THE ABILITY OF THE 2020/2021 ACADEMIC YEARS STUDENTS OF ISLAMIC UNIVERSITY OF INDRAGIRI IN CHANGING DIRECT INTO INDIRECT SPEECH

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Abstract

The purpose of this research was to know the student's ability to change direct into indirect speech. The method used in this research was descriptive quantitative research. The population of this research was the students of the second semester in academic 2020/2021 years, Islamic university of Indragiri. The population was more than 100 students, so the researcher used a random sampling technique. The researcher took the samples 15% till 25% or more as the sample, and the researcher took a half of 100% is 50%. So, the samples of this research were 70 students. This research used a written test (essay) as the research instrument to determine the students' ability to change direct into indirect speech in collecting the data. Based on the test result, the mean score of students' ability to change direct to indirect speech was 64.98. It was categorized as good level, which included in the interval 61-80. Six students get in an excellent score, 26 students get in a good score, 36 students get in enough score, two students get a poor score, and there is no get in a low score. In conclusion, the second-semester students in academic 2020/2021 years, the Islamic University of Indragiri, in changing direct into indirect speech categorized good.

Keywords: *Students' ability, direct-indirect speech.*

Abstrak

Tujuan penelitian ini adalah untuk mengetahui kemampuan siswa dalam mengubah tutur kata langsung kedalam tidak langsung. Metode yang digunakan dalam penelitian ini adalah penelitian kuantitatif deskriptif. Populasi penelitian ini adalah mahasiswa semester dua tahun akademik 2020/2021, Universitas Islam Indragini. Populasi lebih dari 100 siswa, sehingga peneliti menggunakan teknik sampling acak. Peneliti telah mengambil sampel sekitar 15% sampai 25% atau lebih sebagai sampel dan mengambil setengah dari 100% adalah 50%. Jadi, sampel dari penelitian ini adalah 70 siswa. Dalam mengumpulkan data, penelitian ini menggunakan tes tertulis (esai) sebagai alat riset untuk mengetahui kemampuan para siswa dalam mengubah tutur kata secara langsung secara tidak langsung. Berdasarkan hasil tes, nilai rata-rata kemampuan siswa dalam mengubah kalimat langsung ke kalimat tidak langsung adalah 64,98. Hal tersebut

dikategorikan tingkat yang baik, dan termasuk dalam interval 61-80. Di mana ada 6 siswa mendapatkan nilai yang sangat baik, 26 siswa mendapatkan nilai yang baik, 36 siswa mendapatkan nilai yang cukup, 2 siswa mendapatkan nilai yang buruk dan tidak ada mendapatkan nilai yang sangat buruk. Dalam kesimpulan, mahasiswa semester dua tahun akademik 2020/2021, Universitas Islam Indragiri dalam mengubah kalimat langsung ke kalimat tidak langsung dikategorikan baik.

Kata Kunci: *Kemampuan siswa, kalimat langsung dan tidak langsung.*

INTRODUCTION

Learning English is essential. Many countries introduce English to their nation. English has become a significant subject in the school's curriculum in Indonesia, starting from elementary schools to the university level.

Language teaching does not consider the language components such as grammatical structure, vocabulary, spelling, and pronunciation. Therefore, grammar needs to be mastered by the students since it is the basic rule of language.

According to Brown & Brown (2010) grammar rules governing the conventional arrangement and relationship of words in a sentence. It means that grammar is a description of a language and how units such as words and phrases are combined to produce sentences. From this definition, grammar plays a vital role in combining language units to form sentences. In grammar, the students are provided with many rules of a language.

Every language, of course, has rules, or we often refer to the term of each grammar. As well as with English, many rules must be considered in its use, especially in writing and structure.

Therefore, we try to present one of the grammars of the many grammars of English. One of the critical grammar is reported speech.

Reported speech is a structure used to report what somebody said. It implies, in most cases, changing the verb tense of the original sentence and sometimes the place and time stated. If we report what another person has said, we usually do not use the speaker's exact words (direct speech) but reported (indirect

speech). Therefore, we need to learn how to transform direct speech into reported speech. The structure is a bit different depending on whether you want to transform a statement, question, or request.

Reported speech is commonly used to report what other people have said or thought without reporting the exact word. With reported speech, one wishes to report the source's content without necessarily repeating sentences precisely as they were initially uttered.

By learning reported speech, we will quote somebody's words or thoughts, whether in direct or indirect speech and also we will learn and understand the way to report speech.

If we report what another person has said, we usually do not use the speaker's exact words (direct speech) but reported (indirect speech). Therefore, we need to learn how to transform direct speech into indirect speech. The structure is different depending on whether you want to transform a statement, question, or request.

In English grammar, reported speech is vital to be learned by students because it is one of three ways for students to report or share their statements with other people. In this research, the researcher wanted to prove that students found difficulties in learning this topic. This topic has been learned by students at *Bahasa Inggris I* in the first semester of the Islamic University of Indragiri.

Reported speech includes many types of grammar text and the changing of elements such as pronouns, verbs, and adverbs from the quoted speech sentences. So, it needs a lot of time and practice to be skillful. Then, a teacher plays a vital role in supporting students in grasping enough grammatical knowledge to construct indirect speech in English. Then, one of the effective ways to foster it is by teaching them through practice. Ur (2009:19) defines practice as the rehearsal of certain behaviors to consolidate learning and improve performance. In this case, the students should be provided with opportunities to practice the

structures they are learning. Teachers get students to demonstrate the target behavior and then monitor their performance.

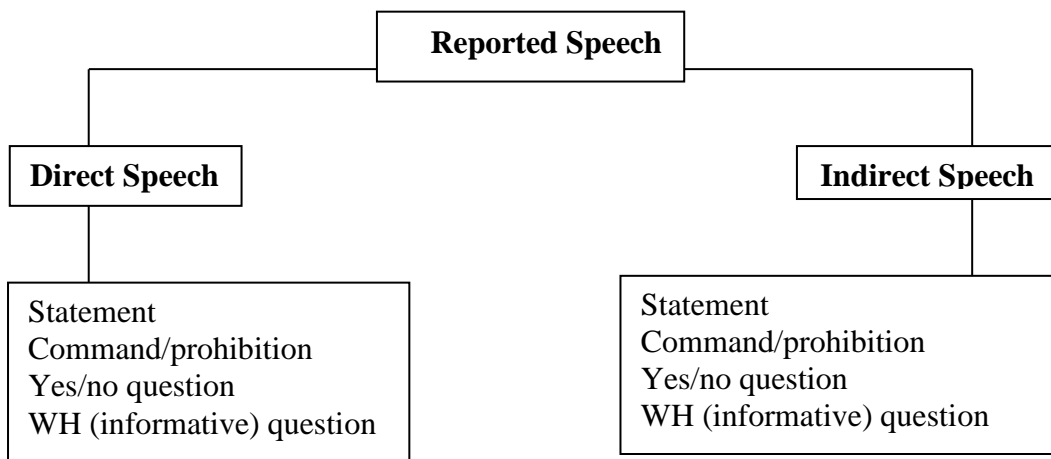From the explanation above, the researcher researched to know the students in academic years 2020/2021, the Islamic University of Indragiri, in changing reported speech.

According to Sulastri (2013: 9), there are some changes based on the tenses; here are the formula:

Table I. Tenses Change

No	Direct Speech	Indirect Speech
1	Simple Present Tense	Simple Past Tense
2	Present Continous Tense	Past Continuous Tense
3	Present Perfect Tense	Past Perfect Tense
4	Present Perfect Continuous Tense	Past Perfect Continuous Tense
5	Present Future Tense	Past Future Tense
6	Present Future Continuous Tense	Past Future Continuous Tense
7	Simple Past Tense	Past Perfect Tense
8	Past Continuous Tense	Past Perfect Continuous Tense

The using of the above formula can be seen as the following example:

Reported Speech

Direct Speech

Statement
Command/prohibition
Yes/no question
WH (informative) question

Indirect Speech

Statement
Command/prohibition
Yes/no question
WH (informative) question

1.	She said, "I am not dreaming."	She said that she was not dreaming.
2.	She said, "I was not dreaming."	She said that she had not been dreaming.
3.	She stated, "I quite agree."	She stated that she entirely agreed.
4.	"Put it in a safe place," He told the Pooh.	He told the Pooh to put it in a safe place.
5.	"Don't eat it all!, I asked him.	I asked him not to eat it all.
6.	I asked him, "Do you like honey?"	I asked him if/whether he liked honey.
7.	1 asked him, "Did you like honey?"	I asked him if/whether he had liked honey.
8.	He asked me, "What is your name?"	He asked me what my name was.
9.	She asked me, "When will you buy a new hat?"	She asked me when 1 would by a new hat.

Besides tenses and pronouns, to change the direct into indirect speech or reverse, the words refer to time, and position also need to change. The following are the forms:

Table 2. Adverbs Change

No	Direct Speech	Indirect Speech
1.	Now	Then
2.	Today	That day
3.	Yesterday	The day before
4.	Tomorrow	The next day/the following day
5.	Next...	Following
6.	... ago	... before/the previous ...
7.	Last...	The previous
8.	This week	That week
9.	Here	There
10.	This/That (Adjective)	The
	Example: This book/that book	The book

METHOD

The research design was used a descriptive research method with a quantitative study as an approach. In this research, the researcher used a written test (essay) as a research instrument, especially in changing direct into indirect speech.

According to Steven (1993: 78), Fill in a blank form is a type of question or phrase with one or more words replaced with a blank line, giving the reader the chance to add the missing word. The researcher used a sentence in direct form as the

instrument of this research because the students have learned reported speech through the sentence.

In this research, the population is the second semester in the academic year 2020/2021. It consists of four classes, and the total of students is 139 students. In this way, the researcher chooses simple random sampling. Sugiyono (2011:120) asserts a simple random sampling method that randomly takes the samples without caring about the degree of objects of the population. Arikunto (2012:133) said that for the population of more than 100 students, the researcher could take the sample about 15% till 25% or more as the sample and the researcher half of 100% is 50%. So, the sample of this research was 70 students.

FINDING AND DISCUSSION

In collecting data, the researcher used sample taking by using a random sampling technique. The sample of this research is 70 students. The researcher presents the data of this research as follows:

a. Validity of Instrument

Test validity refers to the degree to which a test measures what it is supposed to measure. An instrument is called valid if it can measure what it is hoped to measure Arikunto (2012:130) Various methods can assess the validity of a test; one of them is content validity. Content validity is most frequently used in the evaluation of achievement tests with this type of examination. The test will accept if the degree of the difficulty is between 0.30-0.70 and will be rejected if the degree of difficulty is less than 0.30 (difficult) or more significant than 0.70 (easy).

To know the validity of the instrument, the researcher uses the formula below:

$$Fv = \frac{R}{N}$$

Explanation:

Fv = Validity   R= Student's correct answer   N= Amount of the students

(Heaton, 2011:178)

To know the validity of the test, the researcher conducted the try-out.

Table 3. The Result of Validity of the Test

ITEM	1	2	3	4	5
Correct	22	16	22	16	16
FV	0.91%	0.67%	0.91%	0.67%	0.67%
ITEM	**6**	**7**	**8**	**9**	**10**
Correct	16	15	16	15	15
FV	0.67%	0.62%	0.67%	0.62%	0.62%
ITEM	**11**	**12**	**13**	**14**	**15**
Correct	16	16	16	16	22
FV	0.67%	0.67%	0.67%	0.67%	0.91%
ITEM	**16**	**17**	**18**	**19**	**20**
Correct	5	7	7	22	7
FV	0.20%	0.29%	0.29%	0.91%	0.29%
ITEM	**21**	**22**	**23**	**24**	**25**
Correct	22	15	15	16	16
FV	0.91%	0.62%	0.62%	0.67%	0.67%
ITEM	**26**	**27**	**28**	**29**	**30**
Correct	15	15	6	15	16
FV	0.62%	0.62%	0.29%	0.62%	0.67%

After analyzing the result of validity, the researcher found the result of item difficulties. The test was accepted if the degree of the difficulty is between 0.30-0.70 and was rejected if the degree of difficulty is less than 0.30 (difficult) or more significant than 0.70 (easy). It can be concluded; there were 20 items of the test in reported speech in moderate classification.

Then, the classification of reliability of the test is moderate, with a value of 0.49. So the researcher took this item as a real test in this research.

b. The Reliability of Instrument

The reliability of the instrument is reliable to use is when the test is valid. According to Bruce L (2000: 235) reliability indicates the consistency between two measures of the same test. The reliability of the test can be measured by using a formula. That is:

$$r_{ii} = \frac{N}{N-1}\left(1 - \frac{m\,(N-m)}{Nx^2}\right)$$

N = number of items in the test

m = Mean score on the test for all tests

x = Standard deviation of all the tests' scores

r_{ii} = Reliability

(Heaton, 2011:164)

Table 4. The Classification of Reliability

No	Reliability	Classification
1	0-0.199	Poor
2	0.20-0.399	Low
3	0.40-0.599	Medium
4	0.60-0.799	High
5	0.80-1.000	Very high

(Sugiyono, 2011:257)

The result of the classification of the reliability the test analyzed:

$$rii = \frac{N}{N-1}\left(1 - \frac{m\,(N-m)}{Nx^2}\right)$$

$$rii = \frac{24}{24-1}\left(1 - \frac{18.92\,(24-18.92)}{24(2.75)^2}\right)$$

$$rii = \frac{24}{23}\left(1 - \frac{18.92\,(5.08)}{24(7.56)}\right)$$

$$rii = 1{,}04\left(1 - \frac{96.11}{181.44}\right)$$

$$rii = 1{,}04\,(1 - 0{,}53)$$

$$rii = 1{,}04\,(0{,}47)$$

$$rii = 0{,}49$$

Based on the data above, the researcher found a classification of the reliability of the research on the students' ability in changing direct to indirect statement was medium classification.

c. The Result of Real Test

In the test, the researcher asked to change a direct form of statement, yes/no questions, WH question words, and command or prohibition into indirect form.

The highest score of students' ability to change direct into indirect speech was 100, with an excellent category. Then, the lowest score obtained by changing reported speech was 40, with poor category. Meanwhile, the mean score of students' ability in changing direct into indirect speech was 63.98, with a good category. So, it can conclude

that the students' ability to change direct into indirect speech was good. The researcher classified the number of students in the very good, good, enough, poor, and very poor category from the scores.

d.   Research Findings

Based on the data above, the researcher presented the research findings on the students' ability to change direct into indirect speech.

Table 5. The Classification of Student's Ability in Changing Direct into Indirect Speech

No	Qualification	Score
1	Very Good	6
2	Good	26
3	Enough	36
4	Poor	2
5	**Total**	**70**

Based on the test result, the researcher found the mean score of students' ability in changing direct into indirect speech was 64.98, included in the interval 61-80, which was categorized as a good level. Where there were six students get a very good score, 26 students were a good score, 36 students were in enough score, two students were in a poor score, and there was no student who got in a very poor score.

In general, students' ability at second semester in changing direct into indirect speech in academic 2020/2021 years, Islamic university of Indragiri was a good category. It can be indicated a value for personal students since the average value of their personal was still many in the good category. From all of the results that have been obtained, it can be deduced that the student's ability in the real of the category good and understanding to change direct into indirect speech.

CONCLUSION

Based on the result of the test in some indicators, there were kinds of sentences in reported speech, such as statement, yes/no questions, WH question words, and command or prohibition, also many types of grammar text and the changing of elements such as pronouns, verbs, and adverbs from the quoted speech sentences that were asked by the researcher at second semester in changing direct into indirect speech in academic 2020/2021 years, Islamic university of Indragiri.

After conducting research and getting the data about it, the researcher concluded that student's ability to change direct into indirect speech was 64.98, with a good level. It means that the students have a high understanding because they can answer the test with their ability.

Then, most of the students' ability at second semester in changing direct into indirect speech in academic 2020/2021 years, Islamic university of Indragiri was a good category. It can be indicated a value for personal students since the average value of their personal was still many in the good category. From the results obtained, it can be deduced that the students' ability in the real of the category good and understanding to change direct into indirect speech.

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