

AN ANALYSIS OF THE STUDENTS' ERROR IN LEARNING DIRECT AND INDIRECT SPEECH OF STATEMENT TO THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 ANGKOLA BARAT

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui jenis kesalahan yang dilakukan oleh siswa kelas XI SMA Negeri 1 Angkola Barat dalam pembelajaran kalimat langsung dan tidak langsung. Dan dalam penelitian ini penulis menggunakan cluster random sampling. Ada 60 siswa yang digunakan sebagai sampel penelitian ini. Untuk mendapatkan data yang dibutuhkan, penulis menerapkan penelitian lapangan. Penelitian lapangan dilakukan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMA Negeri 1 Angkola Barat. Dan sebagai instrumen untuk mengumpulkan data penulis menggunakan tes tertulis. Setelah mendapatkan data, langkah selanjutnya yang dilakukan penulis adalah menganalisisnya dengan menggunakan analisis statistik. Untuk teknik analisis data penulis menggunakan teknik analisis deskriptif (persentase). Ini akan dijelaskan dalam tabel persentase. Setelah menganalisis data, didapat persentase rata-rata kesalahan siswa dalam pembelajaran kalimat langsung dan tidak langsung sebesar 21,13%. Artinya hipotesis penelitian ini yang menyatakan: "Ada kesalahan yang signifikan yang dilakukan oleh siswa kelas XI SMA Negeri 1 Angkola Barat dalam pembelajaran kalimat ucapan langsung dan tidak langsung", ditolak.

Kata Kunci : kalimat langsung, kalimat tidak langsung

ABSTRACT

This research is carried out in order to know what kinds of error made by the eleventh grade students of SMA Negeri 1 Angkola Barat in learning direct and indirect speech of statement is. And in this research the writer applies cluster random sampling. They are 60 students as a sample of this research. For getting the needed data, the writer applies the field research. The field research is applied based on the need of data from the field, in this case from the SMA Negeri 1 Angkola Barat. And as the instrument for collecting the data the writer uses the written test. After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. For techniques of data analysis the writer uses descriptive analysis technique (percentage). It will be described in the table percentage. After analyzing the data, it has been got that the average percentage of errors of the students in learning direct and indirect speech of statement is 21.13%. It means that the hypothesis of this research that states: "There is a significant error made by the eleventh grade students of SMA Negeri 1 Angkola Barat in learning direct and indirect speech of statement", is rejected.

Keywords : direct speech, indirect speech

I. INTRODUCTION

The writer has certain reasons in choosing the topic of this research. The writer should think about his ability to do it, besides it should appropriate to his educational background, it has benefit to the writer and people, it is easy to get the needed data, and of course the most important one it interests the writer to research it.

As the student of Teachers Training and Education Faculty of English Study Program the writer is interested to research about the result of the English teaching and learning activities. We have known that English is assumed as an international language in which it has succeeded to attract most of people all over the world to learn it. It can be known from the interest of people to learn it and it is also made as an obligatory subject in the schools, both in the government and private schools.

Based on the writer experience in learning English, grammar is one of the most difficult aspects other than any skills. Because it has many tenses, structure, and pattern form that the writer should know and put on the right place. Not only the writer but other students who try to learn English have a same problem.

Direct and indirect speeches are one of many grammatical categories which is important to be learnt by students. The students need to learn because it is one of three ways for students to report or share their statments or thought to other people especially when they communicate between each other.

In process of learning English, the students' errors are very useful ways of showing what they have and have not learnt. By learning reported speech the students will learn and understand the way to report speeches such as statement, imperative and question. But in this paper the writer focuses on reported speech of statement.

The writer assumes that students will absorb grammar rules as they hear, read, and

use the language in communication activities especially in reported speech of statement. The students strategy does not allow them to use one of the major tools they have as learners. The students actively try to understand of what reported speech of imperative is and how it works in the language they have already known.

To turn direct speech into indirect speech in right form needs changing of tenses, direct and indirect speech of statements, word order and adverbs. Beside, those are divided into three kinds: statement, question, and imperative. Probably it can cause students get confusion to understand direct and indirect speech material. Therefore this study focuses on the errors in direct and indirect speech of statement made by students of SMA Negeri 1 Angkola Barat.

Based on description above, the writer would like to conduct the research on the students errors in learning reported speech. This study is done in second year students of SMA Negeri 1 Angkola Barat. So the writer would like to discuss it in this "script" under the title : "An analysis of the students' error in learning direct and indirect speech of statement to the eleventh grade students of SMA Negeri 1 Angkola Barat in 2016 – 2017 academic year."

Beside the above backgrounds, the writer has chosen the topic based on the following backgrounds :

1. The writer choose direct and indirect speech of statement because the student has was familiar with the material but sometimes they still confuse to change the direct into indirect form.
2. The errors of the students in learning English is very important to know by the teacher because by knowing the students error, the teacher will know the students' difficulties, especially errors in intonation.
3. As far as the writer knows that this topic has never been researched by other researchers before, so that it is assumed as

the newest and interesting topic to be researched.

Since this research study on the great works of the eleventh grade students of SMA Negeri 1 Angkola Barat, the writer analyzes will mainly based on her personal view on the theories in some books, in other words, it is also done through a library research.

The writer limits the problem on the kind of errors in direct and indirect speech of statement made by the eleventh grade students of SMA Negeri 1 Angkola Barat in 2016 – 2017 academic year. But in order to minimize confusion and misunderstanding about the which is being discussed, it is regarded important for the writer to describe the limitation of her research.

As we know that there are many problems in learning direct and indirect speech of statement, such as: the problem of changes tenses, the problem of changes pronoun, the problem of changes adverb, the problem of using wrong form and usage in direct and indirect of statement.

Defining a research problem is the fuel that drives the scientific process, and is the foundation of any research method and experimental design, from true experiment to case study. It is one of the first statements made in any research paper and, as well as defining the research area, should include a quick synopsis of how the hypothesis was arrived at. Operationalization is then used to give some indication of the exact definitions of the variables, and the type of scientific measurements used. This will lead to the proposal of a viable hypothesis. As an aside, when scientists are putting forward proposals for research funds, the quality of their research problem often makes the difference between success and failure.”

The problem of a research is the presented question, in which its answer can be got after finishing carrying out the research. As Suharsimi Arikunto (1989) states : “The problem is a presented question, in which its

answer will be got after finishing carrying out the research”.

Based on the explanations above the problem can be formulated as follows:

1. How far is the eleventh grade students of SMA Negeri 1 Angkola Barat in mastering direct and indirect speech of statement?
2. What are kinds of error made by the eleventh grade students of SMA Negeri 1 Angkola Barat in learning direct and indirect speech of statement?

A research is done because the researcher wants to achieve certain purpose. The same case also comes to the writer’s mind.

The writer makes this research based on the following purposes:

1. To know how far the eleventh grade students of SMA Negeri 1 Angkola Barat in 2016 – 2017 academic year in mastering direct and indirect speech of statement is.
2. To know what kinds of error made by the eleventh grade students of SMA Negeri 1 Angkola Barat in 2016 – 2017 academic year in learning direct and indirect speech of statement is.

The hypothesis is a prediction or a tentative answer of the researched problem its truth should be taste by collecting and analyzing the collected data.

As Arikunto (1989) states : “Hypothesis can be meant as a tentative answer to the researched problem until it is proved through the collected data.”

Based on the above explanations the writer can formulate the hypothesis of this research as follows : “There is a significant error made by the eleventh grade students of SMA Negeri 1 Angkola Barat in 2016 – 2017 academic year in learning direct and indirect speech of statement.

II. THEORETICAL FRAMEWORK

There are two main ways of reporting people's words, thoughts, and beliefs : Direct Speech and Indirect Speech.

Direct Speech

Direct Speech is also called quoted speech. It is words which are talked by the speaker directly and written between the quotation marks. It is used to represent the original speakers' exact words that were said or that we imagine were thought. Michael Swan states (1996), "We can give the exact words (more or less) that were said or that we imagine were thought. This kind of sentence is called direct speech¹". The sentence repeats the speaker saying without adding or omitting some words. Betty S. Azar (1999) states, "Quoted speech refers to reproducing words exactly as they were originally spoken".

In writing, the quotation marks ('...' or "...") are used. Single quotation marks ('...') are common in British English, and double quotation marks ("...") in American English. It does not use any grammatical changes in what a person said. In Direct Speech, a comma is used after the introductory phrase (word "she said") not a period. A comma is generally used between a reporting expression and a piece of direct speech. The words quoted are usually introduced by one of the words **say** or **think** and the first word is capitalized.

Example :

She said, 'My brother is a students'.

She said, "My brother is a student".

If the Direct Speech is introduced by a name or short phrase as in the text of a play, a colon (:) is used. As Michael Swan (1996) states, "A colon is used when direct speech is introduced by a name or short phrase.

Example :

"What do you read, my Lord?"

Direct sentence is often found in many kinds of writing, such as magazines,

newspapers reports, novels, fiction, and oral narratives. Direct speech is found in conversations in books, in plays, and in quotations.

From the explanation above, the writer concludes that Direct Speech is the speaker's exact words without any changing by adding or omitting some words. It is written between the single or double quotation marks and uses a comma or sometimes a colon between the introductory phrase and the quoted sentence.

Indirect Speech

Indirect Speech is also called reported speech. It is used to inform someone opinion or talk to another person. According to Betty S. Azar (1993) states, "Reported speech refers to a noun clause to repeat what someone has said". It is different in tenses, word orders, pronouns, and time/place references from the speaker's exact words but still has the same meaning. We can make a speaker's words or thoughts part of our own sentence, using conjunction, and changing pronouns, tenses, and other words where necessary.

Reported Speech is used when it is interested not in the words that someone has chosen, but in the essential information they conveyed. It is not necessarily to write the exact words of the original speaker. We can use our words but still have the same meaning with the speaker's exact words. Reported speech tells the ideas, but not necessarily the exact words, of the original speaker.

To indicate that the words are quoting or reporting what someone has said or thought, it uses a reporting verb or introducing verb. Indirect Speech usually started with introducing verbs, such as: *say, tell, answer, inform, explain, add, order* and *command*. Say is the most common reporting verb and is usually followed immediately by a noun clause. Tell is also commonly used. Tell is also used in the sense of order someone *to do something* . Indirect Speech uses words *that* in statement, *if/whether* in yes/no question, and *to/no to* in request/command as

a conjunction between the introductory phrase and the reported words, and it is usually written in past form. It doesn't use quotation marks ('....' or "....") and a comma (,) after the introducing verb as in direct sentence. Reported speech does not normally require commas or quotation marks.

Examples :

He said that he was a student of UGN then. (Statement)

He asked me if/whether I was a student of UGN then. (Yes/no question)

He told me to come there the following day. (Positive command)

He told me not to come there the following day. (Negative command)

The writer concludes that Indirect Speech is words to talk the idea that was expressed by someone without using or quoting the speaker's exact words. It is different in tenses, word orders, pronouns, and other words from the original words but still has the same meaning.

The students often make mistakes and even errors in learning English especially in reported speech of statement, for example the students are still confused by changes of tenses and pronoun that can occur in reported speech. Error always occurs although the best effort has been done. Therefore, when they try to write the target language, it is inevitable for them to produce many errors. Making Errors are a natural in English learning process learning.

III. THE METHODOLOGY OF RESEARCH

This research is carried out in the SMA Negeri 1 Angkola Barat in 2016 – 2017 academic year. The SMA Negeri 1 Angkola Barat is situated in Tapanuli Selatan Regency. The number of the students of SMA Negeri 1 Angkola Barat in 2016 – 2017 academic year is 579 students. They are divided into 13 classes, there are five classes for the tenth

grade, four classes for the eleventh grade, and four classes for the twelfth grade.

So, it can be seen that the subject of this research is the eleventh grade students of SMA Negeri 1 Angkola Barat in 2016-2017 academic year. It consists of 185 students.

The writer applies the sample research due to the considerations that the condition of population is homogenous. It is said homogenous, because they come from the same level and they are treated equally in the processes of teaching and learning English in the class. Therefore, in this research the writer applies random sampling. As LR Gay (1988) states :“ Random sampling is the best way to obtain a representative sample”.

Based on the above explanations the writer decides to take only 60 students as the sample of this research. It means that the writer applies the cluster random sampling.

The study is based on the library study and field research. In the library study, the writer tried to have some materials that the related to the topic of this research. The field research the writer gave the test to the eleventh grade students of SMA Negeri 1 Angkola Barat in 2016 – 2017 academic year in order to get the data of error analysis with the use of direct and indirect speech of statement which are commonly made.

After the data, in this case the scores of the students in direct and indirect speech of statement, then it is analyzed by the descriptive analysis. The descriptive analysis is applied based on the consideration the data consists of the quantitative data.

The statistical formula to find out the Mean Score (M) is :

$$Mx = \frac{\sum X}{N}$$

After getting the value of mean score (M), then it is consulted to the following criteria's :

1. The students' achievement can be categorized into the capable or successful category if the value of Mean

score (M) is equal or More than 70 ($M \geq 70$).

- The students' achievement can be categorized into the poor category if the value of Mean score (M) is less than 70 ($M < 70$).

After consulting the value of Mean score to the criteria given above then the writer test the hypothesis whether it is included into successful category or poor category.

After getting the data from the field, in this case the scores of students in direct and indirect speech of statement, then it is analyzed by learning the descriptive analysis. The descriptive analysis is used based the consideration that the collected data is quantitative data.

The techniques used in analyzing the data are as follows :

- The writer distribute the data in to the table of analysis, in which the data is symbolized by X.
- The calculates the sum of data, in which it is symbolized by $\sum X$.
- The writer calculates the mean scores (M) by learning the following formula:

$$M = \frac{\sum X}{N}$$
- For techniques of data analysis the writer uses descriptive analysis technique (percentage). It will be described in the table percentage and the formula is as below:

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

In which:

P= Percentage

F= Frequency of wrong answer

N = Number of sample

- After the writer have the frequency and percentage of error, the writer looked for the average error by using formula:

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

In which:

P = Percentage

F = Frequency of wrong answer

N = Number of sample

n = Number of items

IV. THE RESULT OF RESEARCH AND DISCUSSION

In the preceding chapter it has been explained that the data is got from the result of the test given to the students. After getting the needed data, than it is analyzed in order to know how far the error made by the eleventh grade students of SMA Negeri 1 Angkola Barat in 2016 – 2017 academic year in learning direct and indirect speech of statement is. In this research, the error made by the students in learning the direct and indirect speech of statement classified into four classifications, they are: the use of conjunction, the use of reported word, the change of person, and the change of adverb.

The Use of Conjunctions

TABLE II
THE FREQUENCY AND PERCENTAGE OF ERROR IN THE USE OF CONJUNCTIONS

No	The Term of Error	Item Number	Frequency of Errors	Percentage of Error
1.	The use of conjunctions	1	13	21.67%
2.		2	13	21.67%
3.		3	8	13.33%
4.		4	10	16.67%
5.		5	12	20.00%
6.		6	9	15.00%
7.		7	12	20.00%
8.		8	11	18.33%
9.		9	12	20.00%
10.		10	12	20.00%
TOTAL			112	186.67 %

From the table above, the writer will discuss the error made by the students in using correct *conjunctions* in learning the direct and indirect speech of statement. In question number 1 and 2, there are 21.67 % or 13 students who have made errors. There are 8 students or 13.33 % who have made errors for question number 3. In question number 4, there are 10 students or 16.67 % who have made errors. There are 12 students or 20.00% who have made errors for the question number 5, 7, 9 and 10. In the question number 6, there are 9 students or 15.00% who have made errors. And there are 11 students or 18.33% who have made errors for the question number 8. So, we can find the highest and the lowest frequency made by the students in using the correct conjunctions, for the highest frequency there are 13 or 21.67 % students who have made errors and 8 or 13.33% students for the lowest frequency from 60 students.

To find out the average of total frequency error made by the students in the use of conjunctions, the writer uses the following formula:

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

$$P = \frac{112}{60 \times 10} \times 100\%$$

$$P = \frac{112}{600} \times 100\%$$

$$P = 18.67 \%$$

From the calculation above, it can be concluded that there are 18.67 % students who have made errors in the use of conjunctions in learning the direct and indirect speech of statement.

The Use of Reported Words

TABLE III
THE FREQUENCY AND PERCENTAGE OF
ERROR IN THE USE OF
REPORTED WORDS

No	The Term of Error	Item Number	Frequency of Errors	Percentage of Error
1.	The use of reported words	1	12	20.00%
2.		2	12	20.00%
3.		3	14	23.33%
4.		4	12	20.00%
5.		5	12	20.00%
6.		6	9	15.00%
7.		7	11	18.33%
8.		8	12	20.00%
9.		9	16	26.67%
10.		10	15	25.00%
TOTAL			125	208.33%

From the table above, the writer will discuss the error made by the students in using correct *reported words* in learning the direct and indirect speech of statement. In question number 1,2,4,5 and 8, there are 20.00 % or 12 students who have made errors. There are 14 students or 23.33 % who have made errors for question number 3. In question number 6, there are 9 students or 15.00 % who have made errors. There are 11 students or 18.33% who have made errors for the question number 7. In the question number 9, there are 16 students or 26.67% who have made errors. And there are 15 students or 25.00% who have made errors for the question number 10. So, we can find the highest and the lowest frequency made by the students in using the correct reported words, for the highest frequency there are 16 or 26.67% students who have made errors and 9 or 15.00 % students for the lowest frequency from 60 students.

To find out the average of total frequency error made by the students in the use of reported words, the writer uses formula:

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

$$P = \frac{125}{60 \times 10} \times 100\%$$

$$P = \frac{125}{600} \times 100\%$$

$$P = 20.83 \%$$

From the calculation above, it can be concluded that there are 20.83 % students who have made errors in the use of reported words in learning the direct and indirect speech of statement.

The Change of Person

TABLE IV
THE FREQUENCY AND PERCENTAGE OF ERROR IN THE CHANGE OF PERSON

No	The Term of Error	Item Number	Frequency of Errors	Percentage of Error
1.	The change of person	1	13	21.67%
2.		2	16	26.67%
3.		3	13	21.67%
4.		4	13	21.67%
5.		5	15	25.00%
6.		6	17	28.33%
7.		7	15	25.00%
8.		8	12	20.00%
9.		9	9	15.00%
10.		10	10	16.67%
TOTAL			133	221.67%

From the table above, the writer will discuss the error made by the students in changing correct *person* in learning the direct and indirect speech of statement. In question number 1, 3 and 4, there are 21.67 % or 13 students who have made errors. There are 16 students or 26.67 % who have made errors for question number 3. In question number 5 and 7, there are 15 students or 25.00 % who have made errors. There are 17 students or 28.33% who have made errors for the question number 6. In the question number 8, there are 12 students or 20.00% who have made errors. There are 9 students or 15.00% who have made errors for the question number 9. And there are 10 students or 16.67% who have made errors for the question number 10. So,

we can find the highest and the lowest frequency made by the students in changing the correct person, for the highest frequency there are 17 or 28.33% students who have made errors and 9 or 15.00 % students for the lowest frequency from 60 students.

To find out the average of total frequency error made by the students in the change of person, the writer uses formula:

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

$$P = \frac{133}{60 \times 10} \times 100\%$$

$$P = \frac{133}{600} \times 100\%$$

$$P = 22.17 \%$$

From the calculation above, it can be concluded that there are 22.17 % students who have made errors in the change of person in learning the direct and indirect speech of statement.

The Change of Adverb

TABLE V
THE FREQUENCY AND PERCENTAGE OF ERROR IN THE CHANGE OF ADVERB

No	The Term of Error	Item Number	Frequency of Errors	Percentage of Error
1.	The change of adverb	1	17	28.33%
2.		2	16	26.67%
3.		3	13	21.67%
4.		4	13	21.67%
5.		5	9	15.00%
6.		6	11	18.33%
7.		7	15	25.00%
8.		8	14	23.33%
9.		9	15	25.00%
10.		10	14	23.33%
TOTAL			137	228.33%

From the table above, the writer will discuss the error made by the students in changing correct *adverb* in learning the direct

and indirect speech of statement. In question number 1, there are 28.33% or 17 students who have made errors. There are 16 students or 26.67 % who have made errors for question number 2. In question number 3 and 4, there are 13 students or 21.67 % who have made errors. There are 9 students or 15.00 % who have made errors for the question number 5. In the question number 6, there are 11 students or 18.33 % who have made errors. There are 15 students or 25.00% who have made errors for the question number 7 and 9. And there are 14 students or 23.33% who have made errors for the question number 8 and 10. So, we can find the highest and the lowest frequency made by the students in changing the correct adverb, for the highest frequency there are 17 or 28.33% students who have made errors and 9 or 15.00 % students for the lowest frequency from 60 students.

To find out the average of total frequency error made by the students in the change of adverb, the writer uses formula:

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

$$P = \frac{137}{60 \times 10} \times 100\%$$

$$P = \frac{137}{600} \times 100\%$$

$$P = 22.83 \%$$

From the calculation above, it can be concluded that there are 22.83 % students who have made errors in the change of adverb in learning the direct and indirect speech of statement.

Finally it is the term of direct and indirect speech of statement area which is based on high percentage errors, as in the following table. It can be seen which one of the direct and indirect speech of statement that is the highest percentage error and the lowest percentage.

TABLE VI
THE SEQUENCE OF DIRECT AND INDIRECT SPEECH OF STATEMENT BASED ON IT'S HIGH FREQUESCY ERROR

No	The Term of Direct and indirect speech of statement	Percentage of Error
1	The change of adverb in direct and indirect speech of statement	22.83 %
2	The change of person in direct and indirect speech of statement	21.17 %
3	The use of reported verb in direct and indirect speech of statement	20.83 %
4	The use of conjunctions in direct and indirect speech of statement	18.67 %
PERCENTAGE AVERAGE OF ERROR		21.13 %

From the table above it can be concluded that the highest percentage error made by the students is in the change of adverb in direct and indirect speech of statement. It means that the eleventh grade students of SMA Negeri 1 Angkola Barat in 2016 - 2017 academic year are difficult in changing the correct adverb in learning direct and indirect speech of statement. And the lowest percentage error made by the students is in the use of conjunctions in direct and indirect speech of statement. It means that the eleventh grade students of SMA Negeri 1 Angkola Barat in 2016 - 2017 academic year are easy in using correct conjunctions in learning direct and indirect speech of statement.

From the table above it can be concluded that the percentage of errors made by the students in direct and indirect speech of statement is 21.13%. The percentage of errors made by the students in direct and indirect speech of statement is below 25.00 %. It means that the hypothesis of this research that states: "There is a significant errors made by the students in direct and indirect speech of statement to the eleventh grade students of

SMA Negeri 1 Angkola Barat in 2016 - 2017 academic year” is rejected.

The Students’ Mastery in Direct and indirect speech of statement

After getting the data of students’ scores in learning direct and indirect speech of statement, the next steps the writer tabulates the data into the table as it can be seen below:

TABLE VII
THE SCORE OF STUDENTS’ ABILITIES IN DIRECT AND INDIRECT SPEECH OF STATEMENT

NO. SAMPLE	SCORE
1	88
2	75
3	68
4	83
5	80
6	88
7	93
8	85
9	68
10	80
11	55
12	80
13	73
14	78
15	63
16	78
17	58
18	78
19	78
20	85
21	88
22	80
23	93
24	65
25	73
26	80
27	73
28	93
29	90
30	60
31	80
32	88
33	88

NO. SAMPLE	SCORE
34	65
35	90
36	75
37	90
38	73
39	85
40	50
41	83
42	78
43	83
44	95
45	68
46	93
47	68
48	63
49	88
50	93
51	80
52	78
53	90
54	88
55	75
56	70
57	78
58	88
59	93
60	85
TOTAL (Σ X)	4732.5

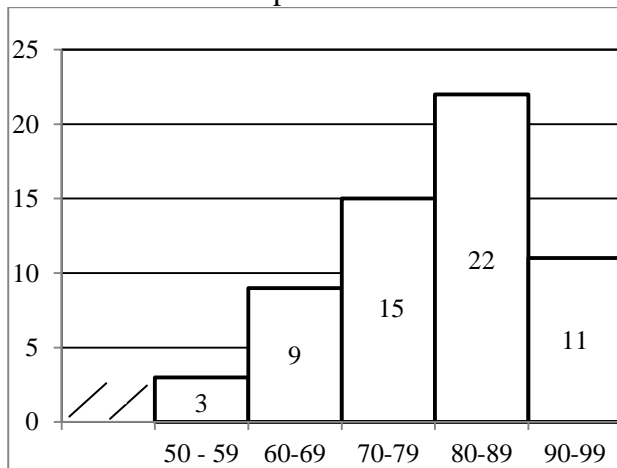
From the table above, it shows that the lowest score got by the students is 50 and the highest score is 95. The classifications of the students’ scores can be seen in the following table:

TABLE VIII
THE FREQUENCY AND PERCENTAGE OF THE STUDENTS’ SCORE IN DIRECT AND INDIRECT SPEECH OF STATEMENT

NO	CLASSIFI-CATIONS	FREQUENCY	PERCENTAGE
1.	50 – 59	3	5.00%
2.	60-69	9	15.00%
3.	70-79	15	25.00%
4.	80-89	22	36.67%
5.	90-99	11	18.33%
TOTAL		60	100%

From the table above the histogram can be made as following graphic

Graphic 1. The frequency histogram of the students' mastery in direct and indirect speech of statement



From the table and histogram above the writer can conclude that the percentage of the students' mastery in direct and indirect speech of statement can be categorized into the capable category or they have achieved the minimal completeness criteria (KKM) is 80.00 %, whereas the percentage of the students who are categorized into the low category or they haven't achieved the minimal completeness criteria (KKM) is 20.00 %. It is said so, because the value of the minimal completeness criteria (KKM) of this material in this school is 70.

The next, the writer calculate the Mean score of the students' mastery in direct and indirect speech of statement. The sum of the students' score in direct and indirect speech of statement (ΣX) is 4732.5 and the number of students who follows the test (N) is 60. So that, the writer can calculate the value of mean score (M) as follow :

$$\begin{aligned}
 M &= \frac{\Sigma X}{N} \\
 &= \frac{4732.5}{60} \\
 &= 78.88
 \end{aligned}$$

From the value of the mean score above, it can be concluded that the eleventh grade students of SMA Negeri 1 Angkola Barat in 2016 - 2017 academic year in mastering direct and indirect speech of statement can be categorized into the 'capable category'.

V. THE CONCLUSSIONS AND SUGGESTIONS

In this last chapter the writer would like to formulate the conclusions and then offers the suggestions concerning to the final result of conducting this research as follows :

The Conclusions

After following the statistical process in the research, the writer can make the conclusions as it can be seen belows:

1. The mastery of the eleventh grade students of SMA Negeri 1 Angkola Barat in 2016 - 2017 academic year in direct and indirect speech of statement can be categorized into 'capable category, It can be seen from the value of mean score, that is 78.88.
2. The highest percentage of error made by the eleventh grade students of SMA Negeri 1 Angkola Barat in 2016 - 2017 academic year in direct and indirect speech of statement is in the change of adverb, that is 22.83 %.
3. The lowest percentage of error made by the eleventh grade students of SMA Negeri 1 Angkola Barat in 2016 - 2017 academic year in direct and indirect speech of statement is in the use of conjunctions, that is 18.67 %.
4. The average percentage of errors of the students in learning direct and indirect speech of statement is 21.13 %
5. The percentage of the students' mastery in direct and indirect speech of statement can be categorized into the good category or they have achieved the minimal completeness criteria (KKM) is 80.00 %,

whereas the percentage of the students who are categorized into the low category or they haven't achieved the minimal completeness criteria (KKM) is 20.00 %.

6. The hypothesis of this research is rejected.

The Suggestions

From the calculation above, there are some suggestions that are proposed by the writer:

1. It is suggested to the headmaster to complete the facilities in learning, because it can also influence the students' abilities learning English.
2. For teacher, it is suggested to give more exercise and explanation about reported speech of statement to the students especially who got low scores.
3. It is suggested to the students to do more experiences in reported speech of statement. The students need to be careful when they read and answer the test. The students should understand how to change the direct speech into reported speech of statement.
4. For other researcher, the writer suggests next researcher to conduct further study that can enhance this research because this research actually can be broaden and extended to other subject and in different setting.

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