

**INCREASING STUDENTS' SPEAKING ABILITY IN USING DIRECT AND
INDIRECT SPEECH THROUGH DIRECT METHOD AT SECOND GRADE
OF IPA 2 OF SMAN 2 PALOPO**



A THESIS

**Submitted to the English Study Program of Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo for S.Pd Degree in English Education**

By:
IAIN PALOPO

BASO AHMAD
Reg. Num. 11.16.3.0028

Consultans:

- 1. Dr. Abdul Pirol, M. Ag.**
- 2. Madehang, S. Ag., M. Pd.**

**ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER TRAINING
FACULTY THE STATE ISLAMIC INSTITUTE
(IAIN) PALOPO
2015**



IAIN PALOPO

NOTA DINAS PEMBIMBING

Perihal : skripsi

Lampiran : -

Kepada Yth.

Ketua Jurusan Tarbiyah

Di-

Tempat

Assalamu 'Alaikum Wr. Wb.

Setelah melakukan bimbingan skripsi terhadap mahasiswa tersebut di bawah ini:

Nama : Baso Ahmad

NIM : 11.16.13.0028

Program Studi : Bahasa Inggris

Jurusan : Tarbiyah

Judul Skripsi : *“Increasing Students’ speaking Ability in Using Direct and Indirect Speech through Direct Method” at Second Grade of IPA 2 of SMAN 2 Palopo.*

menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk di proses selanjutnya.

Wassalamu 'Alaikum Wr. Wb.

Palopo, 15th December 2015

Pembimbing I

Dr. Abdul Pirol, M. Ag.
NIP 19691104 1994 03 1004

PENGESAHAN SKRIPSI

Skripsi berjudul **“Increasing Students’ speaking Ability in Using Direct and Indirect Speech through Direct Method” at Second Grade of IPA 2 of SMAN 2 Palopo**, yang ditulis oleh Baso Ahmad, Nomor Induk Mahasiswa (NIM): 11.16.3.0028, mahasiswa Program Studi Pendidikan Bahasa Inggris, Jurusan Tarbiyah Institut Agama Islam Negeri (IAIN) Palopo yang dimunaqasyahkan pada hari Selasa, 22 Desember 2015 M., bertepatan dengan tanggal 10 Safar 1437 H, telah diperbaiki sesuai dengan catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan Bahasa Inggris (S.Pd).

Palopo, 22 Desember 2015 M
10 Safar 1437 H

Tim Penguji

1. Drs. Mardi Takwim, M. HI. Ketua Sidang (.....)
2. St. Mardiyah, S.E. Sekretaris Sidang
(.....)
3. Prof. Dr. H. M. Said Mahmud, Lc., Ma. Penguji I (.....)
4. Dr. Masruddin Asmid S.S., M. Hum. Penguji II (.....)
5. Dr. Abdul Pirol, M. Ag. Pembimbing I (.....)
6. Madehang S. Ag., M. Pd. Pembimbing II (.....)

Mengetahui

Rektor IAIN Palopo

Ketua Jurusan Tarbiyah

Dr.Abdul Pirol., M.Ag.

Drs. NURDIN K, M.Pd

NIP. 19691104 199403 1 004

NIP. 19681231 199903 1 014

PERSETUJUAN PENGUJI

Skripsi berjudul : *“Increasing Students’ speaking Ability in Using Direct and Indirect Speech through Direct Method” at Second Grade of IPA 2 of SMAN 2 Palopo*

Yang ditulis oleh :

Nama : **Baso Ahmad**
NIM : 11.16.3.0028
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Tarbiyah

Disetujui untuk diujikan pada *Ujian Munaqasyah*.

Demikian untuk diproses selanjutnya.

IAIN PALOPO

Palopo, 06 Januari 2016

Penguji I

Penguji II

Prof. Dr. H. M. Said Mahmud, Lc., Ma.
NIP 19490823 198603 1 001

Dr. Masruddin Asmid S.S., M. Hum.
NIP 19198006132 005 001 005



IAIN PALOPO

CONSULTANT APPROVAL

Thesis Entitled : **“Increasing Students’ Speaking Ability in Using Direct and Indirect Speech through Direct Method” at Second Grade of IPA 2 of SMAN 2 Palopo.**

Written by:

Name : Baso Ahmad

Reg. Num. : 11.16.3.0028

Department : English Study Program

has been corrected and approved to be examined.

Palopo, 15th December 2015

Consultant I

Consultant II

IAIN PALOPO

Dr. Abdul Pirol, M. Ag.
NIP 19691104 1994 03 1004

Madehang S.Ag.,M.Pd.
NIP 19730615 2000 03 1004

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

الحمد لله رب العالمين والصلاة والسلام على أشرف الأنبياء والمرسلين سيدنا محمد وعلى آله واصحابه اجمعين.

First of all, I would like to express my gratitude to the Almighty Allah swt. The most compassionate and merciful of the world because of only mercy and bless from Allah swt. The researcher was able to finish the thesis. Salawat and salam are addressed to our Prophet Rasulullah saw.

I would like to say thanks to the following figures:

1. Dr. Abdul Pirol, M. Ag, as the Rector of IAIN Palopo, who always supports, gives motivation and as my first consultant.
2. Prof. Dr. H. M. Said Mahmud, Lc., MA., as the leader of IAIN Palopo period 2006 – 2010, and as the first examiner and Dr. Masruddin S.S, M. Hum., as the second examiner in writing thesis seminar and examination who correction, suggestion and advises for thesis improvement.
3. Prof. Dr. H. Nihaya., M. Hum., as the leader of IAIN Palopo, the first depute head, the second depute head, and the third depute head, period 2010 – 2014.
4. Drs. Nurdin K., M. Pd, as the Dean of Tarbiyah Departement of IAIN Palopo.
5. Jufriadi, S.S., M. Pd, as the Chief of English Department of IAIN Palopo.
6. Madehang S. Ag., M. Pd, as the second consultant, who gives me suggestions, idea and help to researcher.
7. I am grateful to all lectures of IAIN Palopo, who have shared their knowledge, suggestion, and motivation as well.

8. I am indebted to the head master of SMAN 2 Palopo, thanks for giving permission to do this research in SMAN 2 Palopo, and thanks to the teacher, staff office, and students give time to do research.
9. My parent and all of my family, thanks for your supporting, guidness, advice, and material to finishing my study.
10. Drs. Abdul Muis and all of his family, thanks for your home, support, and advice.
11. All of my best friends in IAIN Palopo (Amry, Lukman, Ahmad Syamsuri, Riandi, Muslimin, Irgi, Yulianti, Tenri, Warda, Kurnia, Siti Susanty, Jumiasni, Lia Mirna and all my friends could not be written here). Thanks for the nice friendship, support and helping during our togetherness.

Finally, the researcher prays to God almight showed divine judgement of their service who has given to the researcher except that this thesis can give a lot of contribution for all readers for regional, nation, and state. Therefore it can be a charity.

IAIN PALOPO

Palopo, 15th December 2015

The researcher

Baso Ahmad



IAIN PALOPO

LIST OF CONTENTS

TITLE OF PAGE	
EXAMINER APPROVAL.....	i
NOTA DINAS PEMBIMBING	ii
CONSULTANT APPROVAL	iii
PRONOUNCEMENT	iv
ANCKNOWLEDGEMENT	v
LIST OF CONTENTS	viii
LIST OF TABLE	x
ABSTRACT	xi
CHAPTER I INTRODUCTION	
A. Background	
1	
B. Problem Statement	
3	
C. Objective of the Research	
3	
D. Significance of the Research	
4	
E. The Scope of the Research	
4	
F. Operational Definition	4
CHAPTER II REVIEW OF LITERATURE	
A. Some Related Previous Findings	5
B. The Concept of Speaking	7
a. Definition of Speaking	7
b. Types of Classroom Speaking Performance	8
c. Principles for Design Speaking Techniques	9
d. The Problem of Speaking	10
C. The Concept of Direct and Indirect Speech	11
a. Definitions of Direct and Indirect Speech	11
b. Direct and Indirect Statement	14

c. Classifications of Direct and Indirect Speech	14
D. The Concept of Direct Method	26
a. The Definition of Direct Method	26
b. The Principles of Direct Method	26
c. The Use of Direct Method	27
d. The Weakness of Direct Method	27
e. The Advantages of Direct Method	28
E. Theoretical Framework	29
F. Hypothesis	29
CHAPTER III RESEARCH METHOD	
A. Research Method and Design	30
B. Variable of the Research	30
C. Population and Sample	31
D. Research Instrument	31
E. Procedure of Collecting Data	32
F. Technique of Data Analysis	33
CHAPTER IV FINDING AND DISCUSSION	
A. Finding of Researcher	39
B. Discussion.....	54
CHAPTER V CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	56
B. Suggestions.....	57
Bibliography	58

IAIN PALOPO

List of Table

Table 1 The Score of Students' Speaking Skill in the Pretest	40
Table 2 The Score of Students' Speaking Skill in the Post-test	42
Table 3 The total raw of students' pre-test and post-test	43
Table 4 The means score of students in pre-test and post- test	44
Table 5 The t-test of the students' structure (X2-X1).....	46
Table 6 The criteria and percentage score of students' accuracy in pre test	47
Table 7 The criteria and percentage score of students' fluency in pre test	48
Table 8 The criteria and percentage score of students' comprehensibility in pre test	49
Table 9 The rate percentage of students' score speaking ability in post-test	50
Table 10 The criteria and percentage score of students' accuracy in post-test	51
Table 11 The criteria and percentage score of students' fluency in post- test	52
Table 12 The criteri and percentage score of students' comprehensibility in post-test	53

ABSTRACT

Baso Ahmad, 2015, **“Increasing Students’ Speaking Ability in Using Direct and Indirect Speech through Direct Method” at Second Grade of IPA 2 of SMAN 2 Palopo.** Thesis, English Study Program of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo. Under Supervisor: Dr. Abdul Pirol, M. Ag as the first consultant and Madehang, S. Ag.,M. Pd as the second consultant.

Key Words: Increasing Students’ Speaking Ability, Direct and Indirect speech, Direct Method.

This thesis focused on the increasing students’ ability in using direct and indirect speech through direct method at second grade of IPA 2 of SMAN 2 Palopo. This thesis focused on the problem statement of this thesis: Is the use direct method effective in increasing student’s speaking ability in using direct and indirect speech ? and Are the students interested in learning reported speech through direct method?

This research used pre experimental method with pre-test and post-test design. The pre-test was given to find out the students’ improvement in speaking skill through direct and indirect speech after given treatment, and researcher used direct method in teaching.

The population in this research was students of SMAN 2 Palopo in academic year 2015 and the researcher used purposive sampling which taken second grade of IPA 2 consist of 20 students as the sample. The researcher used purposive sampling because the second grade students of IPA 2 have never been taught English material by using direct method. Based of observation, many students if gave information to their friends can not differences about direct or indirect speech and also the grammatical is error

The result of this research showed that there were significant improvements. Based on the results of tests done by students, it has increased the value obtained from pretest to posttest of students’ speaking skill at second grade of IPA 2 of SMAN 2 Palopo after conducting the treatment by using direct method. It means that the use of direct and indirect speech through Direct Method gives significance improvement to students’ speaking skill. The students make a good grammatical and spirit in speaking.

CHAPTER 1

INTRODUCTION

A. Background

Speaking is one of other skill to use in communication. By speaking, we can communicate with the other people to give idea and information, so improving speaking skill very important in learning English. In speaking, we must attention the grammatical sentence, like grammar. Grammar is the rule or the way of arranging the word to more a correct structure.¹ If they asked to explain about the rules of English grammar, they probably will say a little about it, or even they know nothing about it. It is because they want to use their language easily and naturally. They feel comfortable with their accent that make others laugh because of the sound of their speaking is funny. Another reason related to the effective strategy. A learner may be lazy to learn grammar because she / he know nothing about grammar at all.

Factually, learning English considered complicated especially for structure, which regarded as the difficulties. This caused by the difference of grammatical system between English and learners' mother tongue. They will get trouble if they lack in structure because structure tells the students about how to put the words in sentences, which words should come first and what other words should come next.

¹Megawati Sulis, *“Improving Students’ Tenses By Using Keyword Game to The Eighth Year Students SMPN 8 Palopo”*, Thesis S1 (Palopo: STAIN Palopo 2014), p. 8.

Direct and indirect speech is one of the elements of grammar. Sometimes we use direct and indirect speech to make report or to tell first speaker's sentence to the third person. In other words, direct and indirect speech used to re-explain what the other people heard.

At present, many students still find difficulties in using direct and indirect speech, whereas most people heard and say formerly sentence from first person to the third person every day. By having sufficient knowledge of grammar, the students can get an increase in learning English. Therefore, those who have acquired enough knowledge of grammar are potentially able to master the language more easily.

The structural aspects that also often cause problems to the students are the direct and indirect speech. These aspects are difficult because there are some elements of structure involved, mainly tenses, pronouns, conjunctions, and so on.

The students at second grade of IPA 2 of SMAN 2 Palopo still make mistakes in using direct and indirect speech. Based on observation, many students if gave information to their friends cannot differences about direct or indirect speech and the grammatical is error. They have to know what aspects to change direct into indirect speech and to change indirect speech into direct speech. The mistakes that the students make will annoy and distract the flow of communication.

It is important for the students to know about the direct and indirect speech because they frequently use them in English daily communication, either in written or spoken forms. Therefore, if they do not understand about direct and indirect speech,

they can cause misunderstanding on the part of the listeners who receive the speech they report.

The writer, by some reasons, thinks that direct method is the most effective strategy in teaching direct and indirect speech easily. By using direct method, the students can exercise to demonstration their answer through speaking. It means the students used to pronounce the English words.

Considering the statement above, the writer would like to conduct a research entitled “Increasing Students’ speaking Ability in Using Direct and Indirect Speech through direct method” at Second Grade of IPA 2 of SMAN 2 Palopo.

B. Problem Statement

Based on the background above, the writer will formulate research questions as follows:

1. Is the use direct method effective in increasing student’s speaking ability by using direct and indirect speech?
2. Are the students interested in learning reported speech through direct method?

C. Objective of the Research

There are two main objectives of the research:

1. To find out whether or not the direct method effective in increasing speaking ability the second grade students of IPA 2 of SMAN 2 Palopo, academic year 2015/2016 in using direct and indirect speech or not.
2. To find out the students’ interesting in learning reported speech through direct method.

D. The Significance of the Research

The result of this research expected to be useful information to all readers.

Especially for:

1. The teachers of English who teach direct and indirect speech can be useful information for them to evaluate their strategy in teaching English.
2. The students of the second grade of IPA 2 of SMAN 2 Palopo improve their speaking ability in using direct and indirect speech.
3. This writing hoped to give significant contribution and become references for teaching and learning process.

E. The Scope of the Research

The researcher limits the scope of this research to develop the using of direct and indirect speech through direct method. This research will also focus in using simple present tense and simple past tense.

It can show by changing the form of dialogue into direct or indirect speech that is going to operate by the students of the second grade of IPA 2 of SMAN 2 Palopo.

F. Operational Definition

1. Increasing is the changes of student's ability from unable to be able.
2. Student's speaking ability in using direct and indirect speech is the applicable of direct and indirect speech in conversation in dialogue.
3. Direct method is the method used in learning to speak where the students understand usually to speak.

CHAPTER II

REVIEW OF LITERATURE

A. Some Related Previous Findings

There are some of the previous findings these are the first, Risma Wardi (2011) had conducted research about “Teaching the Eleventh Year students English speaking skill through self talk strategy at the SMAN 4 Palopo 2010/2011 academic year” she came with conclusion that use of self talk strategy can improve the students’ speaking of SMAN 4 Palopo and the students interact, fun, and have self confidence to speak English.¹

Jamila, In her research conclude that story telling through picture could improve the students’ speaking skill at the eleventh year of SMAN 4 Palopo 2011/2012 academic year. It also could increase the students’ vocabularies and give motivate the students to improve their speaking skill.²

Akhiruddin Nuralang had conducted research about improving students’ speaking skill through survey is an effective technique in teaching English specially to improve students’ speaking skill. Then, he suggest that students should be given

¹Risma Wardi, “*Teaching the Eleventh Year Students English Speaking Skill through Self Talk Strategy at the SMAN 4 Palopo*”, Thesis SI, (Palopo: STAIN Palopo 2011), p. 69.

²Jamila, *The Application of Story Telling Through Picture In Teaching Students’ Speaking Skill at the Eleventh Year of SMAN 4 Palopo*”, Thesis SI, (Palopo: STAIN Palopo 2011), p. 64.

enough time to practice their speaking skill with their classmate and bring the students to the fun and happy condition.³

According to Riani (2014) in her research “Teaching Degree of comparison through Direct Method (DM) to the Elevent Year Students of SMAN 4 Palopo”, the searcher concluded that direct method was effective in teaching degree of comparison. The students identified the Direct Method in the right way and in using degree of comparison of them was improved. In the pre-test in the students degree of comparison test was still low, but after doing treatment in research in the students began to understand and after the researcher get the post-test the students had a big change. Having analyzed the result students responses toward of direct method applied by the searcher. It is found that most of students give positive response and improve their grammar specially degree of comparison by using direct method.⁴

From some definition above, searcher make concluded that speaking is very important in our live to give information to other people, so that many way to do for it. for example through Direct Method, and now the resercher make a research about increasing ability speaking skill in using direct and indirect speech through direct method.

³Akhiruddin Nuralang, ”*Improving Students’ Speaking Skill Through Survey is an Effective Tehnique in Teaching English*”, Thesis S1, (Palopo: STAIN Palopo 2001), p. 62.

⁴Riani, “*Teaching Degree of Comparison through Direct Method (DM) to the Elevent Year Students of SMAN 4 Palopo*”, Thesis S1, (Palopo: STAIN Palopo 2014), p. 62-63.

B. The Concept of Speaking

a. Definition of Speaking

Speak is talk to someone about something.⁵ The other definition, Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted. For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conventions different from written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.⁶

⁵Victoria Bull, *Oxford Learner's Pocket Dictionary*, IV Edition (China: Oxford University Press 2008), p. 426.

⁶[Http://area.dge.mec.pt/gramatica/whatspeakingis.htm.download](http://area.dge.mec.pt/gramatica/whatspeakingis.htm.download), 16/08/2015.

b. Types of Classroom Speaking Performance

1) Imitative

A very limited portion of classroom speaking time may legitimately spend generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction. But for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some fair work activity, where learners are “going over” certain forms of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4) Transactional Dialogue

Transactional Dialogue carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language

5) Interpersonal dialogue

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of fact and information.

6) Extensive Monologue

Finally, students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

Here the register is more formal and deliberative. These monologues can be planned or impromptu.⁷

c. Principles for Design Speaking Techniques

- 1) Use techniques that cover the spectrum of learner needs, from language-based focus in accuracy to message-based focus on interaction, meaning, and fluency.
- 2) Provide intrinsically motivating techniques.
- 3) Encourage the use of authentic languages in meaningful contexts.
- 4) Provide appropriate feedback and correction.
- 5) Capitalize on the natural link between speaking and listening.
- 6) Give students opportunities to initiate oral communication.
- 7) Encourage the development of speaking strategies.⁸

d. The Problem of Speaking

There are some characteristics of spoken language that can make oral performance easy as well as, in some cases difficult:

⁷H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, II Edition (California: 2000), p.271-274.

⁸*Ibid.*, p.275-276.

1) Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize in this feature of speak language.

3) Reduce forms

Contraction, elisions, reduced vowel, and many more, all form special problems in teaching speak English.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and correction.

5) Colloquial Language

Make sure your student is reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

IAIN PALOPO

6) Rate of Delivery

Another the silent characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributor

7) Stress, rhythm and intonation

The most important characteristic of English pronunciation, as well be explain below. The stress time rhythm of English and its intonation patterns convey important messages.

8) Interaction

Learning to produce moves of language in vacuum without interlocutors will rob speaking skills of its richer component: the creativity of conversational negotiation.⁹

C. The Concept of Direct and Indirect Speech

a. Definitions of Direct and Indirect Speech

What is mean by reported speech, we firstly have to know what the reported speech is? By having this concept clear, we can have further discussion on the subject. If we pay attention to the words, which form “reported speech,” we will see that it can divide into two parts, reported and speech. Reported is the past participle of the verb “to report.” Reported is the past participle of the verb “to report,” which function as adjective, and then what is the meaning of “to report”? in the oxford dictionary, “report” is give an account of something heard, seen, done, etc, especially for a newspaper.¹⁰ Betty Schrampter Azar says, “Reported speech refers to using a noun clause to report what someone has said. No quotation marks are used.”¹¹

⁹*Ibid.*, p. 270-271

¹⁰Victoria Bull. *op.cit.*, p, 374.

¹¹Betty Schampter Azar, *Understanding and Using English Grammar*, (America: 1989), p. 275.

Example :

1) she said,"i watch TV every day .(quoted speech)

She said (that) she watched TV every day. (reported speech).

2) she said," I can watch tv". (quoted speech)

she said she could watch tv. (reported speech).

The general guidelines on tense usage in a noun clause:¹²

- 1) If the reporting verb is in the past, the verb in the noun clause will usually also be in a past form.
- 2) This formal sequence of tenses in noun clauses is used in both speaking and writing.

However, sometimes in spoken English, no change is made in the noun clause verb, specially if the speaker is reporting something immediately or soon after it was said.

Immediate reporting:

A : what did the teacher just say? I didn't hear him.
B : He said he **wants** us to read chapter six

Later reporting :

A : I didn't go to class yesterday. Did Mr. Jones make any assignments?
B : yes. He said he **wanted** us to read chapter six.

- 3) Also sometimes the present tense is retained even in formal English when the reported sentence deals with a general truth: She said that the world is round.
- 4) when the reporting verb is simple present , present perfect, or future the noun clause verb is not changed.

She says, " I watch tv every day." → She says she watches tv every day.

¹²*Ibid.*

She has said, “ I watch tv every day.” → She has said that she watches tv every day.

To know further about reported speech, it is better to review the opinion of some grammarians, Geoffrey Leech states that reported speech is distinguish from direct speech, in which the original speech are repeated in the original words, normally enclosed in quotation marks.¹³

Then Thomson defines that reported speech give exact meaning of a remark of speech, without necessarily using the speaker’s exact words in doing so ;some aspect of instruction are necessary to be changed.¹⁴

It seems that the three grammarians have different definition about reported speech. In addition, it is possible that reported speech. Even though their definitions are not similar, their meanings are the same. From the three dentitions above, we can infer that reported is the reproduction of speaker’s words either in written or spoken form by another person with some changes of instruction.

There is not comma after say in indirect speech. That can be ommitted after say and tell + object. However, it kept after other verbs: complain, explain, object, point out, protest, etc. Indirect speech normally used when conversation reported verbally, though direct speech sometimes employed here to give a more dramatic effect.

¹³Geoffrey Leech, a *Glossary of English Grammar*.2006, p. 101.

¹⁴ Thomson, a *Practical English Grammar*, (New York: Oxford University Press, 1960), p. 195.

From some definitions above, it said that indirect speech is a sentence type in which another speaker reports the words used by a speaker. In this case, some of the words used by the other speaker/reporter to repeat what the first speaker has said are change and the meanings of the reporting and reported words are the same.

b. Direct and Indirect Statement

One thing that need to be remembered in the indirect speech is the conjunction 'that' it is generally put before the indirect statement, but it is often omitted. To change the direct speech into indirect speech we need to present simple rules concerning the changes of the verb forms, tenses, and changes of adverb of time and place.

c. Classification of Direct and Indirect Speech

It concluded that reported speech is the reproduction of speakers words either in written or spoken form by another person with some changing aspects of instruction. The change includes the addition of conjunction, the change of pronouns, the change of time, and other expressions. The exact changes of those aspects are so important in transferring quoted speech into reported speech. The mistakes that students make will give misinformation or misunderstanding to the other persons who receive their reports. Therefore, in order to avoid misunderstanding from one to another we must pay more attention to it and study it harder and more seriously.

Therefore, in order to master the reported speech, the students must comprehend those aspects well; otherwise, they will find it difficult to transfer the

quoted speech into reported speech. The following is a description of the aspects to be changed.

1) The Direct and Indirect Question

The rules for changing the direct question into indirect question are the same as those for changing the direct statement. To start studying the direct question first things that have to be attended are as follows:

- a) The conjunction of the direct question is “if” or “whether” when the question begins with an auxiliary verb.
- b) The auxiliary verb such as can, will, shall, must, etc. is still used, but sometimes, they change into the past form.
- c) The question mark (?) is left out.
- d) The introductory verb
- e) The question word (who, what, how, when) are used as a link between the introducing verb and reported question.
- f) “Be plus subject” in the direct question changed into “subject plus be” in the indirect question.

2) Question with an auxiliary verb

- a) Direct speech : He said to me, “are you going away today?”
Indirect speech : He said to me whether I was going away today
- b) Direct speech : He asked me, “Can you come along?”
Indirect speech : He asked me if I could come along.
- c) Direct speech : Reni asked me, “Do you see my pencil?”
Indirect speech : Reni asked me if I saw her pencil.

3) Question with the question words

- a) Direct speech : He said to me, “Where are you going?”
Indirect speech : He said to me where I was going.
- b) Direct speech : He said to me, “Why do you stop here?”
Indirect speech : He said to me why I stop there.
- c) Direct speech : He asked me, “What are you doing?”
Indirect speech : He asked me what I was doing.

4) Imperative or direct command

Another type of sentence that needs to be change into indirect speech is the imperative or direct command. Changing the direct command into indirect command is different from the two kinds of the direct speech that have discussed. In the last two types, we used the introductory verb “ to say” and “to tell” (with infinitive without too) but in the direct command we don’t use them as introductory verbs such as; ordered, advised, forbade, asked and bagged.

The imperative form of the verb in the direct command becomes infinitive phrase in the indirect command.

Examples:

- a) Direct speech : He said, “Come here!”
 Indirect speech : He ordered me to come here.
- b) Direct speech : She said to her son, “Study hard!”
 Indirect speech : She advised her son to study hard.
- c) Direct speech : He said to his friend, “Please lend me your pen!”
 Indirect speech : He asked his friend to lend him her pencil.

When a negative direct command was change into indirect command, the reporting verb is the same as what is use in the direct command; the reporting verb is the same, as a negative must follow what is use in the indirect command, at the introductory verb.

Examples:

- a) Direct speech : He said. “Don’t go anyway!”
 Indirect speech : he asked me not to go there.

- b) Direct speech : He said, “don’t take my pencil!”
 Indirect speech : He asked me not to take her pencil.
- c) Direct speech : He said to her, “don’t sit there!”
 Indirect speech : He told her not to sit there.

5) The direct and indirect exclamation

The last type of sentences that need to be change into indirect speech is the indirect exclamation that is a kind of sentence, which means expressing a surprise toward something.

Examples:

- a) Direct speech : He said, “What a lovely garden this is!”
 Indirect speech : He remarked what a lovely garden it was.
- b) Direct speech : Hello, “Where are you going?”
 Indirect speech : He greeted me and asked where I was going.
- c) Direct speech : He told me, “How brave you are!”
 Indirect speech : He told me how brave I was.

6) The Change of Tenses and Auxiliary Verb

The change of tenses and auxiliary verb in English reported speech is difficult problem because the averages of the students have low understanding in tenses. Therefore, mastery on English reported speech will be a serious problem since they do not find this kind of change in Indonesia reported speech.

- 1) The Simple Present becomes the Simple Past

Examples:

Direct : He said, "The girl writes a novel."

Indirect : He said the girl wrote a novel."

Direct : She said, "I go to school by foot every day."

Indirect : She said that she went to school by foot every day.

Direct : They said, "We love her very much."

Indirect : They said that they loved her very much.

2) The Present Continuous becomes Past Continuous

Examples:

Direct : He said, "The girl is writing a novel."

Indirect : He said that the girl was writing a novel."

Direct : She said, "I am going to school by foot every day."

Indirect : She said that she was going to school by foot every day.

Direct : They said, "We love her very much."

Indirect : They said that they loved her very much.

3) Present Perfect becomes Past Perfect.

Examples:

Direct : He said, "The girl has written a novel"

Indirect : He said that the girl had written a novel."

Direct : She said, "I have gone to school by foot every day."

Indirect : She said that she had gone to school by foot every day

Direct : They said, "We have loved her very much."

Indirect : They said that they had loved her very much.

4) Present Perfect Continuous becomes Past Perfect Continuous.

Examples:

Direct : He said, "The girl has been writing a novel."

Indirect : He said that the girl had been writing novel."

Direct : She said, "I have been going to school by foot every day."

Indirect : She said that she had been going to school by foot every day.

Direct : They said, "We have loved her very much."

Indirect : They said that they had loved her very much.

5) Simple Past becomes Past Perfect.

Examples:

Direct : He said, "The girl wrote at six"

Indirect : He said that the girl had written at six."

Direct : She said, "I went to school by foot every day."

Indirect : She said that she had gone to school by foot every day.

Direct : They said, "We loved her very much."

Indirect : They said that they had loved her very much.

6) Past Continuous becomes Past Perfect Continuous.

Examples:

Direct : He said, "The girl was writing a novel."

Indirect : He said that the girl had been writing a novel."

Direct : She said, "I was going to school by foot every day."

Indirect : She said that she had been going to school by foot every day.

Direct : They said, "We loved her very much."

Indirect : They said that they had loved her very much.

7) Future becomes past.

Examples:

Direct : He said, "The girl shall come."

Indirect : He said that the girl should come.

Direct : She said, "I will go to school by foot every day."

Indirect : She said that she should go to school by foot every day.

Direct : They said, "We will love her very much."

Indirect : They said that they would love her very much.

8) May become Might

Examples:

Direct : He said, "The girl may write a novel."

Indirect : He said that the girl might write a novel.

Direct : She said, "I may go to school by foot every day."

Indirect : She said that she might go to school by foot every day.

Direct : They said, "We may love her very much."

Indirect : They said that they might love her very much.

9) Can becomes Could

Examples:

Direct : He said, "The girl can write a novel."

Indirect : He said that the girl could write a novel.

Direct : She said, "I can go to school by foot every day."

Indirect : She said that she could go to school by foot every day.

Direct : They said, "We can love her very much."

Indirect : They said that they could love her very much.

10) Must become had to

Examples: **IAIN PALOPO**

Direct : He told me, "You must stay at home."

Indirect : He told me that I had to stay at home.

Direct : She said, "I must go to school by foot every day."

Indirect : She said that she had to go to school by foot every day.

Direct : They said, "We must love her very much."

Indirect : They said that they had to love her very much.¹⁵

7) The Change of Pronouns

By assumed that the change of pronoun in the reported speech is not difficult for the students such as change in English are also found their language. In English, there are eight pronouns and each pronoun can be the traced into four kinds based on its functions. They are subjunctive, objective, possessive pronouns.

Ali explains which pronouns change and which ones do not, look at the following rules:¹⁶

Direct			Indirect		
Subject	Object	Possessive	Subject	Object	Possessive
I	Me	Mine, my	He, She	Him/her	His/hers, hers/his
You	You	Your, yours	I	Me	my, mine
You	You	Your, yours	We	Us	Our, ours
We	Us	Our, ours	They	Them	Their, theirs

➤ The unchanged of pronouns

He, him, his, his, his

¹⁵*Ibid.*, p. 200

¹⁶ Ali Faidlal Rahman, *Fundamentals of Grammar*, (Yogyakarta: PustakaWidyatama. 2007), p. 312.

She, her, hers, hers

It, it, its

They, them, theirs, theirs

By learning the changes above, the students could understand which pronouns must change and which ones must not. By paying attention the change of pronouns above, we can conclude that pronouns can change when they are in the form of the third person singular or plural while the first and second person singular or plural do not change.

Example:

Direct speech : He told me, "I would go to Jakarta if I were you."

Reported speech : He told me that he would have gone to Jakarta if he had been me.

8) The Change of Adverb of Time and Adverb of Place

Before the teacher presents this lesson, firstly he should exemplify how the change of adverb time, adverb of place. Kardimin in English as illustrated below:¹⁷

Time and place	
Direct speech	Reported speech
1. Now	then
2. Yesterday	the day before
3. Last week	the week before

¹⁷Kardimin Akhmad, *Smart English Grammar*, (Yogyakarta: PustakaWidyatama. 2003), p. 205.

4. Two days ago	two days before
5. Tomorrow	the following day
6. Next month	the following month
7. This	that
8. These	those
9. Here	there
10. Next week	the following week
11. Tonight	that night
13. This morning	that morning
14. Last night	the night before
15. to day after tomorrow	in two days' time

To know more about the above changes, examples in the sentences have given in the following:

a. Direct : She said, "The man is drinking here."

Indirect : She said that the man was drinking there.

b. Direct : She said, "I will see you now."

Indirect : She said that she would see me then.

c. Direct : He said, "They will come to your house next week."

Indirect : He said that they would come to my house the following week.

One direct speech may be changed into seven indirect speech but not all, it depends on who report to whom.

Examples:

Direct : Ali asked Ani, "What can I do for you?"

Indirect :

1. Someone to another : I asked Ani what I could do for her.
2. Ali to someone : I asked Ani what he could do for me.
3. Ali to someone : Ali asked me what he could do for me.
4. Ali to Ani : I asked you what I could do for you
5. Ani to Ali : You asked me what you could do for me.
6. Someone to Ali : You asked Ani what you could do for her.
7. Someone to Ani : Ali asked you what he could do for you.

D. The Concept of Direct Method

a. The Definition of Direct Method

The direct method characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as technique.¹⁸

b. Principles of Direct Method

- a. Classroom instruction is conducted exclusively in the target language.
- b. Only everyday vocabulary and sentences are taught.
- c. Oral communication skills are build up in a carefully graded progression organized around question-and-answer exchanges between teacher and students is taught in small extensive classes.
- d. Grammar is taught inductively.
- e. New teaching points are introduced orally.
- f. Concrete vocabulary is taught through demonstration, object, and pictures; abstract vocabulary is taught by association of ideas.
- g. Both speech and listening comprehension are taught.
- h. Correct pronunciation and grammar are emphasized.¹⁹

¹⁸H. H. Stern, *Fundamental Concepts of Language Teaching*, first published (Britain: Oxford University Press, 1983), p. 456.

¹⁹Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge University Press: 1986), p. 9-10.

c. The Use of Direct Method

1. The teacher presents a dialogue in front of the class.
2. To understand the dialogue, the teacher gives question to the students and the students practice the dialogue loudly sound.
3. The teacher asks the students to observe and discover the grammatical usely the dialogue.
4. Much time is spent on question and answer about the dialogue.
5. The teacher gives question orally in the form of direct and indirect speech.²⁰

d. The Weakness of Direct Method

There are some the weakness of direct method:

1. With the discipline to listen and use patterns of dialogue on a regular basis students can skilled in listening and speaking , because the main priority is to listen and speak.
2. With many demonstrations / rallies, movement , use of images , even learned in the real world can know the corpulent students vocabulary.
3. With a lot of practice pronunciation strictly in the guidance of teachers , students can have a pronunciation that is relatively closer to native speakers.
4. The students get a lot of exercise in conversation , especially about other topics.²¹

e. The Advantages of Direct Method

There are some the advantages of Direct Method:

1. This method requires the teachers who have the smooth talking like a native speaker .

20H. H. Stern.*Op. Cit.*, p. 459.

21[http://Zheskeizer.blogspot.com/2013/01/direct-method 29.html](http://Zheskeizer.blogspot.com/2013/01/direct-method%2029.html), accessed 12/08/2015.

2. The method relies on proficiency of teachers in presenting the material, not textbooks are good .
3. This method avoids the use of mother tongue and second language or translate. It is actually unusual hinder the progress of learning , because a lot of time and effort wasted in explaining word abstract or a particular concept in a foreign language. And if it is translated will take less time .
4. To be passive learning when teachers can not motivate students. At levels beginning this method seems to be difficult to enforce, especially students have not had a material (vocabulary) that have been understandable.²²

E. Theoretical Framework

IAIN PALOPO

²²*Ibid.*

F. *Hypothesis*

H1: There is significance difference result between the score pre-test and post-test.

H0: There is no significance difference result between the score of pre-test and post-test.

$t\text{-table} > t\text{-test}$: reject null hypothesis

$t\text{-table} < t\text{-test}$: receive null hypothesis.²³

²³Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktek*, (Edisi Revisi v Jakarta: Rineka Cipta, 2002), p. 69.

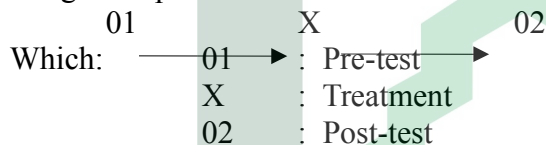
CHAPTER III

METHOD OF THE RESEARCH

This chapter covers research method and design, population and sample, research instrument, procedure of collecting data and technique of data analysis.

A. Research Method and Design

The research method apply in this research is pre-experimental method with one group pre-test and one group post-test. That is aimed to find out the students' direct and indirect speech skill after teaching by using Direct Method. The research design is represented as follows:



B. Variables of the Research

There are two variables in this research; namely dependent variable and independent variable. The dependent variable is students' ability in using direct and indirect speech, while independent variable is teaching direct and indirect speech through direct method.

IAIN PALOPO

C. Population and Sample

a. Population

The population of this research is the second grade of IPA 2 of SMAN 2 Palopo in 2015 academic years. The total of students is 287 students, which divided into some classes. Each class has 33 students.

b. Sample

The total of population is too large, so in this case the researcher-using one class of the second grade students of IPA 2 of SMAN 2 palopo. The researcher took 20 students to be sample. Based on the observation that the researcher did at the second grade students of IPA 2. They were still low in speaking skill so that the researcher is interested to do the research at that class. The researcher used purposive sampling because the second grade students of IPA 2 have never been taught English material by using direct method. Based of observation, many students if gave information to their friends can not differences about direct or indirect speech and also the grammatical is error.

D. Research Instrument

In collecting data from the respondent, the researcher use objective test. The aim of test is to find out the students' speaking ability in using direct and indirect speech through direct method. Objective test formed dialogue. The test give as pre-test before doing the treatment and as post-test after doing the treatment to improve the students' speaking ability in direct and indirect speech through Direct Method.

E. Procedure of Collecting Data

a. Pre-test

The researcher gives pre-test to the students. It is aimed to know the students' prior ability in using direct and indirect speech. In this step, the researcher asked the students to change the dialogue into direct or indirect speech through speaking.

b. Treatment

After giving pre-test, the researcher gives students treatment. It aims to improve students' speaking ability in direct and indirect speech through direct method. There are some activities do by the researcher in treatment. They are:

- 1) The first meeting: the researcher introduced the direct and indirect speech through direct method to the students. After introducing it, the researcher gives explanation to the students about direct and indirect speech. The researcher also describe about direct method.
- 2) The second meeting: the researcher explain how to change the form of dialogue into direct or indirect speech, and otherwise.
- 3) The third meeting: the students exercise to speak in using direct and indirect speech through direct method. Ask them to discuss the dialogue.
- 4) The fourth meeting: the students asked to change the form of dialogue into direct or indirect speech.

c. Post-test

After giving treatment, the searcher give question like a dialogue to the students, and students will answer the question into direct or indirect speech. that is aimed to know the speaking ability of the students after doing treatment.

F. Techniques of Data Analysis

In analyzing the data, the researcher was determining the scoring classification, which includes of accuracy, fluency, and comprehensibility. Those assessment criteria explained by J.B. Heaton as follows:

There are three criteria resided in speaking skill and these all will be evaluated, they are:

- a. Accuracy

Accuracy is the ability of pronunciation in the target language clearly, grammatically and logically.

b. Fluency

Fluency is the ability to use the target language fluently and in accepting and giving information is quickly.

c. Comprehension

Comprehension is the ability to understand the general meaning and the speaker intention the category of oral test assessment as follow.¹

1) Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A view minor grammatical and lexical errors but most utterance are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confusing.
Average	3	Pronunciation is seriously influenced by mother

¹J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p. 98.

		tongue only a few serious phonological errors, some of which cause confusion
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a break down in communication. Many “basic” grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

2) Fluency

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make and search for words, there are no too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the

		general meaning. Fair range of expression.
Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
Very poor	1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

3) Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for listener to understand and speaker's intention and general meaning. Very few interruption or clarification required.
Very good	5	The speakers' intention and general meaning are fairly clear. A few interruption by the listener for the shake of clarification are necessary.
Good	4	Most of what speaker says is easy to follow. His intention is always clear but several interruption are necessary to help him convey message or to seek clarification.
Average	3	The listener can understand a lot what is said,

		but he must constantly seek clarification. Can not understand many of speakers' more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening the speaker.
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said. ²

- a. Calculating the mean score of the students' score in pre-test and post-test using the

following formula:

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

Where: \bar{X} = mean score
 $\sum X$ = total rows of score
 N = total number of students

- b. Finding out the significance difference between the result of pre-test and post-test

by calculating the value of t-test using the following formula:

²Yusuf, " *Improving Students' Speaking Skill in Retelling Story Through Picture at the Third Semester Students of Stain Palopo*", Thesis S1,(Palopo: STAIN Palopo 2009), p. 27

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where: t = test of significant
 \bar{D} = the mean of difference between pre-test and

Post-test ($X_2 - X_1$)
 $\sum D$ = the sum of difference score N
 = total number of sample

c. Calculating the Standard Deviation of the students' score in pre-test and post-test

by using the following formula:

$$SD = \sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}$$

Notes:

$\sum X^2$
 = the sum of all the square

$(\sum X)^2$
 = the square of the sum

N = the total number of students³

³Gay, *Education Research*, (USA: Bell and Howel Company 19981), p.298-331.

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter consists of two sections, the first dealt with finding of the researcher, and the second dealt with discussion. The finding of the research covered the description of the result of the data analysis then discussed them into the discussion section research.

A. Findings

The findings of this research showed to describe the result of the data that analyzed statistically and questionnaire. It comprised of the students' score in pretest score and post-test, classification percentage of students' score in pretest and post-test, the mean score and standard deviation of the students' pretest, post-test and interesting the students in using direct and indirect speech through direct method.

1. The research findings through pre-test and post-test

The result of the students' pre-test and post-test are showed as in the following table:

Table 1

The Score of Students' Speaking Skill in the Pretest

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	comprehensibilit y	
R1	1	2	2	5
R2	2	1	2	5
R3				4
R4	1	1	2	3

R5	1	1	1	3
R6	1	1	1	4
R7	1	1	1	4
R8	1	1	2	5
R9	2	1	2	4
R10	2	1	2	5
R11	1	2	2	4
R12	1	1	2	3
R13	1	1	2	5
R14	2	1	2	5
R15	1	1	2	4
R16	1	1	2	5
R17	1	1	1	5
R18	1	2	2	4
R19	2	1	2	6
R20	1	1	2	4
	1	1	2	
	1	2	2	
	1	2	2	
	1	2	2	
	1	1	2	
	2	2	2	
	1	1	2	
N=20				$\Sigma X=87$

Based on the table above, there are accuracy, fluency, and comprehensibility. The maximum score is 2, minimum score is 1, and the total of score is 87. It is the result of pre-test before given treatment.

Table 2

The Score of Students' Speaking Skill in the Post-test

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	comprehensibilit y	
R1	4	4	4	12
R2	3	3	4	10
R3	4	4	4	12
R4	5	5	5	15
R5	3	3	4	10
R6	3	3	4	10
R7	5	5	4	14
R8	3	3	4	10
R9	4	4	4	12
R10	4	4	4	12
R11	3	3	3	9
R12	4	4	3	11
R13	5	3	5	13
R14	3	3	4	10
R15	4	3	4	11
R16	3	5	4	12
R17	4	4	4	12
R18	3	4	4	11
R19	4	3	4	11
R20	4	4	4	12
N=20				$\sum X=229$

Based on the table 2, there are accuracy, fluency, and comprehensibility. The maximum score is 5, minimum score is 3, and the total of score is 229. It is the result of post-test after given treatment.

Table 3

The total raw of students' pre-test and post-test

Respondent	Pre-test	Post-test	Gain (D)	D ²
------------	----------	-----------	----------	----------------

	X1	X2	(X2-X1)	
R1	5	12	7	49
R2	5	10	5	25
R3	4	12	8	64
R4	3	15	12	144
R5	3	10	7	49
R6	4	10	6	36
R7	4	14	10	100
R8	5	10	5	25
R9	4	12	8	64
R10	5	12	7	49
R11	4	9	5	25
R12	3	11	8	64
R13	5	13	8	64
R14	5	10	5	25
R15	4	11	7	49
R16	5	12	7	49
R17	5	12	7	49
R18	4	11	7	49
R19	6	11	5	25
R20	4	12	8	64
N=20	ΣX=87	ΣX=229	ΣX=147	ΣX=1143

From the table 3 above, it shows that the total scores of pre-test ($\sum X_1$) was 87 and the total scores of post-test ($\sum X_2$) was 229, gain / difference between the matched pairs ($\sum D$) was 147 and square of gain ($\sum D^2$) was 1143 and the minimum gain (D) of the students score' score is 5 and maximum score is 12.

- a. The mean score of the students pre-test and post-test
 - Mean score of pre-test = 87

$$= \frac{\quad}{20}$$

$$= 4,35$$

- Mean score of post-test = $\frac{229}{20}$
- = 11,45
- Mean difference = $\frac{142}{20}$
- = 7,1

After calculating the result of the students pre-test and post-test, the mean score are presented in the following table:

Table 4

The means score of students in pre-test and post- test

Type of test	Mean score
Pre-test	4,35
Post-test	11,45

The table above shows that the mean score obtained by the students in pre-test was 4,35 which is smaller than score of the students post-test was 11,45. It reveals that the mean score of the students pre-test and post-test obtained by the students are different.

1. T-test value

In order to know whether or not a significant different between the mean score of the students' pre-test and post-test at level of significant 0,05 with degree of freedom (df)= N-1, where N=number of students (20), t-test was applied. The t-test of mean score of the students' pre-test and post-test can be calculated as follows:

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{142}{20}$$

$$\bar{D} = 7,1$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}$$

$$t = \frac{7,1}{\sqrt{\frac{1143 - \frac{(142)^2}{20}}{20(20-1)}}}$$

$$t = \frac{7,1}{\sqrt{\frac{1143 - 100,82}{20(20-1)}}}$$

$$t = \frac{7,1}{\sqrt{\frac{1042,18}{380}}}$$

$$t = \frac{7,1}{\sqrt{1,65}}$$

$$t = \frac{7,1}{1,65}$$

$$t = 4,3$$

The t-test value of the students' ability achievement after they had the treatments is presented as the following table:

Table 5

The t-test of the students' structure (X2-X1)

DF	Variable	T-test value	t-table
19	X2-X1	4,3	2,093

The table above shows that the t-table value was smaller than the t-test value of the students grammar achievement where the value of t-test was 4,3 and the value of t-table was 2,093 or it can be said that $4,3 > 2,045$. When the t-test value is greater than the t-table value, the null hypothesis (Ho) of the research is rejected and the alternative hypothesis (H1) is accepted, because there is significant different between the pre-test and post-test.

From the analysis above, the writer conclude that there was a significant different between the result of pre-test and post-test scores of the students' speaking ability in using direct and indirect speech. In other words, it can be said that the use of direct method can increase the students' direct and indirect speech and this method is good to be used in teaching English especially teaching speaking.

b. Classification of the students' pre-test and post-test

The score of the students in pre-test and post-test were classified into some criteria such as the criteria percentages, frequency of the students in pre-test and post-test, these are showed as in the following tables:

1) *Pre-test*

In this area, the researcher made the rate percentage of students' score speaking ability in pre-test. The results of students' score in pre-test were presents accuracy, fluency, and comprehensibility on the table below:

Table 6

The criteria and percentage score of students' accuracy in pre test

NO	Classification	Scores	Pre-test	
			F	%
1.	Excellent	6	-	-
2.	Very good	5	-	-
3.	Good	4	-	-
4.	Average	3	-	-
5.	Poor	2	5	25%
6.	Very poor	1	15	75%
	Total		20	100

Based on the table 6 the criteria and percentage of students' accuracy incited that there was none of students who got excellent scores, very good scores, good scores, and average scores. However there were 5 students (25%) who got poor scores and 15 students (75%) who got very poor scores.

Table 7

The criteria and percentage score of students' fluency in pre test

NO	Classification	Scores	Pre-test	
			F	%

1.	Excellent	6	-	-
2.	Very good	5	-	-
3.	Good	4	-	-
4.	Average	3	-	-
5.	Poor	2	6	30%
6.	Very poor	1	14	70%
	Total		20	100

Based on the table 7 the criteria and percentage of students' fluency incited that there was none of students who got excellent scores, very good scores, good scores, and average scores. however there were 6 students (30%) who got poor scores and 14 students (70%) who got very poor scores.

Table 8

The criteria and percentage score of students' comprehensibility in pre test

NO	Classification	Scores	Pre-test	
			F	%
1.	Excellent	6	-	-
2.	Very good	5	-	-
3.	Good	4	-	-
4.	Average	3	-	-
5.	Poor	2	17	85%
6.	Very poor	1	3	15%
	Total		20	100

Based on the table 8 the criteria and percentage of students' comprehensibility incited that there was none of students who got excellent score very good scores, good scores, and average scores. However there were 17 students (85%) who got poor scores and 3 students (15%) who got very poor scores.

2) Post- test

In this area, the researcher made the rate percentage of students' score speaking ability in post-test. The result of students' score in post-test was presents accuracy, fluency, and comprehensibility on the table below:

Table 9

The rate percentage of students' score speaking ability in post-test

NO	Classification	Scores	Pre-test	
			F	%
1.	Excellent	6	-	-
2.	Very good	5	-	-
3.	Good	4	-	-
4.	Average	3	-	-
5.	Poor	2	17	85%
6.	Very poor	1	3	15%
	Total		20	100

Based on the table 9 the criteria and percentage of students' comprehensibility incited that none of students who got excellent scores, very good scores, good scores, and average scores. However there were 17 students (85%) who got poor scores and 3 students (15%) who got very poor scores.

Table 10

The criteria and percentage score of students' accuracy in post-test

NO	Classification	Scores	Pre-test	
			F	%
1.	Excellent	6	-	-
2.	Very good	5	3	15%
3.	Good	4	9	45%
4.	Average	3	8	40%
5.	Poor	2	-	-
6.	Very poor	1	-	-
	Total		20	100%

On the table 10 the criteria and percentage of students' accuracy incited that none of students who got excellent scores, there were 3 students (15%) who got very good scores, there were 9 students (45%) who got good scores and there were 8 students (40%) who got average scores and there was none of the students got poor scores and there was none of students got very poor scores.

IAIN PALOPO

Table 11

The criteria and percentage score of students' fluency in post-test

NO	Classification	Scores	Pre-test	
			F	%
1.	Excellent	6	-	-

2.	Very good	5	3	15%
3.	Good	4	8	40%
4.	Average	3	9	45%
5.	Poor	2	-	-
6.	Very poor	1	-	-
	Total		20	100%

Based on the table above 11 the criteria and percentage of students' fluency incited that there was none of students who got excellent scores, there were 3 students (15%) who got very good scores, there were 8 students (40%) who got good scores and there were 9 students (45%) who got average scores and there was none of the students got poor scores and there was none of students got very poor scores.

Table 12

The criteria and percentage score of students' comprehensibility in post-test

NO	Classification	Scores	Pre-test	
			F	%
1.	Excellent	6	-	-
2.	Very good	5	2	10%
3.	Good	4	16	80%

4.	Average	3	2	10%
5.	Poor	2	-	-
6.	Very poor	1	-	-
	Total		20	100%

Based on the table 12 the criteria and percentage of students' comprehensibility incited that there was none of students who got excellent scores, there were 2 students (10%) who got very good scores, there were 16 students (80%) who got good scores and there were 2 students (10%) who got average scores and there was none of the students got poor scores and there was none of students got very poor scores.

3) Hypothesis Testing

To find out degree of freedom (DF) the formula used is as the following:

$$DF = N - 1 \text{ where } (N - 20)$$

$$DF = 20 - 1$$

$$DF = 19$$

Thus, the valuable of t-table was 2,093

Comparing with the t-test value, it can be concluded that the t-test value (4,3) was higher than the value of t-table (2,093) in other words, it can be said that $4,3 > 2,045$. This means that the null hypothesis (H_0) of this research is rejected and the alternative hypothesis (H_1) is accepted because there is significance different between the pre-test and the post-test through direct method in teaching speaking by using direct and indirect speech.

From the analysis above the writer concludes that there was significance different between the result of pre-test and post-test score of students' speaking ability by using direct and indirect speech after presenting material through direct method.

2. The research findings through questionnaire

The questionnaire that distributed to the students consists of 8 items, in order to find out the students' interesting in learning reported speech through direct method. Of the 20 students who answered 8 questions, be concluded that the 15 people who answered yes, and 5 people who answered no. This means that the interest of students towards learning English is so great especially those in the teaching of speaking in the use of direct sentences and sentences indirectly through the Direct Method (DM).

B. Discussions

This section presents the result of data analysis in findings. It discuss about the increasing speaking ability in using direct and indirect speech through direct method” at Second Grade of IPA 2 of SMAN 2 Palopo since the pretest until post-test had been conducted.

In pre-test, the researcher asked the students to change a question became direct or indirect speech to get score of students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test. From the result showed that in **accuracy** there was none (0%) of students got excellent, very good, good, and average. However, there were 5 students (25%) got poor, and 15 students (75%) got very poor. Where as in **fluency** showed that there was also none (0%) of students got excellent, very good, good, and average. However, there were 6 students (30%) got poor and 14 students (70%) got very poor. In **comprehensibility**, there was none of students (0%) got excellent, very good, and good and average. However, there were 17 students (85%) got poor, and 3 students (15%) got very poor.

Related to the analysis of the table of classification and percentage rate of the students in pre-test and the students' mean score, the researcher conclude that the students' speaking skill was still low.

In post-test, its form is the same as the pre-test, the researcher gave some topic about direct, and indirect speech to change became direct or indirect speech too. The post-test was done after giving treatments to the students. It was done to get the students' score in speaking ability (accuracy, fluency, and comprehensibility) in post-test. It was found that in **accuracy** there was still none of students who got excellent scores, there were 3 students (15%) who got very good scores, there were 9 students (45%) who got good scores and there were 8 students (40%) who got average scores and there was none of the students got poor scores and there was none of students got very poor scores. In **fluency** presents that there was none of students who got excellent scores, there were 3 students (15%) who got very good, there were 8 students (40%) who got good and there were 9 students (45%) who got average scores and there was none of the students got poor scores and there was none of students got very poor scores. While, in **comprehensibility** there was none of students who got excellent scores, 2 students (10%) who got very good scores, 16 students (80%) who got good scores and 2 students (10%) who got average scores and there was none of the students got poor scores and there was none of students got very poor scores.

By using Direct Method in learning direct and indirect speech:

- The students would more active in explaining information through English
- The students would used to pronouncing in using English words, also training the students' confidence.
- It made feedback between students and teacher in learning process.
- The students directly demonstrate what they would share in front of class

Comparison between the Direct Method and Speech Method

- **Speech Method**
Speech is a traditional learning method in which the material is presented by the teacher monologue, so the more a one-way conversation. The teacher's role more in terms of its activity to provide the subject matter, while the students listened carefully and noted that the main points of the statement proposed by the teacher. The pupil can control the material; because of the speech will be limited to what is controlled by the teacher. Speech are not accompanied by the demonstration could lead to the occurrence of verbal. This is because in the process of presentation only rely on verbal language teacher and pupils simply rely on the hearing ability. While the ability of each student is not the same, including the capture of material through hear acuity. Teachers, who are less well speaking ability, can make students feel bored listening to his speech. Boredom that will make students does not focus, although physically students in the class, but mentally student does not follow at all the learning process. Through speech, is very difficult to know whether all the students

already know / understand what is described or not. Even when students are given the opportunity to ask, and no one asked, it does not guarantee students have understood entirely.

- Direct Method

Through the direct method, verbal can be avoided, because the pupil was told to direct attention to the lesson material described so that students will more easily understand what is being studied. Through this method, the learning process will be more interesting, because students do not only hear, but also see the demonstration. By way of directly observing, the students will have the opportunity to comparison between theory and reality. Direct methods can make teaching become clearer and more concrete. Through the direct method, students are stimulated to actively observe, adjust between theory and reality. Students are more freely expressed his opinion that could be accompanied by demonstrating what is delivered. Students discuss more freely with his friends and to his teacher.



IAIN PALOPO

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents some conclusions and suggestions based on findings and discussion from data analysis:

A.

Conclusions

1. Having implemented the treatment by using direct and indirect speech through direct method to increasing speaking ability of students at second grade of IPA 2 of SMAN 2 Palopo. The data have have been analyzed by using (t_t) standard of significant 5% with degree of freedom (df) =19, got t_t (t_{table}), 4,3 and standard of significant 0,05, the result of t_0 (t_{count}) is higher than t_t (t_{table}), $4,3 > 2,093$. Based on the results of tests done by students, it has increased the value obtained from pre-test to post-test of students' speaking ability at second grade of IPA 2 of SMAN 2 Palopo after conducting the treatment by using direct method. It means that there is a significant difference between students ability before and after treatment by using direct and indirect speech through direct method. It concludes that direct method is effective in increasing the students' speaking ability in learning direct and indirect speech.
2. Having analyzed by the result of questionnaire, it can be concluded that the students are interested to learn direct and indirect speech by using direct method. Of the 20 students who answered 8 questions, be concluded that the 15 people who answered yes, and 5 people who answered no. This means that the interest of students towards learning English is so great especially those in the teaching of speaking in the use of direct and indirect speech through the Direct Method (DM).

B.

Suggestions

The successes in teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various method or technique to manage the class more lively and enjoyable. The method and technique also help the teachers and lecturers, and give much opportunity for students to be active in teaching learning process. Regarding to increasing students' speaking ability in using direct and indirect speech through direct method, researcher gives some sugesstion for the teacher, students and the next researchers as follow:

1. For the teachers, it is better to use positive topic and the topic which is very close to students' live. The researcher suggests the teacher to use direct method in teaching speaking because it can simulate and motivate the students to be active in speaking English.
2. For the next researchers, this research can be one of references for them in conducting other researches with more detailed information about interactive activities to improve students' speaking skill.

Finally the researcher realizes that this thesis is far from being perfect and because of that: critics and advice are really expected for the perfection of the thesis.

The researcher hopes that the result of this research can be useful for the readers. It is hoped that the readers will get more information about interactive activities technique in teaching speaking.

BIBLIOGRAPHY

- Ali, Faidlal Rahman. *Fundamentals of Grammar*. Yogyakarta: Pustaka Widyatama. 2007.
- Arikunto, Suharsimi. *Prosedur Penelitian suatu Pendekatan Praktek*. Jakarta: Rineka Cipta. 2002.
- Azar, Betty schampter. *Understanding and Using Engglish Grammar*. America: 1989.
- Brown, Douglas. *Teaching by Prinsiple an Interactive Approach to Language Pedagogy*. California: 2000.
- Bull, Victoria. *Oxford Learner's Pocket Dictionary*. China: Oxford university press, 2008.
- Gay. *Educational Research*. New York: Howel Company, 1981.
- Jack and Theodore. *Approaches and Methods in Language Teaching*. Cambridge: University Press, 1986.
- Jamila. *The Aplication of Story Telling Through Picture In Teaching Students' speaking skill at the Eleventh Year of SMAN 4 Palopo "*, Palopo: Thesis S1 Stain palopo, 2011.
- J. B. Heaton, *Writing English Language Test*, New York: Longman, 1988.
- Kardimin, Akhmad. *Smart English Grammar*, Yogyakarta: Pustaka Widyatama, 2003.
- Leech, Geoffrey. *A Glossary of English Grammar*, 2006.
- Nuralang, Akhiruddin." *Improving Students' Speaking Skill through Survey is an Effective Tehnique in Teaching English*,".Palopo: Thesis S1 Stain palopo, 2001.
- Riani. *Teaching Degree of Comparison through Direct Method (DM) to the Elevent Year Students of SMAN 4 Palopo*, Palopo: Thesis S1 Stain Palopo, 2014.
- Stern. *Fundamental Consepts of Language Teaching*, Britain: Oxfort University Press. 1983.

Sulis, Megawati. *Improving Students' Tenses By Using Keyword Game to The Eighth Year Students SMPN 8 Palopo*, Palopo: Skripsi Stain Palopo, 2014.

Thomson. *A Practical English Grammar*, New York: Oxford University Press, 1960.

Wardi, Risma. *Teaching the Eleventh Year Students English Speaking Skill through Self Talk Strategy at the SMAN 4 Palopo*", Palopo: Thesis S1 Stain Palopo, 2011.

Yusuf. "*Improving Students' speaking Skill in retelling Story Through picture at the third semester students of stain Palopo*", skripsi sarjana, program studi Bahasa Inggris STAIN Palopo, 2009.

<http://area.dge.mec.pt/gramatica/whatspeakingis.htm>. Download 16/08/2015

http://zheskeizer.blogspot.com/2013/01/direct-method_29.html,



IAIN PALOPO

CURRICULUM VITAE



Baso Ahmad, he was born on 29th August 1992 in Cappasolo as third child from seven son. His father's name is Kadir and his mother's name is Nuraeni. He has three brothers and three sisters.

He was starting her studying at the elementary school num. 131 Petta Malangke 1999 and graduated 2005 and continued it in Junior High School Number 1 Masamba and graduated 2008, and then continued his studying in Senior High School 1 Masamba and graduated in 2011. After that, he continued his studying at the State College for Islam Studies (STAIN) Palopo and taking English Department and he finished her studying at the IAIN Palopo in 2015. He wrote the thesis entitle "Increasing Students' speaking Ability in Using Direct and Indirect Speech through direct method" at Second Grade of IPA 2 of SMAN 2 Palopo.

IAIN PALOPO