

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, problem of Study, hypothesis, delimitation of the study, assumption of the study, objective of study, significance of the study, operational definition of key terms, and framework of discussion.

A. Background of The Study

Language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate with one to another.¹ Wardhaugh in Chaer stated that: “The function of language is as communication tool, oral or written also it is a tool to exchange the information”.²On the other hand, it is also stated in Based Competence Curriculum as follows:

In education context, English has a function for communication tool to access information, in daily context, it is as a tool to wide interpersonal relationship, exchanges the information, also enjoys language esthetic in English culture.³

¹H. Douglas Brown, *Principle of Language Learning and Teaching*, San Fransisco: Addison Wesley Longman, 2000, p. 5.

²Abdul Chaer, *Psikolinguistik (Kajian Teoritik)*, Jakarta: Rineka Cipta, 2003, p. 33

³Departemen Pendidikan Nasional, *Pengembangan Silabus dan Sistem Penilaian Berdasarkan Kurikulum Berbasis Kompetensi*, Jakarta: Depdiknas, 2003, p 33

Based on the quotation above, English competence is important to be used in communicating, getting information, personal relationship and sharing information. Therefore, students need to understand and use English to improve their confidence to face the global competition. Moreover, as a developing country, Indonesia really needs English because Indonesia government is trying to improve all aspects which are usually faced by all countries. One of this aspect is education, which is essential.

In learning English, there are four language skills which should be mastered by the students. They are listening, speaking, reading and writing. To achieve those abilities, it is very important for students to master the component of linguistics. One of them is grammar, because it is the study of how a sentence is arranged.

Based on the statement above, the writer wants to investigate the students' errors of reported speech about grammar between both of language. Grammar is one of English language component that it must be learnt and understood by students. By learning grammar the students will know about system of language so they will be able to combine and build words into meaningful sentence. There are many grammatical categories that must be learnt by students. For example, part of speech, tenses, gerunds, degree of comparisons, reported speech, and others.

Reported speech is used to report what other people said or thought without reporting the exact word. By learning reported speech definitely students will be able to quote somebody's words.⁴

Therefore, government has attached direct and indirect speech in syllabus since grade VIII in Junior High school as a subject matter that must be learnt by students. Theoretically, they have comprehended about the using tenses, adverbs, pronouns, and sentences. So, learning Reported speech is easy for them. But in fact, there are many students still have difficulties in learning reported speech. By observation, they notice that they often do mistakes when they quote the direct into indirect form. Some students still confuse with certain grammatical changes that have to be made by them. Sometimes they feel so hard to decide what kind of tenses, pronoun or adverbs that should be used when they change direct into indirect speech. Many students said that learning reported speech is most difficult one in learning grammar and structure.

There are a number of reasons to choose the topic of the study. First, it based on teaching experience about reported speech. The students had learned about direct – indirect speech lesson, there were some students got problems in writing direct – indirect speech. They got poor scores. Second, because English as foreign language, the students were difficult to change direct speech form to indirect speech form. Third, the eighth grade had been taught about reported

⁴Betty Schramper Azar, *Understanding and Using English Grammar*, New Jersey: Prentice Hall Regents, 1989, p. 273

speech. The four, it wanted to know the students errors by investigating the students' errors in using reported speech. It would give information to teacher. So, the teacher could predict how to solve the problem.

There are some reasons why the writer is interested in conducting the research in this school. First, the eighth grade of MTs Hidayatul Insan Palangka Raya has studied reported speech, in this study that change reported speech in Indonesia Language to reported speech in English Language. Second, the writer is interested in finding out the result of study in MTs Hidayatul Insan Palangka Raya.

B. Problems of the Study

According to the background of the problem, the writer wants to make formulation of the problems, as follow:

1. What are the errors in using reported speech in simple present tense made by the eighth grade students of MTs Hidayatul Insan Palangka Raya?
2. What are the errors in using reported speech in simple past tense made by the eighth grade students of MTs Hidayatul Insan Palangka Raya?
3. What are the errors in using reported speech in simple future tense made by the eighth grade students of MTs Hidayatul Insan Palangka Raya?

C. Delimitation of the Study

As the topic suggests, the study looked for to reveal whether or not there was problem in using reported speech in simple present tense, simple past tense, and simple future tense. Therefore, it was limited to analyze the problem

in using reported speech in simple present tense, simple past tense, and simple future tense of MTs Hidayatul Insan. In this case, the subjects of the study are the students who are at eighth grade of MTs Hidayatul Insan Palangka Raya. It is because the eighth grade students of MTs Hidayatul Insan Palangka Raya have been taught about reported speech.

D. Assumption of the Study

In this study, there are two assumptions. Namely:

1. The eighth grade students of MTs Hidayatul Insan Palangka Raya have been taught about reported speech
2. The students' are needed to be investigated for better improvement comprehension about reported speech.

E. Objectives of the Study

1. To investigate the errors in using reported speech in simple present made by the eighth grade students of MTs Hidayatul Insan Palangka Raya.
2. To investigate the errors in using reported speech in simple past tense made by the eighth grade students of MTs Hidayatul Insan Palangka Raya.
3. To investigate the errors in using reported speech in simple future tense made by the eighth grade students of MTs Hidayatul Insan Palangka Raya.

F. Significances of the Study

The study about the problem of reported speech made by the eighth grade of MTs Hidayatul Insan, hopefully will be useful to give some contributions to English language teaching and learning:

1. For teachers and teacher researchers, the finding of the research will inform them about grammatical components that need to be given emphasis to assist students to write a grammatical accurately about reported speech.
2. For the students, they can be motivated to practice more than they did before and they are encouraged to learn grammar seriously
3. For the readers, it can inform them about the problem of reported speech made by eight grade of Hidayatul Insan.

G. Operational Definition of Key terms

Definition of key terms gives us the real description about some key terms found in the research. There are some definitions of key terms in this research they are:

1. Definition of Errors

Error is part of the deviation Conversation or Composition of standard rule or selected rule from language adult performance. Dulay, Burt and Krashen stated that errors are flawed side of learner speech and

writing.⁵ In the present study, errors belong to students' errors of reported speech.

2. Definition of Reported Speech

Indirect or Reported speech refers to using a noun clause to report what someone has said. No quotation marks are used.⁶ In the present study, reported speech refers to in simple presents, past tense and future tense.

3. Definition of Simple Present Tense

Simple present tense is expresses events or situations that exist always, usually, habitually.⁷

4. Definition of Simple Past Tense

Simple Past Tense is used to talk about actions or situation in the past. Simple past indicates that an activity on situation began and ended at a particular time in the past.⁸

5. Definition of Simple Future Tense

Simple Future Tense is at one particular time in the future, this will happen. It is mean will happen in the next time.⁹

⁵Dulay and Burt, *Language Two*, New York: Oxford University Press, 1982, p. 138

⁶Betty Schramper Azar, *Understanding and Using English Grammar*, United States of America Prentice Hall Degents, 1989, p. 275

⁷*Ibid*, p:2

⁸*Ibid*

⁹*Ibid*

H. Framework of Discussion

This thesis is divided into three chapters, each of which explains different topics:

1. Chapter I is Introduction

In this chapter the general background of the study, problem of the study, objectives of the study, significant of the study, assumption of the study, scope and limitation, operational definition of key terms, and framework of discussion are discussed.

2. Chapter II is Review of Related Literature

In this chapter the Related studies, Definition of error, Classification of Error, The Types of Error, and Definition of Reported speech are discussed.

3. Chapter III is Research Method

In this chapter Type of Research and Research Design, Population and sample, variable of the study, Instrument, Try Out Instrument, Validity and Reliability of Instrument, Data Collection, and Data analysis are discussed.

4. Chapter IV Research Finding and Discussion

In this chapter consists of data finding, the result of data analysis and discussion.

5. Chapter V Closing

In this chapter consists of conclusion and suggestion.