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CHAPTER V

CONCLUSION AND SUGGESTION

A. The Research Conclusion

Based on analysis of the data in the previous chapter, the writer draws some conclusions:

The percentage of students' error in writing indirect speech when changing tenses at the first test was 73% and at the second test was 65%. The percentage of students' error in writing indirect speech when changing pronoun at the first test was 68% and at the second test was 62%. The percentage of students' error in writing indirect speech when changing expression at the first test was 70% and at the second test was 58%.

Among the errors made by students Madrasah Aliyan Al-Ihsan Buluh Rampai, the writer found that writing indirect speech when changing tenses is the most difficult and writing indirect speech when changing pronoun is easy one. So based on the first formulation of the problem "What form of indirect speech are the most often errors made by the students of the eleventh grade of Madrasah Aliyah Al- Ihsan Buluh Rampai Indragiri Hulu Regency? and Referring to the data analysis the writer found that the students often made error in writing indirect speech when changing tenses. Based on the second formulation of the problem " which dominant factors causes students' error in writing indirect speech by the students of the eleventh grade of Madrasah Aliyah Al- Ihsan Buluh Rampai Indragiri Hulu Regency?" and referring to data analysis, the writer

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found that the dominant factors that caused students' error in writing indirect speech is internal factor as follows:

Internal Factors:

- a. Students pay less attention to the teacher's explanation.
- b. Students have low motivation to learn indirect speech
- c. Students think that direct and indirect speech are difficult materials to understand.

B. The Suggestion

1. The students should have confidence and not be afraid of asking the teacher question. And they should have motivation in learning English.
2. The Students Should review the lesson more outside school. Read and practice as many times as possible in order to improve their ability in changing direct into indirect speech and ask the other students or people who know about direct and indirect speech.
3. The teacher guides the students to make the condition of the class to be conducive to study.