

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English is an important language that should be understood by everybody in the world. Therefore, the government compels all students to learn English as an international language. In learning English students will be taught the English skills such as reading, writing, listening and speaking. Besides that they also will be taught about language aspects including pronunciation, vocabulary, structure and grammar. They usually face several difficulties since English has complicated grammatical rules that sometimes make them feel difficult and confused in understanding it.

Structure or grammar is one language aspect which plays a very important role in learning language. It is the main component particularly in building sentences.

The rules of English grammar have become an integral part of student's knowledge. It enables them to produce English sentences that are grammatically acceptable and therefore comprehensible. As a matter of fact, students get some difficulties in mastering structure. There are many errors they make during their learning structure. The system of English grammar will be different with the system of the learner's native language. So the main problem on learning a foreign language is the learner's grammatical errors.

Considering that English is stated as the first foreign language, it is acceptable that most students find difficulties in mastering it. As Moulton says (1971: 37) one of his five language slogans is unique. They are different from each other, every

language has its own features. Such differences in features as structure, cause errors to Indonesian students. The difficulties or errors for example are found in reported speech.

Most students do not pay attention to the rules of transforming direct into indirect speech people repeat the original speaker's exact speech for example: He said, "I have swept my room." Remarks repeated are placed between inverted commas and a comma is placed immediately before the mark. Direct speech is found in conversation, in books, and in plays. In indirect speech people give the exact meaning of a remark or a speech without necessarily using the speaker's exact words: for example: He said that he had swept his room. There is no comma after say in indirect speech and that can be omitted. Indirect speech is normally used when conversation is reported verbally. When people turn to direct speech into indirect speech, some changes are usually necessary. In this term, the student usually makes errors in transforming direct into indirect speech.

To minimize errors made by the students, teacher should give better treatment in teaching learning process. And error analysis is one of the methods used to anticipate the errors appearing in the learning process. Dulay states that error analysis can be characterized as an attempt to account for learner's error (1982: 141). It is very important for teachers, students, and for the language learning. Truthfully, error analysis can help the teacher asses for the student in facing English test in order to reduce the uncommon errors.

Dealing with the phenomenon above, the writer is interested in analyzing it to be a research paper entitled. "ERROR ANALYSIS ON LEARNING TENSES IN

TRANSFORMING DIRECT INTO INDIRECT SPEECH BY THE SECOND YEAR  
STUDENT OF SMK N 1 BOYOLALI IN 2007.

**B. Statement of the Study**

The problem of the study formulate as follows:

1. How is the achievement of the student in doing test?
2. What kind of Direct and indirect speech errors made by the second year students of SMK N1 Boyolali?
3. What is the most dominant type of error made by the students of SMK N1 Boyolali?
4. What are the sources of error made by the students of SMK N1 Boyolali?

**C. Objective of the Study**

The objective in conducting this study, they are as follows:

1. To know the achievement of the student in doing test?
2. To know the kinds of direct ad indirect speech errors as a result of analyzing the errors made by the second year student of SMK N1 Boyolali .
3. To find the most dominant type of error made by the student of SMK N1 Boyolali.
4. To know sources of error made by the student of SMK N1 Boyolali.

**D. Benefits of the Study**

There are two kinds of benefits in this study. The expected benefits of the study are both theoretical and practical:

1. Theoretical benefit

The result of this research paper can be used as a reference for everyone who wants to conduct a research in relation with error analysis and passive voice

2. Practical benefits

- For the writer, she can get boarder knowledge about analyzing errors.
- For the English teachers, they can predict the errors made by their students, so they can design their materials and determine what parts of materials should emphasized in teaching direct and direct speech.

## **E. Research Paper Outline**

In this paper, the writer divides the research paper into five chapters. Chapter I is introduction. It consists of background of the study, research problem, objective of the study, benefits of the study and research paper organization.

Chapter II is review of related literature, it discuss of previous research, a brief review errors, the type of errors, the sources of errors and direct indirect speech.

Chapter III is research method. It present of type of research, subject of the study, data and data source, method of data collection and technique of data analysis.

Chapter IV is the result of the study, and chapter V conclusion and suggestion.