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RESEARCH REPORT

**THE DIFFERENCE OF NUMBERED HEADS TOGETHER AND
COMMUNITY LANGUAGE LEARNING METHOD ON
THE STUDENTS' ABILITY TO BUILD UP
DIRECT AND INDIRECT SPEECH**

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NORTH SUMATERA
MEDAN
2011**

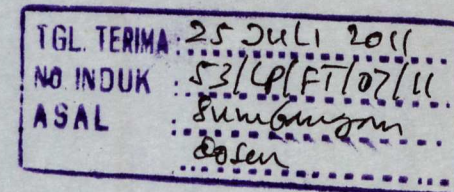
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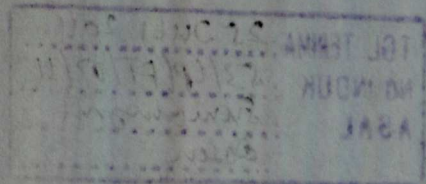
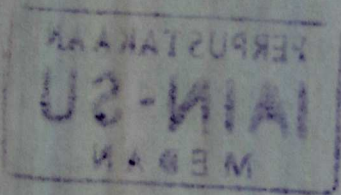
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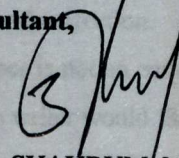


RECOMMENDATION

Having read this research report, I, as consultant of this research entitled **THE DIFFERENCE OF NUMBERED HEADS TOGETHER AND COMMUNITY LANGUAGE LEARNING METHOD ON THE STUDENTS' ABILITY TO BUILD UP DIRECT AND INDIRECT SPEECH** by Sholihatul Hamidah Daulay, conclude that this writing has fulfilled the techniques and procedures of a scientific writing, in this case as a research report.

Medan, 10 Juni 2011

Consultant,



DRS. SYAHRUM, M.Pd

NIP: 19620804 199403 1 001

ACKNOWLEDGEMENT



Praise be to Allah SWT, the Almighty God who has blessed the writer for being able to write this report entitled **THE DIFFERENCE OF NUMBERED HEADS TOGETHER AND COMMUNITY LANGUAGE LEARNING METHOD ON THE STUDENTS' ABILITY TO BUILD UP DIRECT AND INDIRECT SPEECH.**

In this foreword, the writer would like to express her deep gratitude to her consultant, **DRS. SYAHRUM, M.Pd** for giving her guidance to start writing this research report as well as his supervision and correction.

The writer realized that scientific paper is not an easy work but it needs a wide knowledge and seriousness. Hence, the writer would like to say thank you for all helping, especially to my best student *Khodijah Nur Lubis, S.Pd.I*. The writer hopes this writing can attain perfection as it should be.

Finally, it is obviously that this writing is not perfect yet. Therefore, the writer expects construct critical and suggestion to make this research report better. The writer also hopes this research report will be useful for the readers. May Allah SWT always bless us, Amin.

Medan, 10 Juni 2011

The writer,

Sholihatul Hamidah Daulay, S.Ag, M.Hum

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Language is a set of rules used by humans as a tool of their communication. The use of the language is governed by the conventional rules. Otherwise, they cannot use it effectively for the sake of their communication. They cannot communicate well. Even worse, they cannot understand each other. Therefore, in order to be successful in giving a communicative instruction, the members of a speech community must use their language according to the conventional rules they share among themselves.

English as the international language plays an important role in every side of the world. Therefore, we have to emphasize in English to get the achievement in the world competition that reached a level.

In Indonesia, English is taught as a foreign language. English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. It is not the case when people learn English in countries where English is spoken in the society, such as in the United States or Malaysia. People in these countries emphasize on the ability and fluency in communication of daily lives; they acquire English because they are exposed to the language in the society. They are not always aware of the process of gaining the language. Referring to the theory

Sungkan, Albert, *The English Paragraph* (Negeri: Graha Pustaka, 1984), p. 1

CHAPTER I INTRODUCTION

1.1 Background of Study

Language is a set of rules used by human as a tool of their communication. The use of the language is governed by the conventional rules. Otherwise, they cannot use it effectively for the sake of their communication. They cannot communicate well. Even worst, they cannot understand each other. Therefore, in order to be successful to join a communicative interaction, the members of a speech community must use their language according to the conventional rules they share among themselves¹.

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In Indonesia, English is taught as a foreign language. English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. It is not the case when people learn English in countries where English is spoken in the society, such as in the United States or Malaysia. People in those countries emphasize on the ability and fluency in communications of daily lives; they acquire English because they are exposed to the language in the society. They are not always aware of the process of gaining the language. Referring to the theory

¹ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 1

of gaining a target language mentioned above, the process of gaining English in Indonesia is regarded more as learning while in Malaysia more as acquisition. Eventhough some people may disagree with the distinction between the term second language and foreign language; it is not denied that the status of English in Indonesia is different from that in Malaysia. In Malaysia, English is gained in the society where the people speak the language; In Malaysia English is a second language. In Indonesia, English is learned only at schools and people do not speak the language in the society; English is really a foreign language for language learners in Indonesia.

Whether people learn English as a second language or a foreign language, they are learning a target language. Each language is unique and each has its own system. A language is always different from others eventhough the language may be similar to some languages. The differences between the target language and the mother tongue may be in the realm of grammar, phonology, vocabulary, etc. Differences in each realm may be different problems in learning another language. The more different the target language is from the mother tongue, the more problems language learners may face in learning the target language.

Studying English is not only for mastering knowledge but also for being able to arrange sentences which are conveyed to other people in communication. The rule for forming words and making good sentences is called grammar.

Direct and indirect speech is a kind of grammar. It talks about how to alter direct speech (a speech directly spoken by the speaker) into indirect speech (a speech spoken by the speaker which is reported by someone else (listener)). Direct and indirect speech is one of the important grammars taught in classroom.

It means that the students are expected to be able to master this grammar well because mastering this can functionally help them to construct some sentences in term of direct and indirect speech. The studies about it can be reached in grammar teaching.

Grammar teaching is a very important part of foreign language learning. The ability to arrange the sentences based on the rule of structure contributes to the success of the learners in school and success later in every phase of life. Grammar teaching is also one of the most difficult aspects of language to teach well. Many people, including language teachers, hear the word 'grammar and think of a fixed set of word forms and rules of usage. They associate 'good' grammar with the prestige forms of the language such as those used in writing and in formal oral presentations, and 'bad' or 'no' grammar with the language used in everyday conversation or used by speakers of non-prestige forms. Whereas, both writing and speaking need a good grammar.

Language teachers always focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

According to Syaiful Bahri Djamarah and Aswan Zain in their book "Strategi Belajar Mengajar", there are seven major of educational components which has important role to achieve good result in studying teaching process,

namely the aims, materials, teaching-learning activities, method, tool, source and evaluation².

Method is one of the most important factors in language teaching. Method is a very important element in managing students in classroom because the method of teaching can influence the result of teaching. Method plays important roles in guiding students to gain their objectives in learning. That is why teacher should use effective method for teaching material, in this case, grammar. Fortunately, there are many methods that can be used in teaching learning process, namely grammar translation method, direct method, cooperative learning method, community language learning method, etc.

Cooperative and community language learning, two of the mentioned methods above are very useful in grammar teaching. Cooperative learning method is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal, students work together to learn and are responsible for their teammates' learning as well as their own. Cooperative learning has nine methods, namely learning together and alone and constructive controversy, Teams Games-Tournament (TGT), Group Investigation (GI), jigsaw procedure, Student Teams Achievement Divisions (STAD), Team Accelerated Instruction (TAI) and Cooperative Integrated Reading and Composition (CIRC) and cooperative learning structure. Numbered Heads Together is one of cooperative learning structure methods.

The structure of Numbered Heads Together is a cooperative learning method that holds each student accountable for learning the material. Students are

² Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: PT. Rineka Cipta, 1996), p. 48

placed in groups and each person is given a number. The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group³. Community Language Learning is the name of a method introduced and developed by Charles A. Curran and his associates. This methodology is not based on the usual methods by which languages are taught. Rather the method is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Counseling is one person giving advice, assistance, and support to another person who has a problem or is in some way in need. Community Language Learning draws on the counseling metaphor to redefine the roles of the teacher as counselor and the learners as clients in the language classroom. Consequently, the learner is not thought of as a student but as a client⁴.

Mrs. T. Rosidah, B. A, an English teacher in Madrasah Aliyah Mu'allimin UNIVA Medan said that she has been teaching direct and indirect speech by using some methods. She sometimes teaches in the class and other time she brings the students to study outside so that the students will not be bored. Ideally, if the teacher has used various and appropriate method, the students' ability will be better. But, based on the interview with Mrs. T. Rosidah, B.A on 30 October 2008, she said that some of the students have low ability in direct and indirect speech. It can be seen from their score when they get examination after studying about it. They feel difficult to change direct into indirect speech. It is

³ *Numbered Heads Together Method*,
<http://teachervision.fen.com/group-work/cooperative-learning/48538.html>.

⁴ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (USA: Cambridge University Press, 2002), p. 90

happened because the students do not understand about direct and indirect speech.

Based on the explanation above, this research is very important to be researched. The students will not understand about direct and indirect speech if the teacher cannot choose the appropriate method in teaching this topic. Therefore, the writer is interested in conducting a research with the title "The Difference of Numbered Heads Together and Community Language Learning Method on The Students' Ability to Build up Direct and Indirect Speech".

1.2 Identification of Study

Based on the background of study, the problems can be identified as follows:

1. The students have studied English subject but they still have low ability in examination.
2. The students have studied Grammar but they still have low ability in arranging good sentences.
3. The students have studied English by using some tools but they still have difficulties in understanding the lesson.
4. The English teacher has used some methods in teaching direct and indirect speech but the students still have low ability in understanding the topic.
5. The English teacher has used some facilities in teaching but the students still have low interest in studying English.

1.3 Scope and Limitation of Study

Based on the identification of study, the writer limited the study to avoid misunderstanding in this research. The writer limited the study because the

limitation of time, energy and finance. When the writer traced back to the title, "The Difference of Numbered Heads Together and Community Language Learning Method on The Students' Ability to Build up Direct and Indirect Speech", there are some aspects related to the direct and indirect speech. So, it is impossible for the writer to discuss the whole aspects of the material at the same time. Hence, the scope of this study is only indirect speech in statement and request type.

1.4 Formulation of Study

- a. How is the students' ability to build up direct and indirect speech who taught by using Numbered Heads Together Method?
- b. How is the students' ability to build up direct and indirect speech who taught by using Community Language Learning method?
- c. Is there any significant difference of the students' ability to build up direct and indirect speech who taught by Numbered Heads Together and Community Language Learning method?

1.5 Objectives of Study

- a. To identify the students' ability to build up direct and indirect speech who taught by using Numbered Heads Together method.
- b. To research the students' ability to build up direct and indirect speech who taught by using Community Language Learning method.
- c. To find out the difference of the students' ability to build up direct and indirect speech who taught by Numbered Heads Together and Community Language Learning method.

1. 6 Significances of Study

For the principal in order to provide a better facilities to improve the students' interest and motivation in studying English.

- a. To give contribution for English teacher to take the best method in improving the students' ability in building up direct and indirect speech.
- b. To add the knowledge for the writer and readers about the difference of Numbered Heads Together and Community Language Learning method.
- c. For other researcher who wants to do further research on the same subject.

1. Betty Schröder Azar, *Fundamentals of English Grammar*, (London: Prentice Hall Inc, 1992), p. 268

2. A. J. Thomas and A. V. Martin, *A Practical English Grammar*, (Harlow: Oxford University Press, 1986), p. 269

3. Sylvia Chalker and Edmund Weiner, *English Grammar*, (New York: Oxford University Press, 1994), p. 262

4. Wren and Martin, *High School English Grammar and Composition*, (London: N. B. V. Prasad Rao, 1940), p. 275

CHAPTER II THEORETICAL REVIEW

2.1 THE THEORETICAL FRAMEWORK

2.1.1 Direct and Indirect Speech

Azar says that reported speech refers to reproducing the idea of another person's words⁵. Besides that, Thomson and Martinet says that in reported speech the reporter gives the exact meaning of a remark or a speech without necessarily using the speaker's exact words⁶. Another definition by Chalker and Weiner, reported speech is a way of reporting what someone has said, using an introductory reporting verb and a subordinate clause⁷.

Based on the explanation above, the writer concludes that reported speech is any of the ways in which a speaker or writer reports what someone else has said.

According to Wren and Martin, there are two ways in reporting the words of speaker⁸:

1. Quoting his actual words which is called direct speech
2. Reporting what he said without quoting his exact words which is called indirect or reported speech.

⁵ Betty Schramper Azar, *Fundamental of English Grammar*, (London: Prentice Hall Inc, 1992), p. 366

⁶ A. J. Thomson and A. V. Martinet, *A Practical English Grammar*, (Hogkong: Oxford University Press, 1986), p. 269

⁷ Sylvia Chalker and Edmund Weiner, *English Grammar*, (New York: Oxford University Press, 1994), p. 202

⁸ Wren and Martin, *High School English Grammar and Composition*, (_____: N. D. V. Prasada Rao, 1990), p. 275

These are the examples:

Speaker : Ann: I am hungry

Direct Speech : Ann said, "I am hungry."

Indirect Speech : Ann said that she was hungry.

2.1.1.1 Direct Speech

Direct or quoted speech refers to report what someone has said, retaining the original pronouns and verb forms⁹. Douglas Biber says quoted speech is a reporting where the speaker gives an apparently verbatim report of what someone said¹⁰. So, quoted speech reproduce another person's exact words which are quotation marks are used. These are the guidelines to report exactly what speaker says¹¹:

1. Use double quotation marks (" ") around a speaker's exact words whether part of sentence, a whole sentence, or more than one sentence.
2. When reporting a dialogue, as in telling a story, begin a new speaker's words in a new paragraph.
3. Use a reporting verb, such as say (said) for statements and ask (asked) for question.

⁹ Martin Parrot, *Grammar for English Language Teachers*, (United Kingdom: Cambridge University Press, 2004) p. 223

¹⁰ Douglas Biber et al, *Longman Grammar of Spoken and Written English*, (China: Pearson Education Ltd, 1999), p. 1118

¹¹ Ann Raimes, *Grammar Troublespot; A Guide for Student Writers*, (USA: Cambridge University Press, 2004), p. 156-157

Remember that the following verbs are used as the first past verb to report past events¹²:

Asked	knew	said
Believed	remembered	thought
Forgot	reported	told

- When the quotation following the reporting verb is a complete sentence, put the end punctuation inside the quotation marks and use a capital letter to start the quotation. E.g. her husband declared, "We are lost."
- When the quotation comes at the end of the sentence, it is most common to use a comma after the reporting verb and before the quotation marks, as in the example in item 4.
- When the quotation comes at the beginning of the sentence, use a comma, not a period, to end a statement. E.g. "We are lost," her husband declared

2.1.1.2 Indirect Speech

Unlike direct speech, indirect speech conveys a report of what has been said or written, but does so in the words of a subsequent reporter¹³. Indirect speech does not use the exact words of a speaker.

Direct speech : She said, "They know my family."

Indirect speech : She said that they knew her family.

¹² Pamela J. Sharpe, *How to Prepare for the TOEFL Test; Test of English as a Foreign Language*, (New York: Barron's Educational Series Inc, 2001), p. 253

¹³ Sidney Greenbaum and Randolph Quirk, *A Student's Grammar of the English Language*, (England: Longman, 2003), p. 297

There are two kinds of indirect speech which will be explained in this paper, namely statement and request type. Both statement and request type have two kinds of sentence, namely positive and negative.

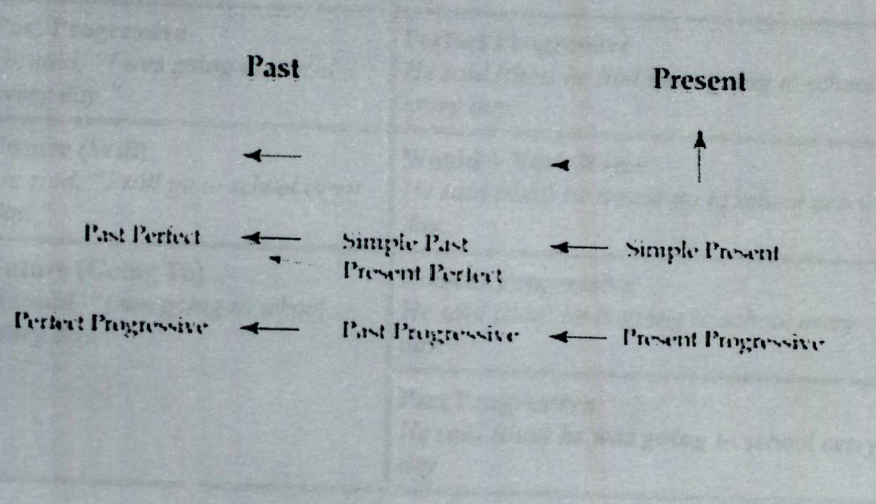
2.1.1.2.1 Indirect Statement

Several changes are usually made in converting direct speech to indirect speech, such as the changing of tenses, pronouns, modals, and adverbs.

1. The Changing of Tenses

If the time of reporting is expressed as later than the time of the utterance, there is generally a change of verb forms. The change is term backshift, and the resulting relationship of verb forms in the reporting and reported clauses is known as the sequence of tenses.

Note the changes shown in the chart and see the table below for examples¹⁴:



¹⁴Direct and Indirect Speech. (http://www.athabasca.ca/courses/engl155/support/direct_and_indirectspeech.Htm).

TABLE 1
The Changing of Tenses

Direct Speech	Indirect Speech
Simple Present <i>He said, "I go to school every day."</i>	Simple Past <i>He said (that) he went to school every day.</i>
Simple Past <i>He said, "I went to school every day."</i>	Past Perfect <i>He said (that) he had gone to school every day.</i>
Present Perfect <i>He said, "I have gone to school every day."</i>	Past Perfect <i>He said (that) he had gone to school every day.</i>
Present Progressive <i>He said, "I am going to school every day."</i>	Past Progressive <i>He said (that) he was going to school every day.</i>
Past Progressive <i>He said, "I was going to school every day."</i>	Perfect Progressive <i>He said (that) he had been going to school every day,</i>
Future (Will) <i>He said, "I will go to school every day."</i>	Would + Verb Name <i>He said (that) he would go to school every day.</i>
Future (Going To) <i>He said, "I am going to school every day."</i>	Present Progressive <i>He said (that) he is going to school every day.</i>
	Past Progressive <i>He said (that) he was going to school every day</i>

The examples above are in positive statement. The negative statement can be made by adding *do not* for simple present, *did not* for simple

past, *have/has not* for present perfect, *am/is/are not* for present progressive, *was/were not* for past progressive, *will/shall not* for future, and *had not* for past perfect. These are the examples:

- Direct speech : He said, "I *do not* go to school every Sunday."
- Indirect speech : He said (that) he *did not* go to school every Sunday.
- Direct speech : He said, "I *have not* gone to school every Sunday."
- Indirect speech : He said (that) he *had not* gone to school every Sunday.
- Direct speech : He said, "I *am not* going to school every Sunday."
- Indirect speech : He said (that) he *was not* going to school every Sunday.
- Direct speech : He said, "I *will not* go to school every Sunday."
- Indirect speech : He said (that) he *would not* go to school every Sunday.

The situation changes if instead of the common said another part of the way to say is used. In that case the verb tenses usually remain the same. Some examples of this situation are given below:

TABLE 2
The Unchanged Tenses

Direct Speech	Indirect Speech
Simple Present + Simple Present He says, "I go to school every day."	Simple Present + Simple Present He says (that) he goes to school every day.
Present Perfect + Simple Present He has said, "I go to school every day."	Present Perfect + Simple Present He has said (that) he goes to school every day.
Past Progressive + Simple Past He was saying, "I went to school every day."	Past Progressive + Simple Past He was saying (that) he went to school every day.
	Past Progressive + Past Perfect

	<i>He was saying (that) he had gone to school every day.</i>
Future + Simple Present <i>He will say, "I go to school every day."</i>	Future + Simple Present <i>He will say (that) he goes to school every day.</i>

2. The Changing of Pronouns

In indirect speech, the pronoun is changed depending on who says what¹⁵.

Example:

Direct speech : She said, "My mother does not have time today."

Indirect speech : *She* said that *her* mother did not have time that day.

Direct speech : He promised, "I will behave *myself*."

Indirect speech : *He* promised that *he* would behave *himself*.

3. The Changing of Modals

Another situation is the one in which modal constructions are used. If the verb **said** is used, then the form of the modal or another modal that has a past meaning is used.

TABLE 3
The Changing of Modals

Direct Speech	Indirect Speech
Can <i>He said, "I can go to school every day."</i>	Could <i>He said (that) he could go to school every day.</i>

¹⁵Statements in Reported Speech. (http://www.ego4u.com/en/cram.up/grammar/reporte_speech/statements.)

<p>May He said, "I may go to school every day."</p>	<p>Might He said (that) he might go to school every day.</p>
<p>Might He said, "I might go to school every day."</p>	
<p>Must He said, "I must go to school every day."</p>	<p>Had to He said (that) he had to go to school every day.</p>
<p>Have to He said, "I have to go to school every day."</p>	
<p>Should He said, "I should go to school every day."</p>	<p>Should He said (that) he should go to school every day.</p>
<p>Ought to He said, "I ought to go to school every day."</p>	<p>Ought to He said (that) he ought to go to school every day.</p>

4. The Changing of Adverbs (Place and Time Expression)

For place and time expressions you have to check whether place and time are the same in direct and reported speech or not. Check out the following example:

It is Friday and you meet James at a restaurant. James tells you that he saw Caroline in this restaurant today. ("I saw Caroline here today.") A few minutes later, Helen joins you and you want to report what James has told you. Place (*here*) and time (*today*) are the same and you can say:

→ James said that he had seen Caroline here today.

One day later, you meet Mary at the same restaurant. Again, you want to report to her what James has told you. The place is the same, but not the time (it happened yesterday). So you would say:

→ James said that he had seen Caroline here yesterday.

Still a few days later, Tom rings you at home. Again, you want to report to him what James has told you. However, now you are not at the restaurant (but at home) and a few days have passed since then. So you would say:

→ James said that he had seen Caroline at the restaurant on Friday.

→ I met James in a restaurant on Friday and he said that he had seen Caroline there that day.

Therefore you always have to think which place and time expressions are logical in a certain situation. In the following table, you will find ways of transforming place and time expressions into reported speech.

TABLE 4
The Changing of Adverbs

Direct Speech	Indirect Speech
Today	That day
Now	Then
Yesterday	The day before
...days ago	...days before
Last week	The week before
Next year	The following year
Tomorrow	The next day/the following day
Here	There
This	That
These	those

2.1.1.2.2 Indirect Request

In indirect request, the changes are just in pronouns and adverbs.

Example:

Direct Speech : She said, "Say hello to your mother!"

Indirect Speech : She asked me to say hello to my mother.

Direct Speech : The teacher said to the lazy pupil, "Wake up!"

Indirect Speech : The teacher told the lazy pupil to wake up.

Wake up is an order. The basic rule for an order in indirect speech is:

Reporting verb + to + verb-1

Direct Speech : The mother said to her children, "Do not play with fire!"

Indirect Speech : The mother told her children not to play with fire.

Do not play with fire is a negative order. The basic rule for negative order in indirect speech is¹⁶:

Reporting verb (asked) + not + to + verb-1

2. 1. 2 The Description of Method

Teaching and learning are related but independent process. Sometimes teaching leads to learning, but not always. Although the teacher may facilitate learning, the student takes charge of his learning. Smith defines teaching as "a system of actions intended to induce learning". Learning is often defined as a process by which behavior is either modified or changed through experience or training¹⁷. Learning is an activity to add knowledge to reach better life in the

¹⁶ L. R. H. Chapman, *English Grammar and Exercises*, (London: Longman Group Limited, 1977), p. 59

¹⁷ Myron H. Dembo, *Teaching for Learning; Applying Educational Psychology in The Classroom*, (California: Good Year Publishing Company, 1977), p. 1

world and beyond. A person who has knowledge will get more appreciation from Allah. It suitable with Allah says in al-Mujadilah verse 11 in Holy Qur'an:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ
 أَنْشُرُوا فَأَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ؕ وَاللَّهُ بِمَا تَعْمَلُونَ

حَبِيرٌ

Means: O ye who believe! When ye are told to make room in the assemblies (spread out and) make room; (ample) room will God provide for you, and when ye are told to rise up, rise up God will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) Knowledge, and God is well-acquainted with all ye do¹⁸.

Learning a foreign language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, total physical, intellectual and emotional responses are necessary to successfully send and receive messages in a foreign language. Many variables are involved in the acquisition process. Language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit. Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. A more specialized definition might

¹⁸ Abdullah Yusuf Ali, *The Holy Qur'an; Original Arabic Text with English Translation & Selected Commentaries*, (Malaysia: Saba Islamic Media, 2008), p. 679



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read as follows¹⁹: "Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand."

Language teaching is a very important part of foreign language learning. But, the language teaching will not be successful if the method is not good. Method is the practical relation of an approach. The originators of a method have arrived at decisions about types of activities, roles of teacher and learners, the kinds of material which will be helpful, and some models of syllabus organization, method include various procedures and techniques as part of their standard fare²⁰.

2.1.3 Numbered Heads Together Method

Numbered Heads Together, one of cooperative learning methods, is basically a variant of group discussion; the twist is having only one student represent the group but informing the group in advance whom its representative will be. That twist insures total involvement of all the students²¹. The structure of numbered heads together is derived from the work of Spencer Kagan.

As a kind of cooperative learning method, numbered heads together need some group where the method will be applied. The groups are arranged by using simple team-building methods. This team building is very important because the

¹⁹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Longman, 2000), p. 7

²⁰ Jeremy Harmer, *The Practical of English Language Teaching*, (London: Longman, 2003), p. 78

²¹ Robert E. Slavin, *Cooperative Learning*, (Massachusetts: Allyn & Bacon, 1990), p. 132



students need to be prepared to work cooperatively before beginning cooperative learning activities through numbered heads together method. The team-building activities that follow are included in Kagan²²:

- a. **Name Learning**; each group is given a set amount of time to learn the names of their teammates.
- b. **Interview**; Interview introduces teammates to each other in some depth and classmates to each other superficially. It gives students some basis for relating to others with common interests or experiences, it gives them the opportunity to feel welcome in the group, and it helps overcome initial resistances that some students have to participating in groups.
- c. **Team Name**; when teams are first formed, they are asked to name themselves. This process can be used as a teambuilding exercise. Three simple rules for the group process are stated: each team member must have a say: no decision can be reached unless everyone consents; no member consents to the group decision if he or she has a serious objection. These rules set the tone for future group processes, which must include participation, consensus, and respect for individual rights.

After groups are formed, the teacher will explain that there is a natural tendency for a classroom of teams to become too noisy. As one team talks, a nearby teams needs to talk a bit louder to be heard, which forces the first team to talk even louder. Noise levels can escalate. The teacher needs to be able to bring the noise level quickly back to zero. The teacher indicates that the class can solve this problem if it can learn to respond quickly to a zero-noise signal.

²² *Ibid*, p. 137-139

The zero-noise signal is a signal to students to stop talking, to give their full attention to the teacher, and to keep their hands and bodies still. Teachers choose different signal for their students. One effective method is for the teacher to raise one hand. The signal is convenient because the teacher does not have to talk over the group noise level. An additional advantage of the raised-hand signal is that the teacher can indicate that when students see the teacher's raised hand they should raise their hands. Thus, when the teacher needs the attention of the class, she or he raises a hand. The students nearby quickly raise their hands, which leads to yet other students doing so.

2.1.3.2 The Procedures of Numbered Heads Together Method

As stated earlier, language teaching which is presented through numbered heads together method shows how to get knowledge in groups. The following procedures are taken from www.eazhull.org²³:

- a. The teacher numbers off the students in each group up to four. If one group is smaller than the others have no. 3 answers for no. 4 as well. On a team of five, team members 4 and 5 both answer when number 4 is called.
- b. The teacher explains the topic generally.
- c. The teacher asks the students a question or sets a problem to solve. It must be stressed that everyone in the group must be able to participate and answer the question.
- d. The students work together. They quite literally "put their heads together" in order to solve the problem and also ensure that everyone in the group can answer the question.
- e. The teacher now asks for an answer by calling a number

²³ http://www.eazhull.org.uk/nlc/numbered_heads.htm

- f. The students with the number called then take it in turns to answer.
- g. If there are not enough students ready to respond, the teacher may judge that a little more time is needed or extra support given.
- h. When the teacher is satisfied answers can be taken, there are a number of choices; select one student, select one but ask others to elaborate comment etc, ask different students to give a particular part of the answer.

2.1.4 Community Language Learning Method

Community Language Learning (CLL) is the name of a method introduced and developed by Charles A. Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University in Chicago. It is no doubt that this method has been inspired by the application of psychological counseling techniques to learning, which is called Counseling-Learning. Community language learning represents the use of Counseling-Learning theory to teach foreign languages.

If the term counseling is traced back, it refers to the idea that there is a relationship between a counselor and a client (s). The counselor gives advice, assistance, and support to his/her clients, who have a problem (s). In CLL this kind of relationship is considered basic to learning a foreign language. The teacher functions as the counselor and the learners as his/her clients. The basic procedures of CLL can thus be seen as derived from the counselor-clients relationship. Since CLL sees a language learner as the whole person, including his/her psychological aspects such as emotions and feeling. CLL techniques are also described as humanistic techniques²⁴.

²⁴ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 95

The concept of "community" has been used in this method because when such relationship mentioned above is applied specifically to groups with the task of the learning a second language, a very special kind of community-involvement results. Language learners and their language teacher build an intense atmosphere of warmth. This kind of security and support from one another in the group is really typical in this method and almost the exact opposite of the atmosphere in the schooling setting. The language learners never feel isolated and alone because everybody belongs to the group and everybody sits in a "community" and senses positive regard of everyone else. CLL represents an attempt to put the insight from psychology to work in the teaching and learning of foreign languages. The method emphasizes on "community" learning as opposed to individual learning as some other traditional teaching does²⁵.

Interaction between learners and teacher is initially dependent. The learner tells the teacher what he or she wishes to say in the target language, and the teacher tells the learner how to say it. Gradually, the learner becomes able to speak a word or phrase directly in the foreign language, without translation. More and more direct communication can take place with the counselor providing less and less direct translation and information, until after many sessions, or many years, the learner achieve fluency in the spoken language. The learner has at that point become independent. Interaction between learner and teacher are compared to the stages of human growth and undergo several stages with typical characteristics at each stage²⁶:

²⁵ Ag. Bambang Setiyadi, *op. cit.*, p. 95-96

²⁶ *Community Language Learning Method*, (<http://ecmd.ju.edu.cn/UploadFile/19/9185/76.doc>)

Stage 1 dependent: the learner is like an infant, completely dependent on the knower for linguistic content. The learner repeats utterances made by the teacher in the target language and overhears the interchanges between other learners and knower.

Stage 2 self-assertive: learners begin to establish their own self-affirmation and independency by using simple expression and phrases they have previously heard.

Stage 3 resentful and indignant: learners begin to understand others directly in the target language. Learners will resent uninvited assistance provided by the knower at this stage.

Stage 4 tolerant: the learner functions independently, although his knowledge of the foreign language is still rudimentary. The learner becomes secure enough to take criticism from the teacher.

Stage 5 independent: learners refine their understanding of register as well as grammatical correct language use. They may become counselors to less advanced students while profiting from contact with their original knower.

A typical classroom could be described as such; A group of learners sit in a circle of six to twelve learners, while the teacher stands outside the circle, answering students' questions and translating the native language into the target language. A student whispers a message in his mother tongue. The teacher then translates it into the target language. The student repeats the message in the foreign language with the help of the teacher. While some of the students convey messages, others are encouraged to overhear these messages. Finally, real communication begins to occur among the learners.

2.1.4.2 The Procedures of Community Language Learning Method

The simple procedure of Community Language Learning method can be presented as follows²⁷:

- a. The clients (students) sit in a circle so that everyone has visual contact with one another and everyone is within easy to listen what their friends said
- b. The knower explain the topic generally
- c. A volunteer student initiates conversation with other students related to the topic by giving a message in their mother tongue
- d. The knower goes and stand behind the student, whispers an equivalent translation of the message in the target language
- e. The student repeats the message that has been translated into the target language and write it in a piece of paper
- f. Each student in the group has a chance to express his/her message and write it
- g. The papers are read at intervals
- h. Each student repeats his message in the target language
- i. The knower chooses sentences to write on the blackboard that highlight about grammar
- j. The students may ask questions about any of the elements discussed
- k. The knower encourages the students to copy sentences from the blackboard including the translation in their mother tongue. The copy becomes their textbook for home study

²⁷ Ag. Bambang Setiyadi, *loc. cit.*, p. 107-108

CHAPTER III METHODOLOGY OF RESEARCH

3.1 Location and Time of Research

This research conducted at **Madrasah Aliyah Mu'allimin UNIVA** on **Jalan Sisingamangaraja km 5,5 Medan**. The writer chose the location because the research has never done before there and suitable with the ability and limitation of the time and finance.

3.2 Population and Sample

Population is the total number of subject that should be observed in a research²⁸. The population of this research is the students of the first year that consist of two classes; all members are 50 students; 25 students from grade XA and 25 students from grade XB. The writer decided to take all of the population as the sample which is called total sampling. It was based on what Winarno Surakhmad said that sample which has same number as population is called total sampling²⁹. The number of population and sample can be seen in the table below:

TABLE 5
The Number of Population and Sample

No	Class	Population	Sample
1.	X A	25 students	25 students
2.	X B	25 students	25 students
Total		50 students	50 students

²⁸Drs. Syahrurn, M. Pd and Drs. Salim, M. Pd, *Metodologi Penelitian Kuantitatif*, (Bandung: Citapustaka Media, 2007), p. 113

²⁹<http://digilib.upi.edu/pasca/submitted/etd-0524107-102147/unrestricted.pdf>

3.3 Instrument of Collecting Data

In collecting data from the field of the research, the writer used test to obtain the requiring information. Test is a set of questions that should be given to the students to measure their ability in answering the questions. The test will be constructed in multiple choices.

Before using the test as a research instrument, accordingly the test must be tried before to get the validity, reliability, difficulty index, and discrimination index.

1. Validity of Test

A test is valid if it can measure what want to be measured. Here, valid is the materials or the contents of the test which had been already intended through his general and specific objectives and also the test was representative enough to measure the progress of the students for what they had studied before. The writer will use the correlation product moment to know the validity of the test in this thesis. The validity will be tested by using product moment formula which is stated in Suharsimi Arikunto³⁰:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

- r_{xy} : The coefficient of correlation product moment
- N : Number of sample
- X : The score of question's item

³⁰ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2005), p. 72

Y : The total score of all questions

The rule of validity:

- If $r_{\text{count}} > r_{\text{table}}$, the question is valid
- If $r_{\text{count}} < r_{\text{table}}$, the question is invalid

This is the computation of validity test for the first question:

$$\sum X = 18 \qquad \sum X^2 = 18 \qquad (\sum X)^2 = 324$$

$$\sum Y = 381 \qquad \sum Y^2 = 5671 \qquad \sum XY = 259$$

$$N = 30$$

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{30 \cdot 259 - (18)(381)}{\sqrt{\{30 \cdot 18 - (324)\} \{30 \cdot 5671 - (381)^2\}}}$$

$$= \frac{7770 - 6858}{\sqrt{(540 - 324)(170130 - 145161)}}$$

$$= \frac{912}{\sqrt{(216)(24969)}}$$

$$= \frac{912}{\sqrt{5393304}}$$

$$= \frac{912}{2322,34}$$

$$= 0,392$$

From the above computation, it is found that r_{count} is 0,392. Based on the list of r_{table} value with $N = 30$ and real level $\alpha = 0,05$, it is found that r_{table} is 0,361. So, the value of $r_{\text{count}} (0,392) > r_{\text{table}} (0,361)$. In conclusion, the first question is valid.

Then, the writer counts the validity of the rest of questions by using the same way. The result can be seen in the following table:

TABLE 6
The Validity of Questions

The Number of Questions	r_{count}	r_{table}	Criteria
1	0,392	0,361	Valid
2	0,563	0,361	Valid
3	-0,006	0,361	Invalid
4	0,479	0,361	Valid
5	0,476	0,361	Valid
6	0,370	0,361	Valid
7	0,201	0,361	Invalid
8	0,657	0,361	Valid
9	0,429	0,361	Valid
10	0,512	0,361	Valid
11	0,563	0,361	Valid
12	0,378	0,361	Valid
13	0,292	0,361	Invalid
14	0,593	0,361	Valid
15	0,231	0,361	Invalid
16	-0,017	0,361	Invalid
17	0,716	0,361	Valid
18	0,560	0,361	Valid
19	0,407	0,361	Valid
20	0,373	0,361	Valid
21	0,363	0,361	Valid

22	0,408	0,361	Valid
23	0,639	0,361	Valid
24	0,563	0,361	Valid
25	0,663	0,361	Valid

2. Reliability of Test

Reliability is the agreement or accuracy of a test evaluation. The consistency of measurement obtained from an instrument is referring to reliability. For the reliability test, the writer used the formula KR-20³¹:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where:

r_{11} : Reliability

p : The proportion of subjects who answer the question correctly

q : The proportion of subjects who answer the question incorrectly

$$(q = 1 - p)$$

$\sum pq$: Amount of multiplication p and q

n : Amount of question

S : Standard deviation

TABLE 7

The Reliability of Questions

Number of Question	The Amount of Correct Answer	p	q	pq
1	18	0,6	0,4	0,24

³¹ Ibid, p. 100

2	12	0,4	0,6	0,24
3	16	0,53	0,47	0,249
4	11	0,37	0,63	0,233
5	14	0,47	0,53	0,249
6	10	0,33	0,67	0,221
7	19	0,63	0,37	0,233
8	15	0,5	0,5	0,25
9	15	0,5	0,5	0,25
10	16	0,53	0,47	0,249
11	16	0,53	0,47	0,249
12	23	0,77	0,23	0,177
13	13	0,43	0,57	0,245
14	13	0,43	0,57	0,245
15	15	0,5	0,5	0,25
16	19	0,63	0,37	0,233
17	12	0,4	0,6	0,24
18	19	0,63	0,37	0,233
19	17	0,57	0,43	0,245
20	18	0,6	0,4	0,24

$$\sum pq = 4,7$$

From the above table, the writer counts the standard deviation:

$$\begin{aligned}
 S^2 &= \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N} \\
 &= \frac{5671 - \frac{(381)^2}{30}}{30}
 \end{aligned}$$

$$= \frac{5671 - \frac{145161}{30}}{30}$$

$$= \frac{5671 - 4838,7}{30}$$

$$= \frac{832,3}{30} = 27,74$$

$$\text{So, } r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

$$= \left(\frac{30}{30-1} \right) \left(\frac{27,74 - 4,771}{27,74} \right)$$

$$= \left(\frac{30}{29} \right) \left(\frac{22,969}{27,74} \right)$$

$$= (1,034)(0,828)$$

$$= 0,856$$

From the above computation, it is found that r_{count} is 0,856, whereas the value of r_{table} with $N = 30$ and real level $\alpha = 0,05$ is 0,361. So, $r_{\text{count}} (0,856) > r_{\text{table}} (0,361)$. It means that the questions are reliable.

3.4 Operational Definition

The students' ability is power of capacity to do or act physically, mentally, morally or financially. Students' ability to build up direct and indirect speech means that the students are able to recognize, arrange and use the kinds of direct and indirect speech.

The indicators of the students' ability in learning direct and indirect speech are as follows:

1. The students are able to change direct speech into indirect speech and from indirect speech into direct speech in statement form correctly.
2. The students are able to change direct speech into indirect speech in request form correctly.

3.5 Technique of Collecting Data

In collecting data by using test, the writer has already given some questions to the students and they have to answer directly at that time. The test consists of 20 items. The test constructed in multiple choices with four alternatives for indirect statement 10 items and for indirect request 10 items. It can be used to measure the more learning that comes in the knowledge, understanding, and application areas. The steps to do the test are as follows:

- a. Distribute the test to the students
- b. Giving instruction that the test is directly done on the test paper
- c. Specify the time for the students to do the test
- d. Collect the test from the students when the time is over
- e. Score the students' answer

3.6 Technique of Analyzing Data

Analysis data is done to process the data which is gotten from the result of research so that the correctness of research can be justified. In data processing, the writer has to do the requirement test by using normality and homogeneity test before doing hypothesis test. The steps of data processing are:

1. The writer counts the average of each samples by using this formula³²:

$$\bar{X} = \frac{\sum fixi}{\sum fi}$$

2. The writer determines the standard deviation of each samples by using the formula³³:

$$S^2 = \frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

3. Normality Test

The writer used Liliefors test to test the data normality by using the steps below³⁴:

- (i) Perception X_1, X_2, \dots, X_n to be real number Z_1, Z_2, \dots, Z_n by using the

formula : $Z_i = \frac{X_i - \bar{X}}{S}$, where \bar{X} = average value, S = standard

deviation.

- (ii) For each standard coefficient, use absolute normal standard distribution, then count the frequency $F(Z_i) = P(Z \leq Z_i)$.

- (iii) The proportion is counted Z_1, Z_2, \dots, Z_n that less or same with Z_i , with

$$S(Z_i) = \frac{Z_1, Z_2, \dots, Z_n \leq Z_i}{n}$$

- (iv) Count the difference $F(Z_i) - S(Z_i)$, then determine the absolute price.

³² Prof. DR. Sudjana, M.A., M.Sc., *Metoda Statistika*, (Bandung: Tarsito, 2005), p. 67

³³ *Ibid*, p. 95

³⁴ *Ibid*, p. 466

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deviation.

- (ii) For each standard coefficient, use absolute normal standard distribution, then count the frequency $F(Z_i) = P(Z \leq Z_i)$.
- (iii) The proportion is counted Z_1, Z_2, \dots, Z_n that less or same with Z_i , with

$$S(Z_i) = \frac{Z_1, Z_2, \dots, Z_n \leq Z_i}{n}$$

- (iv) Count the difference $F(Z_i) - S(Z_i)$, then determine the absolute price.

³² Prof. DR. Sudjana, M.A., M.Sc., *Metoda Statistika*, (Bandung: Tarsito, 2005), p. 67

³³ *Ibid*, p. 95

³⁴ *Ibid*, p. 466

- (v) Take the biggest price between the opportunities of absolute price which is called by L_0 . If $L_0 < L_{table}$ (that is obtained from the critic of price value of Liliefors test with real level $\alpha = 0,05$), the data has normal distribution. If $L_0 > L_{table}$, the data does not have normal distribution.

4. Homogeneity Test

Homogeneity test is done to test that the data from each sample is homogenous. It is tested by using equality test of two variants, namely:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

Then, compare F_{count} to F_{table} . The rule is:

- If $F_{count} < F_{table}$, both of the samples are homogenous.
- If $F_{count} > F_{table}$, both of the samples are not homogenous.

5. Hypothesis Test

Zero hypothesis and alternative hypothesis which will be tested are:

$$H_0 : \mu = \mu_2$$

$$H_a : \mu \neq \mu_2$$

The hypothesis test which will be used is "t" test with the formula³⁵:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}, \text{ with } S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Where: \bar{X}_1 = The average value of experimental class

³⁵ Ibid, p. 239

\bar{X}_2 = The average value of control class

S = The merger of standard deviation

The control chart is a graph that shows the process data over time. It is used to monitor the process and to detect any changes in the process. The control chart consists of a central line representing the target value, and two horizontal lines representing the upper and lower control limits. The data points are plotted on the chart, and the process is considered to be in control if the data points fall within the control limits. If the data points fall outside the control limits, the process is considered to be out of control, and the cause of the variation must be identified and corrected.

TABLE 10

The control chart for the process of...

No.	Sample Mean (Average)	Control Limit (Upper/Lower)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		

$$1 - \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s^2}{n}}} = z$$

When \bar{X}_1 = The average value of experimental class

Two hypotheses and alternative hypothesis which will be used for:
 $H_0: \mu = \mu_0$
 $H_1: \mu \neq \mu_0$

Test statistic F_{obs} to F_{tab} . The rule is:
 If $F_{obs} < F_{tab}$ both of the samples are homogeneous.
 If $F_{obs} > F_{tab}$ both of the samples are heterogeneous.

Test statistic F_{obs} to F_{tab} . The rule is:
 $F_{obs} = \frac{\text{largest variance}}{\text{smallest variance}}$
 is tested by using equality tested two variance. Homogeneity test is done to test that the data from each sample is homogeneous.

Homogeneity test is done to test that the data from each sample is homogeneous. If $F_{obs} > F_{tab}$, the data does not have normal distribution.

Libert's test with level $\alpha = 0.05$, the function normal distribution. If $F_{obs} > F_{tab}$, the data does not have normal distribution.

CHAPTER IV
FINDING AND DISCUSSION OF RESEARCH DATA

4.1 DATA DESCRIPTION

The data of students' ability to build up direct and indirect speech is taken from the result of the test which was given to 50 students of Madrasah Aliyah Mu'allimin UNIVA Medan 2009/2010 Academic Year; 25 students from XA as an experimental class and 25 students from XB as a control class. This is the score which shows the result of test for experimental class (XA) which taught by using Numbered Heads Together method and control class (XB) which taught by using Community Language Learning method:

TABLE 10
The Score of the Students' Ability to Build up Direct and Indirect Speech in Experimental and Control Class

No	Experimental Class (Numbered Heads Together Method)	Control Class (Community Language Learning Method)
1.	50	65
2.	85	35
3.	55	50
4.	90	75
5.	65	95
6.	60	50
7.	60	65
8.	50	50
9.	100	45
10.	95	60
11.	75	45
12.	70	80
13.	65	80

14.	90	50
15.	90	85
16.	65	30
17.	50	60
18.	50	85
19.	70	65
20.	50	50
21.	75	20
22.	95	70
23.	95	65
24.	85	50
25.	55	70

4.1.1 The Students' Ability in Experimental Class

The students' ability to build up direct and indirect speech in experimental class which taught by using Numbered Heads Together method shows that the lowest score is 50 and the highest score is 100. The mean, variant, and standard deviation of the data can be seen on the following worktable:

TABLE 11

Worktable for Finding Mean, Variant, and Standard Deviation from the Data of Students Ability to Build up Direct and Indirect Speech in Experimental Class

No	Score (xi)	fi	fixi	xi ²	fixi ²
1.	50	5	250	2500	12500
2.	55	2	110	3025	6050
3.	60	2	120	3600	7200
4.	65	3	195	4225	12675
5.	70	2	140	4900	9800
6.	75	2	150	5625	11250
7.	85	2	170	7225	14450
8.	90	3	270	8100	24300
9.	95	3	285	9025	27075

10.	100	1	100	10000	10000
		$\Sigma = 25$	$\Sigma = 1790$		$\Sigma = 135300$

From the table, the writer can count:

1. Mean (\bar{X})

$$\begin{aligned}\bar{X} &= \frac{\sum fixi}{\sum fi} \\ &= \frac{1790}{25} \\ &= 71,6\end{aligned}$$

2. Variant (S^2)

$$\begin{aligned}S^2 &= \frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)} \\ &= \frac{25.135300 - (1790)^2}{25(25-1)} \\ &= \frac{3382500 - 3204100}{25(24)} \\ &= \frac{178400}{600} \\ &= 297,33\end{aligned}$$

3. Standard deviation (S)

Standard deviation is found by drawing the root of variant, namely:

$$S = \sqrt{S^2}$$

$$= \sqrt{297,33}$$

$$= 17,24$$

4.1.2 The Students' Ability in Control Class

The students' ability to build up direct and indirect speech in control class which taught by using Community Language Learning method shows that the lowest score is 20 and the highest score is 95. The mean, variant, and standard deviation of the data can be seen on the following worktable:

TABLE 12

Worktable for Finding Mean, Variant, and Standard Deviation from the Data of the Students Ability to Build up Direct and Indirect Speech in Control Class

No	Score (xi)	fi	Fixi	xi ²	fixi ²
1.	20	1	20	400	400
2.	30	1	30	900	900
3.	35	1	35	1225	1225
4.	45	2	90	2025	4050
5.	50	6	300	2500	15000
6.	60	2	120	3600	7200
7.	65	4	260	4225	16900
8.	70	2	140	4900	9800
9.	75	1	75	5625	5625
10.	80	2	160	6400	12800
11.	85	2	170	7225	14450
12.	95	1	95	9025	9025
		$\Sigma = 25$	$\Sigma = 1495$		$\Sigma = 97375$

From the above table, the writer can count:

1. Mean (\bar{X})

$$\bar{X} = \frac{\sum fixi}{\sum fi} = \frac{1495}{25} = 59,8$$

2. Variant (S^2)

$$S^2 = \frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)} = \frac{25 \cdot 97375 - (1495)^2}{25(25-1)} = \frac{2434375 - 2235025}{25(24)} = \frac{199350}{600} = 332,25$$

3. Standard Deviation

Standard deviation is found by drawing the root of variant, namely:

$$S = \sqrt{S^2} = \sqrt{332,25} = 18,22$$

No	Score (xi)	f	fixi	fixi ²
1	20	1	20	400
2	20	1	20	400
3	22	1	22	484
4	22	1	22	484
5	25	2	50	1250
6	25	2	50	1250
7	28	1	28	784
8	30	2	60	1800
9	30	2	60	1800
10	35	1	35	1225
11	40	2	80	1600
12	40	2	80	1600
13	45	1	45	2025
14	45	1	45	2025
15	45	1	45	2025
		$\sum f = 25$	$\sum fixi = 1495$	$\sum fixi^2 = 97375$

4.2 ANALYSIS OF REQUIREMENT TEST

The requirement test includes normality and homogeneity test. Normality test is done by using Liliefors test while homogeneity test is done by using F test. These are the tests:

2.2.1 Normality Test

The test of data normality on the students' ability to build up direct and indirect speech that taught by using Numbered Heads Together and Community Language Learning method is done by using Liliefors test.

a. The Computation of Data Normality on the Students' Ability to Build up Direct and Indirect Speech in Experimental Class

From the computation before, the value of average value (\bar{X}) in experimental class is 71,6 and standard deviation (S) is 17,24. The steps of processing data normality are:

- (i) Perception X_1, X_2, \dots, X_n to be real number Z_1, Z_2, \dots, Z_n by using the formula : $Z_i = \frac{X_i - \bar{X}}{S}$, where \bar{X} = average value, S = standard deviation. Z_i can be counted as follow:

$$Z_i = \frac{X_i - \bar{X}}{S}$$

$$1. Z_i = \frac{50 - 71,6}{17,24} = -1,25$$

$$2. Z_i = \frac{55 - 71,6}{17,24} = -0,96$$

$$3. Z_i = \frac{60 - 71,6}{17,24} = -0,67$$

$$4. Z_i = \frac{65 - 71,6}{17,24} = -0,38$$

$$5. Z_i = \frac{70 - 71,6}{17,24} = -0,09$$

$$6. Z_i = \frac{75 - 71,6}{17,24} = 0,19$$

$$7. Z_i = \frac{85 - 71,6}{17,24} = 0,77$$

$$8. Z_i = \frac{90 - 71,6}{17,24} = 1,06$$

$$9. Z_i = \frac{95 - 71,6}{17,24} = 1,35$$

$$10. Z_i = \frac{100 - 71,6}{17,24} = 1,64$$

(ii) For each standard coefficient, use absolute normal standard distribution, then count the frequency $F(Z_i) = P(Z \leq Z_i)$. The frequency $F(Z_i)$ can be found in appendix XI.

(iii) The proportion is counted Z_1, Z_2, \dots, Z_n that less or same with Z_i , with

$$S(Z_i) = \frac{Z_1, Z_2, \dots, Z_n \leq Z_i}{n} \text{ . These are the computation:}$$

$$S(Z_i) = \frac{f_{cum}}{n}$$

$$1. S(Z_i) = \frac{5}{25} = 0,2$$

$$2. S(Z_i) = \frac{7}{25} = 0,28$$

$$3. S(Z_i) = \frac{9}{25} = 0,36$$

$$4. S(Z_i) = \frac{12}{25} = 0,48$$

$$5. S(Z_i) = \frac{14}{25} = 0,56$$

$$6. S(Z_i) = \frac{16}{25} = 0,64$$

$$7. S(Z_i) = \frac{18}{25} = 0,72$$

$$8. S(Z_i) = \frac{21}{25} = 0,84$$

$$9. S(Z_i) = \frac{24}{25} = 0,96$$

$$10. S(Z_i) = \frac{25}{25} = 1$$

- (iv) Count the difference $F(Z_i) - S(Z_i)$, then determine the absolute price by ignoring the negative (-) value.
- (v) Take the biggest price between the opportunities of absolute price which is called by L_o .

If $L_o < L_{table}$ (that is obtained from the critic of price value of Liliefors test with real level $\alpha = 0,05$), the data has normal distribution.

If $L_o > L_{table}$, the data does not have normal distribution.

The computation of data normality on the students' ability to build up direct and indirect speech in experimental class which taught by using Numbered Heads Together method can be seen clearly in the following table:

TABLE 13

The Normality Test on the Students' Ability to Build up Direct and Indirect Speech in Experimental Class

No	x_i	f_i	f_{cum}	Z_i	$F(Z_i)$	$S(Z_i)$	$ F(Z_i) - S(Z_i) $
1.	50	5	5	-1,25	0,1056	0,2	0,0944
2.	55	2	7	-0,96	0,1685	0,28	0,1115
3.	60	2	9	-0,67	0,2514	0,36	0,1086
4.	65	3	12	-0,38	0,3520	0,48	0,128
5.	70	2	14	-0,09	0,4641	0,56	0,0959
6.	75	2	16	0,19	0,5754	0,64	0,0646
7.	85	2	18	0,77	0,7794	0,72	0,0594
8.	90	3	21	1,06	0,8554	0,84	0,0154
9.	95	3	24	1,35	0,9115	0,96	0,0485
10.	100	1	25	1,64	0,9495	1	0,0505

From the above table, it is found that the biggest price between the opportunities of absolute price which is called by $L_o = 0,128$ while $L_{table} = 0,173$ which is taken from the list of critics value of Liliefors test with $N = 25$ and real level $\alpha = 0,05$. So, the value of $L_o (0,128) < L_{table} (0,173)$. In conclusion, the data of the students' ability to build up direct and indirect speech that taught by using Numbered Heads Together method has normal distribution because L_o is smaller than L_{table} .

b. The Computation of Data Normality on the Students' Ability to Build up Direct and Indirect Speech in Control Class

From the computation before, the value of average value (\bar{X}) in control class is 59,8 and standard deviation (S) is 18,22. The steps of processing data normality are:

- (i) Perception X_1, X_2, \dots, X_n to be real number Z_1, Z_2, \dots, Z_n by using the

formula : $Z_i = \frac{X_i - \bar{X}}{S}$, where \bar{X} = average value, S = standard

deviation. Z_i can be counted as follow:

$$Z_i = \frac{X_i - \bar{X}}{S}$$

$$1. Z_i = \frac{20 - 59,8}{18,22} = -2,18$$

$$2. Z_i = \frac{30 - 59,8}{18,22} = -1,63$$

$$3. Z_i = \frac{35 - 59,8}{18,22} = -1,36$$

$$4. Z_i = \frac{45 - 59,8}{18,22} = -0,81$$

$$5. Z_i = \frac{50 - 59,8}{18,22} = -0,53$$

$$6. Z_i = \frac{60 - 59,8}{18,22} = 0,01$$

TABLE 13
The Normality Test on the Students' Ability to Build up Direct and Indirect Speech in Experimental Class

No	X_i	Z_i	Z_i^2	Z_i^3
1	20	-2,18	4,75	-10,17
2	30	-1,63	2,66	-4,34
3	35	-1,36	1,85	-2,54
4	45	-0,81	0,66	-0,53
5	50	-0,53	0,28	-0,15
6	55	-0,28	0,08	-0,02
7	60	0,01	0,00	0,00
8	65	0,28	0,08	0,02
9	70	0,53	0,28	0,15
10	75	0,79	0,63	0,50
11	80	1,04	1,08	1,12
12	85	1,29	1,66	2,15
13	90	1,54	2,37	3,64
14	95	1,79	3,21	5,75
15	100	2,04	4,16	8,51
16	105	2,29	5,24	12,00
17	110	2,54	6,46	16,46
18	115	2,79	7,79	21,83
19	120	3,04	9,24	28,08
20	125	3,29	10,82	35,29
21	130	3,54	12,53	43,54
22	135	3,79	14,36	52,93
23	140	4,04	16,32	63,48
24	145	4,29	18,41	75,23
25	150	4,54	20,61	88,23
Σ			125,00	375,00

$$7. Z_i = \frac{65 - 59,8}{18,22} = 0,28$$

$$8. Z_i = \frac{70 - 59,8}{18,22} = 0,55$$

$$9. Z_i = \frac{75 - 59,8}{18,22} = 0,83$$

$$10. Z_i = \frac{80 - 59,8}{18,22} = 1,1$$

$$11. Z_i = \frac{85 - 59,8}{18,22} = 1,38$$

$$12. Z_i = \frac{95 - 59,8}{18,22} = 1,93$$

(ii) For each standard coefficient, use absolute normal standard distribution, then count the frequency $F(Z_i) = P(Z \leq Z_i)$. The frequency $F(Z_i)$ can be found in appendix XI.

(iii) The proportion is counted Z_1, Z_2, \dots, Z_n that less or same with Z_i , with

$$S(Z_i) = \frac{Z_1, Z_2, \dots, Z_n \leq Z_i}{n}. \text{ These are the computation:}$$

$$S(Z_i) = \frac{f_{cum}}{n}$$

$$1. S(Z_i) = \frac{1}{25} = 0,04$$

$$2. S(Z_i) = \frac{2}{25} = 0,08$$

$$3. S(Z_i) = \frac{3}{25} = 0,12$$

$$4. S(Z_i) = \frac{5}{25} = 0,2$$

$$5. S(Z_i) = \frac{11}{25} = 0,44$$

$$6. S(Z_i) = \frac{13}{25} = 0,52$$

$$7. S(Z_i) = \frac{17}{25} = 0,68$$

$$8. S(Z_i) = \frac{19}{25} = 0,76$$

$$9. S(Z_i) = \frac{20}{25} = 0,8$$

$$10. S(Z_i) = \frac{22}{25} = 0,88$$

$$11. S(Z_i) = \frac{24}{25} = 0,96$$

$$12. S(Z_i) = \frac{25}{25} = 1$$

- (iv) Count the difference $F(Z_i) - S(Z_i)$, then determine the absolute price by ignoring the negative (-) value.
- (v) Take the biggest price between the opportunities of absolute price which is called by L_o .

If $L_o < L_{table}$ (that is obtained from the critic of price value of Liliefors test with real level $\alpha = 0,05$), the data has normal distribution.

If $L_o > L_{table}$, the data does not have normal distribution.

The computation of data normality on the students' ability to build up direct and indirect speech in control class which taught by using Community Language Learning method can be seen clearly in the following table:

TABLE 14

The Normality Test on the Students' Ability to Build up Direct and Indirect Speech in Control Class

No	x_i	f_i	f_{cum}	Z_i	$F(Z_i)$	$S(Z_i)$	$ F(Z_i) - S(Z_i) $
1.	20	1	1	-2,18	0,0146	0,04	0,0254
2.	30	1	2	-1,63	0,0516	0,08	0,0284
3.	35	1	3	-1,36	0,0869	0,12	0,0331
4.	45	2	5	-0,81	0,2090	0,2	0,009
5.	50	6	11	-0,53	0,2981	0,44	0,1419
6.	60	2	13	0,01	0,5040	0,52	0,016
7.	65	4	17	0,28	0,6103	0,68	0,0697
8.	70	2	19	0,55	0,7088	0,76	0,0512
9.	75	1	20	0,83	0,7967	0,8	0,0033
10.	80	2	22	1,1	0,8642	0,88	0,0158

11.	85	2	24	1,38	0,9162	0,96	0,0438
12.	95	1	25	1,93	0,9732	1	0,0268

From the above table, it is found that the biggest price between the opportunities of absolute price which is called by $L_o = 0,1419$ while $L_{table} = 0,173$ which is taken from the list of critics value of Liliefors test with $N = 25$ and real level $\alpha = 0,05$. So, the value of $L_o (0,1419) < L_{table} (0,173)$. In conclusion, the data of the students' ability to build up direct and indirect speech that taught by using Community Language Learning method has normal distribution because L_o is smaller than L_{table} .

2.2.2 Homogeneity Test

The test of data homogeneity on the students' ability to build up direct and indirect speech that taught by using Numbered Heads Together and Community Language Learning method is done by using F test (test the equality of two variants) with the following formula:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

The previous computation indicated that:

1. The variant data of the students' ability to build up direct and indirect speech that taught by using Numbered Heads Together method is 297,33.
2. The variant data of the students' ability to build up direct and indirect speech that taught by using Community Language Learning method is 332,25.

So, the value of F is as follow:

$$F = \frac{332,25}{297,33}$$

$$= 1,11$$

From the computation above, it is found that the coefficient of variant is 1,11. Based on the list of critics value of F distribution with real level $\alpha = 0,05$ and the freedom of degree (dk) counter $N-1 = 25 - 1 = 24$ and the freedom of degree (dk) denominator $N-1 = 25 - 1 = 24$, it is found that $F_{(0,05)(24,24)} = 1,98$. It shows that $F_{\text{count}}(1,11) < F_{\text{table}}(1,98)$, so it can be concluded that variants of data on the students' ability to build up direct and indirect speech that taught by using Numbered Heads Together method and the data on the students' ability to build up direct and indirect speech by using Community Language Learning method is homogeneous.

3.3 HYPOTHESIS TEST

Hypothesis test is done to answer the hypothesis which was proposed before and to decide whether the hypothesis will be accepted or rejected.

Based on the result of data analysis and requirement test for hypothesis test, the values which needed in hypothesis test are known, namely:

$$\text{Mean } (\bar{X}_1) = 71,6$$

$$\text{Mean } (\bar{X}_2) = 59,8$$

$$\text{Standard Deviation } (S_1) = 17,24 \quad S_1^2 = 297,33$$

$$\text{Standard Deviation } (S_2) = 18,22 \quad S_2^2 = 332,25$$

So, the merger of standard deviation is:

$$\begin{aligned} S^2 &= \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \\ &= \frac{(25 - 1)297,33 + (25 - 1)332,25}{25 + 25 - 2} \end{aligned}$$

$$= \frac{7135,92 + 7974}{48}$$

$$S^2 = 314,79$$

$$S = \sqrt{314,79} = 17,74$$

Then, to test the hypothesis of this research, the writer uses this formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{count} = \frac{71,6 - 59,8}{17,74 \sqrt{\frac{1}{25} + \frac{1}{25}}}$$

$$= \frac{11,8}{17,74 \sqrt{0,04 + 0,04}}$$

$$= \frac{11,8}{17,74 \cdot 0,28}$$

$$= \frac{11,8}{4,96}$$

$$= 2,37$$

$t_{table}(0,95)(48)$ is not found in the list of critics value. So, the writer uses interpolation to get the value.

The interpolation from $t_{table} = t_{(0,95)(48)}$

$$C_0 = 1,68$$

$$B_0 = 40$$

$$B = 48$$

$$C_1 = 1,67$$

$$B_1 = 60$$

test of the students' ability to build up direct and indirect speech when taught by using Community Language Learning method.

The above fact indicates that the application of Numbered Heads Together method is proven effective to increase the students' ability to build up direct and indirect speech. It can be accepted because through Numbered Heads Together method, the students can learn English from various sources; teacher and their teammates. To get the benefit from study activity in Numbered Heads Together method especially about the students' ability to build up direct and indirect speech, the members of group discussion which is built by the teacher have to be cooperative in discussing the lesson so that teaching learning activity by using Numbered Heads Together method can increase the students' ability to build up direct and indirect speech.

In general, the source of errors in a research includes two matters; sampling or analysis subject and research instrument. This becomes the starting point to identify the research limitation elaborated as follow:

The first, a quantitative research approach gets difficulty in measuring qualitatively things. For example from all aspect of students' ability to build up direct and indirect speech have not been approached by using qualitative approach, especially the implication of the inquiry method application on the students' ability to build up direct and indirect speech. Something which become the main point that the students' ability to build up direct and indirect speech is very influenced by many things which are not discussed in this research such as the level of the students' intelligence, interest, and motivation to learn.

...of the students' ability to build up direct and indirect speech...

The above data indicates that the application of ...
Together method is proven effective to improve the students' ability to build up
direct and indirect speech. It can be supported by the results of ...
Together method, the students can learn English from various sources, teacher
and their classmates. To get the results from this activity in ...
Together method, especially when the students' ability to build up direct and
indirect speech, the members of group that study which is part of the study
have to be cooperative in discussing the lesson so that learning activity
by using Together method. Together method can increase the students' ability to
build up direct and indirect speech.

To general the result of data in a general manner the data
sampling or sample subject and research instrument. The process of data
point to identify the research instrument that described as follow

The first a quantitative research approach was identified in an interview
qualitative thing. For example from all aspect of student's ability to build up
direct and indirect speech have the been approached by using qualitative
approach, especially the realization of the many needed reflection on the
students' ability to build up direct and indirect speech. From this approach the
the main point that the students' ability to build up direct and indirect speech is
very influenced by many things, especially the content in the research and the
level of the students' intelligence, interest, and motivation to learn.

The second, there is a probably of bias thing from obtained research data. Eventhough the instruments are well planned, the students may not take the test seriously.

...of the students' ability to build up direct and indirect speech...

1. The result of work of the students' ability to build up direct and indirect speech that is taught by using Together method is 71.6;
2. The result of work of the students' ability to build up direct and indirect speech that is taught by using Community Language Learning method is 59.2;
3. Based on the statistical comparison of T_{obs} and T_{table} it is found that the coefficient of t_{obs} is 2.27 whereas the value of t_{table} is 1.675. It shows that the hypothesis of H_0 is rejected and H_a is accepted. It means that learning direct and indirect speech by using Together method and Community Language Learning method can be accepted. It means that learning direct and indirect speech by using Together method and Community Language Learning method is better than learning direct and indirect speech by using Together method.

...of the students' ability to build up direct and indirect speech...

1. The proposal of ...

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

In the final part of this thesis, the writer concludes that:

1. The mean of score of the students' ability to build up direct and indirect speech that is taught by using Numbered Heads Together method is 71,6.
2. The mean of score of the students' ability to build up direct and indirect speech that is taught by using Community Language Learning method is 59,8.
3. Based on the statistical computation of "t" test, it is found that the coefficient of t_{count} is 2,37 whereas the value of t_{table} is 1,676. It shows that the hypothesis which the writer proposed before that there is a significant difference of the students' ability to build up direct and indirect speech that is taught by using Numbered Heads Together and Community Language Learning method can be accepted. It means that learning direct and indirect speech by using Numbered Heads Together method is more effective than Community Language Learning method in increasing the students' ability to build up direct and indirect speech.

5.2 SUGGESTION

Related to the research findings, the writer suggests to:

1. The principal of Madrasah Aliyah Mu'allimin UNIVA Medan to provide better facilities in studying English.

2. English teacher of Madrasah Aliyah Mu'allimin UNIVA Medan to apply Numbered Heads Together method in studying activity, especially in teaching direct and indirect speech because it is proved effective to increase the students' ability.
3. The students of Madrasah Aliyah Mu'allimin UNIVA Medan to increase their ability in understanding direct and indirect speech through Numbered Heads Together method.
4. Other researchers who search the same topic to do and develop further and deeper research by adding variables or expanding the sample range.

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1. The first sentence of the paragraph is a simple sentence.

2. The second sentence of the paragraph is a complex sentence.

3. The third sentence of the paragraph is a compound sentence.

4. The fourth sentence of the paragraph is a simple sentence.

5. The fifth sentence of the paragraph is a complex sentence.

6. The sixth sentence of the paragraph is a compound sentence.

7. The seventh sentence of the paragraph is a simple sentence.

8. The eighth sentence of the paragraph is a complex sentence.

9. The ninth sentence of the paragraph is a compound sentence.

10. The tenth sentence of the paragraph is a simple sentence.

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TEST

Choose the best answer!

1. He said he often met my uncle.
He said,

 - a. "I often meet your uncle."
 - b. "He often meets my uncle."
 - c. "I often meet my uncle."
 - d. "He often meet my uncle."

2. She said (that) she was not ill.
She said,

 - a. "She was not ill."
 - b. "I am not ill."
 - c. "She not ill."
 - d. "I was not ill."

3. Bill said he had not mailed the letter the day before.
Bill said,

 - a. "he had not mailed the letter the day before."
 - b. I had not mailed the letter the day before
 - c. "I did not mail the letter yesterday."
 - d. "He had not mailed the letter yesterday."

4. Lina said she would go to Bali the following day.
Susi said,.....

 - a. "She would go to Bali the following day."
 - b. "She would go to Bali tomorrow."
 - c. "I would go to Bali tomorrow."
 - d. "I will go to Bali tomorrow."

5. They said they were not waiting for their teacher. They said,

 - a. "They were not waiting for their teacher."
 - b. "They are not waiting for their teacher."
 - c. "We are not waiting for our teacher."
 - d. We are not waiting for their teacher."

6. Catharine said, "I will not be able to come tomorrow."
Catharine said that she

 - a. will not be able tomorrow.
 - b. would not be able to come tomorrow.
 - c. could not coming next day.
 - d. would not be able to come next day.

7. Tono said to us, "Your teachers are my teachers too."
What did Tono tell you? He told us that.....
- Our teachers were his teachers.
 - Your teachers were our teachers.
 - His teachers were your teachers.
 - His teachers were my teachers.
8. He said to me, "I shall not visit you tomorrow."
The indirect speech is
- He said that he would not visit me the other day.
 - He said that he would not visit me the next day.
 - He said that he would not visit me tomorrow.
 - He said that he would not visit me the following day.
9. Setiawan told me, "I will return your bicycle as soon as I come home today."
Means.....
- Setiawan told me that I would return his bicycle as soon as I come home that day.
 - Setiawan told me that he would return my bicycle as soon as he came home that day.
 - Setiawan told me that he will return my bicycle as soon as he comes home that day.
 - Setiawan told me that he would have returned my bicycle as soon as he had come home that day.
10. "I have not written the letters," Seanu answered.
- Seanu answered that he had not written the letters.
 - Seanu answered that he has not written the letters.
 - Seanu answered that he did not write the letters.
 - Seanu answered that he not written the letters.
11. Which of the following sentences is correct direct speech?
- The headmaster warned the students, "Pay your school fee not later than the tenth every month"
 - The headmaster warned the students: Pay your school fee not later than the tenth every month
 - The headmaster warned the students, Pay your school fee not later than the tenth every month!"
 - The headmaster warned the students, pay your school fee not later than the tenth every month.
12. My father said, "Don't waste your money on cigarettes."
This means.....

- a. My father advised me not to waste my money on cigarettes.
 - b. My father told me that he didn't waste my money on cigarettes.
 - c. My father asked me if I had wasted my money on cigarettes.
 - d. My father allowed me to waste my money on cigarettes.
13. "Be quiet!" She told me.....
- a. be quiet.
 - b. to be quiet.
 - c. being quiet.
 - d. been quiet.
14. My parents advised my sister.....too much money on clothes
- a. do not spend
 - b. not to spend
 - c. did not spend
 - d. not spending
15. "Put your shoes off!" He told me.....
- a. put your shoes off.
 - b. put his shoes off.
 - c. to put my shoes off.
 - d. to put his shoes off.
16. "Don't make noise children," she said.
In other words we say.....
- a. She told the children don't make noise.
 - b. She said the children didn't make noise.
 - c. She didn't say the children should make noise.
 - d. She told the children not to make noise.
17. I told him.....
- a. to take the first turning to the left.
 - b. take the first turning to the left.
 - c. you take the first turning to the left.
 - d. taking the first turning to the left.
18. The girl begged the robber.....
- a. don't take my money.
 - b. not taking her money.
 - c. not to take her money.
 - d. he didn't take her money.
19. "Be honest!" My friend told me.....
- a. to honest.
 - b. been honest.

- c. to be honest.
- d. being honest.
- 20. Mother warned her.....the newly painted well
 - a. not touched
 - b. not touching
 - c. not to touch
 - d. do not touch

ANSWER KEY

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



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