CHAPTER I

INTRODUCTION

A. Background of the Study

Language has important role in the daily communication. People hang on the language to interact to other people in charge of expressing the ideas, feelings, and thoughts. By means of communication, language enables people not only convey information to each other but also to maintain social relationship in the sense of both transactional and interactional. English as global language that connects peole all over the world is crucial to learn. In Indonesia, English teaching has been taught since Junior High School to higher education.

English teaching in Indonesia as second langauage is mainly influence of current curriculum used. Recently, most of the schools in Indonesia are applying KTSP curriculum. It is an operational curriculum that is designed and implemented at each educational institution. Thus, each school has a different way of performing KTSP. Based on Permendiknas No. 22, 2006, English is learned just four hours in a week at Junior and Senior High School. Mulyasa (2006: 45) states that the standard of content for each primary and secondary education involves the minimum materials and the competence level to achieve the minimum gradutae's competence at certain kind and level of eduaction.

With the minimum amount of allocated time in English teaching, the teachers are asked to explain more about various types of text and focused on the daily speaking section. In the syllabus of English teaching, it is stated that the students need to analyse social function, structure of the text, generic structure of the text, and some expressions of dily communication based on the context. It means that, the acquisition of grammar is limited for the students.

In some cases of English teaching in Junior and Senior High School, the students just get the overview of grammar, but have no understanding to apply

grammar rules in constructing sentence. By means of English teaching, grammar is the central to the teaching and learning of languages. Without a good knowledge of grammar, learner's language development will be severely constrained.

The condition above makes learning English for the non-native speakers is not easy. The emergence of error is natural in acquiring it. The emergence of errors in students' linguistic system can be called as interlanguage. Interlanguage is a situation in which students' linguistic system is influenced by students' mother tongue linguistic system (for instance, *Bahasa Indonesia*) and students' target language linguistic system (English).

According to Selinker (1972) interlanguage is the process of language learning is of transitional nature which has its own features. This dynamic system of learner language accounts for the variability in L2 learners' linguistic production which is in contrast with the linguistic system of native speakers. This interim grammar puts emphasis on the phenomenon of backsliding through which it can be deduced that the linguistic features observed in learners' language, is not random or towards the speakers' language system (Selinker, 1972).

The Interlanguage theory based on error analysis discusses that learner errors do not just transfers from L1 to L2. The learner cognitively tries to determine the L2 structure and in the process creates an interlanguage of developmental sequences containing various stages. These stages often include grammatically incorrect structures. If a learner uses a grammatically correct sentence it is believed that this is a repetition of something the learner heard (often a "chunk"). When grammatically incorrect utterances are made, this is believed to show the learner's true level of understanding of the rules and patterns of the L2 (Lightbown and Spada, 1999).

Second language acquisition refers to the process of learning another language after the native language has been learned. The second language is commonly referred to as the L2. Furthermore, Loewen and Reinders (2011) state that the order of acquisition represent a developmental of L2 learning

similar to developmental sequence. However, the order of acquisition relates to the learning of different syntactic and morphological structures, whereas developmental sequence relates to the acquiring one spesific morphosyntactic features, such as English Direct-Indirect Speech.

According to Merrim-webster dictionary, development is the act or process of growing or causing something to grow or become more advanced. There are some developmental stages of second language acquisition. According to Haynes (1997), all new learners of English progress through the same stages to acquire language. These stages are often described as(1) the silent period, (2) early production, (3) speech emergency, (4) intermediate fluency, (5) advance fluency, which have been observed to be common among many of these learners.

Student's language acquisition is a phenomenon regarding the fact that student only receive limited formal language teaching and even in some cases they only receive very limited language input, such as student raised in a country that English as foreign language. In fact, language is a very complex system composed by the interface of phonetic, semantic, syntactic, and pragmatic rules which are related to each other and interwoven into a single unity.

The Indonesian students in Junior and Senior High School still find the difficulty in constructing sentence, in case of still using Indonesian way of concept in expressing their ideas in English. One of the difficult sentences made by students is constructing indirect speech.

Children's difficulties in acquiring speech reports are not purely of a syntactic nature. The challenge children face seems to be related to distinguishing direct and indirect speech and the specific clusters of syntactic, semantic, prosodic, and pragmatic features associated with these two report types. In children's production of speech reports, this problem is reflected in the use of constructions that mix aspects of direct and indirect speech. Children combine, for instance, the syntax of indirect speech with the use of shifted pronouns, or make mistakes in the marking of quotations in written

texts. In comprehension, children seem to allow reports that combine the extraction of *wh*-elements (indirect speech feature) with shifted indexicals (direct speech feature).

Farlex in Lambani (2015) stated that indirect speech or reported speech is the repeating of something said or written by conveying what was meant rather than repeating the same words. It involves repeating what the speaker said, consisting not of the speaker's exact words but of a version transformed for grammatical inclusion in a larger sentence. According to Azar (1992: 366), indirect speech refers to reproducing the idea of another person's word. Parmar (2014) expounds that when reporting statements are introduced by reporting verbs in the present tense, the tense of the sentence remains unchanged. The pronouns do change and the word order changes when reporting questions. Tregidgo (1986) explains that the quotation marks as well as the colons and semicolons are omitted when writing reported speech. In reported speech the tenses, word order and pronouns may be different from those in the original statement. When the reporting verbs are in the past tense, the reported speech should be one tense back or sequenced one step back in time from the tense in direct speech. If the original statement was about something that is still true, there is no change of the tense in that statement or question. However, these two speech forms serve different purposes.

Furthermore, indirect speech has various types of form include statement, command and interrogative. The students in Junior and Senior High School still find difficulty in constructing indirect speech, especially in statement nd interrogative patterns. Based on the preliminary study in Junior High School in Salatiga, when the teacher asked the students to construct indirect speech from statement pattern, they make an error on changing the verb and pronoun. For example,

Ari   :" I go skiing with John".

Haris   : Ari said that he <u>go</u> skiing with John. (error)

Ari said that he <u>went</u> skiing with John. (correct)

Then, the students still find complicated idea in constructing indirect speech from command pattern. For example,

Rani   : "Type this letter now".

She asked me to type <u>this</u> letter then.(error)

She asked to type <u>that</u> letter then. (correct)

In other cases, the students also have difficulty in contruscting indirect speech of interrogative pattern. They still confused on the shifting the verb and pronoun. For example,

"What can I do for you?" the kind man asked the boy.

He asked the boy what he could do for <u>you</u>. (error)

He asked the boy what he could do for <u>him</u>. (correct)

Some of the students have troubles in making interrogative form of indirect speech, in case of changing adverbial of time. For example,

Sinta   : "where will you go tomorrow?"

She asked me where I would go <u>tomorrow.</u> (error)

She asked me where i would go <u>the next day.</u> (correct)

Some people doing the study about direct-indirect speech One of the studies from Lambani (2015). This study evaluated the Second Language (L2) English Advanced Usage students' competence in reported speech using quantitative research. But, in this study has limited access in acquisition of English Indirect speech , include statement, command and interrogative sentences.

Based on the explanation and phenomenon above, this study tried to examine the patterns of statement and interrogative indirect speech made by the first grade of Junior High School, the second grade of Junior High School, and second grade of Senior High School and the acquistion of the patterns of English Indirect speech made by Junior and Senior High School students. So, the writer interest to investigate the research as following "**The Acquisition of English Indirect Speech by EFL learners Learning English as Foreign Language".**

B. Problem Statement

Based on the background of study, the researcher formulates the problem statements as what patterns of indirect speech made by Junior and Senior High School student and the acquisition of indirect speech made by Junior and Senior High School student. The researcher formulates the research questions as follows:

1. What are the patterns of indirect speech of statement made by Junior and Senior High School students?
2. What are the patterns of of indirect speech of command made by Junior and Senior High School students?
3. What are the patterns of indirect speech of interrogative made by Junior and Senior High School students?
4. How is the development of patterns of indirect speech of statement, interrogative, and command made by Junior and Senior High School Students?

C. Objective of the Study

Related to the problems that are elaborated above, so the purpose of the research are:

1. To find out the patterns of indirect speech of statement made by Junior and Senior High School students.
2. To find out the patterns of indirect speech of command made by Junior and Senior High School students.
3. To find out the patterns of indirect speech of interrogative made by Junior and Senior High School students.
4. To explain the development of patterns of indirect speech from statement, interrogative, and command made by Junior and Senior High School students.

D. Limitation of the Study

The study focused on the acquisition of indirect speech of statement sentence and interrogative sentence at students in the second semester in written product and emphasized on developmental sequences of indirect speech from students in one of junior high schools in Salatiga and one of senior high schools in Salatiga. The subject of the study was the students of MTs N Salatiga and students of SMA N 3 Salatiga. They consist of eighth, tenth and twelve grade students. Each grade consisted one class around 30 students for sample of the study. This research discussed about what patterns of indirect speech from statement, interrogative, and command made by Junior and Senior High School students. Then, it explained the differences and the development of patterns of indirect speech from statement, interrogative, and command made by Junior and Senior High School students.

E. Benefit of the Study

The result of this research was expected to give some theoretical and practical benefits as described below:

1. Theoritically, this research provided beneficial and referential contribution in giving general knowledge of the acquisition of Indirect speech by EFL learners in Second Language Acquisition.

2. Practically, this study also gave beneficial for teachers because it can help them to undestand why students might produce certain error whose variety of utteraces may be necessary for the learners to hear in order to move to the next stage. Investigating the learners' acquisition might influence the learning and teaching process. That is because the investigation provides teachers with the information about how much the learners had learned and how language was learnt by learners. Furthermore the result of this research can be reference that conduct the acquisition of Indirect speech as the research.