



## Assessing EFL Students' Direct and Indirect Speech Mastery

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Article Info	Abstract
<b>Article History</b> Received: 2020-08-15 Revised: 2020-09-20 Published: 2020-10-10  <b>Keywords:</b> <i>Assessment; Assignment; Speech; EFL students.</i>	The present study was aimed to assess Direct and Indirect Speech Mastery of the Senior High School Students of Piloting School in Gianyar. The study was intended to find out to what extent is the assessing direct and indirect speech mastery of the eleventh grade students. The study used an ex-post facto research design or non-experimental research design. In order to answer the research question, the data required for the study were collected by administering the research instruments in the form of transformation test items. The population of the study is the eleventh grade students of Piloting School consisting of 184 students all together. There were 40 students determined as the sample of the study by using systematic random sampling method. The results of the data analysis that were analyzed by using norm-reference of five standard values clearly showed (1) There were 4 subject (10%) who showed excellent assessment of direct and indirect speech, (2) 7 subjects (17,5%) who showed good assessment, (3) 15 subjects (37,5%) who showed sufficient assessment, (4) 12 subjects (30%) who showed insufficient assessment, (5) 2 subject (5%) who showed poor assessment. In general, these research findings showed that assessing direct and indirect speech mastery of the eleventh grade students of Piloting School in Gianyar was sufficient.
Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2020-09-15 Direvisi: 2020-09-20 Dipublikasi: 2020-10-10  <b>Kata kunci:</b> <i>Penilaian; Penugasan; Pidato; Siswa EFL.</i>	Penelitian ini bertujuan untuk menilai penguasaan kalimat langsung dan tidak langsung pada siswa sekolah menengah atas negeri di Gianyar. Penelitian ini bertujuan untuk mengetahui sejauh mana penguasaan tuturan langsung dan tidak langsung pada siswa di Kabupaten Gianyar. Penelitian ini menggunakan desain penelitian ex-post facto atau desain penelitian non eksperimental. Untuk menjawab pertanyaan penelitian, data yang diperlukan untuk penelitian dikumpulkan dengan pemberian instrumen penelitian berupa soal tes transformasi. Populasi penelitian ini adalah siswa-siswa kelas XI di sekolah terpilih Kabupaten Gianyar yang berjumlah 184 siswa secara keseluruhan. Sampel penelitian berjumlah 40 siswa dengan menggunakan metode sampling acak sistematis. Hasil analisis data yang dianalisis dengan menggunakan acuan norma lima nilai baku dengan jelas menunjukkan (1) Ada 4 subjek (10%) yang menunjukkan penilaian sangat baik terhadap tuturan langsung dan tidak langsung, (2) 7 subjek (17,5%) yang menunjukkan penilaian baik, (3) 15 subjek (37,5%) yang menunjukkan penilaian cukup, (4) 12 subjek (30%) yang menunjukkan penilaian kurang, (5) 2 subjek (5%) yang menunjukkan penilaian kurang baik. Secara umum, hasil penelitian ini menunjukkan bahwa penilaian penguasaan kalimat langsung dan tidak langsung siswa kelas XI di sekolah terpilih Kabupaten Gianyar sudah cukup.

### I. INTRODUCTION

Richards and Schmidt (2002:230) define that grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. A language requires two elements to fulfill people need to communicate effectively; those are vocabulary and grammar. Mastery of grammatical structure facilitates in developing the four language skills, such as speaking,

reading, listening and writing. The four language skills are supported by three components of language such as vocabulary, pronunciation and grammar. Grammar is limited to the structural organization of language (Nunan, 2001:34). Grammar is the most important component of the language. It mediates between the structure of spoken and written language. Without knowledge of grammar, language users will not be able to use the target language in oral or written communication as well. James (2005:2) defines

grammar is a term used to mean different things. When teachers and administrators grow frustrated over errors in students' writing, they often call for return to "the basic" which they define as grammar. He also offered some different definitions such as (1) a set of formal patterns in which the words of language are arranged to convey a larger meaning, (2) The branch of linguistics concerned with the description, analysis and formulation of formal language patterns, (3) Linguistics etiquette, (4) Grammatical terms used in interest of teaching writing.

Harmer (2001:12) also defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language, of how language is put together and how it works. Grammar has several uses. First it helps us to think about our language in an orderly way. Second, the terminology of grammar allows that may be affecting our writing and speaking. Third, the benefit of knowing grammar is that it helps us in studying a foreign language. In this case grammar can be a useful tool for increasing our communication skills. In learning direct and indirect speech students must know the conception of direct and indirect speech in expressing some sentences. It is very important for students because by knowing this concept the students are easier in constructing sentences.

Direct and indirect stresses to give the exact words that someone (who may be reported) uttered or has uttered in speech or in writing. Indirect speech, on the other hand, conveys in other subsequent or following reporters what has been said or written by the original writer or speaker. Eastwood (2002:263) states that Direct speech is used when we repeat someone's words and indirect speech is used when we use our own words to report what someone says.

In learning English especially direct and indirect speech, the learner has to know every point in the sentences that has to be changed. The changes involve the constructions of the sentences, pronoun, possessive, adjective and adverb. The tenses of the sentences clarify when the time of activity takes place. Basically, there are three kinds of tenses such as simple present tense, simple past tense and simple future tense. Simple present is used to express the activity in the present time. Simple past tense is used to express the activity that takes place in the past time. Simple future tense is used to express the activity that takes place in the future time. According to Dykes (2007:97) these are sentences in which something is stated or told. Speech and writing consists mainly of statements. They end with a full stop. In reporting statements, the indirect speech is the main utterance type (question, exclamation, command as well as statements) may be converted into indirect speech.

Dykes (2007:97) defines that questions are the second most common form of sentence. They ask

something – which they expect to be answered – and they end with a question mark. In reporting questions, the indirect speech is introduced by some such verbs as asked, inquired, etc. When a Yes/No question is being asked in direct speech, then a construction with *if* or *whether* is used. These are orders given to other people or to animals. Parents and teachers often give them – and they end with a full stop (Dykes, 2007:97). In reporting command, the indirect speech is introduced by some verb expressing command and the imperative mode is changed into the infinitive. Purpura (2004:4) states that In many assessment contexts today, knowledge of grammar may be inferred from the ability to use grammar correctly while reading, writing, listening to or speaking the L2 – a practice based on the assumption that all instances of language use invoke the same fundamental working knowledge of grammar and that a lack of grammatical knowledge can severely limit what is understood or produced in communication. In short, language educators have defined and assessed grammatical knowledge in many different ways over the years as the notion of what it means to 'know' the grammar of a language has evolved and instructional practices have changed.

## II. RESEARCH METHODS

This present study made use of ex-post facto research or non-experimental research design with descriptive analysis. Cohen et al (2007:267) states that ex post facto research is a method of teasing out possible antecedents of events that have happened and cannot, therefore, be engineered or manipulated by the researchers. Researchers can report only what has happened or what is happening, by trying to hold factors constant by careful attention to the sampling. The formula used to analyze as follows:

$$M = \frac{\sum x}{N}$$

Where :

M = Mean score

$\sum x$  = Number of score

N = Number of the students taking test

To find standard deviation (SD) is another way to show the spread. It measured the degree to which the group of scores deviation from the mean. To find out the standard deviation (SD) the formula below was used:

**Tabel 1.** Standard Deviation

Sample	Raw Score (X)	Sample	Raw Score (X)
1	32	21	18
2	31	22	17
3	30	23	17
4	29	24	17
5	28	25	17
6	28	26	16

7	28	27	15
8	26	28	15
9	25	29	14
10	23	30	14
11	22	31	14
12	21	32	14
13	21	33	13
14	21	34	13
15	20	35	10
16	20	36	10
17	19	37	10
18	19	38	10
19	18	39	9
20	18	40	9
Total Score: 1877,5			

$$SD = \sqrt{\frac{\sum D^2}{N}}$$

Where:

SD = Standard deviation

$\sum D^2$  = The sum of square deviation

N = Number of the students taking test

### III. RESULT AND DISCUSSION

Data Showing the Assessment of Direct and Indirect Speech of the Eleventh Grade Students of piloting School in Gianyar. The data for the study, which were in forms of raw scores, were analyzed by means of norm-reference measure of five standard values. The results of the data analysis, clearly showed the following figures: (1) There was 4 subject (10%) who showed excellent assessment of direct and indirect speech, (2) 7 subjects (17,5%) who showed good assessment, (3) 15 subjects (37,5%) who showed sufficient assessment, (4) 12 subjects (30%) who showed insufficient assessment, (5) 2 subject (5%) who showed poor assessment. These research findings revealed that there were 26 subjects (65%) who achieved satisfactory assessment and 14 subjects (35%) who failed. In general, these research findings showed that the direct and indirect speech mastery of the eleventh grade students of Piloting School was sufficient.

**Table 2.** Summary of the Finding

No	Raw	Standard Score	Total Subject	Precentage
1	80-72,5	$\geq 71,06$	4	10%
2	70-55	$< 71,06$ B $\geq 54,98$	7	17,5%
3	52,5-40	$< 54,98$ C $\geq 38,90$	15	37,5%
4	37,5-25	$< 38,90$ D $\geq 22,82$	12	30%
5	22,5	$\leq 22,82$	2	5%

### IV. CONCLUSION AND SUGGESTION

The teachers are suggested to teach more effectively and efficiently in various ways in order to give more enforcement to the students in understanding about direct and indirect speech. So,

that the students will be able to use direct and indirect speech whether in written or orally in communication. The researcher suggests too, the teachers should widen the teaching material of direct and indirect speech for the students' better learning processes, and build a good class atmosphere that makes the students enjoy the learning process, especially the grammar of direct and indirect speech.

The future researcher is suggested to make an experimental research or classroom action research about grammar, especially in direct and indirect speech mastery at this school. The other researchers can improve the teaching techniques to make the students more active in learning the topics.

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