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THE CORRELATION BETWEEN THE STUDENTS' ABILITY IN UNDERSTANDING DIRECT AND INDIRECT SPEECH AND THE STUDENTS' ACHIEVEMENT IN ENGLISH WRITING AT THE SECOND YEAR STUDENTS OF *SMA NEGERI 4 CIREBON*

A Thesis

Submitted to the English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar Degree in English Education



Arranged by:

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ABSTRACT

VERRA VOLLIANT: “The Correlation Between the Students’ Ability in Understanding Direct and Indirect Speech and the Students’ Achievement in English Writing at the Second Year Sudents of SMA Negeri 4 Cirebon”

Understanding of direct and indirect speech (grammar) at *SMA Negeri 4 Cirebon* is less getting attention, especially in learning writing. Grammar is very important for a student who is learning second language. The student’s writing skill at *SMA Negeri 4 Cirebon* is low, especially in knowing the structure, the use of tenses, punctuation, and writing words or groups of words correctly, these are caused by less motivation in learning English.

The aim of the research is to know the correlation between the students’ ability in understanding direct and indirect speech and the students’ achievement in English writing. This research is based on the LauraRobb’s theory which informs that there are three significant reasons for students learn and understand grammar: grammar provides teacher and students with common language that enables them to talk about writing.

The kind of this research is quantitative research. The population of research is all of second year students of *SMA Negeri 4 Cirebon* that the amount is 319 students, and the sample is 76 students. The instruments of collecting data are observation, interview, and test. The mind instrument of the research is test. The data which have been collected analyzed by means of Product moment for a quantitative data.

The result of test shows that the students’ ability in understanding direct and indirect speech as X variable is 81.40, it is categorized good. The students’ achievement in English writing as Y variable is 70.68. It is categorized good. After analyzing data by using Product Moment formula, can be known that the result of $t_{\text{observation}}$ is 4.226. It’s more high than the result of $t_{\text{table}} = 2.00$ on the level 5% and 2.65 on the level 1%.

Based on the value “t” it can be stated that there is positive and significant correlation of understanding direct and indirect speech on student’s achievement in English writing. Grammar is the foundation of language and will arise in every language skill that is listening, speaking, reading, and writing. The students have learned knowlegde about grammar step by step, and one of them is direct and indirect speech. By learning grammar, we can write the structure of words correctly.



PREFACE

In the name of Allah, Most Gracious. All Praises and thanks belong to Allah, The Lord of the Universe. And thanks to his permission, the writer has been capable of doing research and finishing this thesis. My invocation and safety always be given to the Prophet Muhammad SAW, to his family, his companions and up to us as his followers till the end of the world.

This thesis entitle in: *The Correlation between the Students' Ability in Understanding Direct and Indirect Speech and the Students' Achievement in English Writing at the Second Year Students of SMA Negeri 4 Cirebon* is presented to fulfill one of the Requirements to achieve Islamic scholar in English Education Degree (**S.Pd.I**) at English Department of Tarbiyah Faculty of *Syekh Nurjati* State Institute for Islamic Studies (IAIN) Cirebon.

In composing this thesis, there are so many persons who have participated, helped, advised directly or indirectly. So, in this opportunity the writer would like to convey sincerely profound thankfulness and gratitude to:

1. Prof. Dr. H. Maksum Mukhtar, MA, the Rector of *Syekh Nurjati* state Institute for Islamic Studies **Cirebon**.
2. Dr. Saefudin Zuhri, M.Ag, the Dean of Tarbiyah Faculty of *Syekh Nurjati* state Institute for Islamic Studies **Cirebon**.
3. Dr. Hj. Huriyah Saleh, M.Pd, Chairwoman of English Education Department of *Syekh Nurjati* state Institute for Islamic Studies **Cirebon**.



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4. Sumadi, SS., M.Hum, Secretary of English Education Department of **Syekh Nurjati** state Institute for Islamic Studies **Cirebon**.
5. Dr. Hj. Huriyah Saleh, M.Pd, First Supervisor.
6. Drs. Asep Kurniawan, M.Ag, Second Supervisor.
7. Drs. H. Wirsad Yuniuswoyo, M.Pd, the Headmaster of **SMA Negeri 4 Cirebon** who has permitted me to do research and observation at school.
8. Mr. Cahyo, S.Pd.I the English teacher of **SMA Negeri 4 Cirebon** who has given some information and permitted me to observe the process of teaching and learning.
9. All of the teacher and staff of administration of **SMA Negeri 4 Cirebon**.
10. And all people including the writer's friends who cannot be mentioned here.

The writer realizes that this thesis is still far of being perfect and there are many mistakes either in arrangement or in the content. So the writer is widely opened to receive any criticism and suggestion to make this thesis better for the future.

Finally, the writer does hope this thesis will be a valuable thing to the readers, especially, for the writer herself and for English Education Department of **Tarbiyah** Faculty of **Syekh Nurjati** state Institute for Islamic Studies (**IAIN**) **Cirebon**.

Cirebon, October 2012

The Writer



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CHAPTER I

INTRODUCTION

A. Background of the Problem

In the world, there is a very important thing except money, it is language. The money is needed by every people, perhaps to get everything in the world. All of needs can be bought by money. But to remember, it is needed language to get it; people can get it use language, people sell something, people make a contract, etc. almost activities use language, so language is more important than money. A language is the use by humans of system of sounds and words to communicate (Oxford Learner's Dictionary, 2000: 240). Language is used in all things, is used in every time is used in every place. Whenever the people go, they were always bringing language. But almost people do not know what the function of language is. According to Tarigan, language has functioned that so important to human, especially communicative function.

Abdul Chaer (2007: 32) defined that language is a system of arbitrary vocal symbol used by each member of social group to cooperate, communicate and self identification. Wardaugh (1972: 3) defined that Language is a system of arbitrary vocal symbols used for human communication.



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Based on the definition above, it is clearly known that language is the meaningful sound that is produced by the organs of speech which are arbitrary and conventional as a tool of communication to convey feelings and ideas. The sounds are in the form of words, phrases, and sentences that are usually had by an ethnic group or nation. Words, phrases, and sentences catalog the objects, events, and relation in the world.

We know that grammar is one of the elements in learning English which is important. According to Jill and Charles Hadfield (2006: 18) defined that grammar is a description of the language system. It shows us how we order word in sentences, how we combine them and how we change the forms of words to change their meaning. According to Longman dictionary (2000) grammar is rules for the use of words. Based on definition above, it is clearly known that grammar is the basic for making the sentences' rules good. However, beside know about the rules of grammar, we should know how to arrange the words into writing.

As a matter of fact, "the students of the second year of *SMA N 4 Cirebon* do not get so many difficulties in pronouncing the words of English fluently, however we get difficulties in vocabulary and writing", that was said by Ayu Lestari. If there are some of them get the difficulties in pronouncing the fluent words but with repeating many times of the teacher's utterances, finally they are able to pronounce the word fluently. In short, they do not get the difficulties to pronounce the fluent words absolutely through enough drilling. But, on the other



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hand, most of them always make many mistakes while writing in the right sentences. Mr. Cahyo as English Teacher said that “the problem in learning English beside vocabulary is writing, although the students can pronounce the words but they make mistake in writing” (interview was taken from Mei 10th 2012). The mistakes of writing the right sentences are about the writing of the word spellings, arrangement of phrases, and sentences. Writing as a process of expressing ideas or thoughts in words should be done at our leisure.

Leo, dkk (2007: 1) defined that writing can be very enjoyable as long as we have the ideas and the means to achieve it. Writing is commonly seen as a three-stage process: pre-writing, writing and rewriting. Although this is very much an oversimplification, it is a helpful one (Liz Hamp-Lyons, 1987: 2). Based on the definition above, it is clearly known that writing is one of the language skills to express an idea, opinion, and feeling in the form of a sentence. Everybody can speak but not everybody can write. That is why; the writer is of the opinion that writing is the most difficult language skill rather than the other three skills such as, listening, speaking, and reading. In writing, we should know how to write something with good grammar in order to our writing can be understood by each others. In learning English is one of the rules of language that is direct and indirect sentences. In direct and indirect sentence there are the changed of tenses, the structure of sentences, pronoun, possessive, time signal, and place.



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Swan (2005: 272) defined that:

When we report people's word, thoughts, beliefs, etc, we can give the exact words (more or less) that were said, or that we imagine were thought. This kind of structure is called 'direct speech'. We can also make somebody's words or thoughts part of our own sentence, using conjunctions (e.g that, and changing pronouns, tenses and other words where necessary. This kind of structure is called 'indirect speech' or 'reported speech'.

In this case, they can not change direct into indirect speech, and also the change indirect into direct speech if the tenses and pronouns are changed. The arrangement of indirect sentences is sometimes considered as the arrangement of direct speech. This thing interests the attention of the writer to do research in this school with the purpose to help to solve their learning difficulties about direct and indirect sentences by stressing of the form of tenses and pronouns. Because of that, the writer gives the writer in writing this thesis, that is, "The Correlation between the Students 'Ability in Understanding Direct and Indirect Speech and the Students' Achievement in English Writing at the Second Year Students of SMA Negeri 4 Cirebon".

B. The Identification of the Problem

The identification of the problem in this thesis is classified into the following sections:

1. The Field of The Research

The field of the research of this thesis is writing especially, discussing about direct and indirect speech.



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2. The Kinds of the Problem

The kinds of the problem of this thesis are the students cannot differentiate between direct and indirect speech, and then they make an effort to understand the changes of tenses, the structure of sentences, pronoun, possessive, time signal, and place of direct and indirect speech.

3. The Main Problem

The main problem of this thesis is about the students' difficulties in learning the forms of sentences namely, direct and indirect speech especially in English writing and making efforts to solve their difficulties.

C. The Limitation of The Problem

In this research, the writer has decided to limit the topic only "The Correlation between the Students' Ability in Understanding Direct and Indirect Speech and the Students' Achievement in English Writing at the Second Year Students of *SMA Negeri 4 Cirebon*" because many students have difficulties in learning direct and indirect speech (grammar), especially in writing. In writing this thesis, the writer just wants to limit on the students' achievement in English writing that is limited in test, and the effort to improve their achievement in English writing is made by learning direct and indirect that are supposed to be the teaching strategy.



D. The Questions of The Research

The Questions of the research in this thesis are:

1. How far is the students' ability in understanding direct and indirect speech?
2. How far is the students' achievement in English writing?
3. Are there any positive and significant correlations between the students' ability in understanding direct and indirect speech and the students' achievement in English Writing?

E. The Aims of The Research

The aims of the researcher that will be obtained are as follows:

1. To find out the students' ability in understanding direct and indirect speech.
2. To find out the students' achievement in English writing.
3. To find out the correlation between the students' ability in understanding direct and indirect speech and the students' achievement in English writing.

F. The Use of The Research

The use of the research is hoped that it can be help the ability of the students to use the forms of sentences especially, direct and indirect speech. And finally, they are able to develop direct and indirect speech with changing the tenses, pronoun and time signal. In other hand, also increasing the student's achievement in learning writing especially with good structure or grammar, to make the teacher easier in teaching English especially in writing if the students



have understand about grammar in order to the teacher can uses the time effectively while teaching.

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