AN ERROR ANALYSIS OF INDIRECT SPEECH

MADE BY THE SECOND YEAR STUDENTS OF SMA NEGERI 1

WONOGIRI 2007/2008 ACADEMIC YEAR

Research Paper
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By

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CHAPTER I

INTRODUCTION

A. Background of The Study

English language has a place on written work. It is true that writing follows speaking and reading, but it does not mean that writing should be neglected until a large amount of oral work either in speech or in reading has been done. Writing should be brought as soon as possible. This is a general principle based on the assumption that the class consist of normally pupils. The written language bricks require the essential straw, the vocabulary and the sentence patterns.

The principle in English writing is not different from the principle in Indonesian writing. A good language, an organized descendant, and clearly idea are the main point which must to keep in writing both in English writing and in Indonesian writing. But on the other hand, English has a specific characteristic that different from Indonesian. In Indonesian language, they have some rules but they can't be used in English. For example, in Indonesian informal expressing we can make sentence without verb. Example: *Saya ke Semarang kemarin* .In English, we can't say *I to Semarang yesterday.* A standard English sentence, both in formal and informal situation, use a verb.

The literation degree of English in SMA is on the informational degree, it means that, people can access knowledge with their language capability. They

are expected to achieve informational degree because they are prepared to study in university.

Reported speech is used to express what others have said. It is also useful in writing a paper at college level. In this case, it involves paraphrasing and summarizing what different authors have said. In spoken discourse there are certain rules to follow. First of all, to make sentences in reported speech someone needs verbs like say or tell.

On the other hand the tense used to express and idea is also an important factor. In direct speech the speakers gives the exact word. For example: She said *"My parents are very well."* Direct speech is found in conversation, book and plays. In indirect speech the reporter repeats and gives report the original speaker's speech. Indirect speech is normally used when conversation is reported verbally. When a writer turns the direct speech into indirect speech, like in the example above some changes are usually necessary, such as tense, pronoun and adverb. And these are most studied by considering statement's, questions and comma separately.

In addition, writing product in transforming direct into indirect speech is necessary to be grammatically correct. Consequently, in order to be able to produce a good sentence, a writer must have grammatically ability. L.G Alexander in Fauziati (2002: 148) said that writing exercise is primarily on grammar. By using the right grammar someone can express her feelings, ideas, or thoughts clearly. If there are some wrong uses of grammar, the sentences

will be difficult to comprehend. Writing generally has longer sentences; two or three sentences in speech may become sentences in writing.

Principally, teaching and learning process cannot be free from mistake or error, misinterpretation and misapplication about something that has been learned (Brown, 1987: 9). On the other hand, the other side of mistake can be taken to make teaching and learning better than before. It can be said that every student makes progress through the mistakes or errors they makes.

In teaching and learning process, it is necessary to analyze the errors in order to gain and reconstruct new language systems. The analysis will give the teacher description of language acquisition. Error Analysis has also given insights about the second language acquisition process, which results in major changes in teaching practices. The errors, however are very much likes those of young children make when they learn their mother tongue. These types of error indicate that they are gradually building a second language rule system (Fauziati, 2002: 76).

Consequently, an error analysis on students' work will be useful and give some contributions to the process of teaching and learning process. Analyzing error is significant since this will lead to a greater understanding of the difficulties that the students face and perhaps assist in the development of pedagogic strategies.

The writer chooses it as the object to study because transforming direct into indirect is rather difficult because in transforming direct into indirect speech the students must know the changes of tenses, personal pronoun and

adverb of time. There are still so many students who have difficulties in transforming English direct into indirect speech. And the students of SMA Negeri 1 Wonogiri face those problems. Therefore, in this research paper the writer take a study on the error analysis of transforming direct into indirect speech with the report is entitled AN ERROR ANALYSIS OF INDIRECT SPEECH MADE BY THE SECOND YEAR STUDENTS OF SMA NEGERI 1 WONOGIRI 2OO7/2008 ACADEMIC YEAR

B. Limitation of The Problem

To make the research paper clearly understood by the readers, the writer would like to limit the problems as follows:

1. The type on this test on the research in transforming direct into indirect speech only covers the reported speech without backshift – change of pronouns, reported speech without backshift – change of pronouns and places, backshift - change pronouns and time expressions

2. The writer uses Surface Strategy Taxonomy in describing errors in transforming English direct into indirect speech made by the second year students of SMA Negeri 1 Wonogiri in 2007/2008 academic year.

C. Problem Statement

Based on the background of the study, the research problem is focused on:

1. What are the types of error of indirect speech made by the second year students of SMA Negeri 1 Wonogiri in 2007/2008 academic year?

2. What is the source of error of indirect speech made by the students of SMA Negeri 1 Wonogiri in 2007/2008 academic year?

D. Objective of the Study

In this study, the writer has objectives to be achieved, such as:

1. To know the types of errors of indirect speech made by the second year students of SMA Negeri 1 Wonogiri in 2007/2008 academic year.

2. To find the source of error of indirect speech made by the students of SMA Negeri 1 Wonogiri in 2007/2008 academic year.

E. Benefit of the Study

There are two major benefits in this research, they are theoretically and practically.

1. Theoretically

   a) The result of this study will enlarge the scope knowledge of transforming direct into indirect speech.

b) It will be one of references for other researchers who will conduct the same object with different perspectives

2. Practically

By doing this research, she will obtain a better understanding about the roles of transforming direct into indirect speech. Moreover, hopefully this finding will be useful to the readers who are interested in this study, so that it will increase their knowledge and help them to transform English direct speech into indirect speech.

F. Research Paper Organization

In writing this research, the writer will divide it into five chapters:

Chapter I is Introduction, It consist of background of the study, problem statement, objective of the study, benefit of the study, research paper organization.

Chapter II is review of related literature. It consists of previous study and underlying theory that present the definition and function in reported speech, types of reported speech, and the theory of error analysis.

Chapter III is research method. It consist of approach and the type of research, object of the research, place and time of the research, data and data source, method of collecting data, credibility, and technique for analyzing data.

Chapter IV is research findings and discussion

Chapter V is conclusion and suggestion