

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, research problem, objective of study, significance of the study, limitation of the study, definition of key terms, organization of thesis, and frame of thinking.

A. Background of the study

In Indonesia, English gets special attention from the government and society to face the globalization era. Where, English is the first foreign language, which is taught from elementary school up to university. However, English is also one of many kind languages used in globalization communication, whether spoken as well as in written form. In Indonesia English is the foreign language (to us Indonesian), we have a responsibility to express our ideas semantically and grammatically.

English has four skills and some linguistic components that must be mastered in teaching learning process. There are listening, speaking, reading and writing that must student mastery. In every skill is always connected to grammar. Grammar is one of English components that must be mastered in order to be able to construct English sentences. Traditionally, grammar subdivided into two different but inter-related areas of study.¹

Grammar is concerned with the formatting and arranging words into sentences, and combine to error analysis. Errors are the flawed side of learner speech or writing. Error (Dulay, Burt, Krashen) “Any deviation from a selected norm of language performance no matter what the characteristics or causes of the deviation might be”. They are those parts of conversation or composition that deviate from some selected

¹ Andrew Radford, *Syntax*, New York: Cambridge University Press, 1998, p.1.

norm of mature language performance. We are always finding the students made error in usage simple past. Although always finding the errors of forms and verb spelling.²

Error analysis is the fact that the learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of the study of learners' errors.³

The importance of considering errors in the language learning process, there has a shift in emphasis towards an understanding of the problems learners face in their study of a language. Errors are indispensable to learners since making of errors can be regarded as a device the learners uses in order to learn' (Selinker). Research has provided empirical evidence pointing to emphasis on learners' errors as an effective means of improving grammatical accuracy.⁴

Based on the statement above, the writer was research the students' errors. Grammar is one of English language component that it must be learnt and understood by students. By learning grammar the students' describe about system of language so they were combine and build words into meaningful sentence. There were many grammatical categories that must be learnt by students. For example, part of speech, tenses, gerunds, degree of comparisons, and direct and indirect speech. So the writer were describe students errors in the direct-indirect speech.

Direct speech refers to reproducing words exactly as they were originally spoken. When we used direct speech in writing, we place the words spoken between inverted

²Heidy Dulay, Marina Burt, Stephen Krashen, *Language Two*, New York Oxford; Oxford University Press. 1982. P. 138

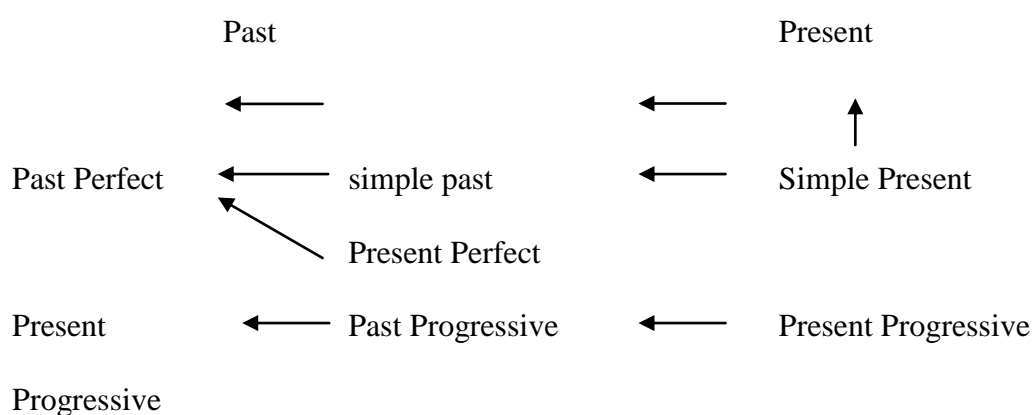
³ Iwan Fauzi, Error Analysis "*The significance to Language Learners*", The Department of English Education Study STAIN Palangka Raya, 2012, P.58

⁴ Iwan Fauzi .P.1

commas ("...") and there is no change in these words.⁵ Indirect or Reported speech refers to using a noun clause to report what someone has said. No quotation marks are used.⁶

Direct and indirect speech was often used to refer to past speech events and is embedded in personal narratives (this is what the common term reported speech typically refers to). However, these forms may be used even when there is no actual speech event to report and to take a stand on, for example in fictional contexts like in make-believe play. Elsewhere, refers to the former as speech reporting (i.e., when a past speech event is reported on), and to the latter as speech projection (i.e., when speech is projected onto characters in play or in a fantasy story).⁷

When using indirect or reported speech, the form changes. Usually indirect speech is introduced by the verb **said**, as in **I said, Bill said, or they said**. Using the verb **say** in this tense indicates that something was said in the past. In these cases, the main verb in the reported sentence is put in the past. If the main verb is already in a past tense, then the tense changes to another past tense; it can almost be seen as moving even further into the past.



⁵ Betty Schramper Azar, *Understanding and Using English Grammar*, New Jersey: Prentice Hall Regents. 1989. P. 273

⁶ Muntaha and Alimin, *Mastering English Grammar*, Palanta. 2009. P. 350

⁷ Psychology of Language and Communication 2001, Vol. 5. No. 1

Examples: Verb tense changes also characterize other situations using indirect speech. Note the changes shown in the chart and see the table below for examples. With indirect speech, the use of **that** is optional.

Direct Speech	→	Indirect Speech
Simple present	→	Simple past
<i>He said, "I go to school every day."</i>		<i>He said (that) he went to school every day.</i>
Simple past	→	Past perfect
<i>He said, "I went to school every day."</i>		<i>He said (that) he had gone to school every day.</i>
Present perfect	→	Past perfect
<i>He said, "I have gone to school every day."</i>		<i>He said (that) he had gone to school every day.</i>
Present progressive	→	Past progressive
<i>He said, "I am going to school every day."</i>		<i>He said (that) he was going to school every day.</i>
Past progressive	→	perfect progressive
<i>He said, "I was going to school every day."</i>		<i>He said (that) he had been going to school every day,</i>
Future (will)	→	Would + verb name
<i>He said, "I will go to school every day."</i>		<i>He said (that) he would go to school every day.</i>
Future (going to)	→	Present progressive
<i>He said, "I am going to school every day."</i>		<i>He said (that) he is going to school every day.</i>

<i>every day."</i>	Past progressive		<i>He said (that) he was going to school every day</i>
Direct Speech	→		Indirect Speech
Auxiliary + verb name	→		Simple past
<i>He said, "Do you go to school every day?"</i>			<i>He asked me if I went to school every day.*</i>
<i>He said, "Where do you go to school?"</i>			<i>He asked me where I went to school.</i>
Imperative	→		Infinitive
<i>He said, "Go to school every day."</i>			<i>He said to go to school every day.⁸</i>

Based on the direct-Indirect speech above the writer was deeply the errors made the students. This title of this study is: **The Student's Errors in Constructing Direct - Indirect Speech at the Eleventh Grade of MA Darul Ulum Palangka Raya**. Because the importance of errors in the language learning process to understanding of the problem learners in Direct-indirect speech.

There is a need for students to recognize the significant of errors which occur in their writing, to fully grasp and understand the nature of the errors made. This requires English language teachers to be better equipped, more sensitive and aware of the difficulties students face with regard to grammar.⁹ Selinker (1992) in (Ho, 2003) states that errors are indispensable to learners since the making of errors can be regarded as 'a device the learner uses in order to learn.' Thus, error is a proof that the

⁸ http://write-site.athabasca.ca/esl/direct_indirect.php 16:31 , November.2. 2013

⁹ Iwan Fauzi, Error Analysis "*The significance to Language Learners*", The Department of English Education Study STAIN Palangka

student is learning. The error is the route that the student must pass to achieve the target language. And, at this stage, the language produced by the student is called inter language.¹⁰

B. Problem of the study

Based on the background of study above, there is following a research question will be explored are:

1. What are the students' errors in constructing direct-indirect speech at the eleventh grade of MA Darul Ulum Palangka Raya.?
2. What is the most dominant errors in constructing direct-indirect speech at the eleventh grade of MA Darul Ulum Palangka Raya.?
3. What are the causes of errors in constructing direct-indirect speech at the eleventh grade of MA Darul Ulum Palangka Raya.?

C. Objectives of the Study

There some objectives of study, as follows:

1. To identify type of errors those made by eleventh grade students of MA Darul Ulum Palangka Raya. In constructing direct-indirect speech.
2. To describe errors those made by eleventh grade students of MA Darul Ulum Palangka Raya in constructing direct-indirect speech.
3. To identify possible of errors cause made by eleventh grade students of MA Darul Ulum Palangka Raya in constructing direct-indirect speech.

D. Assumptions

There are two assumptions in this research namely:

1. The students of MA Darul Ulum Palangka Raya have studied about direct –indirect speech.

¹⁰ Katharina Rustipa, *Contrastive Analysis, Error Analysis, Interlanguage and the Implication to Language Teaching*, Semarang. P.18

2. In the Junior High School, the students' have been taught about simple present tense and simple past tense.

E. Significance of the study

There are two significances; the first is theoretical significance and the second is practical significance. Theoretically, the writer expects that the result of the study can give beneficial contribution to support the theory on the teaching English as a foreign language, especially for the English teacher. Practically, the result of the study is expected to give contribution to English teachers, especially in teaching grammar. The teacher has to know the students' errors in using direct-indirect speech.

F. Scope and Delimitation of the study

The writer makes scope and limitation in order to reseach would be more focus. The scope in this study is only done to investigate of the grammatical error in using direct – indirect speech. In this research, the writer only focuses on using simple present tense into simple past tense. The writer did limit the analysis of errors only in surface strategy taxonomy.

G. Definition of Key Terms

The following are some definitions of important terms that are used in the study:

1. Grammar is partly the study of what form (or structure) is possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. This grammar is a description of the rules that govern how language's sentences are formed. Furthermore, a learner of a certain language should understand the elements of grammar.¹¹

¹¹ Scott Thornbury, *How to Teach Grammar*, England: Longman Group Limited, 2003. P. 1

2. Direct speech refers to reproducing words exactly as they were originally spoken. When we use direct speech in writing, we place the words spoken between inverted commas ("...") and there is no change in these words.¹² We may be reporting something that's being said now (for example a telephone conversation), or telling someone later about a previous conversation.
3. Direct Speech is a speaker actual word or the use of these in writing.
4. Indirect Speech is (grammar) a report of what somebody has said which does not reproduce their exact word.
5. Errors define that the errors are the flawed side of learner speech or writing that deviate from some rules or selected norms that mature language performance.¹³ In the research study, errors refer to the grammatical errors.
6. Error analysis is the fact that the learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of the study of learners' errors.¹⁴

H. Framework Of The Discussion

The frameworks of discussion are:

Chapter I : Introduction that consists of background of the study, problems of the study, objectives of the study, assumptions, significance of the study, scope and limitation of the study, operational definition of key terms, and framework of the discussion.

Chapter II : Theoretical Review and the relevant study that consists of

¹² Betty Schramper Azar, *Understanding and Using English Grammar*, New Jersey: Prentice Hall Regents. 1989. P. 273

¹³ Betty Schramfer Azar, *Understanding and Using English Grammar*, Jakarta: Binarupa

¹⁴ Iwan Fauzi, Error Analysis "*The significance to Language Learners*", The Department of English Education Study STAIN Palangka Raya, 2012, P.58)

previous study, the definition of grammar, definition of error, classification of error, direct indirect speech, the grammatical errors, and descriptive research.

Chapter III : Research method that consists of research design, type of the study, population and sample, data collecting procedure, and data analysis procedure.

Chapter IV : The result of the study

Chapter V : Closing.