

CHAPTER IV

THE RESULT OF THE STUDY

In this chapter, the writer discussed the result of the study which covered the students errors in constructing direct – indirect speech at the eleven grade of MA Darul Ulum Palangka Raya. They consisted of data finding, the result of data analysis and discussion.

A. The Students' Errors in Using Direct – Indirect Speech

1. Data Finding

To answer the research problems, the writer analyzed the types of errors made by the students' errors in constructing direct – indirect speech. The data were taken from the students' assignment, which it was collected on Friday, September 19th 2014. Here the subjects were assigned to translate from Indonesia into English. The data test item was 0 items.

After collecting and analyzing the data, The writer analyzed the students' errors based on surface strategy taxonomy. To analysis the data, the writter applied some steps, they were identification of errors, description of errors, explanation of errors and evaluations of errors. Some of errors were in table 4.1.

a. Description of Errors

1. Omission Errors Made by Students in Using Direct Speech

Table : 4.1
Omission Errors in Using Direct Speech

Students' Code	Sample of Jobs /Error	Type of Correction	Explanation of Errors	Revised Sentence
NNFS, ASHA, HOA, ALFS, ARRS, MRIS, TAS,	Rudi said, "I write ^ letter".	Omission	The learners omitted the article 'a' for singular noun, in L2, singular noun must be followed by article a or an	Rudi said, "I write a letter".
ARRS, HDS, MIBS,MDAA	Susi said, " I ^ to school today",	Omission	The learners omitted the 'go' after I must be followed 'go'	Susi said, "I go to school today"
YSA, FMA, ASHA, HOA, NJS, MYSS, HDS, FRYS,	Susi said, " ^ go to school today"	Omission	The learners omitted "I", before go to must be added 'I'.	Susi said, "I go to school today"
SYFS, INDA, JNAA, TRS, MDAS, TAS, VSAS, MBHS, MZZS, RMES, HDS, ALFS	Linda said "I buy my dictionary ^ the book shop".	Omission	The learners omitted the preposition 'at', after dictionary must be followed preposition 'at'	Linda said "I buy my dictionary at the book shop".
SLNS, ALFS, NAA, NALA, IRA, MLAA	Budi said," I buy ^ newspaper today"	Omission	The learner omitted the article 'a' for singular noun, in L2 singular noun must be followed by article "a or an"	Budi said," I buy a newspaper today."
SLNS, ALFS, NAA, NALA. ASHA, FMA, ZAIA, TRS,	Budi said," I buy ^ newspaper today"	Omission	The learner omitted the article 'a' for singular noun,	Budi said," I buy a newspaper today."

MDAS			in L2 singular noun must be followed by article “ <i>a or an</i> ”	
NAA, RMOS, SLNS, ALFS, NALA, HOA, TRA, ALDA, ZAIA, NALA	Toni said, “my father is ^ farmer”.	Omission	The learner omitted the article ‘ <i>a</i> ’ for singular noun, in L2, singular noun must be followed by article “ <i>a or an</i> ”	Toni said, “my father is a farmer”.
RMES, ADRS, IRA, ASHA, HAA, SYFA, NNFS,	Anton said, “I ^ happy to day”.	Omission	The learner omitted ‘ <i>am</i> ’ for the sentence, in L2 must be followed to be ‘ <i>am</i> ’ for “ <i>I am happy to day</i> ”.	Anton said, “I am happy to day”.
MROS, NNFS, AHAKS, RMEA, MRIS, MDHA, INDA, ARRS, NMR, SIMS, ADIRS, MZZS, WHYS	Noni said, “I ^ unwell	Omission	The learner omitted to be “ <i>am</i> ” for the sentence, in L2, the sentence must be followed to be “ <i>am</i> ”.	Noni said, “I am unwell”.
HOA, IRA, FMA JNAA, NAA, RMES, MRIS, MHDS, ARRS, HDS,	Ani said “I ^ busy today”.	Omission	The learner omitted to be “ <i>am</i> ” for the sentence, in L2, the sentence must be followed to be “ <i>am</i> ”	Ani said “I am busy today”.
WAHS, ALF, ADR, FRY, SIM, ARRS, MYSS, IRA, TRA, ZAIA	Azizah said. “My mother is ^ wise women.”	Omission	The learner omitted the article ‘ <i>a</i> ’, in L2, must be followed by article “ <i>a</i> ”	Azizah said, “my mother is a wise women”.
MBHS, NNFS, AHAKS, RMESS, HDS, ASHA,	Joni said, “I ^ very busy”.	Omission	The learner omitted to be ‘ <i>am</i> ’ for the sentence, in	Joni said, “I am very busy”.

ALDA, FMA, NALA, IRA, NAA			L2, the sentence must be followed to be “am”	
MBHS, AHAKS, ARRS,NMRS, ASIDS, YSA, SHSA, INDA	Rani said,” It ^ a good day”.	Omission	The learners omitted to be ‘is’ for the sentence, in L2 must be insert to be ‘is’	Rani said,” it’s a good day”.

2. Addition Errors Made by Students in Using Direct Speech

Table : 4.2
Addition Errors in Using Direct Speech

Students’ Code	Sample of Jobs /Error	Type of Correction	Explanation of Errors	Revised Sentence
MROS, AHADS, MBHS, MIBS, MLAA, JNA, TRA, FMA. HOA, ZAIA, MLAA, JNAA, NAA	Rudi said, “I <u>am</u> write letter”.	Addition	The learners added ‘am’ for <i>I write a letter</i> , in L2 the use of to be ‘am’ is not necessary to form active verbal sentence.	Rudi said, “I write a letter”.
ASIDS,MYDS, HDYA, AHAKS, ALFS, ADIRS, ZAIA, IRA, MDAA	Linda said “I buy my dictionary I’m <u>in</u> book <u>story</u> ”.	Addition	The learners added, ‘ <i>I’m in</i> ’ must be preposition ‘ <i>at</i> ’ in L2 used of ‘ <i>I’m in book story</i> ’ is wrong	Linda said “I buy my dictionary at the book shop”.
ZAIA, NALA, ADRS, ALFS, AHATS, AHAKS	Toni said,” my father <u>he</u> is a farmer”.	Addition	The learners added double noun ‘ <i>my father he is farmer</i> ’ for the sentence, in L2 must be “ <i>my father is a farmer</i> ”.	Toni said,” my father is a farmer”.
MRO, AHAD, NNF, ADIR, AHAK, ARR, WAHS, SIMS	Toni said,” my father is <u>the</u> farmer”.	Addition	The learners added article ‘ <i>the</i> ’, in L2 the learner should not wrote aricle ‘ <i>the</i> ’, but the	Toni said,” my father is a farmer”.

			article 'a'.	
AHADS, HAA, INDA, ADIRS	Heru said," I <u>working</u> in factory".	Addition	The learners wrote " <i>working</i> " " in L2 should not insert <i>ing</i>	Heru said," I work in factory"
MIBS, WAHS, TAS, MLAA, MIBS, WAHS, TAS	Heru said," I <u>m</u> work in factory".	Addition	The learners added ' <i>I m work in factory</i> ', in L2 the use of to be 'am' is wrong	Heru said," I work in factory"
TAS, WAHS, AHADS, RMES, NJS,	Noni said, " <u>I'm not unwell body</u> "	Addition	The learners added " <i>not and body</i> ", in L2 should be not insert " <i>not and body</i> ".	Noni said, "I am unwell".
AHAKS, NMRS, ASIDS, MYS, NJA, WHYS, TAS	Bais said, "I work <u>in</u> here".	Addition	The learners added" in " in L2 should be not insert "in"	Bais said "I work here"
MIBS, TAS, VSAS, SYFA	Bais said, " <u>I m</u> work here".	Addition	The learners added ' <i>I m work here</i> ', in L2 the use of to be 'am' is wrong	Bais said "I work here"
ASIDS, SLNS, TRA, WAHS, YSA, MZZS	Bayu said " <u>I m</u> have <u>n't</u> money now".	Addition	The learners wrote " <i>I m have n't money now</i> ". In L2 must be " <i>I have no money now</i> ".	Bayu said "I have no money now".
MRO, ZAIA, TRA, FRYS, HDYS	Rani said," <u>thatis</u> ^ good day".	Addition	The learners added " <i>that</i> " and omitted "a" in L2 " <i>thatis</i> ^ <i>good day</i> ". Is wrong	Rani said," it's a good day".

3. Misformation Errors Made by Students in Using Direct Speech

Table : 4.3
Misformation Errors in Using Direct Speech

Students' Code	Sample of Jobs /Error	Type of Correction	Explanation of Errors	Revised Sentence
AHAKS, MYSS, MBHS, ARRS, NMRS, IRA	Toni said," my father is <u>people farmer</u> ".	Misformation	The learners should not insert " <i>people</i> ". in L2 must be insert the article 'a'	Toni said," my father is a farmer".
FMA, ZAIA, NAA, NALA, WHYS, ASIDS	Noni said, " I'm <u>not feeling well</u> ".	Misformation	The learner wrote " <i>I'm not feeling well</i> ". In L2 is wrong. The learner must be wrote " <i>I am unwell</i> ".	Noni said, " I am unwell".
MROS, AHADS, NNFS, ADIRS, AHAKS, ARRS, WAHS, SIMS, ZAIA, SHSA, TRA	Bais said " <u>I'm working in here</u> ".	Misformation	The learner wrote " <i>I'm working in here</i> ", the learner must be wrote " <i>I work here</i> ".	Bais said "I work here".
MROS, AHADS, WAHS, AHAKS, JNA A ASIDS, IRA AHATS, TRA,	Ani said," I'm <u>busy in days</u> "	Misformation	The learner should not added 'in' and 's', in L2 must be " <i>I am busy today</i> ".	Ani said " I am busy today".
ASIDS, SLNS, WAHS, MZZS, WHY, TAS,	Bayu said " <u>I don't have money now</u> ".	Misformation	The learners wrote wrong " <i>I don't have money now</i> ". Instead of " <i>I have no money now</i> ".	Bayu said " I have no money now".
NMRS, AHAKS, FRYS, FRYS, NALA, HAA, HDYA	Billy said, "I help <u>me</u> father after school".	Misformation	The learner wrote 'me' in the sentence, instead of "my"	Billy said, "I help my father after school".
RMES, ALFS, SIMS, ADIRS,	Rani said, " <u>it is a nice day</u> "	Misformation	The learners wrote " <i>it is a</i>	Rani said," it's a good

			<i>nice day</i> ” in L2 is wrong, the learners must be wrote” <i>it’s a good day</i> ”.	day”.
MIBS, INDA, HDYA, JNAA, HAA. YSA	Ani said “ <u>I busy evey days</u> ”.	Misformation	The learner wrote “ <i>I busy evey days</i> ”. Instead of “ <i>I am busy today</i> ”.	Ani said “I am busy today”.
RMES, HDS, SIMS, IRA, MLAA JNAA	Bayu said “ <u>I heven it money now</u> ”.	Misformation	The learner wrote “ <i>I heven it money now</i> ”. Instead of “ <i>I have no money now</i> ”.	Bayu said “I have no money now”.
MBHS, NNFS, RMES, MHDS, HDS, MIBS, SYFA. TRA, HDS	Billy said, “I help my father ^^^”	Misformation	The learners omitted “ <i>after school</i> ” in L2 instead of “ <i>I help my father after school</i> ”.	Billy said, “I help my father after school”.

4. Misordering Errors Made by Using Direct Speech

Table : 4.3
Misordering Errors in Using Direct Speech

Students’ Code	Sample of Jobs /Error	Type of Correction	Explanation of Errors	Revised Sentence
MROS, MBHS, NNFS, AHAKS, MRIS, MHDS, NMRS, MIBS, MYS, ALFS, FRYs, ADIRS, TRA, MDAA, NAA, NALA	Bayu said “ <u>I don’t have money now</u> ”.	Misordering	The learner wrote “ <i>I don’t have money now</i> ”. In L2 instead of “ <i>I have no money now</i> ”.	Bayu said “I have no money now”.
WHYS, ZAIA, ADIRS, AHATS,	Bayu said “ <u>I no have money now</u> ”.	Misordering	The learner wrote “ <i>I no have money now</i> ”, instead of “ <i>I have</i> ”.	Bayu said “I have no money now”.

HDS, MROS,			<i>no money now</i> ".	
IRAS, ADRS,	Azizah said. "my mother is <u>wise a women.</u> "	Misordering	The learner wrote " " <i>my mother is wise a women</i> ", In L2 article "a" insert before "wise"	Azizah said, " my mother is a wise women".
ADRS, JNAA, ASHA, HOA, HAA, AHATS, YSA, SIMS	Billy said, "I <u>hepl</u> my father after school "	Misordering	The learner wrote " <i>hepl</i> " instead of " <i>help</i> "	Billy said, "I help my father after school".

Based on the table of the research showed above, most of the eleventh grade students of MA Darul Ulum Palangka Raya have errors in direct - indirect speech. It was found the students' error were omission, addition, misformation, and misordering. Here is the table which shows the Errors Type Clasification and Percentage in Using Direct Speech were in table 4.5

Table 4.5
Errors Type Clasification and Percentage in Using
Direct Speech

NO	Error Classification	Frecuency of Errors	Percentage of Errors
1	Omission	120	37.5%
2	Addition	70	21.87%
3	Misformation	98	30.63%
4	Misordering	32	10%
Total		320	100%

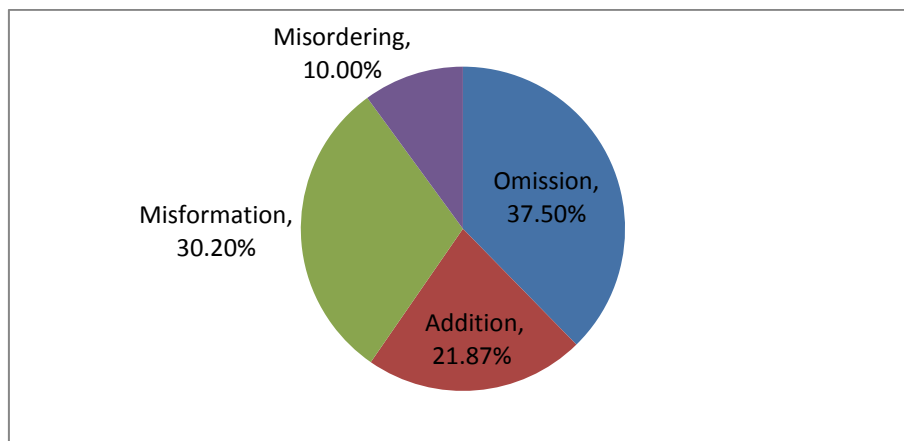


Figure 4.1

The Percentage of Errors in Using Direct Speech

b. Description of Errors

1. Omission Errors Made by Students in Using Indirect Speech

Table : 4.6
Omission Errors in Using Indirect Speech

Students' Code	Sample of Jobs /Error	Type of Correction	Explanation of Errors	Revised Sentence
IRA, ZAIA TRA, HAA, JNAA, YSA TAS, ALDS, MZZA, HDYS, HOA RMES, NJS ALDS, HDS MDAS, ASHA FMA SHSS, SLNS	Rudi said that, "he wrote ^ latter,"	Omission	The learners omitted the article 'a' for singular noun, in L2, singular noun must be followed by article a or an	Rudi said that he wrote a letter.
ALDS, MDAS, IRA, SHSS, NAA, VSAS WHYS, JNAA, ASHA, HOA, HAA, AHATS, YSA, SIMS	Susi said that, "she went ^ school that day".	Omission	The learners omitted the preposition 'to' for singular noun, in L2, after 'go' must be followed by preposition 'to'	Susi said that she went to school that day.
ARRA, VSAA, VSAS WHYS, AHADS, IRA,	Budi said that his bought ^ news paper that day.	Omission	The learners should not write article "a" in L2 must be followed article "a"	Budi said that he bought a newspaper

SIMA, FRYs, ADRS, ALFA, ADRS, JNAA, ASHA, HOA, HAA, AHATS, YSA, SIMS				that day.
ARRA ,ALDS HDYS, HOA RMES, NJS ALDS, HDS MDAS, ASHA	Toni said that,"he father <u>is</u> ^ farmer."	Omission	The learners omitted 'was' and article 'a', in L2 " <i>he father is ^ farmer.</i> " is wrong	Toni said that he father was a farmer.
MRIA, WHYA, ALDS, HDS MDAS, ASHA, NALA, NAS, ALDA, HAA ASHA	Heru said that,"he worked ^ factory."	Omission	The learner omitted 'in' for the sentence, in L2 must be following preposition 'in'.	Heru said that he worked in factory.
ALDS, MDAS, HDYS, HOA RMES, NJS ALDS, HDS MDAS, ASHA SHSS	Ani said that," she ^ busy that day,"	Omission	The learner omitted 'was' for the sentence, in L2 must be insert 'was'	Ani said that she was busy that day.
NALA, NAS, ALDA, HAA ASHA	Joni said that, "he ^ very busy."	Omission	The learner omitted "was" for the sentence, in L2, the sentence must be insert "was"	Joni said that he was very busy.
SYFS, INDS, YSS, NAA, ZAIA, FMA, SHSS, JNS, TRS, MDAS	Billy said that," he <u>help</u> ^ father after school".	Omission	The learner wrote " <i>he help ^ father after school</i> ", instead of <i>he helped her father after school</i>	Billy said that he helped her father after school.
ARRA, VSAS WHYS, AHADS, IRA, SIMA, FRYs, ADRS, ALFA, ADRS, JNAA, ASHA,	Budi said that,"his bought ^ news paper <u>yesterday.</u> "	Omission	The learner wrote " <i>his bought ^ news paper yesterday.</i> " in L2 must be insert article "a", instead of " <i>he bought a newspaper that day</i> ".	Budi said that he bought a newspaper that day.
VSAA, HOA,	Ani said	Omission	The learner omitted	Ani said

HAA, AHATS, YSA, SIMS, NALA, NAS, ALDA, HDY, ASHA	that," she ^ busy that day,"		"was" for the sentence, in L2, the sentence must be insert "was"	that she was busy that day.
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2. Addition Errors Made by Students in Using Indirect Speech

Table : 4.7
Addition Errors in Using Indirect Speech

Students' Code	Sample of Jobs /Error	Type of Correction	Explanation of Errors	Revised Sentence
MBHS, NNFS, AHAKS, MRIS, MHDS, NMRS, MIBS, MLAA, RMOS, HDS, NJS, TAS, ALFS,	Rudi said that." <u>he is</u> wrote letter."	Addition	The learner added 'is' for he wrote <i>a letter</i> , in L2 the to be 'is' must be omitted	Rudi said that he wrote a letter.
RMOS, HDS, NJS, TAS, ALFS AHADS, MBHS, ASHA, MROS,MBHS, NNFS,AHAKS, MRIS, MHDS, NMRS, MIBS, MYS, ALFS.	Susi said, "I <u>am</u> go to school today"	Addition	The learners added, 'am', in L2 used of to be 'am' is not necessary to form active verbal sentence.	Susi said that she went to school that day.
NALA, MLAA, TAS, ALFS, FRYS, ADIRS,	Heru said that,"he <u>is</u> worked in factory".	Addition	The learner added 'is' for the sentence, in L2 shoul not insert 'is'	Heru said that he worked in factory.
NALA, ZAIA, NAA FMA, MLAA, YSA, MROS, MYS, ALFS, FRYS, ADIRS,	Noni said that, "She <u>is</u> was <u>not</u> unwell"	Addition	The learner wrote " <i>She is was not unwell</i> ", in L2 is wrong.	Noni said that she was unwell.
SHSA, TRA ALDA, AHADS, MIBS, RMOS, HDS, NJS, TAS, ALFS	Azizah said that," her mother is a <u>women the wise</u> ".	Addition	The learner added the article 'the' for singular noun, in L2, singular noun should not followed by article "the"	Azizah said that her mother is a wise women.

3. Misformation Errors Made by Students' in Using Indirect Speech

Table : 4.8
Misformation Errors in Using Indirect Speech

Students' Code	Sample of Jobs /Error	Type of Correction	Explanation of Errors	Revised Sentence
FRYS, ALFS, MHDS, HOA, AHAKS,WHYS, SLNS, ADIRS, FRYS, NJA	Rudi said that." <u>he</u> <u>writed</u> letter."	Misformation	The learners wrote 'writed' instead of wrote	Rudi said that he wrote a letter.
NALS, NALA, NAA, AHADS, MBHS, ASHA	Linda said that," she <u>buy</u> dictionary ^^ book shop."	Misformation	The learners wrote," <i>she buy dictionary book shop</i> ", instead of ' <i>she bought her dictionary at the book shop</i> '	Linda said that she bought her dictionary at the book shop.
IRA,	Linda said "I'm <u>buys</u> <u>dictionary</u> <u>me in book</u> <u>store</u> ".	Misformation	The learner errors in used subject, the learner wrote ' <i>I'm buys dictionary me in book store</i> '. In L2 must be " <i>she bought her dictionary at the book shop</i> "	Linda said that she bought her dictionary at the book shop.
NALS, AHADS, MBHS, ASHA, NAA, ZAIA, FMA, IRA, SHSA, JNA, VSAS WHYS, AHADS,	Linda said that," she <u>buy</u> dictionary ^^ book shop."	Misformation	The learner wrote," <i>she buy dictionary book shop</i> ", instead of ' <i>she bought her dictionary at the book shop</i> '	Linda said that she bought her dictionary at the book shop.
IRA, HDY	Linda said "I'm <u>buys</u> <u>dictionary</u> <u>me in book</u> <u>store</u> ".	Misformation	The learner errors in used subject, the learner wrote ' <i>I'm buys dictionary me in book store</i> '. In L2 must be " <i>she bought</i>	Linda said that she bought her dictionary at the book shop.

			<i>her dictionary at the book shop</i>	
MZZS, SLNs, FRYs, AHADS, MBHS, ASHA	Anton said that, " <u>he happy today this</u> ".	Misformation	The learner wrote " <i>he happy today this</i> ". in L2 the sentence is wrong. The learner must be wrote " <i>he was happy that day</i> ".	Anton said that he was happy that day.
NNFS, NAA, ZAIA, FMA, IRA, SHSA, JNA, VSAS WHYS, AHADS,	Bais said " <u>I worked here</u> ".	Misformation	The learner wrote " <i>I worked here</i> " in L2 instead of " <i>he worked there</i> ",	Bais said that he worked there.
IRA, NALA, NAA, ZAIA, FMA, IRA, SHSA, JNA, TRA, HAA, ASHA, HOA	Bayu said that he <u>have</u> no money <u>now</u> .	Misformation	The learners wrote " <i>he have no money now</i> ". Instead of " <i>he had no money than</i> "	Bayu said that he had no money than.
NALA, NAA, NAA, ZAIA, FMA, IRA, SHSA, JNA, VSAS WHYS, AHADS, IRA, SIMA, FRYs, ADRS, ALFA, ADRS,	Rani said that, "it a goods days".	Misformation	The learner wrote " <i>it a goods days</i> ". Instead of <i>it was a good day</i> .	Rani said that it was a good day.

4. Misordering Errors Made by Students' in Using Indirect Speech

Table : 4.9
Misordering Errors in Using Indirect Speech

Students' Code	Sample of Jobs /Error	Type of Correction	Explanation of Errors	Revised Sentence
ALFS, SYFA, INDA, NALA	Bais said that, " <u>he there worked</u> ."	Misordering	The learners wrote " <i>he there worked</i> ." Instead of " <i>he work there</i> ".	Bais said that he work there.
ASIDS	Bais said that,	Misordering	The learner	Bais said that

	“ <u>there he worked.</u> ”		wrote “ <i>there he worked.</i> ” Instead of “ <i>he work there.</i> ”	he work there.
VSAS, ADRS,NJS, TAS, SYFA, MLAA, HDYA, ASHA	Azizah said. “ <u>my mother is wise a women.</u> ”	Misordering	The learners wrote “ “ <i>my mother is wise a women</i> ”, In L2 article “a” insert before “wise”	Azizah said that her mother was a wise women.
SHSA, TRA, ALDA, HAA, JNA	Anton said that, “ <u>that day he was happy</u> ”.	Misordering	The learners wrote “ <i>that day he was happy</i> ”. Instead of “ <i>he was happy that day.</i> ”	Anton said that he was happy that day.

Based on the table of the research showed above, most of the eleventh grade students of MA Darul Ulum Palangka Raya have errors in using direct -indirect speech. It was found the students’ error were omission, addition, misformation, and misordering. Here is the table which shows the Errors Types Classification and Percentage of Indirect Speech were in the table 4.10.

Table 4.10
Errors Types Classification and Percentage of
Indirect Speech

NO	Error Classification	Frecuency of Errors	Percentage of Errors
1	Omission	125	40.72%
2	Addition	91	29.64%
3	Misformation	73	23.78%
4	Misordering	18	5.86%
Total		307	100%

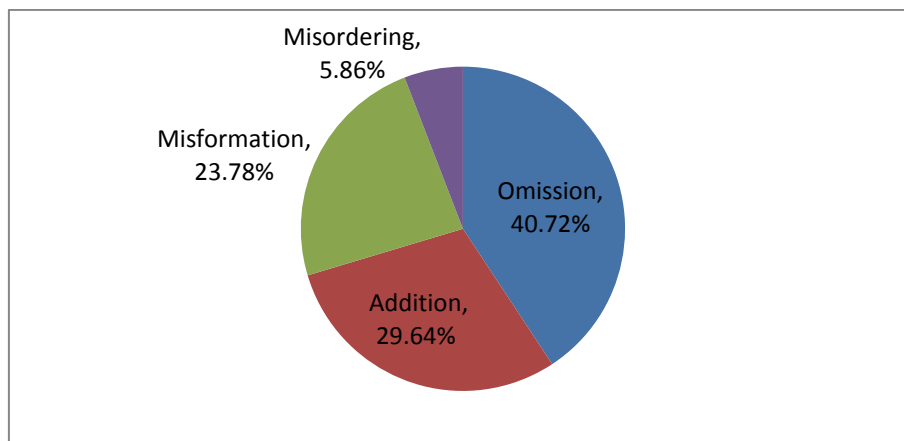


Figure 4.2

The Percentage of Errors in Using Indirect Speech

Based on the research showed above, most of the eleventh grade students of MA Darul Ulum Palangka Raya have errors in using direct - indirect speech. It was found the students' error were omission, addition, misformation, and misordering. Here is the table which shows the total of students' error and classification based on surface strategy taxonomy were in table 4.11

Table 4.11
The Total of Students' Errors

NO	Students' Code	ERRORS				Total of Errors
		Omission	Addition	Misformation	Misordering	
1	ASHA	7	-	5	1	13
2	ALDA	8	3	3	1	15
3	FMA	6	2	5	1	14
4	HOA	7	4	3	1	15
5	HDYA	4	7	6	2	19
6	HAA	2	7	3	2	14
7	INDA	4	8	5	1	18
8	IRA	9	7	6	1	23
9	JNA	6	1	2	1	10
10	MLAA	8	2	4	3	17
11	MDAA	5	6	8	-	19
12	NAA	5	2	4	-	11
13	NALA	10	4	5	2	21
14	SHSA	3	1	7	2	13

15	SYFA	9	1	3	3	16
16	TRA	1	1	3	2	7
17	YSA	8	5	3	-	15
18	ZAIA	6	7	3	-	10
19	AHAKS	10	1	-	3	14
20	ADRS	5	-	5	2	12
21	AHATS	4	1	3	-	8
22	ASIDS	5	3	3	-	11
23	ADRS	3	11	2	1	17
24	ALFS	2	9	4	2	17
25	ARRS	9	8	1	-	18
26	FRYS	7	4	5	1	17
27	HDS	7	3	5	2	17
28	MHDS	-	1	5	2	7
29	MBHS	8	6	5	1	20
30	MIBS	8	3	5	2	18
31	MRIS	7	5	5	-	17
32	MROS	7	2	4	4	14
33	MYSS	5	5	7	4	15
34	MZZS	6	2	4	1	13
35	NMRS	6	5	4	-	15
36	NJS	3	2	2	1	9
37	NNFS	9	3	-	-	12
38	RMES	7	6	4	-	17
39	SLNS	4	2	2	-	8
40	SIMS	4	2	4	1	14
41	TAS	4	-	2	1	7
42	VSAS	3	4	-	1	11
43	WAHS	2	10	5	-	17
44	WHYS	2	-	7	-	9
TOTAL		245	161	171	50	627

After classifying error by using surface strategy taxonomy, the writer finds the percentage of each error types. Here is the table of the percentage of each error types were in table 4.12.

Table 4.12
Errors Types Classification and Percentage of Using
Direct – Indirect Speech

NO	Error Classification	Frecuency of Errors	Percentage of Errors
1	Omission	245	39.07%
2	Addition	161	25,68%
3	Misformation	171	27,27%
4	Misordering	50	7,98%
Total		627	100%

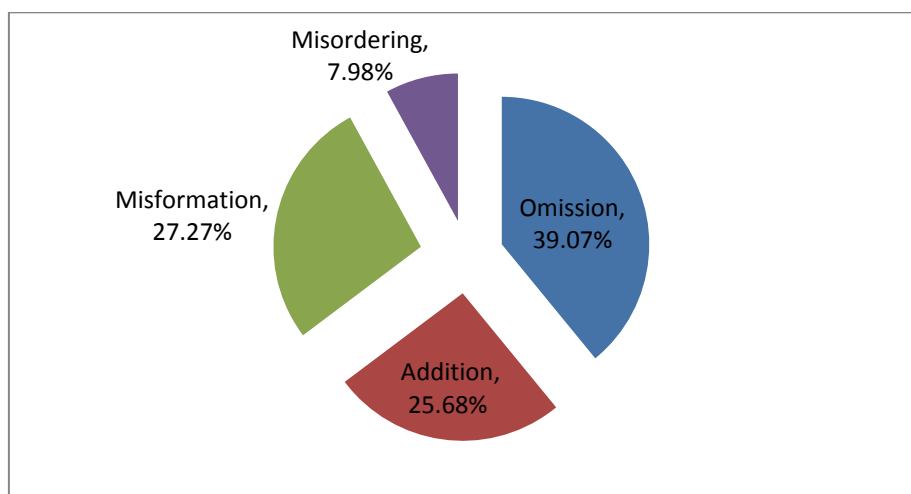


Figure 4.3

The Percentage Total of Errors in Using Direct – Indirect Speech

2. Discussion

a. The Errors in Using Direct – Indirect Speech

After the writer analyze the errors by doing the identification and correction, Based on the research finding, it was found 627 errors made by students' of MA Darul Ulum Palangka Raya in using direct - indirect speech.

Based on the result of the data above, most of the eleventh grade students of MA Darul Ulum Palangka Raya have errors in using direct – indirect speech, they are omission errors, addition errors, misformation

errors, and misordering errors. The high score or dominant of errors were in omission errors with the frequency 245 (39.07%), the second errors were on misformation with the frequency 171 (27.27%), the third errors were on addition with the frequency 161 (25.68%). and the last errors were on misordering with the frequency 50 (7.98%). It was because they did not know the rules in writing well. It was because they did not know the rules how to write the word in English.

b. The Causes of Using Direct – Indirect Speech

Based on research finding, it was found four types causes of the errors in errors. The highest cause of errors was intralingual errors. There was some Reason; First, the students might have a little knowledge about grammatical structure. Second, the learners fail to mark the verb of present tense and past tense. The learners' acquiring a first language have not experienced learning a previous language, the errors they made possibly be due to any inference from other language.⁶³ Third, Intralingual Errors occur when L₁ does not have a rule which L₂ has the learner applies an L₂ rule producing an errors.⁶⁴

⁶³ Dulay, Burt, Krashen, *Language Two*, New York Oxford; Oxford University Press, 1982. P. 165

⁶⁴ Ibid, 143