three years.
 - d. Grandpa said he is travelling around the world for over three years.
23. When you pushed me, I was holding my phone.
- a. Keyza said when you push him, he was holding my phone.
 - b. Keyza said when I push him, he was holding her phone.
 - c. Keyza said when I pushed him, he was holding his phone.

d. Keyza said when I pushed him, he is holding my phone.

24. 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

25. 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.

APPENDIX 3

Key Answer of Multiple Choice Test in Mastering Reported Speech

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

APPENDIX 4**STUDENTS' NAME AND INITIALS
AT GRADE VIII SMP N 4 SIPIROK**

No	Students' Names	Students' Initials
1	Abdul Hafizh Naufal Siregar	AHNS
2	Ahmad Ismail	AI
3	Alda Grade A Hasibuan	AGH
4	Aldian Pakpahan	AP
5	Alpin Trio Majid Tanjung	ATMT
6	Amir Hamjah Harahap	AHH
7	Anhar Sarbani	AS
8	Ardiansyah Hutasuhut	ARH
9	Arip Munandar	AM
10	Aulia Harfah	AUH
11	Efrida Yanti Siregar	EYAS
12	Eka Yolanda Siregar	EYOS
13	Elisa Hairani	EH
14	Erlina Pulungan	EP
15	Feri Ansyah Lubis	FAL
16	Halimatun Sahdia	HS
17	Ilham Murianto	IM
18	Ilman Samsuddin	IS
19	Indah Ramadiah Siregar	IRS
20	Indra Saputra Harahap	ISH
21	Irene Nasution	IN
22	Marwah Nisyah Lubis	MNL
23	Meliana Harahap	MH
24	Meri Yulia Ningsih	MYN
25	Musbar Rambe	MR
26	Nanda Sania	NS
27	Nathania Imelda	NI
28	Nur Azizah Siregar	NAS
29	Nur Mawaddah Pane	NMP
30	Rindi Hania Siregar	RHS
31	Risri Yanti Harahap	RYH
32	Rizky Ananda Harahap	RAH

33	Sakinah Pulungan	SP
34	Siddik Yahyah Ritonga	SYR
35	Sinar Gunawan Lubis	SGL
36	Sola Pulungan	SP
37	Sri Pramiswari Sinaga	SPS
38	Susi Indah Sari Pane	SISP
39	Yenni Pratiwi	YP
40	Zuria Harahap	ZH
Total of Students		40 students

APPENDIX V

THE GRADE VIII STUDENTS' SCORE IN MASTERING REPORTED SPEECH

No	Students' Initial	Total Score
(1)	(2)	(3)
1	AHNS	84
2	AI	88
3	AGH	84
4	AP	88
5	ATMT	92
6	AHH	88
7	AS	92
8	ARH	88
9	AM	84
10	AUH	84
11	EYAS	84
12	EYOS	84
13	EH	88
14	EP	92
15	FAL	92
16	HS	96
17	IM	96
18	IS	96
19	IRS	96
20	ISH	96
21	IN	92
22	MNL	92
23	MH	88
24	MYN	84
25	MR	84
26	NS	88
27	NI	92
28	NAS	88
29	NMP	88
30	RHS	88
31	RYH	88
32	RAH	80
33	SP	80
34	SYR	80

35	SGL	80
36	SP	76
37	SPS	80
38	SISP	80
39	YP	80
40	ZH	80
Highest Score		96
Lowest Score		76
Sum		3480
Mean Score		87
Mode		88
Median		88

APPENDIX 6**THE DETAILED DESCRIPTION OF STUDENTS' ABILITY
IN MASTERING REPORTED SPEECH**

No	Students' Initial	Correct Items	Incorrect Items	Total Score
1	AHNS	21	4	84
2	AI	22	3	88
3	AGH	21	4	84
4	AP	22	3	88
5	ATMT	23	2	92
6	AHH	22	3	88
7	AS	23	2	92
8	ARH	22	3	88
9	AM	21	4	84
10	AUH	21	4	84
11	EYAS	21	4	84
12	EYOS	21	4	84
13	EH	22	3	88
14	EP	23	2	92
15	FAL	23	2	92
16	HS	24	1	96
17	IM	24	1	96
18	IS	24	1	96
19	IRS	24	1	96
20	ISH	24	1	96
21	IN	23	2	92
22	MNL	23	2	92
23	MH	22	3	88
24	MYN	21	4	84
25	MR	21	4	84
26	NS	22	3	88
27	NI	23	2	92
28	NAS	22	3	88
29	NMP	22	3	88
30	RHS	22	3	88
31	RYH	22	3	88
32	RAH	20	5	80

33	SP	20	5	80
34	SYR	20	5	80
35	SGL	20	5	80
36	SP	19	6	76
37	SPS	20	5	80
38	SISP	20	5	80
39	YP	20	5	80
40	ZH	20	5	80
Highest Score		24 items correct	6 items incorrect	96
Lowest Score		19 items correct	1 items incorrect	76
Sum				3480
Mean Score				87
Mode				88
Median				88

APPENDIX 7

DESCRIPTION DATA USING MATHEMATIC FORMULA

1. The score of students' score from low score to high score.

76	80	84	88	92
80	84	88	88	92
80	84	88	88	92
80	84	88	88	96
80	84	88	92	96
80	84	88	92	96
80	84	88	92	96
80	84	88	92	96

2. High score = 96

3. Low score = 76

4. Range = high score – low score
 $= 96 - 76 = 20$

5. Total of Classes = $1 + 3,3 \log (n)$
 $= 1 + 3,3 \log (40)$
 $= 1 + 3,3 (1.60)$
 $= 1 + 5.28$
 $= 6.28 = 6$

6. Interval (i)

$$i = \frac{20}{\text{BK}} = \frac{20}{6} = 3.33 = 4$$

$$7. \text{ Mean score } (\bar{x}) = \sum \frac{f_i x_i}{f_i}$$

NO	Interval	Fi	Xi	Fixi	Fkb
1	76-79	1	77.5	77,5	1
2	80-83	8	81.5	652	9
3	84-87	8	85.5	684	17
4	88-91	11	89.5	984,5	28
5	92-95	7	93.5	654,5	35
6	96-99	5	97.5	487,5	40=N
	i = 3	40		3540	

$$\text{Mean} = \bar{x} = \frac{\sum x}{N}, \quad X = \frac{3540}{40} = 88,5$$

8. Median

$$\text{Me} = l + \frac{\frac{1}{2}n - f_{kb}}{f_i} i$$

$$\frac{1}{2} n = \frac{1}{2} 40 = 20$$

$$\text{Me} = 87.5 + \frac{20 - 17}{11} 3$$

$$= 87.5 + \frac{7}{11} 3$$

$$= 87.5 + (0,64) 3$$

$$= 87.5 + 2.54$$

$$= 90.04$$

$$\begin{aligned} 9. \text{ Mo} &= \text{Tb} + \frac{d_1}{d_1+d_2}C \\ &= 87.5 + \frac{3}{3+4} 3 \\ &= 87.5 + \frac{3}{7} 3 \\ &= 87.5 + (0.43)3 \\ &= 87.5 + 1.29 \\ &= 88.79 \end{aligned}$$

So, modus (the score that the most students got) = 88.79